

THE ROLES OF SCHOOL COUNSELLORS IN THE CHOICE OF CAREER IN SECONDARY SCHOOLS IN WAMAKKO LOCAL GOVERNMENT AREA, SOKOTO STATE

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Abstract

The study examined the roles of school counsellors in the choice of career in secondary schools of Wamakko Local Government Area, Sokoto State. The study becomes necessary looking at the fact that secondary school leavers are still found roaming the streets as jobless youths and engaging in inappropriate behaviours such as prostituting, stealing and kidnapping to list but few some. The research adopted a descriptive survey research design. Questionnaire was designed to solicit responses from the respondents. A purposive sampling technique was used in selecting five (5) secondary schools within Wamakko Local Government Area. Research advisor table for sampling was used in selecting (322) sample of respondents. Data collected was analyzed using simple frequency distribution table and the mean average. Findings revealed that, the role played by counselors with regards to career choice in secondary schools of Wamakko Local Government are very limited. The study therefore recommended that vocational administration in the schools should work in collaboration with the school counselor and provide all the necessary support needed by the counselor to help students in the choice of career.

Keywords: Counselor, Career, Perception and Roles

Introduction

The primary goal of career guidance and counselling is to make it possible for an individual to see and explore his or her unlimited endowed options. It is an undeniable fact that the major service areas of guidance and counselling are, educational guidance and counselling which assists students in their choices of career, Vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society (Odeck 1999 ; Ipaye, 1995). Supporting literature on career development provide insight to the fact that career counselling is being challenged to meet the needs of a society that is experiencing vast changes in the work place that is rapidly becoming more diverse (Zunker, 2002). The changes in counselling needs have occurred because there is the need for quality work performance which is so pervasive in the lives of individuals since it influences all our life roles. This has expanded the role and scope of the career counsellor to include more than just helping someone find a job. Even though, finding an optimal career is of utmost importance, career counselling now provides a broad spectrum of concerns such as mental health issues that restrict career, changes in the work place and matching the needs of workers in a competitive global economy.

Guidance counsellor is a professional educator with a specialized graduated level training in counselling and related guidance services, whose major concern is for normal developmental needs and problems of all the pupils for whom he is responsible. He further said that Guidance counsellor is an integral part of the school staff, a member of the pupils' personnel service team (Ezeji, 2001). Sowemino (2012) referred to guidance counsellor as one who utilizes both individual and group counseling to shape and remoulds students in Nigeria education from their academic, vocational and social personal problem. Ifelunni (1997) referred to guidance counsellor as a trained expert who is exposed to enough psychology necessary to understand and predict human behaviour. Ifelunni 1997 further posited that guidance counsellor's role in the guidance programme must succeed; he is a trained personnel in test construction and administration, practicum as well as enough theories needed to understand clients' problems and being in a position to proffer assistance.

Career awareness is the degree to which individuals in the target population are aware of the target field as a possibility for long term employment and growth, and knowledge of what they must do to enter and progress in the career field. It includes an understanding of the world of work (Cronin 2014). Anderson (2011) defined career awareness as the degree to which individuals in the target population are aware of the target field as a possibility for long term employment and growth; and knowledge of what they must do to enter and progress in the career field. Career awareness therefore means an effectively based programme using simulations to allow participants experience in career planning and decision making concept.

The high rate of unemployment, poverty and crime among secondary school leavers tend to have been attributed to lack of possession of career skills required in the world of work. Most of these students do not possess entrepreneurial skills that will enable them establish and manage small business enterprises so as to become self-employed and self-reliant on graduation. This observed deficiency in secondary school graduates have necessitated the positing of secondary schools Guidance Counsellors who are professionally trained to render guidance services among which is career information and other activities which are aimed at enabling them broaden their career knowledge, skills and attitude towards entrepreneurship education. It is worrisome to observe that despite Federal Government of Nigeria effort at improving career development of students through the posting of Guidance Counsellors to secondary schools as stipulated in the National Policy on Education, secondary school leavers are still found roaming the streets as jobless youths and engaging in inappropriate behaviours such as prostituting, stealing and kidnapping to list but few some. Although, school Guidance counsellors are expected to be involved in career awareness creation roles in schools for students, the researcher is uncertain if the counsellors actually do so, the perception students have about the role of counsellor and students acceptability level of career education. It is against these concerns that this study was carried out.

Objectives of the Study

- i. To examine the students of Secondary schools in Wamakko Local Government of Sokoto state on their view or perception of the roles of school Counsellors and counselling in Secondary schools as it relates to their career choice.
- ii. To examine the contribution of schools to the guidance programme in Wamakko local government Area.

- iii. To find out whether the students are aware of the duties and roles of Counsellors in the senior secondary schools in Wamakko local government

Research Questions

- i. Are the students aware of the roles and duties of Counsellors in their respective schools in Wamakko local government Area?
- ii. What are the contributions of schools to guidance and counselling programmes in Wamakko local government Area?
- iii. What roles do Counsellors play in career choice of secondary school students in Wamakko local government Area?

Methodology

The study adopted a descriptive survey design. This design was considered suitable for the study because it accorded the researcher the opportunity of collecting data from a sample considered to be representative of the population for describing systematically the counselor roles in the choice of career among students. The populations of the study consist of male and female SS II students of both boarding and day schools from ten (10) senior secondary schools in Wamakko Local Government with a population of 2,051 as shown in table 1.

Table 1: Population of the Study

S/No	Names of Schools	Male Students	Female Students	Total
	Government Technical College Farfaru	215	-	215
	Ahmadu Bello Academy	188	-	188
	Sani Dingyadi Unity Secondary School	230	-	230
	Badon Barade Government Day Secondary School	90	85	175
	Government Day Secondary School Arkilla	115	110	225
	Government Girls Islamic School Wamakko	-	215	215
	Government Day Secondary School Wamakko	100	98	198
	Yahaya Abdulhakim Secondary School	106	100	206
	Government Secondary School Gumbi	96	92	188
	Government Secondary School Dundaye	116	95	211
	Total	1256	795	2051

Research Fieldwork 2022

The sample of the study was drawn from the five (5) Secondary Schools using research advisor table 2016 techniques where (322) students were selected as respondents and the five (5) schools were selected using purposive sampling techniques because all of them were in Wamakko Local Government Area. Role of school counselors and counseling in students' choice of career questionnaires (RSCCSCCQ) was used as an instrument for data collection.

Data Presentation and Analysis

Results

Are the Students Aware of the Roles and Duties of Counselors in their Respective Schools?

Table 2: Duties and Roles of Counselors

Items	Sample	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1 Guidance and Counselor is important in Secondary School	322	114	35.4%	207	64.2%	1	0.4%	0	0%
2 Through guidance service one makes appropriate choice of career	322	200	62.1%	109	33.7%	11	3.4%	2	0.8%
3 Students are satisfied with the role of counselor in the school	322	91	28.2%	221	68.6%	10	3.2%	0	0%
Total			41.9%		55.5%		2.3%		0.3%
Average Mean			97.4%				2.6%		

Source: Research Field Work 2022

The above table 2 seeks to identify the duties and roles of counselors. From the sample of 322 respondents 144 (35.4%) strongly agreed on the importance of guidance and counseling in Secondary Schools, 207(64.2%) agreed on its importance while only 1 (0.4%) respondent disagreed. 200 respondents representing 62.1% strongly agree that through guidance services they make appropriate choice of career, while 109 respondents with 33.7% agreed, 11 respondents with 3.4% disagreed and only 2 respondents representing 0.8% strongly disagreed. When asked on the satisfaction of the role of counselor in the school 221 (68.6%) and the highest respondents agreed on having satisfaction with the role of counselor, 91 (28.2%) strongly agreed while 10 respondents representing 3.2% disagreed and none of the respondents strongly disagreed and therefore represent 0%. On the total mean average 97.4% of the respondents agreed that guidance and counselors perform their duties and roles. 2.6% of the respondents with the lowest percentage disagreed. Therefore, from the total average, we can conclude that students are aware of the roles and duties of counselors in schools of Wamakko Local Government.

What are the Contributions of Schools to Guidance and Counseling Programme in Wamakko Local Government?

Table 3: Contributions of School to Guidance and Counseling Programme

Items	Sample	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1 There is a period allocated for guidance and counseling programme	322	0	0%	10	3.2%	207	64.2%	105	32.6%
2 The counseling center in the school has all the necessary facilities	322	10	3.1%	13	4.0%	200	62.2%	99	30.7%

3	The School contribute to guidance programme in the school	322	70	21.7%	190	59%	59	18.3%	3	1
	Total			8.2%		22%		48.3%		21.4%
	Average Mean			30.3%				69.7%		

Source: Research Field Work 2022

The above table 3 is based on the contributions of school to guidance and counseling programme. 207 respondents representing 64.2% of the respondents disagreed that there is a period allocated for guidance and counseling programme, and 105 (32.6%) strongly disagreed while 10 of the respondents representing 3.1% agreed. On the issue of facilities in the counseling center, 200 respondents representing higher percentage of 62.1% disagreed, 99 (30.7%) strongly disagreed on having facilities in the counseling center. The third item is based on contribution of school authority to guidance programme where 190 (59%) respondents agreed that school contribute on the programme, 59 respondents representing 18.3% strongly agreed and lastly 3 respondents representing 1% strongly disagreed. From the total mean average 69.7% of the respondents indicated that school are not contributing to guidance and counseling programme in secondary schools of Wamakko Local Government while 30.3% of the respondents agreed that school are contributing to guidance and counseling programmes in schools. Therefore, from the above information, we can conclude that the secondary schools in Wamakko Local Government are not contributing to guidance and counseling programme in schools.

What Roles do Counselors play in Choice of Secondary Schools Students in Wamakko Local Government?

Table 4: Roles of Counselors in Career Choice of Students

Items	Sample	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1 The choice of career is an important aspect in one's life	322	320	99.3%	2	0.7%	0	0%	0	0%
2 My intended career choice are made by my school counselor	322	0	0%	38	11.8%	84	26%	200	62.2%
3 I was guided by the school counselor in making choice of subjects	322	17	5.2%	39	12.2%	221	68.6%	45	14%
Total			34.8%		8.2%		31.5%		25.5%
Average Mean			43.0%				57%		

Source: Research Field Work 2022.

Table .4 is based on counselors roles in students career choice, from the first item, 320 respondents representing 99.3% agreed on choice of career as important aspect in one's life, 2(0.7%) strongly agreed with none of the respondents disagreed. On the role of counselor on students intended choice of career 200 of the respondents representing highest percentage of 62.2% strongly disagreed, 84 (26%) respondents disagreed while 38 of the respondents with 11.8% strongly agreed. When ask of guidance counselor in the choice of subjects, 68.6% of 121 respondents disagreed on counselors guidance in the selection of subject while 39 (12.1%) strongly agreed and 17 respondents representing 5.2% agreed which indicated that the school counselors in Wamakko Local Government does not guide students in the choice of subjects. On the total average 57% of the respondents with the highest percentage disagreed on the role of counselors in student's choice of career while 43% of the respondents agreed. From the above information, we

can conclude that there is lack of roles played by counselors in career choice of students in Wamakko local government and there is need for the counselors in secondary schools.

Conclusion

Based on the data collected and analyzed, the following conclusion is made that:

- i. Students are aware of the roles and duties of counselors in schools of Wamakko Local Government. The finding was based on the data interpreted in table 1 of the study.
- ii. The secondary schools in Wamakko Local Government are not contributing to guidance and counseling programme in schools. The finding is based on the data in table 4.2 where majority of the respondents agreed with the statement.
- iii. The roles played by counselors with regards to career choice in secondary schools of Wamakko local government are very limited. The conclusion was based on the data in table 3 of this study.

Discussion of Findings

The study has shown that, Students are aware of the roles and duties of counselors in schools of Wamakko Local Government. The finding is in line with that of Maxwell (2014): Teachers perception of the roles of guidance counselors in secondary schools in Rivers State. The researcher adopted descriptive survey design and a total population of 5,300 school teachers and sample of 370 male and female teachers was used for the study. The findings revealed that male and female school teachers perceived roles of school counselors to be leading the teachers and students to have significant different in their perception.

The study has revealed that the school administrators in secondary schools of Wamakko Local Government are not contributing to guidance and counseling programme in their schools. The finding have agreed with that of Shift and Lisa (2006) who carried out study on principals' perceptions of school counsellor roles and satisfaction with school counselling services. The design of the study was survey design and sample survey of the study consisted of 500 certified principal across the United State. The surveyed principals were 303 in number across the nation and the instrument for data collection was an open-ended questionnaire. The findings of the study revealed that one third of the principals surveyed were very dissatisfaction with school counseling services in the area of multicultural counseling/diversity awareness, programme evaluation/accountability, public relation/community outreach and parent education.

The roles played by counselors with regards to career choice in secondary schools of Wamakko local government are very limited. The conclusion was based on the data collected. The finding is in line the study conducted by Peter and Pamela (2004) titled: Perception of the role of the guidance and counseling programme on Kenya secondary school students career decision making. The researchers adopted survey method of research. The total population of the sampled secondary schools, while 2,259 students in public secondary schools, while 250 female sample of students were selected. The findings revealed that guidance counselors helped the students to attain spiritual growth, vocational, health and marital awareness.

Recommendations

The following recommendations were generated from the findings:

1. Students should be enlightened on the role of the counselor in the school especially with regard to career choice.
2. Government should provide all the necessary funds and facilities needed for the counselors in the school.
3. The vocational administration in the school should work in collaboration with the school counselor and provide all the necessary support needed by the counselor to help students in the choice of career.

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