

**ASSESSMENT OF VOCATIONAL GUIDANCE NEEDS AMONG TECHNICAL
COLLEGE STUDENTS IN KOGI STATE**

BY

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2016/1/63734TI

**DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
FEDERAL UNIVERSITY OF TECHNOLOGY MINNA**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF INDUSTRIAL AND
TECHNOLOGY EDUCATION, SCHOOL OF SCIENCE AND TECHNOLOGY
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BACHELOR OF TECHNOLOGY (B.Tech) IN INDUSTRIAL AND TECHNOLOGY
EDUCATION**

APRIL, 2023

DECLARATION

I hereby declare that this thesis titled: **“Assessment of Vocational Guidance Needs Among Technical College Students in Kogi State”** is a collection of my original research work and has not been presented for any other qualification anywhere. Information from other sources (published or unpublished) has been duly acknowledged.

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CERTIFICATION

The thesis titled: “**Assessment of Vocational Guidance Needs Among Technical College Students in Kogi State**” by AREH, Samson Olanrewaju (2016/1/63734TI) meets the regulations governing the award of degree of Master of Technology of the Federal University of Technology, Minna and it is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This project is dedicated to Almighty GOD whose strength kept me throughout this period

Mr and Mrs Areh, Mrs Rita Alfa.

ACKNOWLEDGEMENTS

All thanks and adoration is due to almighty God who gave me health, strength, wisdom and ability to carry out this research work successfully.

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ABSTRACT

The study assessed vocational guidance needs among Technical college students in Kogi State. Four objectives were formulated for the study, four research questions were raised to guide the study and four hypotheses were formulated at 0.05 level of significance. This research adopted a survey research design. The study was carried out in Kogi State. The population for this study consists of all the final years students numbering 3,084 in Technical Colleges in Kogi State. A stratified random sampling technique was used to select 150 students each from Federal Technical College Mopa and Kogi state College of Education-Technical Kabba respectively. The data collected was analyzed using Mean and Standard deviations to analyze the research questions, while independent t-test was used to analyze the formulated hypotheses. The software used in analyzing is SPSS version 23. The result revealed that items 1-10 agreed with the mean range from 2.50-2.60 on the current state of career choices among electrical/electronics technology education students based on the decision. The result revealed that items 1-13 agreed with the mean range from 2.56-2.71 on the needs for career and occupational guidance among electrical/electronics technology education students based on the decision. The study recommends that the counsellors should be aware of various working conditions for various careers, so as to advice students on better choice of careers and the students should be orientated on a better career choice.

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CHAPTER ONE

1.0

INTRODUCTION

1.1 Background to the Study

Technical and vocational education is used as a comprehensive term in the education process involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (Federal Republic of Nigeria, 2013). In recognition of the role of technical and vocational education in supplying essential skilled manpower for industries and the society at large. Technical and vocational education was enshrined into the National Policy of Education (NPE). The implementation of the policy brought some new challenges, which the three tiers of government (Local, State and Federal) have to contend with. One of such challenges is the provision of vocational guidance in choosing a better career in Technical and vocational education (Arthur, 2015).

The need for vocational guidance in Nigeria has been made more urgent by the greatly expanded and diversified educational facilities and opportunities at the Technical college level (Gichunge, 2016). Moreover, the establishment of Technical Colleges was conceived to be the needed tool for technological advancement in Nigeria. However, observations indicate that technical colleges operate and graduate students below the conceived expectation thereby overwhelmed with problems. These problems are often multifaceted and could be traceable to numerous factors such as ignorance of students, parental pressure, mass failure in examination, non-availability of professional vocational guidance services among others. Consequently, the rates of school dropout and unemployment became increasingly high of ineptitude. There unskilled and incompetent graduates of technical colleges cannot cope with the high technological manpower specification required in the world of works, thus, resulting in shortages of specialized technical manpower. The much needed technological

development may therefore be a mirage if the current trend continuous. Vocational guidance encourages students' in decision making. Decision on what to read depend on his/her interest, values, abilities, skills and motivation to learn. Hewitt (2016) the students need to know what to do and what is capable of doing for a living. The need to provide a condition for the individual to test his concept in actual situation is very important. If it is satisfying, then it will become internalized. For this point to be reached the student needs accurate information about his personality traits, particular quality in someone's character. In most schools, test scores in school's subjects are used to interpret values, aptitudes, special abilities and even interests in career choice.

Career is a sequence of occupation in which one engages. It is field of employment in which one expects to remain especially in such a field which requires special qualification and training it is also the totality of work one does in his life time and person centered. According to Alutu (2014), career choice is a development process that spans through a persons' lifetime. Career education is the education given by career educationist, it provides the students with the skills, attitudes and information which they need to successfully enter the labour market smoothly at whatever point they leave school (Egbule 2015). Through career education, the school provide a transitional bridge for the individual from school to work life. Career education is interdisciplinary. It provides motivation as well as professional and academic skills from cradles to grave.

Parents serve as major influence in the lives of their children. According to Alutu (2014), parents are the most influential determinant of career plan, occupational aspirations and expectation of their family members. While according to Edwards and Quintet, (2011) schools had the resources with which to meet students career guidance needs, neither teachers nor counsellors can replace the influence parents have on their children's plans.

Peer group exerts a strong influence on the students choice of any given course or occupation. The Nigerian adolescent like his encounter parts throughout the world, has his problems as regards the groups with which he should be identified. Odebunmi (2015) opined that peer influence and academic motivation were related to career aspiration of students. In the same vein, Emetiece (2015), posited that in classroom, the students peer group present some of the most salient meaningful reward. They exert strong influence on one another's aspiration and school behaviour" There is no gain say that peer group influence occupational choice of students. If their peer group detests some specific course or subjects, one would feel inferior to go into other lines so that one can continue to belong to the group and hold to one's self esteem. This goes such peer-group spirit would likely be influenced by their friends in the choice of occupation.

Vocational guidance also helps students to deal with a variety of problems. Since the society in which students live is constantly changing, they have to adjust to change. For examples, more emphasis is now given to self- employment and job generation than in earlier years. Vocational guidance provides information about occupational opportunities students become aware of the world of work, and the range of available opportunities, that exist (Ofuoku 2019). It strengthens the educational system by providing motivation and meaning to education. This means ensuring that the students' education curricular and extracurricular activities are useful and will eventually result in something worthwhile. The students are encouraged to make maximum use of all educational opportunities since these will beneficial to them during their lives. According to Denga (2018), Vocational guidance helps students to understand the problems of unemployment and its causes. It adds a feeling of security to the nation, the schools and the students, so that all face the future with confidence. The student is helped to develop an ability to control his/her future. Based upon this background, the study sought to assess vocational guidance needs among Technical college students in Kogi State.

1.2 Statement of the Problem

The establishment of technical colleges was conceived to be the needed tool for technological advancement in Nigeria. However, observation indicates that they are operating and graduating electrical/electronics technology students below the conceived expectation, overwhelmed with problems. The problems are often multifaceted and could be traceable to numerous factors such as ignorance of student's parental pressure on their wards to choose certain career, peer pressure, mass failure in examination, and non-availability of professional vocational guidance services amongst other. Consequently, the rate of school dropouts and unemployment became increasingly high as a result of ineptitude.

These unskilled and incompetent electrical/electronics technology graduates of Technical Colleges cannot cope with the high technological manpower specification required in the world of works, thus, resulting in shortage of specialized technical manpower. The much need technological development may therefore be a mirage if the current trend continues. What is not yet certain is whether electrical/electronics technology students are guided by a guidance counselor or teacher in making appropriate career choice that would lead to the acquisition of the needed technological skills and competences prior to graduation. In the light of the above, the study sought to assess vocational guidance needs among Technical college students in Kogi State.

1.3 Purpose of the Study

The purpose of the study is to assess vocational guidance needs among Technical college students in Kogi State. The specific objectives of the study is to determine the;

1. Current state of career choices among electrical/electronics technology education students.

2. Needs for career and occupational guidance among electrical/electronics technology education students.
3. Resources needed for effective career and vocational guidance among electrical/electronics technology education students.
4. Strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students.

1.4 Research Questions

The following research questions were raised to guide the study

1. What is the current state of career choices among electrical/electronics technology education students.
2. What are the needs for career and occupational guidance among electrical/electronics technology education students.
3. What are the established resources needed for effective career and vocational guidance among electrical/electronics technology education students.
4. What are the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students.

1.5 Significance of the Study

The study is significant to the students, government, Technical college administrators, industrialists and NBTE in the following ways:

To the students, the study will be beneficial to assist the students in acquiring knowledge of requirements of various occupations in terms of personality, abilities, preparation, enumeration and risks involved in Technical colleges for the promotion of electronic

graduates' self-reliance and employability in the labour market in order to reduce the rate of electronic graduates' unemployment.

The result of this study would motivate the government and educational planners to foster the skill of acquiring occupational information in Technical college education for better improvement in service delivery.

The study would offer Technical college administrators better administrative procedures on career choice in technical education and develop positive attitude towards skills acquisition in contrast to pure academic culture and preference for white collar jobs.

The outcome of the study would motivate industrialists to liaise with the Technical colleges through Students Industrial Work Experience Scheme (SIWES) to foster school- industry linkage for the production of employable electronic graduates.

The findings of the study would provide NBTE with practical suggestions on how to promote the coordination and accreditation compliance in the Technical colleges.

The result of the study will be beneficial to the society to enable the individual secure such information about himself, his abilities and interest through objective assessment data to initiate effective implementation of technical skills acquisition policy in the Technical colleges.

1.6 Scope of the Study

The scope of the study is delimited to assessment of vocational guidance needs among Technical college students in Kogi State. The study examine the current state of career choices, investigate the needs for career and occupational guidance, establish resources needed for effective career and vocational guidance among electrical/electronics technology education students and strategies of enhancing career choice through career and vocational

guidance among electrical/electronics technology education students. in Technical Colleges, Kogi State. The study will be carried out in Technical Colleges in Kogi State. The study will be specific to electrical/electronics technology education students on their career choice in Kogi State. The study will be carried out with eight (8) weeks.

1.7 Hypotheses

the following hypotheses was formulated at level of significance of 0.05

HO₁: There is no significant difference between the mean response of students and teachers on the current state of career choices among electrical/electronics technology education students.

HO₂: There is no significant difference between the mean response of students and teachers on the needs for career and occupational guidance among electrical/electronics technology education students

HO₃: There is no significant difference between the mean response of students and teachers on the resources needed for effective career and vocational guidance among electrical/electronics technology education students.

HO₄: There is no significant difference between the mean response of students and teachers on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students.

CHAPTER TWO

2.0

LITERATURE REVIEW

2.1 Theoretical Framework

2.2 Theories of vocational choice and their implication on career guidance

Theories of vocational choice are attempts made by occupational theorists to explain the intricate network of factors that lead a person to his first choice of occupation. Thus we talk of developmental theories which emphasizes the emergence of successive choices and their patterning throughout the lifespan, in contrast with those which focus on the determinants of

a particular choice at the time of entry into training, or into the labour market, or at some mature age (Adam, 1987).

These developmental theories of vocational choice stresses that the division involved in the selection of an occupation are made at a number of different points in the individual's life span and that they constitute a continuous process which starts in childhood and ends in early adulthood. Super (1957) outlines five developmental stages.

i. The growth stage (0-15 years), ri. The exploration stage (15-25 years).

The establishment stage (25-45 years).

The maintenance stage (45-65 years).

The decline stage (65 onwards).

Super identifies as central features of the choice process the development of self- concept and the development of an awareness of the occupational role available in the world of work that provide the opportunity for implementing the sell-concept. It is a phenomenological approach emphasizing the way in which the individual conceives of himself and the occupational world around him that influences the development of his self and occupational concepts (Adam, 1987).

Theories of vocational choice have several implications for career guidance and counselling. Since most students in our secondary schools are involved in occupational choice, the theories have special relevance to teachers and counsellors who work with the youth. Most theories emphasize that career choice is a long-range gradual process involving the acquisition of work. In view of this, the counselor should gradually lead the young person to gain more understanding of himself or herself and the range of job opportunities available in the area and little beyond. Career choice is a part of a process, so counselors should not hurry.

We would expect a considerable time including several sessions to pass the student gradually from indecision and uncertainty to tentative and ultimately to realistic plans.

2.3 Technical and Vocational Education Training (TVET)

TVET has been known to increase the productivity of individuals, employers and expand the success of national development. The workers' educated, which is very highly trained as in the profession, is seen as an essential element of human capital necessary for the country development (Kazmi, 2017). In the case of Nigeria and most of the African region, the workers is described as low-skilled and poorly prepared for the competition of globalisation. Literature also indicated that TVET programmes should prepare well defined knowledgeable workforce with high performance and emphasised on the standards of the educational quality and to develop employees for technical jobs (Rojewski, 2016; Keiser *et al.*, 2014).

The UNESCO and ILO (2002) recommendations report that technical TVET is further understood to be:

- (a) An integral part of general education.
- (b) A means of preparing for professional areas and for active participation in the world of work.
- (c) An aspect of lifelong learning and preparation for responsible citizenship.
- (d) A tool for encouraging permanent and environmental development.
- (e) A way of decreasing indigence.

The most important result of an effective TVET system is that it opens up opportunities for employment. TVET also emerged as the main and most effective means to reduce poverty and gender-oriented (Adesina, 2015). Thus, investment in priority areas like

education and skills development is very important to bridge the gap between knowledge-based workers and low-skilled workers (Kazmi, 2017). Musmari (2015) stated that, TVET is linked to economic development in a number of ways, for example, to give technically trained personnel at all levels to accommodate the socio-economic requirements for industrial growth and progress without which capital would be wasted. Hence, education for TVET can help people to obtain skills and knowledge for the development of society and solving industrial problems that society or the country may face. Mader (2014) pointed out that the aim of human resources development is to raise the standard of skills at all levels needed to support the economic growth and to provide an adequate supply of all ranges of professional expertise needed to run a modern nation. While Todaro (2015) explained that education for human resources development is seen as an integral part of long life education which contributes decisively to economic and cultural development, social progress and world peace as well as to the development of an educational system"

The UNESCO-UNEVOC (2016) has recently indicated that TVET has a particular role in awarding knowledge and skills relevant to people's life quality improvement and upon linking with adequate recruitment chances, it shall help to expand their skills, and increasing their outcome as well as their incomes, thus, it result into high living levels and rival economies. The UNESCO-UNEVOC (2016) also referred to TVET policies and practices may help people, or can support overall development of individuals, the whole progress and make them ready for better sharing in the community, harmony and containment.

2.4 Vocational Guidance

Vocational guidance is an important issue in human life as it affects person from childhood to maturity (Aduro, 2013). It is the process of helping client to choose an occupation, prepare

for it, enter it and develop in it. Such guidance should be rendered to the student, taking cognizance of his or her personality traits, interests, ability, values and so forth. This is because it will influence his/her life style such as the type of food he/she eat, the type of cloth he/she wear, the type of house he/she live, his/her choice of friends and car he/she drives (Bagley, 2016).

Vocational guidance is the assistance given to students in choosing and preparing for a suitable vocation. It is concerned with the selection of vocation and preparation for it by students. This concept of vocational guidance has changed over some time. Before delving into the concept, we need to clarify the terms career and vocation: which are used interchangeably most of the time. By the late 19th century and beginning of the 20th Century, 'Vocational guidance' was used, but with time it has been replaced by "career" because it is "more contemporary and also agrees with the recent trend in the field that career is a life process (Kolo, 2014). In addition, the use of 'career' reduces the confusion between vocational guidance and vocational' education.

Hassen (2016), career guidance combines the two as well as emphasizes the interaction between learning and work. This is not unconnected with the fact that for the individual to be able to take appropriate decision about a vocation, he/she must have obtained a good picture of himself or herself and attains good educational level. This explains why career guidance is developmental from early stage of one's life or learning. This is continuous because of the evolving socio-economic changes caused by knowledge explosion, experience, science and technology.

Therefore, Vocational guidance is the process of helping individuals to choose occupation, prepare for it, enter it and develop in it. Such guidance should be rendered to the learner,

taking cognizance of his or her abilities, interests, values personality, attitude traits (Campbell, 2015).

The services rendered should include;

- i. Creating the awareness about world-of-work.
- ii. Providing students with necessary occupational information
- iii. Preparing the student for skill acquisition for possible occupation and placement at the end of all levels of education
- iv. Encouraging the student in entrepreneur pre-vocational activities, e.g trade/entrepreneurship, arts and crafts.
- v. Guidance student and parents on vocational choices, combination of subjects/courses and assisting them in resolving conflicts in such matters

Parsons (1909), Vocational guidance has expanded in structure and content, thus its objectives are today varied according to individual educational system as earlier stated which would include according to Doswell (2013) listed as:

1. To assist clients (students) to acquire knowledge of the characteristics, functions, duty requirements of occupations in which they are interested.
2. To enable clients to get relevant information about abilities and skills in terms of related qualifications and competencies required to take up the identified occupation.
3. To assist clients in developing abilities to analyses occupational information and make suitable choice by using appropriate career information effectively.
4. To assist clients in getting information about various post educational and training facilities and apprenticeship schemes.
5. To enable clients to understand their potentials and interest in relation to identified occupation or a group of occupations which they may take up.

6. To enable clients to choose the right type of Jobs.
7. To develop entrepreneurship qualities in clients for taking up self-employment trade.

However, Tor – Anyiin (2008) includes more of the following:-

8. Development of the self-assessment in clients
9. Development of client's self-concept
10. Encouragement of a greater awareness and definition of clients own value.
11. Development of client's occupational concept
12. Encouragement of clients for visionary decision making.
13. Development of clients occupational self-concept and extra occupational self-concept and
14. Helping clients to adjust toward themselves and environment.

2.5 Origin of Vocational Guidance in Nigeria

The origins of vocational guidance can only be found in antiquity: that is, vocational guidance is as old as mankind Ikeotuonye (2014). He went on to say that from the very the youth. The youth were expected to learn one form of trade or the other. In fact, no man or woman would be described as having grown to maturity without acquiring a way of making a living.

However, in Nigeria it was usual for the first son to take to his father's profession and the first daughter to her mother's trade. Other male siblings could as well learn their fathers' occupation or be apprenticed in various professionals to learn their trades, for example, medicine men, blacksmiths, fortune tellers, hunters, fishermen, weavers, cooks and so forth. While female siblings usually took to their mothers occupation in addition to learning

the art of home – making. The girls were specifically prepared for marriage, home-making and child rearing. It was an advantage if they learnt any trade. Ikaotuonye (2014). To him, in Nigeria vocational guidance like other places in the world is not a new phenomenon. It is as old as mankind. This is to show that before the modern vocational guidance, Nigeria has her own method of working to earn a living and was comfortable based on their culture heritage.

However, the origin of vocational guidance will be discussed below both the modern vocational guidance in United States of America (USA) and Nigeria. The modern vocational guidance is usually associated with the work of Frank parsons from 1854-1908 which came to lime light since 1905. That is, the roots of organized formal vocational guidance lie in the early 20th century-Ikeotuonye (2014).

Frank Parson who is regarded as a father of modern vocational guidance released the need for young people migrating to the city of Boston as well as those in the city to be given help in securing jobs. London (2014) in Ikeotuonye (2014:3) stated that:

In 1905, Persons established what became known as the Bread winners' institute in the civic service House of North Boston. The Institute was a settlement house or welfare centre financed originally by gifts and endowments from wealthy people to assist in coming immigrants, poor families and out-of- school and unemployed youth. It provided some indoctrination and citizenship training for immigrants, assisted them in locating friends and housing and helped them find employment. If they were without means, and many were, the centre supplied them with food and necessary clothing until they could provide for themselves. It helped out-of-school and unemployed youth of poor families secure entry jobs where on- the-jobs training was possible, so that they could advance in an occupation, care for themselves, and assist their families.

However, Parson's efforts yielded further results in 1908 when the vocation Bureau for the city of Boston was established and Parsons was the first director and counselor. From the city of Boston, the idea of formalized vocational guidance spread to other cities of the United States of America. Parsons' book titled "Choosing a Vocation", was published posthumously in 1909. He died on September 26, 1908. Parsons (1909) Ikeotuonye (2014:3) formulated three-point techniques of counseling which comprising the following steps:-

1. Firstly, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations and other qualities.
2. Secondly, knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work.
3. Thirdly, being the last stage is true reasoning on the relation of these two groups of facts; that is matching the two, first and second together. It is also known from Parsons' book that, he based his vocational counseling on a number of principles which includes:-

1. It is better to choose a vocation than merely to hunt for a job.
2. No one should choose a vocation without careful thorough and self-analysis, under guidance.
3. The youth should have a large survey of the field of vocations, and not simply drop into the convenient or accidental positions.
4. Expert advice or the advice of those who have made careful study of men and vocations and of the conditions of success, must be better and safer for a young man than the absence of it.

5. The putting down on paper of a self-analysis is of supreme importance. From all the indication above, vocational guidance interest originating with Frank Parsons, ideas dominated the practice years after his death. He felt concern for the complexity of the world of work and the resultant difficulty in career planning, a concept that is still viable today. As originally practiced by Parsons and his associates, the concept of matching youths with jobs, based on the characteristics of both, has also had a long and traditional association with the counseling movement.

However, as this concept was broadened and other basic activities were added in the 1920s and 1930s, vocational guidance became a service activity most frequently identified with the provision of occupation and educational information. In the late 1950s and 1960's, with the original impetus from the National Defense Education Act of 1958, placement and follow-up also became significant activities of the vocational or career guidance phase of counseling programme. Thus, for nearly 60 years, the counseling movement has been the care-taker for career planning in U.S.A. schools and agencies. London (2014) in Ikeotuonye (2014) pointed out that prior to the work of Parsons, a number of people made attempts at organizing a formalized vocational guidance programme. Notable among them were Lysander Richards and George A. Merrill. Richard's book on "vocophy" published in 1881, advocated a new profession that would enable individuals find their right vocations On his own part, Merrill developed what might be called a programme of conational education rather than vocational guidance at the California school of Mechanical Arts in San Francisco. The programme took off in 1895. According to Brewer (2013) comprised:-

1. Two years in the High school of sample exercises drawn from simple work in each of the trades taught by the school, with about half of the time given to such studies as English, civics, mathematics and science.

2. Study of the individual and counseling
3. Choice by the pupil of a specific trade
4. Two years of preparation for a trade, including related technical studies.
5. Placement at work and follow-up.

Furthermore, the National Vocational Guidance Association (NVGA) of U.S.A. defines vocational Guidance as the dissemination of information experiences and advice in regards to choosing a vocation, prepare for it, enter into it and make progress in it.

According to Parsons (1909) vocational guidance is the process of assisting people to choose a vocation, prepare for and enter upon it, and attain efficiency and success in it. To Parsons (1909), the concept of vocational guidance was that of matching individuals with the available occupations, to enable them earn a living. Hence, the whole essence of vocational guidance was to enable the applicants enter a job. The Ultimate aims of vocational guidance is to make sure that immigrants or the poor who enter the Urban areas were not delayed in getting a job. This was earlier stated by Ikeotuonye (2014), it is the matching approach which entails establishing the relationship between one's attitudes, abilities, ambitions, interests, resources, (limitations, weakness and their causes) and conditions of successes, advantages, compensations, opportunities and prospects to different lines of work.

Crow and crow (1960) in Mallum (2016), according to the International labour organization, vocational Guidance is the assistance rendered by an individual to another in the latter's solving of problems related to his progress and vocational selection keeping in mind the individuals peculiarities or special abilities and their relations with his occupational opportunity (Mallum, 2016). Durojaiye (2016) saw vocational guidance as every person's

duty; provided the information about the individual and the available occupations are known. Cognizance was not taken of the influence of variables and changes due to socio- economic and technological developments. It was this process that promoted the trait and factor theory in vocational guidance. This approach was influenced by the fact that Parsons was a philanthropist and was guided by the social welfare aspect of giving jobs quickly to applicants. The progress of the job seeking individual was not of much concern to him and many others who viewed vocational guidance as a mere social service for immediate economic survival of the immigrants. This reduced vocational guidance only to a narrow focus of catering for the physiological needs of earning a living. However, with the spirit of social welfaring gone, new perception of vocational guidance emerged. A group, led by Brehier, (2017) advocated broadening the concept. Indeed, Brehier (2017), further regarded entry to job as just an aspect of vocational guidance. This new approach did not recognize vocation choice or entry as terminal; but simply one of the stages in vocational guidance. This thinking was probably influenced by the fact did not take cognize vocation choice or entry as terminal but simply one of the stages in vocational guidance. This thinking was probably influenced by the fact that the immediate choice did not take cognize of the physical psychological, developmental level, interest, social experiences and the new environment. Carter (2016) further observed that development of vocational interest takes place with the interaction between growth processes some of which are biological and environmental. It was Carters conviction that most of the unemployed looking for jobs was not yet conscious of themselves, as such, providing them a job which they had not, was satisfying. There is a universal adage that says “a begger has no choice” because he or she was in a difficult situation, therefore whatever given to them was accepted immediately. Conversely, the applicants accepted the choice to forget the past way of life as he or she continue his life.

Meanwhile, immediately they assumed office many started looking for jobs that were commensurate with their self—concept and development process.

However, Gichunge (2016) and his contemporaries, therefore disagreed with the early writers that vocational choice was the ultimate of vocational guidance. They viewed vocational choice as “an attempt to implement self-concept, develop clients’ occupational concept, clients’ occupational self-concept and clients’ extra occupational self-concept, (Hayes & Hopson, 2013). Furthermore, Nwoye (2014) defined vocational guidance as: the process of helping a person to develop and accept an integrated picture of himself and his role in the world of work as well as to test this concept apart reality and to convert it into reality with satisfaction to himself and benefit to society.

Nwoye (2014) represents the modern view of vocational guidance, which regards the process as developmental with the sole aim of helping an individual understand himself or herself and using available information to guide the client to enter a job that will enhance self-fulfillment. Self-fulfillment transcends working environment and the leisure time when in service and in retirement. Vocational guidance is thus, the profession that aims at not only providing adequate and appropriate information to clients towards taking visionary decision about a vocation, but also understanding themselves and the socio-economic environment. This way, clients will be able to choose and enter a vocation which is in agreement with their self-concept, clients will perform, adjust, progress and experience a sense of fulfillment and a sense of accomplishment for their benefit. To portray the modern vocational guidance is beyond information provision and vocational choice, Nwoye (2014) identified four tasks Viz:-

1. Developing in the client an integrated picture of what he or she is by identifying the individuals interests, abilities and capabilities, personalities traits and needs

2. Understanding clients' occupational self-concepts, which is broadening the occupational horizons of the client to debunk any unrealistic or glamorized impressions held, including the psychological aspects.
3. Understanding clients' occupational self-concepts aimed at exploring clients' needs, which could be satisfied during working hours and leisure time. This includes the rewards, status expressing of dominant life values like caring among others.
4. Developing clients' extra occupational self-concept which is the identification of what benefits are likely to be enjoyed by entering a job and the ability to cope with its socio-situations.

The above identified four tasks underscore the concepts of vocational guidance have two general objectives involved the following:-

1. Identifying the interest and security of the client.
2. Identifying interest and security of the occupational world

2.6 Psychology of Vocational Guidance

Psychology of vocational Guidance and self –knowledge and vocational knowledge are very important means of ensuring accurate and adequate occupational choice, usually, there are psychological processes necessary to bring about this self and social understanding which are so vital for good vocational adjustment but unfortunately experience so often fails to produce (Hollis, 2015). These psychological processes are those of vocational guidance. According to Olaniyi (2014) defined vocational guidance is a process of helping a person match his personal attributes and his background with suitable jobs employment opportunities. To Olaniyi (2014), this definition is the same as that of parsons (1908) which

seem to suggest that by nature vocational guidance has two fundamental broad purposes.

These are:-

- i. To help people make good vocational adjustment and
- ii. To help facilitate smooth functioning economy through the effective use of man – power.

Therefore if these psychological processes, subsumed under the term vocational guidance, are so vital for a well-adjusted citizen, a useful contributory worker and a nation's economic advancement.

Psychology has help students in their school work to identify educational needs, devise a plan, to meet those needs and then either implement the plan or advise the management on how to implement it.

However, in a bid to forestall wrong entry to vocations in Nigeria the Federal Government of Nigeria (2004) posits thus:

In view of the apparent ignorance of many young people about career prospects and in view of the personality adjustment among school children, career officers shall be appointed in post primary institutions, since qualified personnel in this category are scarce, government shall continue to make provisions for the training of interested teachers in guidance and counseling. The above statement from the Federal Government (2004) has implications career officers who will help the youths in acquiring work values, skills and those who might have been encountering difficulties-maladjusted in the world of work. Therefore, the functions of the careers officers and counselors are preventive and curative.

The psychology of vocational guidance will teach you to analyze their ability in term of potentials and control to avoid problems of unemployment in the future. Hence, the reasons

for the study of psychology of vocational guidance lies in the govern position to recruit interested teachers to the task and train more counselors. The foundation for the need for vocational guidance in Nigeria is therefore laid by the Federal Government of Nigeria (2004) in the National policy on education.

However, psychology as a course is a compound word, the term “psyche’ is derives the Greek roots psyche’ meaning ‘soul or ‘mind” and ‘logos’ Greek meaning ‘word” thus psyche is literally the study of the ‘mind’ or ‘soul’ psychology”, therefore means study of the mind or soul’. This definition was discarded because both mind and soul could seem to look mysterious and vague, (Mangal, 2015). The new definition of psychology emphasis on the description and explanation of consciousness as a study. This was not unconnected with the new field of study, the psychoanalytic. The problem with the psychoanalytic position was the inability to understand both the unconsciousness and consciousness.

This made the study subjective and introspective and so unscientific as animals could not be studied because they are likely to have no mind or soul’. But psychology is expected to study all living things. Meanwhile, this new approach of the psychology re-defined psychology as “the investigation of human and animal behavior and of the mental and physiological process associated with the behavior,” Howieson & Jackson (2016), Behaviours incidentally deals with the interpretation of actions, hence, it deals with thinking and feelings. This implies therefore that psychology is the study of ones thinking and behavior as an individual’s thinking influences his/her behaviours. Psychology therefore deals with the basic principles underlying behavior which comes about through learning experience, intuition and physical maturity (Hoy, 2015). Psychology is also concerned with the how of human development.

Vocation connotes something doing. It locates one in a given world of work (Kipnusu, 2013). Guidance on the other hand deals with direction, providing of assistance to one to achieve

some desired goals. Psychology of vocational guidance and self therefore could be the study of behaviours in a work place and also to know thyself and seat up to work and contribute positively to the development of Nigeria in Vision 2020 and ahead. Therefore locate your area of contribution and this entails a long process as it has to do with preparation, entry and progress within a vocation of your choice. This is so because while psychology deals with the how of human development in a given position of environment, vocational guidance determines the how of an individual in his other work place (Kranzler *et al.*, 2016). Invariably, psychology of vocational guidance is interested not only in how an individual enters a job but also how he or she progresses within the job given the social environment.

The psychology of vocational guidance aims at help g an individual to adjust properly in his/her work environment and so operate at his or her optimal level for his or her benefit and ultimately for the benefit of the society. It is also expected that such people working satisfactorily and well-adjusted in the performance of their functions will successfully retire. Retirement and the issue of one's leisure period are concerns of the psychologist in vocational guidance, hence the federal Governments decision that in the interim career guidance counselors be recruited among the interested teacher and others (Makinde, 2017). This is because of the importance attached to the training since it is a distinct component in the educational sector. It is in recognition of this that many universities in Nigeria offer psychology of vocational guidance as a course of study. The new system of education in Nigeria tag Entrepreneurship trade is in line with the vocational education to take Nigeria far or upward in the transformation programme and to fulfill the visions 2020 agenda.

2.7 The Need for psychology of vocational Guidance Course

The need for psychology of vocational guidance in schools can be inferred from the definition of London (2014); Nwoye (2014), Kolo (2016), Olaniyi (2010), Ikeotuonye

(2014), and the under-employment and unemployment situations in the country. Onwubolu, (2015) definition of vocation guidance as a process of choosing, preparing entering and progressing in an occupation pre-supposes that our schools should have components of vocational guidance. Nigeria is a developing nation, with global trends she is expected to take cue provided by developed countries such as Britain, United states of America and other Western world who have since introduced the study of psychology of vocational guidance in their universities. The need for psychology of vocational guidance will first of all help equip trainees with the theoretical framework from where to start the Nigerian journey in the field. It will also help vocational guidance trainees to identify such vocational theories that are applicable to Nigeria (Morris, 2016). This will go a long way towards initiating indigenous theories of vocational guidance.

The need for this vocational guidance will also help the Nigeria vocational guidance trainees to identify and appreciate work values so that they can help the youths inculcate the right work values and attitudes. It is the inculcation of these that will increase productivity (Mutie and Ndabumki, 2013).

The need for this course will expose Nigerian vocational guidance counselors to the trial and error processes undergone by advanced countries. With such background Nigeria guidance counselors will be put on a better pedestal to help Nigerian. Youths with vocational problems. This is because the vocational problems are universal (Okoth, 2016). The study of psychology of vocational guidance provides opportunity for use of psychological tests. It will therefore equip Nigeria vocational guidance counselors to, not only use such tests to help them select and place their students/clients to vocation but also help to develop indigenous psychological tests. The exposure to psychological tests will equip them towards understanding the clients values, aptitudes, attitudes, among others.

This knowledge will provide the trainees of psychology of vocational guidance the opportunity to also construct their 'cultural free' psychological tests to understand their clients better in the cultural setting. The course or study of psychology of vocational guidance will also provide opportunities to the trainees to appreciate the role of appropriate vocational information to be given to clients. It is with this study that the trainees will be able to know how and where vocational information for the clients will be obtained. However, job satisfaction, motivation and adjustment are terminologies in psychology of vocational guidance. It is therefore only when the trainees under take the course that they will be equipped to understand these concepts. It is only through this course that vocational maladjustments can be understood and be solved. It is therefore to help cure and prevent career maladjustment. It is also this course that will help the trainee get acquainted with the skills of identifying 'mal adjusted' vocational behaviours and how to go about solving them (Pecku, 2016)

Furthermore, a course of study in psychology of vocational guidance will provide an opportunity for the trainees to understand personality types and their vocational needs. This information will be used extensively in the selection of candidates for certain positions. This course will equip Nigerian career counselors to assess their clients career choice objectively. In schools, career Education counsellors are those to help children, select their subjects combination. This is however not expected to be done arbitrarily. The issue of subjects combination which is preparatory to job entry is the function of career counselors. It is through the study of psychology of vocational guidance that one will be properly equipped to guide and assist clients towards proper subjects selection and combination which is based on aspiration, ability, value, interest and attitude. All these can be ascertained through the use of psychological tests, which are tools of vocational psychologists.

More reasons for the needs of psychology of vocational guidance, in Nigeria today the influence of education, technology, modernization, division of labour, use of scientific equipment have created room for a wide range of career. This demands that adolescents and youths undergo career education in school. It has also been observed by educators and psychologists that graduating students at all levels of education encounter difficulties in searching for job and in finding one. Also the present high rate of unemployment and underemployment made it necessary for the study of psychology of vocational guidance in various levels of education Egbule (2015) has the following reasons for psychology of vocational guidance to be study as a course in higher institution of learning:-

- i. It will help students to understand themselves in terms of their abilities, attitude and interest.
- ii. To provide students with a broader view about the world of work.To enhance students' awareness of the various options opened to them and give them confidence that they can make a reasonable choice between the various options.
- iii. To develop in the students the concept of variety of roles the society
- iv. To develop the spirit of job satisfaction and motivation as well as self-actualization in the student after a choice of career been made through the help of psychological test to assist students in vocational guidance.

2.8 Career Choice

Career selection is one of many important choices students will make in determining future plans. This decision will impact them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life-long work (Gysbers, Heppner, & Johnson, 2016). Every student carries the unique history of their past and this determines how they view the world. That history created, in part by the student's

environment, personality, and opportunity, will determine how students make career choices. It then follows that how the student perceives their environment, personality, and opportunity also will determine the career choices students make.

2.8.1 Factors influencing choice of career

Many factors can influence or come into play in the course of college students choice of career path. Students will typically take into account the quality of life they want when they are older. Factors such as interest in field, academic ability, familiarity, economic stability, and influential people can all play a role in the decision.

2.8.2 Interest in field

Some students grow up knowing what they want to do in life. These are the students who will go the extra mile to reach their dream job. However, students often settle on a different path due to many factors they can't control. Students will research their chosen career path and explore everything about it. The salary and benefits of that job do not play a role in this decision. In a research study the factor "match with interest" rated over job characteristics, major attributes, and psychological and social benefits in importance when students choose a major (Beggs *et al.*, 2008). Students will seek out schools that are well known for that major or trade. Most students today are more concerned with the amount of money they can earn. However, there are a few students who pursue their dreams (Mcglynn, 2007).

2.8.3 Academic stability

Many students choose their major based on. their academic ability (Beggs *et al.*, 2008). However, some students do not have the ability or the work habits to succeed in some majors that may require more study than other fields of studies. These students may find a better fit

in a less work intensive major that requires fewer difficult classes. This affects the career paths of these students. Other students have the ability to handle majors with greater workloads and choose the career path that will lead to a job requiring more education. Examples in this category include veterinarians, doctors, or lawyers. For jobs such as these, students need more than one degree.

On the other hand, some students have the drive to put in the work in very labor intensive fields but do not have the intelligence to perform the tasks that are needed for their chosen field (Beggs et al., 2008). These students often receive help from others, special education teachers, and special exceptions when taking exams and doing homework. Students are given every opportunity to excel and work in their field.

2.8.4 White collar vs. Blue collar

Most parents want their children to go college and get great jobs. However, not all high school students want to or have the ability to go to college. Some students want to be carpenters and construction workers. The workforce will always need the blue collar people who do manual labor jobs (Stamps, 1998). Even though technology continues to evolve and grow, there will always be a demand for trade centered who want to work straight out of high school.

2.8.5 Personality

Personality is another important factor in career choice. Studies have shown that students will choose a major that they think will fit their personality type (Mihyeon, 2009). The confidence that a student has can determine how far a student will go with their education. Students who believe in themselves have more confidence and are more likely to go for what they want instead of settling for something that is comfortable

2.8.6 Economic stability

Many students believe that to live a comfortable lifestyle they need to be economically stable. When these students look into a major or a career path, they seek out the higher salary jobs or they look for majors that involve the most job security (Wildman and Torres, 2002). The financial aspects that students consider include high earning potential, benefits, and opportunities for advancement (Beggs et al, 2008).

Along with stability during their career, some students may even look ahead to retirement.

Students want to make sure they are secure for the rest of their lives, and may look into careers that have benefits to help them in the long run (Wildman and Torres, 2002).

2.9 Resources for Effective Career and Occupational Guidance

There are three components of guidance and counselling programme in schools. These are educational guidance, vocational guidance and personal and psychological guidance. Career guidance and counselling deals with educational and vocational guidance.

This is concerned with all those activities that are related to the students' adjustment to his educational environment. There are three components of educational guidance. The first relates to developing a favorable setting for the individual's education. This involves giving assistance to the new students to adjust to the new school, new teachers, new subjects and new regulations because these can be overwhelming to some students.

The second component of educational guidance service is concerned with recognition of individual differences and their relation to educational achievement. This means giving assistance to students' to enable them to become aware of their abilities, special needs, interests and limitations. They are able to understand themselves and how their particular potentialities may be developed.

The third component of educational guidance relates to curriculum choices. A student with many abilities and interests may have difficulty in deciding which subjects will not be most meaningful for him/her in the long run. Therefore, such a student needs assistance in understanding the relationship of his curricula choices to his vocational objectives. Some students are unrealistic in that their interests require a higher level of ability than their tested levels.

Some other students are influenced by the choice of their peers. Thus, the guidance counselor guides students to make their choices by helping them to recognise the factors that determine their choices. The final decision should always be left to the students.

Vocational / Career Guidance

Vocational guidance is primarily focused on helping a student answer the following question: “what shall I do in life?” With hundreds of new careers available today because of the fast moving development in science and technology and international relations, coupled with a high rate of unemployment, the need for vocational guidance is critical. A student may face a conflict between his interests and his abilities. Therefore, vocational guidance is concerned with helping students understand the world of work and understand themselves in relation to the world of work. It is also concerned with assembling information about many common occupations and less familiar jobs and recognising the occupation in which they may find satisfaction and develop the fullest potential (Patterson, 1962)

2.9.0 Development of Vocational / Career Guidance and Counselling

Guidance and counselling primarily developed from vocational guidance, which was the sole concern of counselling psychology in the late 1890s and early 1990s (Friedenberg, 1995). Vocational guidance at the time was concerned with and put emphasis on career issues including planning, education, exploration and placement (Makinde, 1984). Students were helped to view an integrated picture of themselves and their roles in the world of work. Guidance was viewed as a beneficial activity in occupational matters because of the following factors;

Human personalities and economic circumstances are in a process of continuous change.

People possess different potentialities and capacities for work, but can qualify for a varied number of occupations.

Each occupation requires a specific set of abilities, interests, aptitude, and personal dispositions.

Career development is influenced by family, social - economic situations, and culture.

Vocational guidance is a process that runs from school time through working life. Frank Parsons is seen as the founder and father of modern vocational guidance and his work has had a lasting influence to date. In the period between 1908 and 1909, Parsons established the Vocational Bureau at Boston in the U.S.A, which was attached to the Civil Service House in Boston, later to become part of Harvard University. The purpose of the Vocational Bureau was to assist young men make sound vocational choices, based on their occupational aptitude and interest. Parsons, apart from offering guidance also trained young men as counsellors and sent them out to open and manage Vocational Bureaus under Young Men Christian Associations, schools, colleges, universities and other public establishments throughout the United States of America (Patton & McMabon, 1999).

The greatest contribution by Parsons to the vocational guidance movement was his emphasis on individual analysis before selecting a career. He encouraged the use of psychological techniques to bring out an individual's interests, abilities, aptitude and personality as well as pairing them with the most suitable occupation for the individual (Patton & McMabon, 1999). Parsons' emphasis on individual analysis led to the development of many psychological assessment tests, which have been improved and are in use today. The need to have ways of determining an individual's characteristics for career choice was the precursor for development of career or vocational psychometric tools (Anatasi, 1988).

Makinde (1984) traces modern guidance and counselling in Africa to Nigeria in 1959. At this time Catholic sisters at St. Theresa College in Ibadan began organising formal career guidance services for upper class students, a few days before school certificate examinations. During these activities, emphasis was laid on vocational information, awareness about the world of work, location of employment, and reduction of anxiety when taking examinations. With time, guidance and counselling took shape, became integrated into the education system, and crossed borders to other African countries.

2.9.1 Needs for Career and Occupational guidance

The school is an important set up for the career development of an individual which is the major reason why we need career and occupational guidance. The school can influence an individual intentionally by providing opportunities for career development learning, or unintentionally when students are left alone to make their own links between school and career development (Patton & McMabon, 1999). Throughout history, schools have served as both a mirror of, and an agent for broad social change. As a social reform movement, concurrent reforms are reflected into the structure and the function of schools within any society (Short & Talley, 1997). As an agent of change, the school is supposed to influence an

individual's views about his/her role in the world of work and modify the individual's attitude towards work.

The principle goal of vocational guidance is to enable all individuals to make sound and informed decisions. Decisions on careers will be appropriate only if individuals have adequate information about the world of work. This is because vocational development is a process made up of developmental tasks that relate directly or indirectly to the world of work (Gazda, 1984). Career guidance and counselling will thus be meaningful to the consumers only if it connects them with the world of work. One of the major limitations of schooling today is the inability to relate or connect schooling to the future world of work (Hurn, 1985).

2.9.2 Review of Related Empirical Studies

Williamson and Bordin (2017) attempted to make an inquiry into the effectiveness of counselling services provided at the Student Counselling Bureau, University of Minnesota. The findings were that: the counselled students were rated significantly higher on the adjustment scale, the counselled students earned significantly better grades than the non-counselled students. Twenty-five years later Campbell (2016) compared the same two groups, that is, those who had been counselled and those who had not. The differences between the two groups were slight but the counselled group reported higher incomes and made greater contribution to society.

Boyi et al. (2016) through their study of 'Selection of School Subjects and Students' Occupational Choice for Career Development: Implications for Counselling' aim on helping Nigerian students have proper school subjects and occupational choices for proper career development. Therefore, the paper highlighted on the nature and complexity of new school curriculum in terms of contents and organization. Challenges faced by secondary school students in choosing career, conditions and or challenges faced by guidance and counseling

service in Nigerian secondary schools were equally identified. It however, pointed out the relevance and position of guidance and counseling in National Policy on Education, offered some counseling tips that could enhance career development among students in Nigerian secondary schools. The paper concluded that, Nigerian secondary schools are lacking functional guidance and counseling units where students are properly and adequately guided. It recommended that, educational and vocational counseling should be introduced into new national curriculum as a subject. The inclusion may at least concern Junior Secondary School (JSS) level, a level at which students could be exposed to ideas and process of school subjects choice and matching career for individual's development and national development in general.

Loan and Van (2015) in their study of 'Career Guidance in Secondary Schools' the study reviews the role of career guidance and counseling at schools across the globe. The aim of this paper is to overview the career guidance in schools through literature review in order to bring this field into perspective. With the socio-economic development in rural areas and increasing rural to urban migration, it is necessary to enhance the quality of education in career value, based on the students' interests, abilities and passion, with more students switching to vocational education for their future career opportunities. International comparison showed that the key differences between guidance systems in different countries are related to experiences of economic development, political system, socio-cultural factors, the education and training system as well as professional and organizational structures.

Nweze and Okolie, (2014) came up with the study on 'Effective Guidance and Counselling Programmes in Secondary Schools: Issues and Roles in Students' Career Decision Making', career decision making is a skill that counsellors can use to assist students learn, it involves conscious, systematic process which students can learn and perform better practice. This study therefore, was designed to examine guidance and counselling programmes in secondary

schools. The study adopted an ex-post facto descriptive survey design and covered senior school students in ten selected secondary schools in Ebonyi State, Nigeria.

Adegun and Aremu, (2013) in their research on ‘Effectiveness of Career Development and Cognitive Reframe Therapy on Irrational Career Thoughts among Secondary School Students in Ogun State, Nigeria’ emphasized choosing a professional career is an important step that influences the aspirations of students. Students sometimes are unable to make a decision about the career they wish to pursue later in life. Career practitioners in Nigeria have observed that most secondary school leavers in Nigeria often make poor career decisions due to unrealistic vocational aspirations. This study examined the effectiveness of Career Development (CD) and Cognitive Reframe (CR) therapy in reducing irrational career thoughts of secondary school students. There was a significant main effect of treatment on dysfunctional career thoughts of secondary school students. CD and CR were found to be effective in reducing irrational career thoughts of secondary school students.

Finally, a study on ‘Career Guidance, Participation of Students and its Implication for Kano, Nigeria’ by Abubalcar, (2012) shows that the purpose of the study was to examine students’ participation in career guidance activities as mechanism through which young adults are developed into productive, responsible personalities well equipped for life and work in today’s technology based society. The study focused on career information search, career exploration and assessment aspects of participation. Thus, the findings would help the stakeholders, policy makers and educators in improving the career guidance in schools for effective delivery. The results revealed that participation in career guidance activities is generally low and no significant difference existed in the pattern of participation among genders.

Morris (2015) did an inquiry in USA into the effect of programmes given in classroom guidance, they found that comprehensive curriculum about career, academic and social/personal development could positively impact student knowledge in each of those domains. That social skills could increase the social attractiveness of gifted and special needs student and that multicultural conflict resolution education could provide students with more positive perspectives on conflict, and can build related skills. The study also found that classroom curriculum about stress reduction techniques could improve student self concept, sense of locus of control and appropriate coping strategies and that classroom guidance focusing on academic achievement could influence students' behaviour and attitudes towards' school, impact students school attitudes, and improve knowledge about succeeding in school. Lastly, the study found out that classroom curriculum designed to educate students about goal setting, problem solving, career exploration, school resources significantly improved student behaviour, attitude and knowledge in the areas.

Akinrotahun (2015) evaluated Introductory Technology programme in Ondo State to determine the extent to which the programme objectives have been achieved in the state. He used the survey research design while questionnaire was used for data collection. The findings reveal that adequate workshops and equipment were not provided in all the school in the state. It also indicated that less qualified teachers dominated the teaching Introductory Technology in the state schools. Machines, equipment and hand tools should be provided in all the state secondary schools while the less qualified teacher should be encouraged to make up for their deficiencies from his recommendation.

Udo (2017) evaluated the N.C.E Business Education towards meeting the essential component of Business Education curriculum in tertiary institution in Plateau State. A population of 200 respondents were used. The t-statistics was used in data analysis. His findings was that the objectives of N.C.E Business Education programme are adequate and

suitable to meet the objectives of Business. His findings also reveals that the component of N.C.E. Business Education programme are adequate, relevant and suitable to meet the components of business education programme. He discovered that the major constraints facing the N.C.E business education programme are inadequate classroom blocks and seats, inadequate teaching/learning equipment, inadequate trained manpower and lack of staff development facilities.

Ugwu (2014) evaluated mathematic components of teacher education programme in colleges of education in Enugu and Anambra States. The evaluative research design was used for this study while questionnaire and observation instrument were used for data collection. The major findings revealed that the course contents are suitable for achieving the aims of mathematic teacher education of the Colleges of Education. There are inadequate number of non-academic staff, no mathematic workshop, no departmental library in the College and lecture method is popularly used by the lecturers against discovering, demonstration and problem solving methods.

Adeyemi (2017) evaluated the status of Technical Education programme in the Colleges of Education. It was found that students/teacher ratio in the programme was not consistent with the standard requirement of National council for Colleges of Education (NCCE). Adeyemi revealed that in each of the programme areas both human and material resources were inadequate. Adeyemi recommended that workshops should be organized for training teachers on how to use each mechanism to remove constraints on the implementation of Vocational Teacher Education (VTE) programme.

Ugwu (2014) evaluated mathematic components of teacher education programme in Colleges of Education in Enugu and Anambra States. The study revealed that the course

contents are suitable for achieving the aims of Mathematics Teacher education of the Colleges of Education.

Ugwu Nwadinmkpa (2017) evaluated Introductory Technology programme in junior secondary schools in Delta State. He used evaluative design while questionnaire and observation instrument were used for data collection. The findings of the study revealed that the subject objectives were achieved, absence of workshop facilities for teachers, lack of adequate library, inadequate items such as machines and tools. Drawing laboratory and equipments are not available. Wood, metals, cables, textbooks were also not available in school as there are no functional library. He recommended that; government should employ Introductory Technology teachers to reduce work load, workshop and equipment should be made available. Library and textbooks should be provided. Excursion introduce, drawing studio and equipment should be made available. And teachers should improvise instructional material to enhance students' understanding of the concepts.

2.10 Summary of Literature Review

The literature review discussed on vocational guidance, origin of vocational guidance and the need for vocational guidance. Trait theory was used to explain the theoretical framework of the study. Different empirical studies were cited for the study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

This research adopted a survey research design, where survey research design is one of the important area of measurement in applied research. The broad area of survey research encompasses any measurement procedures that involved asking questions from respondents. Krosnick (2012) stated that a survey can be anything, that can form a short-paper-and-pencil feedback form to an intensive one-on-one in depth interview will begin by looking at the different types of surveys that are possible.

3.2 Area of the Study

Kogi State is a state in the North Central region of Nigeria, bordered to the west by the states of Ekiti and Kwara, to the north by the Federal Capital Territory, to the northeast by Nasarawa State, to the northwest by Niger State, to the southwest by the Edo and Ondo states, to the southeast by the states of Anambra and Enugu, and to the east by Benue State. It is the only state in Nigeria to border ten other states. Named for the Hausa word for river (Kogi). Kogi State was formed from parts of Benue State, Niger State, and Kwara State on 27 August 1991. The state is nicknamed the "Confluence State" due to the fact that the confluence of the River Niger and the River Benue occurs next to its capital, Lokoja.

Of the 36 states of Nigeria, Kogi is the thirteenth largest in the area and twentieth most populous with an estimated population of about 4.5 million as of 2016. Geographically, the state is within the tropical Guinean forest–savanna mosaic ecoregion. Important geographic features include the key rivers with the Niger flowing from the northwest and the Benue coming from the northeast before the two rivers meet in Kogi's center and bisect the state southward. Kogi State has been inhabited for years by various ethnic groups, including the Igala, Ebira, Gbagyi, and Nupe (mainly the Bassa Nge, Kakanda, and Kupa subgroups) in the state's center; the Agatu, Basa-Komo, and Idoma in the east; and the Yoruba (mainly the Okun, Ogori, Oworo, and Magongo subgroups) in the west. Kogi is also religiously diverse

as about 45% of the state's population are Muslim with about 40% being Christian and the remaining 15% following traditional ethnic religions minorities

3.3 Population of the Study

The population for this study consists of all the final years students numbering 3,084 in Technical Colleges in Kogi State.

3.4 Sample and Sampling Technique

A stratified random sampling technique was used to select 150 students each from Federal Technical College Mopa and Kogi state College of Education-Technical Kabba respectively in the department of technical and vocational education. This technique was used to involve both male and female students. The sample represents all final year students student of 2022/2023 academic session.

Table 3.1: Sample Size distribution

S/N	Technical Colleges	Population
1	Federal Technical College Mopa	150
2	Kogi state College of Education- Technical Kabba	150
	Total	300

3.5 Research Instrument

A Research instrument was designed titled "Assessment of Vocational Guidance Needs Among Technical College Student in Kogi State".

Questionnaire was used for data collection using four modified likert rating scale and it's contains two sections as well as the same scaling for all sections.

3.6 Validity of the Research Instrument

After drafting the instrument it was validated by three lecturers in the Department of Industrial and Technology Education, Federal University of Technology Minna, Niger state to ensure face to face validity of the instrument. As well as the validate of this study and their comments were used to readjust the instrument.

3.7 Reliability of the Instrument

The reliability of the instrument was determined by selecting 10 students apart from the selected sample consisting of male and female to determine the reliability of the instrument. Cronbach alpha was used to determine the reliability. A reliability co-efficient of 0.78 was obtained which indicate that the instrument is reliable.

3.8 Method of Data Collection

An introductory letter was requested from the department and was submitted to various department to seek for permission to administer the instrument to the respondent. After some days, permission was granted to administer the instrument. The instruments was administered to all respondent within three days. After permission is sorted, copies of the questionnaire was directly administered to the respondents with the help of research assistant to be filled and data was collected to ensure that all copies was retrieved.

3.9 Method of Data Analysis

The data collected was analyzed using Mean and Standard deviations to analyze the research questions, while independent t-test was used to analyze the formulated hypotheses. The software used in analyzing is SPSS version 23.

3.10 Decision Rule

In order to determine the level of acceptance of the rejection of any item, a mean score of 2.50 was used. Therefore any item with a mean response of 2.50 and above was accepted and any item with a mean response of 2.49 and below was rejected.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Results

4.1.1. Research Question One

What is the current state of career choices among electrical/electronics technology education students?

Analysis of research question one is presented in Table 4.1.

Table 4.1: Mean and standard deviation of respondents on the current state of career choices among electrical/electronics technology education students

<u>S/N</u>	<u>ITEMS</u>	\bar{X}_1 n ₁ =300	\bar{X}_2 n ₂ =20	\bar{X}_T N=320	SD	Decision
<u>1</u>	There is guidance and counselling programme in most schools	2.70	2.49	2.60	0.56	Agreed
<u>2</u>	Career guidance and counselling are offered in most schools.	2.88	2.98	2.93	0.57	Agreed
<u>3</u>	Do we have a counsellor in secondary schools.	2.97	2.02	2.50	0.62	Agreed
<u>4</u>	There enough time for career guidance and counselling.	2.87	2.92	2.90	0.69	Agreed
<u>5</u>	Students consulted the school counsellor on career issues.	2.40	2.60	2.50	0.69	Agreed
<u>6</u>	Students attend group career guidance and counselling sessions.	2.52	2.62	2.57	0.68	Agreed
<u>7</u>	There are access to read literature containing career information.	2.94	2.70	2.82	0.63	Agreed
<u>8</u>	There are speakers on career information.	2.50	2.54	2.52	0.64	Agreed
9	The school counsellor work with parents in career issues	2.51	2.80	2.66	0.64	Agreed
10	The school counsellor work with teachers in career issues.	2.60	2.67	2.64	0.51	Agreed

Key: \bar{X}_1 = Mean response of Students, \bar{X}_2 = Mean response of teachers, n₁ = No of Students, n₂ = No of teachers, \bar{X}_T = Average mean response

Table 4.1 shows the responses of respondents on the current state of career choices among electrical/electronics technology education students. The result revealed that items 1-10 agreed with the mean range from 2.50-2.60 on the current state of career choices among electrical/electronics technology education students based on the decision. The result also revealed that the standard deviations (SD) of all items are within the ranges from 0.51 to 0.69, each of these values was less than 1.96 which indicated that respondents were not too far from the mean and from one another in their responses on the current state of career choices among electrical/electronics technology education students.

4.1.2 Research Question Two

What are the needs for career and occupational guidance among electrical/electronics technology education students?

Analysis of research question one is presented in Table 4.2.

Table 4.2: Mean and standard deviation of respondents on the needs for career and occupational guidance among electrical/electronics technology education students

<u>S/N</u>	<u>ITEMS</u>	\bar{X}_I n ₁ =300	\bar{X}_2 n ₂ =20	\bar{X}_T N=320	SD	Decision
<u>1</u>	Availability of various careers in the country.	2.60	2.67	2.64	0.51	Agreed
<u>2</u>	Training requirements for various careers are available.	2.60	2.81	2.71	0.78	Agreed
<u>3</u>	Help knowing the various working conditions for various careers.	2.72	2.40	2.56	0.78	Agreed
<u>4</u>	Various jobs are related to each other.	2.94	2.25	2.60	0.63	Agreed
<u>5</u>	Abilities in terms of career involvement are available.	2.39	2.72	2.56	0.68	Agreed
<u>6</u>	Career that would give optimum satisfaction is available.	2.62	2.65	2.64	0.60	Agreed
<u>7</u>	Career environment in which I can work best is available.	2.62	2.55	2.59	0.66	Agreed
<u>8</u>	Career capabilities and limitations are known.	2.65	2.56	2.61	0.56	Agreed
9	Availability of various careers in the country.	2.62	2.55	2.59	0.78	Agreed
10	Training requirements for various careers are available.	2.65	2.45	2.55	0.51	Agreed
11	Help knowing the various working conditions for various careers.	2.87	2.92	2.90	0.69	Agreed
12	Various jobs are related to each other.	2.40	2.60	2.50	0.69	Agreed
13	Abilities in terms of career involvement are available.	2.52	2.62	2.57	0.68	Agreed

Key: \bar{X}_I = Mean response of Students, \bar{X}_2 = Mean response of teachers, n₁ = No of Students, n₂ = No of teachers, \bar{X}_T = Average mean response

Table 4.2 shows the responses of respondents on the needs for career and occupational guidance among electrical/electronics technology education students. The result revealed

that items 1-13 agreed with the mean range from 2.56-2.71 on the needs for career and occupational guidance among electrical/electronics technology education students based on the decision. The result also revealed that the standard deviations (SD) of all items are within the ranges from 0.51 to 0.69, each of these values was less than 1.96 which indicated that respondents were not too far from the mean and from one another in their responses on the needs for career and occupational guidance among electrical/electronics technology education students. The result indicates that there is needs for career and occupational guidance among electrical/electronics technology education students.

4.1.3 Research Question Three

What are the established resources needed for effective career and vocational guidance among electrical/electronics technology education students?

Analysis of research question three is presented in Table 4.3.

Table 4.3: Mean and standard deviation of respondents on the established resources needed for effective career and vocational guidance among electrical/electronics technology education students.

<u>S/N</u>	<u>ITEMS</u>	\bar{X}_I n₁=300	\bar{X}_2 n₂=20	\bar{X}_T N=320	SD	Decision
<u>1</u>	ITEMS	2.96	2.22	2.59	0.55	Agreed
<u>2</u>	Qualified vocational counsellor	2.98	2.42	2.70	0.57	Agreed
<u>3</u>	Experienced vocational counsellor	2.87	2.52	2.70	0.54	Agreed
<u>4</u>	Provision of vocational counsellor's office	2.98	2.33	2.66	0.65	Agreed
<u>5</u>	Provision of television for counselling purpose	2.61	2.42	2.52	0.61	Agreed
<u>6</u>	Provision of charts for effective counselling	2.51	2.52	2.52	0.60	Agreed
<u>7</u>	Addition of guidance and counselling in school time table	2.52	2.64	2.58	0.63	Agreed
<u>8</u>	Organization of peer group discussions	2.84	2.74	2.79	0.64	Agreed

Key: \bar{X}_1 = Mean response of Students, \bar{X}_2 = Mean response of teachers, n_1 = No of Students, n_2 = No of teachers, \bar{X}_T = Average mean response

Table 4.3 shows the responses of respondents on the established resources needed for effective career and vocational guidance among electrical/electronics technology education students. The result revealed that items 1-8 agreed with the mean range from 2.52-2.79 on the established resources needed for effective career and vocational guidance among electrical/electronics technology education students based on the decision. The result also revealed that the standard deviations (SD) of all items are within the ranges from 0.51 to 0.69, each of these values was less than 1.96 which indicated that respondents were not too far from the mean and from one another in their responses on the established resources needed for effective career and vocational guidance among electrical/electronics technology education students.

4.1.4 Research Question Four

What are the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students?

Analysis of research question four is presented in Table 4.4.

Table 4.4: Mean and standard deviation of respondents on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students

1	Career and occupational guidance assists students in making available relevant materials on career and occupational guidance	2.65	2.75	2.70	0.64	Agreed
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2	Career guidance department should invites useful speakers on various career issues	2.62	2.54	2.58	0.39	Agreed
3	Career and occupational guidance should be allowed to partake in students' placement	2.96	2.22	2.59	0.69	Agreed
4	All people should consult counsellors when making career decisions	2.65	2.45	2.55	0.51	Agreed
5	Career counselling makes a positive pallid on the importance of career and occupational guidance	2.87	2.92	2.90	0.69	Agreed

Key: \bar{X}_1 = Mean response of Students, \bar{X}_2 = Mean response of teachers, n_1 = No of Students, n_2 = No of teachers, \bar{X}_T = Average mean response

Table 4.4 shows the responses of respondents on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students. The result revealed that items 1-5 agreed with the mean range from 2.52-2.79 on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students based on the decision. The result also revealed that the standard deviations (SD) of all items are within the ranges from 0.51 to 0.69, each of these values was less than 1.96 which indicated that respondents were not too far from the mean and from one another in their responses on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students.

4.2 Testing of Hypotheses

Hypothesis One: There is no significant difference between the mean response of students and teachers on the current state of career choices among electrical/electronics technology education students.

Analysis of hypothesis one is presented in Table 4.5

Table 4.4: t-test analysis on the current state of career choices among electrical/electronics technology education students

Variables	N	Mean	SD	T	p-value
Students	300	2.55	0.70	0.77	0.52
Teachers	20	2.59	0.73		

Table 4.5 shows the comparison of t-test of the mean rating of the responses of the respondents on the current state of career choices among electrical/electronics technology education students. The results revealed that the mean and standard deviation of students are 2.55 and 0.70 while the mean and standard deviation of teachers are 2.59 and 0.73 respectively. Since the p-value (0.52) is greater than 0.05, the result revealed that there was no significant difference between the mean response of students and teachers on the current state of career choices among electrical/electronics technology education students. Therefore, the null hypothesis was accepted.

Hypothesis Two

There is no significant difference between the mean response of students and teachers on the needs for career and occupational guidance among electrical/electronics technology education students.

Analysis of hypothesis two is presented in Table 4.6

Table 4.5: t-test analysis on the needs for career and occupational guidance among electrical/electronics technology education students

Variables	N	Mean	SD	T	p-value
Students	300	2.71	0.75	0.83	0.69
Teachers	20	2.59	0.68		

Table 4.5 shows the comparison of t-test of the mean rating of the responses of the respondents on the needs for career and occupational guidance among electrical/electronics technology education students. The results revealed that the mean and standard deviation of Students are 2.71 and 0.75 while the mean and standard deviation of teachers are 2.59 and 0.68 respectively. Since the p-value (0.69) is greater than 0.05, hence There is no significant difference between the mean response of students and teachers on the needs for career and

occupational guidance among electrical/electronics technology education students. Therefore, the null hypothesis was accepted.

Hypothesis Three

There is no significant difference between the mean response of students and teachers on the resources needed for effective career and vocational guidance among electrical/electronics technology education students.

Analysis of hypothesis three is presented in Table 4.7.

Table 4.7: t-test analysis on the resources needed for effective career and vocational guidance among electrical/electronics technology education students

Variables	N	Mean	SD	T	p-value
Students	300	2.53	0.68	0.24	0.61
Teachers	20	2.63	0.54		

Table 4.8 shows the comparison of t-test of the mean rating of the responses of students and teacher on the resources needed for effective career and vocational guidance among electrical/electronics technology education students. The results revealed that the mean and standard deviation of students are 2.53 and 0.68 while the mean and standard of teachers are 2.63 and 0.54 respectively. Since p-value (0.61) is greater than a value (0.05), the result shows that There was no significant difference between the mean response of students and teachers on the resources needed for effective career and vocational guidance among electrical/electronics technology education students. Therefore, the null hypothesis was accepted.

Hypothesis Four

There is no significant difference between the mean response of students and teachers on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students.

Analysis of hypothesis three is presented in Table 4.8.

Table 4.8: t-test analysis on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students.

Variables	N	Mean	SD	T	p-value
Students	300	2.78	0.46	0.15	0.24
Teachers	20	2.52	0.63		

Table 4.8 shows the comparison of t-test of the mean rating of the responses of students and teacher on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students. The results revealed that the mean and standard deviation of students are 2.78 and 0.46 while the mean and standard of teachers are 2.52 and 0.63 respectively. Since p-value (0.24) is greater than a value (0.05), the result shows that There was no significant difference between the mean response of students and teachers on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students. Therefore, the null hypothesis was accepted.

4.3 Summary of Major Findings

1. The respondents agreed on the current state of career choices among electrical/electronics technology education students.
2. The respondents agreed on the needs for career and occupational guidance among electrical/electronics technology education students
3. The respondents agreed on the established resources needed for effective career and vocational guidance among electrical/electronics technology education students
4. The respondents agreed on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students

5. There was no significant difference between the mean response of students and teachers on the current state of career choices among electrical/electronics technology education students.
6. There was no significant difference between the mean response of students and teachers on the needs for career and occupational guidance among electrical/electronics technology education students.
7. There was no significant difference between the mean response of students and teachers on the resources needed for effective career and vocational guidance among electrical/electronics technology education students.
8. There was no significant difference between the mean response of students and teachers on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students.

4.4 Discussion of Findings

The findings on research question one revealed that respondents agreed on the current state of career choices among electrical/electronics technology education students. The findings of the study corroborate with Hassen (2016) stated career guidance combines the two as well as emphasizes the interaction between learning and work. This is not unconnected with the fact that for the individual to be able to take appropriate decision about a vocation, he/she must have obtained a good picture of himself or herself and attains good educational level. This explains why career guidance is developmental from early stage of one's life or learning. This is continuous because of the evolving socio-economic changes caused by knowledge explosion, experience, science and technology.

The findings on research question two revealed that respondents agreed on the needs for career and occupational guidance among electrical/electronics technology education students.

The findings support the view of Makinde (2017) who reported that the psychology of vocational guidance aims at help an individual to adjust properly in his/her work environment and so operate at his or her optimal level for his or her benefit and ultimately for the benefit of the society. It is also expected that such people working satisfactorily and well-adjusted in the performance of their functions will successfully retire. Retirement and the issue of one's leisure period are concerns of the psychologist in vocational guidance, hence the federal Governments decision that in the interim career guidance counselors be recruited among the interested teacher and others.

The findings on research question three revealed that respondents agreed on the established resources needed for effective career and vocational guidance among electrical/electronics technology education students. The findings of the study concur with Loan and Van (2015) in their study of 'Career Guidance in Secondary Schools' the study reviews the role of career guidance and counseling at schools across the globe. The aim of this paper is to overview the career guidance in schools through literature review in order to bring this field into perspective. With the socio-economic development in rural areas and increasing rural to urban migration, it is necessary to enhance the quality of education in career value, based on the students' interests, abilities and passion, with more students switching to vocational education for their future career opportunities. International comparison showed that the key differences between guidance systems in different countries are related to experiences of economic development, political system, socio-cultural factors, the education and training system as well as professional and organizational structures.

The finding on research question four revealed that most of the respondents agreed on the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students. The findings of the study corroborate with Nweze and Okolie, (2014) came up with the study on Effective Guidance and

Counselling Programmes in Secondary Schools: Issues and Roles in Students' Career Decision Making', career decision making is a skill that counsellors can use to assist students learn, it involves conscious, systematic process which students can learn and perform better practice. This study therefore, was designed to examine guidance and counselling programmes in secondary schools. The study adopted an ex-post facto descriptive survey design and covered senior school students in ten selected secondary schools in Ebonyi State, Nigeria.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study

The study assessed vocational guidance needs among Technical college students in Kogi State. Four objectives were formulated for the study, four research questions were raised to guide the study and four hypotheses were formulated at 0.05 level of significance. This research adopted a survey research design. The study was carried out in Kogi State. The population for this study consists of all the final years students numbering 3,084 in Technical Colleges in Kogi State. A stratified random sampling technique was used to select 150 students each from Federal Technical College Mopa and Kogi state College of Education-Technical Kabba respectively. The data collected was analyzed using Mean and Standard deviations to analyze the research questions, while independent t-test was used to analyze the formulated hypotheses. The software used in analyzing is SPSS version 23. The result revealed that items 1-10 agreed with the mean range from 2.50-2.60 on the current state of career choices among electrical/electronics technology education students based on the decision.

5.2 Implication of the Study

The study implies that Technical college students in Kogi State need vocational guidance to choose a better career. The study shows that there is needs for career and occupational guidance among electrical/electronics technology education students

5.3 Contribution to Knowledge

The study contributed to knowledge by establishing facts on the current state of career choices among electrical/electronics technology education students. It also establishes the needs for career and occupational guidance among electrical/electronics technology education students.

5.4 Conclusion

The study assessed vocational guidance needs among Technical college students in Kogi State. Four objectives were formulated for the study, four research questions were raised to guide the study and four hypothesis were formulated at 0.05 level of significance. The findings of the study revealed that the respondents agreed on the current state of career choices among electrical/electronics technology education students. The findings of the study also revealed that the respondents agreed on the needs for career and occupational guidance among electrical/electronics technology education students and it was also revealed that the respondents agreed on the established resources needed for effective career and vocational guidance among electrical/electronics technology education students.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made

1. The counsellors should be aware of various working conditions for various careers, so as to advice students on better choice of careers
2. The students should be orientate on a better career choice

3. Every schools from primary to higher institutions should have a counsellor so as to guide the student on better career choice
4. The school administrators should establish training requirements for various careers

5.6 Suggestion for Further Studies

1. Teacher-Counsellors' and Students Perceptions of the Expected Roles of Secondary Schools in Niger State
2. Evaluation of Technical Education programme on vocational guidance in Secondary schools in Niger State

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**QUESTIONNAIRE ON THE ASSESSMENT OF VOCATIONAL GUIDANCE NEEDS
AMONG TECHNICAL COLLEGE STUDENT IN KOGI STATE**

Dear respondent, This Questionnaire is designed to obtain information on Assessment of Vocational Guidance Needs Among Technical College Student in Kogi State. Please, kindly assist by filling the necessary information where appropriate. Any information obtained will be held in strict confidence and will be used solely for the purpose of this academic study.

SECTION A

Personal Data

Gender:

Male [] Female []

SECTION B

Instruction: Respond to the items provided by ticking of the options (HE, ME, LE, NE)

SA= Strongly Agreed, A = Agreed, SD = Strongly Disagreed, D = Disagreed

RESEARCH QUESTION ONE

1. What is the current state of career choices among electrical/electronics technology education students?

S/N	ITEMS	SA	A	SD	D
1	There is guidance and counselling programme in most schools				
2	Career guidance and counselling are offered in most schools.				
3	Do we have a counsellor in secondary schools.				
4	There enough time for career guidance and counselling.				
5	Students consulted the school counsellor on career issues.				
6	Students attend group career guidance and counselling sessions.				
7	There are access to read literature containing career information.				
8	There are speakers on career information.				
9	The school counsellor work with parents in career issues				
10	The school counsellor work with teachers in career issues.				
11	The school counsellor facilitate career group discussions				

RESEARCH QUESTION TWO

What are the needs for career and occupational guidance among electrical/electronics technology education students?

S/N	ITEMS	SA	A	SD	D
1	Availability of various careers in the country.				
2	Training requirements for various careers are available.				
3	Help knowing the various working conditions for various careers.				
4	Various jobs are related to each other.				
5	Abilities in terms of career involvement are available.				
6	Career that would give optimum satisfaction is available.				
7	Career environment in which I can work best is available.				
8	Career capabilities and limitations are known.				
9	Availability of various careers in the country.				
10	Training requirements for various careers are available.				

RESEARCH QUESTION THREE

What are the established resources needed for effective career and vocational guidance among electrical/electronics technology education students?

S/N	ITEMS	SA	A	SD	D
1	Qualified vocational counsellor				
2	Experienced vocational counsellor				
3	Provision of vocational counsellor's office				
4	Provision of television for counselling purpose				
5	Provision of charts for effective counselling				
6	Addition of guidance and counselling in school time table				
7	Organization of peer group discussions				
8	Organization of symposium for students				

RESEARCH QUESTION FOUR

What are the strategies of enhancing career choice through career and vocational guidance among electrical/electronics technology education students?

S/N	ITEMS	SA	A	SD	D
1	Career and occupational guidance assists students in making available relevant materials on career and occupational guidance				
2	Career guidance department should invites useful speakers on various career issues				
3	Career and occupational guidance should be allowed to partake in students' placement				
4	All people should consult counsellors when making career decisions				
5	Career counselling makes a positive pallid on the importance of career and occupational guidance				

