



Influence of Guidance and Counseling Services on Students Career Choice in Public Senior Secondary Schools in Rivers State

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ABSTRACT

The study examined the influence of guidance and counseling services on students' career choice in public Senior Secondary Schools in Rivers State. To achieve the purpose of the study, the researcher developed three (3) specific objectives, three research questions and three null hypotheses guided the study. The research design used for the study was a descriptive research design. The population of the study was Seventeen Thousand Nine Hundred and Seventy-Two (17,972) SS II students. There is 9,817 female and 8,155 male SS II students. The total sample size for this study was 400 SS II students. That is 220 female and 180 male SS II students. The researcher used simple random sampling technique. The instrument used for the data collection was self structured questionnaire titled: Influence of Guidance and Counseling Services on Students Career Choice Questionnaire. The data gathered were analyzed using mean score and standard deviation for the research questions, while the null hypotheses were tested using z-test statistical tool at 0.05 level of significant. Based on the analysis of the data, the findings of the study reveals: that appraisal services, referrals services, information services have positive and significant influence on students' career choice in public senior secondary schools in Rivers State Based on the findings of the study, the researcher recommends that: Government should ensure that all the public secondary schools in Port Harcourt Metropolis should have well equip guidance and counselling unit or centre, school management should organize seminar programme for the school staff and students on the importance of referrals services and government, through school management and counselor should always organize orientation programme for students to orient them on the needs of information services to students' career choice.

Keywords: appraisal, referrals, information, influence, guidance and counseling, services, students, career choice

INTRODUCTION

The concept of students' career choice and guidance and counselling helps to determine the value of guidance and Counselling services to students in schools. Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioural codes and career for their lives, hence they ensure good discipline is maintained among students. There is great effort made by the Ministry of Education to introduce guidance and counselling services to all the public schools in Rivers State.

The role of the school counsellor has long been debated by different scholars, various models, and means of accountability have been presented tried and evaluated over the past several decades. Comprehensive counselling and guidance programmes that incorporate academic, career development and social/emotional domains have been decried in the professional literature for many years. School administrators, teachers, and parents often may view the counsellor's role from their own perspectives. There has been a recent belief/conception in the perception of the school counsellor as an educational leader, student advocate, and social change agent (Clark & Stone, 2013). This leadership role entails increased collaborative interventions with those people who are significant in the lives of students (Cooper & Sheffield, 2012).

The ambiguity about counsellor's roles and expectations has created confusion among teachers, staff, parents and students. Effinger, Lambert and Rudolf (2012) note that in some schools, counsellors are told to focus much of their time on record keeping, administrative responsibilities or crisis interventions with students. There is little time for comprehensive career exploration and planning for life after graduation. In addition, facilities and resources for planning and implementing career guidance and counselling programmes are sadly lacking. The student-to-counsellor ratio in most schools limits the services that counsellors can deliver. The following list of tasks is limited to the guidance counsellors in schools. (Gysbers & Henderson, 2014).

1. Counsellors register and assign new students to classes
2. Counsellors are responsible for administering test.
3. Counsellors send students home that are inappropriately dressed.
4. Counsellors assist with duties in the principal's office.
5. Counsellors compute grade points averages
6. Counsellors are in charge of students records.

Agi (2016) states that guidance and counselling have positive approaches toward solving disciplinary problems among pupils at various schools.. Guidance is a process of helping an individual understand himself/herself and the world. The basic services of guidance in school settings: Appraisal Service or Individual Analysis, Counselling Services, Information Service, Planning, Placement and follow-up, Orientation, Referral Service and Evaluation Service Counselling are processes in which one person assists another person in a person to person or face to face encounter. The tree major counselling services that should be provided in the school settings are: Educational Counselling, Vocational Counselling and Personal-social Counselling.

Therefore, the report recommended that principals should assign a member of staff to be responsible for guidance and counselling services, and that all teachers should be trained in guidance and counselling skills and be made to do it as one of their normal duties. It is against this background that the study therefore intended to investigate the Influence of Guidance and Counselling on Students Discipline in Public Secondary School in Rivers State.

Concept of Guidance and Counselling

Guidance and counselling is concerned with individuals' behavioral process. However the two terms can be looked at differently. Many authors have defined counselling differently though they all agreed on some basic facts. Kiriswa (2018), renowned counsellor defines counselling as an enabling process designed to help an individual come to terms with his or her life as it is, and ultimately reach a greater maturity through learning to take responsibility and to make informed decisions for sell. Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. As individuals develop through stages of life and educational attainment, they encounter problems, challenges and conflict situations. These individuals also need to develop value systems, make decisions, set goals and work towards them. All these cannot he achieved without self-understanding and decision-making skills, which are not innate, but need to be developed. The need to address these challenges and to promote educational

success and healthy life therefore, call for exposure to guidance and counselling programs by individuals/students.

Guidance and counselling is therefore designed to help individuals/students in their different problems and concerns, so that they grow up well-adjusted individuals capable not only of living productive lives, but are also prepared to contribute their quota to the development of their society. Gibson (2018) states that Guidance and counselling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. There are different aspects of guidance and counselling such as family guidance and counselling, marriage guidance and counselling and pastoral guidance and counselling among others. The researcher's concern however, is on school guidance and counselling. The focus of school guidance and counselling is on three major areas namely: educational, vocational, and personal-social. Educational guidance and counselling according to Ifelunni (2003), is aimed at assisting both the students and their parents to develop educational plans that will help them plan their school work such as study habit, examination techniques and how to choose subjects, among others. According to Ifelunni, the planning is such that they benefit from their schoolwork and hence able to progress to the next level of schooling. Ifelunni (2013) also view vocational counselling as aiming to assist a person match his personal attributes and his background with suitable jobs and employment opportunities. Personal-social counseling according to Ifelunni (2003), takes care of the problems of the students that may not be educational or vocational such as boy- girl relationship, leisure time activities, personal appearance, social skills, home and family relationship, among others.

Guidance is the purposeful direction of the growth of an individual in his five worlds. These five worlds in which individuals live are the physical, mental, social, emotional and psychological worlds which lead to how a person perceives the world. According to Denga (2010), guidance aims at, maximizing the intellectual potentials of the students so that they may live up as learners of subject matter.

In this regard, the students should be made aware by the counsellor, of the courses available in the tertiary institutions and the importance and relevance of all the subjects they will come across. They should also know the minimum qualifications required for the courses in the tertiary institutions and the ambition to undertake a particular course guided by the school counsellor. In totality at this level as Anagbogu (2012) rightly puts it: Counselling should aid the students to clarify what preparations are needed for their future careers and in addition to that, provide them with programmes which would help them come in contact with the world of work. In all levels of education as Akinboye (2013) succinctly states, the role of counsellors is to effectively utilize all the basic counselling principles to support their learner to overcome their development and maturational problems including guidance and counselling so that the learners can make better decision on personal, social, educational, career and family marital issues. These definitions underline the fact that guidance aims at helping, aiding, directing or assisting an individual towards better understanding of himself and his world which leads to adjustment of the individuals. Based on these definitions, it shows that guidance is a part of counseling. As Amadi (2012) explains, the purpose of counselling reflects training value system, perceptions of role and the needs of the individual being helped. Shertzer and Stone (2012) point out the fundamental goals of counselling is to effect change in behaviour, so that the recipient may live a more productive and self-satisfying life.

Counselling therefore, aims at assisting the individual to explore and understand himself. This shows that the definition of counselling is implicit in what it aims at achieving for the person counseled. Makinde (2013) in his own definition states that it is a service designed to help an individual analyze himself by relating his capabilities, achievements, interest and made of adjustment to what new decision he has made or has to make. He went further to say that counselling is designed to provide an interacting relationship where the counsellor is attempting to

help the counselee to better understand himself in relating to his present and future decisions or problems.

Infact, as Amadi (2012) points out, counselling is also defined as a learning process by which the client or counselee is helped by the counsellor to behave in a more rewarding or satisfying manner. Ipaye (2013) also regards counselling as concerned with creating opportunities and suitable environments for personal social, educational and vocational growth of the individual. Though guidance and counselling are not synonymous, they are similar in the sense that they have as their basis a relationship that aims at assisting the individual in attaining self-direction. While guidance is a broad term usually applied to a total school programme of activities and services geared towards assisting student's .to make and carry out adequate plans and to achieve satisfactory adjustment in life, counselling is usually regarded as a part of guidance services. As Shetzer and Stone (2012) explain, both guidance and counselling usually deals with situational and environmental conditions. Both guidance and counselling stress rational planning problem solving and support in the face of situational problem.

The Role of Counsellors in Secondary Schools

Following the rapid changes in our society which has affected educational development, the role of counsellors has become manifest in our school system. This has become ever more pronounced with the 6-3-3-4 system. As Amadi (2012) puts it, during the first three years of secondary school career every student is expected to carry all the subjects in the school curricular. This is irrespective of individual differences in ability, background, experience, social status, maturation, motivation, interest, attitudes, aptitudes etc.

Consequently there is continuous assessment that constantly reminds them that they are lacking in some areas. This type of situation creates frustration and feeling of inadequacy in these students who are affected and hence the need for guidance and counseling. Also hinting on the importance of guidance and counselling in schools, Fafunwa (2010) states that guidance and counseling, particularly at the junior secondary school level, would play an important role in the education and social growth of individuals. While Awokeye (2013) stated that the purpose of the 6-3-3-4 system of education would not be achieved without academic and career guidance and counselling especially in junior secondary schools. As Oladele (2013) observes that guidance services are professional and to individuals and small groups in dealing with common personal, educational and vocational needs and problems.

These services as put by Amadi (2012) include:

- a) Orientation services
- b) Placement services
- c) Information services
- d) Counselling services
- e) Research and follow-up services
- f) In-service programme
- g) Appraisal services.
- h) Evaluation services
- i) Public relations services

Orientation Service: This entails acquainting new students with the academic environment. The school is usually new to the students. An orientation activity helps the students to adjust to the new environment. At this point, students are exposed to the rules and regulation guiding behavior and interpersonal relationship within the school (Idowu, 2014).

Referral service affords the school counsellor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioner and others. Referral Services some problems and concerns are beyond the capability of the school counsellor or guidance teacher, it is important to establish a referral network. This should consist of a team of well trained and

skilled professionals who have expertise in assisting referred individuals, (UNESCO, 1990) Referral does not imply the helper might have failed, but signifies strength on the part of the helper, who recognizes his limitations, and explores opportunities to maximize the help he/she can offer. The professional should therefore, be well informed about referral services, which include social workers, doctors, psychiatrists, psychologists, priests and the police among others.

Referral Service: This is the transferring a client to another professional counsellor or agency where their problem can be appropriately handled. These services are the fundamental basis of counselling programmes (Idowu, 2014).

Research service helps the school counsellor to discover relevant information that can improve students learning and understanding. The service should be an on-going process which professional counsellors should embrace and encourage. These services constitute the core of any guidance program and should be organised to facilitate the growth and development of all students from kindergarten through post high school experiences (Erford, 2010; Erford, 2011; Neukrug, 2011).

Information Service is defined as creating awareness, letting people know of the existence of material or non-material things. Information, according to Omeje (2017), is a valid and usable data relating to particular situations, persons and things at a specific time and place. It also means knowledge communicated or received concerning a fact or circumstance or knowledge gained through communication, research and instruction among others. Information services have the aim of providing students with better knowledge of educational, vocational and social opportunities that can be used to make better and well informed decisions. Okeke (2013) states that these services are tailored towards equipping students with the necessary information in the areas of educational, vocational and personal- social in order to be able to make wise decision about life. Information service is a vital aspect of guidance and counselling now that the society is growing complex. Information Service; the school guidance counsellor provides the students with accurate information on educational, vocational and personal social opportunities facts that are available in order to assist the students in making informed decision and choices (Alabi, 2016).

Appraisal services: This involves the use of tests and non-test instrument to collect, analyze and interpret data for students to understand themselves better. It also affords counsellors and significant others the opportunity of having insight into the strength and weakness of students (Okeke, 2013). Information from appraisal services can be used for different educational purposes. To counsel, the counsellor needs information on students to understand the student. She/he can get the knowledge about the students through appraisal services. Adefila (2010) notes that the appraisal of an individual is the value judgment arrived at, based on the result of the assessment of various relevant characteristics of the person. It involves the collection of data, analysis of subjective and objective personal and psychological data about a student. This gives a full understanding of these students and how they can be helped.

Placement service is concerned with assisting students to adjust to the next stage of development whether in school or on the job. Placement Services: These are services that have to do with the process of helping students to enter and to make adjustment in the next stage of development, (Okeke, 2013). The placement services are very essential at the end of secondary school education, where a student needs to decide on the next step after secondary school. The services assist students in selecting subject combinations required for particular courses and choosing of the right career. Makinde (2013) states that placement services are designed to aid an individual to select and utilize opportunities within the school and in the labour market. This involves placing students in an appropriate class or school, courses, training or vocations. The counselor assists the students to choose the right subject combination in line with their traits. This process is useful in carrying out the placement of these students into science, arts, commercial or technical class. The placement programmes also assist the graduating students to choose the right course at the University (Alabi, 2016).

All these services aimed at improving the academic standard of secondary school students. Counselling services has a lot of impact on students' academic performance. Counsellors play

active roles in dealing with the emotional and psychological problems that could mar the academic progress of the students. Modo, Sanni, Uniah and Mogbo (2013) note that students who are exposed to educational guidance and counselling services perform in their study better than their counterparts. Omotosho (2014) explains that the counselor helps to guide the students in the choice of career that matches with their personality. In the same vein, Egbule (2016) emphasizes that educational guidance and counselling services enable students to make appropriate use of their educational opportunities. It aids in planning effective study habit which in turn, enhances students' academic competencies. Furthermore, Adeoye (2016) reveals that counselling services are intervention process that are effective in dealing with student academic problems and at the same time foster healthy heterosexual relationship among the students. The counsellor also keeps proper record of continuous assessment of the academic activities of the students. Through the counsellors effort, the academic deficiencies ranging from slow learning, lack of attention, poor concentration and other learning difficulties are remedied (Yusuf, 2014).

Factors that Influence Students' Career Choice

What children will be when they grow up has often been a matter of intense interest to mothers, fathers, and teachers and to some extent, manpower planners (Ayangbile, 2010). While academic performance in school subjects largely determines the choice of career and vocation among students, certain factors like home environment, age, sex, social class economic situation, students' personal values and interest and parental background affect the students' choice of career. Examining the aspects of the family that affect the child's choice of career, some researchers have investigated the influence of the home and school environment on the students choice of career on the basis that the type of the environment in which a child is nurtured has a lot effects on his educational achievement and choice of career.

Subjects studied in the school and the academic performance of the students also influence the choice of career among secondary school students. With regards to the effect of subjects studied in the school, Okeke (2013) carries out a study on the impact of school subjects on choice of occupations. The respondents were required to state the most influential factors in obtaining employment and in planning for further studies, 84 percent of the respondents regarded school subjects and advised on how to choose them as the most influential factor. The school of the respondents was a commercial institution changed to a grammar school with commercial bias. The graduates of the school who went to universities pursued professional studies in accountancy, secretarial studies and business administration. This shows that subjects studied in school influence one's occupational choice.

Statement of the Problem

Poor career choice among secondary school students gives concern to the stakeholders, parents, teachers, and counselor. This has a negative influence on the various programmes. It is a great concern for stakeholders to secondary students still performing poorly in their academics despite the numerous ways in which they are guided either by their teachers or parents which seems to be caused by inability of the students to follow the laid down rules and regulations (Werts, 2012). Lack of guidance and counselling services have affected the career choice or decision of students in public senior secondary schools in Rivers State.

Counselling programmes play a vital role in preventing educational, personal, social, mental and emotional problems. In places where these services are available the number of clients attending counselling sessions is dismally low. Also, some principals still prefer to use career masters rather than professional counsellors for guidance services. The new and advance professional academic problem-solving techniques can only be delivered by qualified professionals.

The career of a person plays an important role in his life. Career choice is a developmental process spanning almost a person's life time. There exists numerous problems encountered by students in their process of career choice. The problem of this study is that some secondary school students are not properly guided due to lack of or no guidance and counseling services, counseling services are

not encouraged and even where they exist they lack professional counselors; also, inadequate information to guide students on different career prospects. There are other factors such as personal-social, educational background, physical and economic factors affect students career choice. It is against these problems that the researcher examined the influence of guidance and counseling, services on students' career choice in public senior secondary schools in Rivers State.

Purpose of the Study

The purpose of this study is to examine the influence of guidance and counseling services on students' career choice in public senior secondary schools in Rivers State. Specifically, the study is to achieve the following objectives:

1. Examine the extent appraisal services influence students' career choice in public senior secondary schools in Rivers State.
2. Determine the extent referrals services influence students' career choice in public senior secondary schools in Rivers State.
3. Identify the extent information services influence students' career choice in public senior secondary schools in Rivers State.

Research Questions

The researcher developed the following research questions to guide the study:

- 1 To what extent do appraisal services influence students' career choice in public Senior Secondary Schools in Rivers State?
- 2 To what extent do referral services influence students' career choice in public Senior Secondary Schools in Rivers State?
- 3 To what extent do information services influence students' career choice in public Senior Secondary Schools in Rivers State?

Hypotheses

The researcher formulated the following null hypotheses to guide the study:

1. There is no significant difference in male and female respondents on the extent appraisal services influence students' career choice in public senior secondary schools in Rivers State.
2. There is no significant difference in male and female respondents on the extent referral services influence students' career choice in public senior secondary schools in Rivers State.
3. There is no significant difference in male and female respondents on the extent information services influence students' career choice in public senior secondary schools in Rivers State.

METHODOLOGY

In carrying out this research, the researcher used descriptive survey design. The essence of this design is to elicit information from the respondents on the above topic. Descriptive survey is a research design or method which focuses on a representative sample derived from the entire population. This design was adopted because of its ability to ensure a representative outlook and provide a sample approach to the study of opinions, attitude and values of individuals. The population of this study comprised male and female students in all the public senior secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State. The population size of the study was Seventeen Thousand Nine Hundred and Seventy-Two (17,972) SS II students. We have 9,817 female and 8,155 male SS II students. The total sample size for this study was 400 students. We have 220 female and 180 male SS II students. The researcher used simple random sampling technique. Simple random sampling is the basic sampling technique where we select a group of subjects for study from a larger group or a population. In this case, each individual is chosen entirely by chance and each member of the population has an equal chance of being represented. The instrument that was used in this study is a self-structured questionnaire. This instrument was designed after extensive study of related literature. The instrument (questionnaire)

was titled: “Influence of Guidance and Counseling Services on Students Career Choice Questionnaire (IGCSSCCQ)”. The data collected were analysed using frequency table, mean score and standard deviation for the research questions. While the null hypotheses were tested using z-test statistical tool at 0.05 level of significance.

RESULTS

Research Question 1: *To what extent do appraisal services influence students’ career choice in public Senior Secondary Schools in Rivers State?*

Table 1: Mean and standard deviation analysis on the extent appraisal services influence students’ career choice in public Senior Secondary Schools in Rivers State.

S/ No	Questionnaire Items	Male Students = 180			Female Students = 220		
		Mean \bar{x}	SD	Remarks	Mean \bar{x}	SD	Remarks
1.	Counselor assist the students to choose the right subject combination in line with their trait	2.89	0.85	High Extent	2.95	0.86	High Extent
2.	Students are not tested through continuous assessment.	2.86	0.83	High Extent	2.86	0.84	High Extent
3.	School records of students are well kept for further use.	2.78	0.83	High Extent	2.91	0.85	High Extent
4.	Counselor helps students discover occupations that suit their abilities through personality traits.	2.83	0.84	High Extent	2.82	0.84	High Extent
5.	Personal information about students are not always collected.	2.86	0.84	High Extent	2.86	0.84	High Extent
Grand Total		2.84	0.84		2.88	0.85	

Source: Field Survey, 2023

The analysis in Table 1 above revealed that the respondents agreed on the view that counselor assist the students to choose the right subject combination in line with their trait. The analysis still indicated that the respondents accepted on the point that students are not tested through continuous assessment. It was also observed in the table that the respondents accepted the fact that school records of students are well kept for further use. The study still showed that the respondents agreed on the view that counselor helps students discover occupations that suit their abilities through personality traits. The analysis also revealed that the respondents agreed on the view that Personal information about students are not always collected.

Research Question 2: *To what extent do referral services influence students' career choice in public Senior Secondary Schools in Rivers State?*

Table 2: Mean and standard deviation analysis on the extent referral services influence students' career choice in public Senior Secondary Schools in Rivers State.

S/ No	Questionnaire Items	Male Students = 180			Female Students = 220		
		Mean \bar{x}	SD	Remarks	Mean \bar{x}	SD	Remarks
6.	School counsellor accompanies students on excursions and other places of interest	2.86	0.84	High Extent	2.91	0.85	High Extent
7.	School counsellor keeps any personal information he gets about the students and other clients (secret).	2.83	0.84	High Extent	2.95	0.86	High Extent
8.	Counsellors help students to solve problems related to their studies	2.97	0.86	High Extent	2.98	0.86	High Extent
9.	Resource persons are always invited by our counselor	2.94	0.86	High Extent	2.99	0.86	High Extent
10.	Counsellor helps the students to read and understand their books	2.92	0.85	High Extent	3.00	0.87	High Extent
Grand Total		2.90	0.85		2.97	0.86	

Source: Field Survey, 2023.

The data analysis in Table 2 above indicated that the respondents accepted the point that school counsellor accompanies students on excursions and other places of interest. The analysis also showed that the respondents agreed on the view that school counsellor keeps any personal information he gets about the students and other clients (secret). It was still noticed in the study that the respondents agreed on the fact that counsellors help students to solve problems related to their studies. The analysis also revealed that the respondents accepted the view that Resource persons are always invited by our counselor. The study indicated that the respondents agreed on the fact that counsellor helps the students to read and understand their books.

Research Question 3: *To what extent do information services influence students' career choice in public Senior Secondary Schools in Rivers State?*

Table 3: Mean and standard deviation analysis on the extent information services influence students' career choice in public Senior Secondary Schools in Rivers State.

S/ No	Questionnaire Items	Male Students = 180			Female Students = 220		
		Mean \bar{x}	SD	Remarks	Mean \bar{x}	SD	Remarks
11.	Information service helps many students to develop a realistic goals about their choice of career in life.	2.83	0.84	High Extent	2.91	0.85	High Extent
12.	Information service helps students to know the requirements about the subjects combination in their area of career choice.	2.72	0.82	High Extent	2.86	0.84	High Extent
13.	Information service helps students to gain knowledge that could help them do well in school subjects related to their chosen career.	2.75	0.83	High Extent	2.93	0.85	High Extent
14.	With adequate information, most students can better progress in their educational career	2.69	0.82	High Extent	2.95	0.86	High Extent
15.	Information service in the school can help students to make adjustment in their choice of career for better	2.67	0.82	High Extent	2.87	0.85	High Extent
Grand Total		2.73	0.83		2.90	0.85	

Source: Field Survey, 2023.

The analysis in Table 3 above showed that the respondents accepted the point that information service helps many students to develop realistic goals about their choice of career in life. The study still revealed that the respondents agreed that information service helps students to know the requirements about the subjects' combination in their area of career choice. It was also observed from the analysis that the respondents accepted the point that information service helps students to gain knowledge that could help them do well in school subjects related to their chosen career. The analysis still indicated that the respondents agreed on the view that with adequate information, most students can better progress in their educational career. The study also showed that the respondents accepted the fact that Information service in the school can help students to make adjustment in their choice of career for better.

Test of Hypotheses

Hypothesis 1: There is no significant difference in male and female respondents on the extent appraisal services influence students' career choice in public Senior Secondary Schools in Rivers State.

Table 4: Z-test Analysis of significant difference in male and female respondents on the extent appraisal services influence students' career choice in public Senior Secondary Schools in Rivers State.

Status	N	Mean \bar{X}	Standard Deviation	df	z-cal	z-crit	Decision
Male Students	180	2.84	0.84	398	1.29	1.96	Accepted
Female Students	220	2.88	0.85				

The analysis on Table 4 revealed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in male and female respondents on the extent appraisal services influence students' career choice in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference in male and female respondents on the extent referral services influence students' career choice in public Senior Secondary Schools in Rivers State.

Table 5: Z-test Analysis of significant difference in male and female respondents on the extent referral services influence students' career choice in public Senior Secondary Schools in Rivers State

Status	N	Mean \bar{X}	Standard Deviation	Df	z-cal	z-crit	Decision
Male Students	180	2.90	0.85	398	1.24	1.96	Accepted
Female Students	220	2.97	0.86				

The analysis on Table 5 indicated that the z-cal of 1.24 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in male and female respondents on the extent referral services influence students' career choice in public Senior Secondary Schools in Rivers State.

Hypothesis 3: There is no significant difference in male and female respondents on the extent information services influence students' career choice in public Senior Secondary Schools in Rivers State.

Table 6: Z-test Analysis of significant difference in male and female respondents on the extent information services influence students' career choice in public Senior Secondary Schools in Rivers State.

Status	N	Mean \bar{X}	Standard Deviation	df.	z-cal	z-crit	Decision
Male Students	180	2.73	0.83	398	1.39	1.96	Accepted
Female Students	220	2.90	0.85				

The analysis on Table 6 showed that the z-cal of 1.39 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in male and female respondents on the extent information services influence students' career choice in public Senior Secondary Schools in Rivers State.

DISCUSSION OF FINDINGS

The findings in research question one: To what extent do appraisal services influence students' career choice in public senior secondary schools in Rivers State. The findings revealed that appraisal services have positive influence on students' career choice in public senior secondary schools in Rivers State. The corresponding hypothesis was accepted and concluded that there is no significant difference in the mean ratings of the male and female respondents on the extent appraisal services influence students' career choice in public senior secondary schools in Rivers State. This finding is in collaboration with Empey (2012), who observed that counselor assists the students to choose the right subject combination in line with their trait. The analysis still indicated that the respondents accepted on the point that students are not tested through continuous assessment. It was also observed in the table that the respondents accepted the fact that school records of students are well kept for further use. The study still showed that the respondents agreed on the view that counselor helps students discover occupations that suit their abilities through personality traits. The analysis also revealed that the respondents agreed on the view that Personal information about students are not always collected.

The findings in Research Questions two: To what extent do referral services influence students' career choice in public senior secondary schools in Rivers State. The study indicated that Referrals services have significant influence on students' career choice in public senior secondary schools in Rivers State. However, the corresponding hypothesis 2 was accepted and concluded that there is no significant difference in the mean ratings of the male and female respondents on the extent referral services influence students' career choice in public senior secondary schools in Rivers State. This study is in the same view with the Hewer (2015), who noted that school counsellor accompanies students on excursions and other places of interest. The analysis also showed that the respondents agreed on the view that school counsellor keeps any personal information he gets about the students and other clients (secret). It was still noticed in the study that the respondents agreed on the fact that counsellors help students to solve problems related to their studies. The analysis also revealed that the respondents accepted the view that resource persons are always invited by our counselor. The study indicated that the respondents agreed on the fact that counsellor helps the students to read and understand their books.

The findings in Research Question three: To what extent do information services influence students' career choice in public senior secondary schools in Rivers State. The findings showed that s information services have positive influence on students' career choice in public senior secondary schools in Rivers State. The corresponding hypothesis 3 was accepted and concluded that there is no significant difference in the mean ratings of the male and female respondents on the extent information services influence students' career choice in public senior secondary schools in Rivers State. The findings is in the same vein with Ndichu (2010), who noted that information service helps many students to develop realistic goals about their choice of career in life. The study still revealed that the respondents agreed that information service helps students to know the requirements about the subjects combination in their area of career choice. It was also observed from the analysis that the respondents accepted the point that information service helps students to gain knowledge that could help them do well in school subjects related to their chosen career. The analysis still indicated that the respondents agreed on the view that with adequate information, most students can better progress in their educational career. The study also showed that the respondents accepted the fact that Information service in the school can help students to make adjustment in their choice of career for better.

CONCLUSION

The influence of guidance and counseling services on student's career choice in public senior secondary schools in Rivers State cannot be over emphasized. Based on the findings of the study, the researcher concludes that appraisal services, referrals services, information services, counselling services and placement services have positive and significant influence on students' career choice in public senior secondary schools in Rivers State.

The study also deduced that guidance and counselling have positive approaches toward solving disciplinary problems among pupils at various schools. Guidance is a process of helping an individual understand himself/herself and the world. The basic services of guidance in school settings: Appraisal Service or Individual Analysis, Counselling Services, Information Service, Planning, Placement and follow-up, Orientation, Referral Service and Evaluation Service Counselling are process in which one person assists another person in a person to person or face to face encounter. The tree major counselling services that should be provided in the school settings are: Educational Counselling, Vocational Counselling and Personal-social Counselling.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made to ensure that the study meet its objectives.

1. Government should ensure that all the public secondary schools in Port Harcourt Metropolis should have well equip guidance and counselling unit or centre.
2. School management should organize seminar programme for the school staff and students on the importance of referrals services hence it influence students' career choice.
3. Government, through school management and counselor should always organize orientation programme for students to orient them on the needs of information services to students' career choice.

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