

The Impact of ICT on Career Counseling Services: A case Study of Nigerian Secondary Schools

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ABSTRACT

Information and communication technologies (ICT) should be fully integrated into the delivery of careers services as the world is now in the global era. Such integration would not only have the potential to achieve more but would also increase the flexibility of services and enhance their quality. Career choice is an important decision a person needs to make in his life time. Unfortunately, many young people find it uneasy to make appropriate career choice. The paper focused on the usage of career counseling services in selected public secondary schools in Nigeria. It sought to find out how students and teachers utilize career counseling services, students' expectations in career counseling services and how school principals support career counseling services. Simple random sampling was used to select 380 students from 34 public secondary schools. Four-point Likert scale questionnaires were used to obtain data for the study. The findings revealed that the students use career counseling services to take career decision and aspiration. They also use it to gather career information and select subjects that match their career interest. Secondary school teachers use career counseling services to guide students to make appropriate subject choice that matches their career interest and help them with their career challenges and plans. This paper recommends that career counselors should integrate use of ICT, through the use of chat rooms, email and social networking. In other words several choice of career could be show to the students on DVD and CD Video. They should also be exposed to TV and radio Chat on Career choice

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1. INTRODUCTION

Counseling is a form of education, which the students receive from their counselors. Palmer (2007) states that counseling is an educational process used in solving problems of the learner. Research findings from Chin-Chun (2001) and Phrema (2006) have reported significant positive impact of ICT on counseling. It has generated high levels of enthusiasm and commitment during the counseling process as well as increased reasoning ability of learners, increased attention and concentration (Green and Yello 2002, and Chin-Chun 2001). Anyamene, Nwokolo and Anyachebelu (2010) noted that the array of information provided through counseling would help tremendously in production of professionally competent graduates. ICT introduction at the university system is a big boost to education at that level.

Integration of ICT in service delivery would be an effective method of reaching the young people. However, the way that young people access and use ICT gives a strong indication that online multimedia

information, online information with a personalized element and links to reputable sources of information are all priorities for services – though with differentiation built in to reflect age and stage. Provision of efficient methods for fast and rapid communication, through the use of chat rooms, email and social networking, was also strongly indicated. It is also interesting to note that whilst indicating a strong demand for ICT based services, the majority of research participants specified a strong demand for face-to-face interaction, alongside ICT provision. According to Bimrose, Barnes & Hughes (2008), the type of careers guidance that adult clients found effective over a five year period had specific outcomes, such as increased self-confidence, motivation and self-efficacy, as well as providing a ‘safe-space’ to explore options and aspirations.

ICTs are revolutionizing Career Education and Guidance (CEG) by providing new ways of exploring career options through video, graphics, and sound. Many CD-ROM titles and specific web sites dedicated to the following aspects of CEG are now available: information databases, self-evaluation aids, decision-making aids, work simulations and games, psychometric tests and checklists, self-presentation aids, and career resources (BECTA, 2001). ICT support to career education and guidance includes:

- Storing large amounts of information in a range of formats
- Searching for and retrieving information quickly and accurately
- Matching information to individual preferences
- Printing out information in a personalized form
- Simulating work environment
- Updating information quickly
- Providing a mechanism for sharing and communicating information (BECTA, 2001a, p. 1).

Bridges is career explorer software designed by career counselors to enable students from Grade 6 to 12 to explore various career options. The programme is available both online and on CD-ROM. The online version is more accurate as it is updated every day. The online version also supplies more resources on the Internet to further students’ research and to assist them in planning their career path. The programme offers features such as awareness tools, exploration, planning, transition, and instructional support. The awareness tool is used to expand students’ knowledge regarding various career opportunities. The exploration tool is used to assess students’ interests, abilities, and traits and match them to possible careers or job opportunities. On the online version, the exploration tool can be accessed through the library and be searched by using key words or career clusters. The planning tool emphasizes goal development by assisting students create a career path. The transition tool uses the career path and creates a career portfolio that keeps them informed of career news and scholarships available for their career choice. Youth also have the opportunity to create an online portfolio, which gives them the ability to store information such as references, course information, and résumés. It also offers a connecting tool that allows youth to connect to post-secondary institutions, financial aid, and employment opportunities. Instructional support provides lesson plans, new developments in their field of choice, and links to other resources. (<http://cxinfo.bridges.com/>) The Daily News features of this tool allow career counselors to gain access to all new content and to have access to online experts.

2. ICT AND COUNSELING

Information and communication technologies (ICT) will need to be fully integrated into the delivery of careers services. Such integration would not only have the potential to achieve more for less, but would also increase the flexibility of services and enhance their quality (Bimrose & Barnes, 2010; Edwards et al., 2010; Hooley et al., 2010). Studies by Rickwood (1995), Zubrick (2000), Sawyer et al (2001) cited by Marilyn (2003) give an outline of the history of ICT use in counseling. According to these researchers, suicide tendencies were so much prevalent in young Australian children aged 4 to 17 years. It was difficult to reach out and help these children with the traditional face-to-face counseling until alternative ICT-related techniques were incorporated into the system. To buttress this point, Kids Help Line (KHL); an Australian based organization that provides telephone and online counseling services for young people posted its first website in 1996 and began providing e-mail counseling by 1999. A good number of works have been undertaken to elaborate some ICT-related programmes that are being used to effectuate counseling services. Mclellan (1999) recognized that e-mailing could be used to assist students and parents by providing direct channels of communication. The creation of Websites and Electronic newsletters for counseling was supported by Myrick (1997) and says it can serve as links connecting information on financial aid, career and college exploration, standardised tests, job opportunities and so on. Jongekrijg and Russel (1999) says online counseling journals will enable counselors to connect to current research and techniques of counseling presented in these journals. Mclellan (1999) and Myrick (1997) also supported the use of ICT by counselors in networking. Studies by Zehr (1999), Sabella (1995) and Cornell (1999) all cited by Myrick (1997) see online colleges, chat rooms,

and electronic groups respectively as important ICT components that are being used to do exploit in the fields of counseling and counselor education. Teleconferencing, telesurveillance, distance education, video recording in counseling are major areas that have been researched and found to provide impressive results in the art of counseling.

3. CAREER COUNSELING

The original approach to formal vocational counseling is generally traced back to Frank Parson (1909). Parson became interested in unemployed school leavers and developed counseling services in the Boston Civic House. He viewed vocational counseling in three perspectives i) self analysis, ii) occupational analysis, and iii) true reasoning or counseling to relate personal and occupational information. Since Parson's original contribution, a variety of approaches to career counseling have been developed (Egbochuku, 2008). Career counseling can be defined as the process of helping and enabling people in their career development. Career counseling and guidance may involve both face to face help or may be mediated through telephone, letter, text or even the internet. However, most important of all remains the one to one interviews between the career counselors and client (Stratton, 2001).

Career counseling is a lifelong process since the individual choose an occupation, prepare for it and make progress in it. Career counseling has to do with knowing their interest, selection of their subjects, and formation of their study habit and make them progress in those subject and activities and attain the ultimate aim of getting good career as per their wish (Aluedo, 2000). Similarly, Egbochuku and Iyamu (2000) noted that career counseling is concerned primarily with helping the individual to make decision and choice involving in planning for future and to form career decision and choice necessary in affecting career adjustment. Career counseling is a personalized process that combines with intuitive and cognitive techniques to help to understand oneself, explore career options and clarity and attain desired goals. The process of career counseling offer insight, guidance and support to help all grades of students to understand and manage different career and life style issue (UNESCO, 2002). Various assumptions underlying the practice of career counseling include perspective below (UNESCO, 1998):

- i. People have ability and opportunity to make career choice for their lives.
- ii. Opportunity and choices should be available for all genders irrespective of social-economics, class, religion or cultural background.
- iii. Individuals are naturally presented with career choices throughout their lives.
- iv. People are generally involved in a wide range of work role.
- v. Career counselor assists people to explore, pursue and attain their career goal.

3.1 Career counseling basically consists of four elements:

- i. Helping individuals to gain greater self awareness in area such as interest, value, abilities and personality style.
- ii. Correcting students to resources that can help them become more knowledgeable about job and occupations.
- iii. Engaging students in decision making process and
- iv. Assisting individuals to be active managers of their career path (UNESCO, 1998).

Career counseling according to Herr (1997) moves beyond providing relevant information to client, it widens to issues as career development, work adjustment, work dysfunction and integration of life roles with other life role that may or may not be directly related to work. Career counseling is an activity that assists individuals to identify their own abilities, skills, interest and values opened to them and also to manage their career (Patton & Mc Mahon, 2001). Career counseling services are services that provide this assistance. The counselor who provides career counseling may deliver a range of services including assisting the client to make occupational choices, providing information about education and training path ways, assisting with job seeking skill development, job placement and monitoring employee assistance, retirement planning coaching, vocational rehabilitation and organizational consultations (Savickas, 2003). The aim of school counseling services fell into categories described below (Egbochukwu, 2008) to provide students with:

- i. Opportunities to develop knowledge and appreciations of themselves and others.
- ii. Opportunities to develop relationship skills, ethical standard and a sense of responsibility.
- iii. Opportunities to acquire skills, and attitude necessary to develop educational goals which are suited to their need, interest and abilities and
- iv. Information that would enable them to make decisions about life and career opportunities

The meaning of counseling varies but main fact is that it is a learning process where the counselee or client learns about himself and his world all geared towards living an effective, well adjusted and

self-actualized life. Career counseling services rendered in school assist individuals to explore, pursue and attain their career goals through provisions of adequate and up to date useable information that helps him make career choices, achieve effective and efficient intra and interpersonal relationships.

4. CAREER DEVELOPMENT INTERVENTION IN SCHOOL

Career development intervention refers to any activity that empowers people to cope effectively with career development task (Nile & Bowsbey, 2002). It intend at enhancing individual career development through self awareness, occupational awareness, learn career decision making skills, job search skills, cope with job stress, adjust and implement after deciding on a choice, problem solving skills and others Nile and Bowsbery (2002). Career development of children has been recognized as providing bases for youth career development. It was also recognized that children develop their career interest, values and aspirations based on their life expectations earlier than expected (Hartung Porfelis & Vondracek, 2005). The impact of this early career approach in development influences their career development in adolescent (McWhiter & McWhirter, 1998). Career is a gradual process. It takes time, effort, perseverance and planning (Patton, 2002). The concept of career development begins with self development and if one cannot develop oneself, there is no question of your career developing at a desired pace (Anderson, Jr, & Nile, 2000). In the review of career development in children, Watson and McMahan (2005). suggest that strong interest should be focused on critical importance of understanding career development in the Early Phase of the life span, the limited nature of this understanding to date and the need to understand children's career development from learning perspectives. Research on children's ability to make a connection between schools based activities and future work would indicate the need for career education at primary school level. Most of this research demonstrates that primary school children failed to make any meaningful connections between school activities and their career development (Watson & McMahan, 2007).

It was also found that the perception of the school children on career counseling and career education services provided by school career counselor was observed to vary considerably between schools (Walker et al, 2006). The author further noted that the variation could be due to the two approaches, ranging from student – centered approaches to information centered approach. Student centered approaches tend to be highly proactive and individualized comprising one to one counseling services and a high level of responsiveness to the individual need of students. Information centered approaches, on the other hand, tend to be passive, relying on student to initiate contact and are more general in the information provided, (Walker et al, 2006 cited in Rothman & Hillman, 2008). Student in schools identified as having a student centered approach to career counseling expressed more confidence in accessing this counseling services than did the students in schools identified as have a more information centered approach (Alloway et al, 2001 and Walker et al 2006 cited in Rothman & Hillman, 2008). Similarly, Craven, Parente and Marder (2004) noted that ingenious students have higher level of satisfaction with career counselor who used student – centered approach.

Counseling psychologists generally perceived client to have unrealistically high or unrealistically low expectations. Both extremes according to him have detrimental effects on counseling outcome. Unrealistically low expectations led to a lack of personal commitment on the part of the client, while unrealistically high expectation overestimated the expertise of the counseling and the presence of facilitative factors, bringing a magical perspective to the counseling situation Tinsley, Bowman and Barich (1993) cited by Lin (2004). Magical in the sense that client that comes to the counselors for counseling tends to do much better than those with lack of information on career counseling. Client also expects increase in their career options, enhances self knowledge, strengthens occupational knowledge, gain direction and focused on their option with computer assistant guidance (Osborn et al, 2003 cited in Lim 2004). Other out coming expected by the client from career counseling includes development of career plans. (Hiebert et al & Conger, 1995), direction, assistance with decision making and generation of occupation options (Osborn et al, 2003 cited in Lim 2004).

5. CAREER CHOICE AND COUNSELING

Career choices refer to a sequence of positions, jobs or occupation, which a person engages in during his working years (Alutu, 2004). Further, Alutu noted that vocational choices preparation focuses specifically on issues related to the world of work and career development and choices should be initiated as early as the nursery school years through the primary, secondary and tertiary school levels. Career choice is an important decision a person needs to make in his life time. Unfortunately, many young people find it uneasy to make appropriate career choice (Osipow, 1997 cited in

Salami & Aremu, 2006). Career indecision is generally a serious problem among young people and among this group, career indecision is likely to interfere with the educational and career planning which will in turn disrupt career development process (Lopez, 2006). The important nature of career choice has led to parents and guidance in Nigeria to have interest and influence in the vocational choices of their children/wards (Salami & Aremu, 2007). However, Ologun (2002) noted that there is evidence that some successful parents in highly rated professions in Nigeria such as medicine, law, accountancy make a lot of physical and psychological provisions and demands on their children so that those their children could take to their professions. Other parents regardless of their occupations have similar dispositions on their children's career development. Perhaps this could be an attempt to ensure that their children go into occupation that will be more lucrative to them (Salami & Aremu, 2007).

Researchers discovered that most secondary school students in Nigeria are immature to make career decision when leaving school. There is evidence that they make unrealistic vocational choices (Salami, 2000). This inadequacy has serious consequences on the youths as many of them usually drop out of school while pursuing courses they do not have the aptitude. Some who could not secure admission into higher schools become frustrated after leaving schools (Salami, 2004). It has also been observed that students chose occupations mainly based on the wishes and aspirations of their parents and not necessarily on their own interest (Salami & Aremu, 2007). In this situation choosing a job seem to be more about satisfying family needs and desires rather than meeting an individual's needs, aspirations and interest (Salami & Aremu, 2007). Brown and Krane (2000) observed that average client who received help in the career choice; makes progress, are more dedicated, satisfied, certain and mature about his or her choice and efficacious about his or her decision making skills than person who received no career help. In career intervention, clients are helped systematically to learn about their vocational interests, their needs and values (Brown & Krane (2000).

6. RESEARCH QUESTION

How do students utilize Career Counseling Services?

Methodology

Thirty four (34) public secondary schools were selected in Enugu State Nigeria. 380 students of Senior Secondary School (SS3A) were selected randomly. Four Likert scale questionnaire were used to obtain data for the study. Descriptive statistics was used to find the mean and the standard deviations of the respondents. Fourteen statements were responded to and the results are presented on bar charts.

Response on How Students Utilize Career Counseling Services

Figure 1, of item 1 above showed that (56.58%) respondent strongly agreed while (26.58%) agreed (n=316) students are of the opinion that they gather information regarding career options while (16.8%) total percentage of (n=64) respondents are not of the opinion on how they utilize career counseling services. With statistic (mean= 3.59, SD=0.79). Based on this it could be said that the student make proper use of career counseling to have adequate knowledge and possibly explore different option relevant to their choice of career in their study .

Figure 2, of item 2 showed that(25.79%) of students respondent strongly agreed and (52.89%) agreed (n= 299) respondents are of the opinion that students set career goal for future while (13.16%) disagreed and (8.16%) strongly disagreed (n=81) are against the opinion (mean = 2.96, SD= 0.84) Based on this it could be said that student have chosen the type of career they are interest in, want to learn skills and the abilities required to accomplish their choice of career.

Figure 3, of item 3 students respondent showed that (17.89%) strongly agreed and (28.68%) agreed (n= 177) they adjust to career options they decide to pursue While (42.11%) disagreed and (11.32%) strongly disagreed (n= 203) against this opinion. With statistic (mean= 2.53, SD 0.91). Based on this it could be said that emphasis should be more on educating the student on certain aspect in knowing the required skill needed and how to decide on the possible options.

Figure 4 ,on item 4 student respondent showed that (20.53%) strongly agreed while (68.16%) agreed (n=299) were positive that they select subjects that match their career interest with the utilization of career counseling services and (19.742%) disagreed while (1.58%) strongly disagreed (n=81) with the opinion statistic (mean=2.98, SD=0.68). It implied that for any successful career, students are to be properly guided by the counselor in selecting the right subject that matches their career interest.

Figure 5, on item5 student respondent showed that (29.47%) strongly agreed and (25.53%) agreed (n= 209) were positive that they take major courses in their area of interest while (21.0%) disagreed and

(23.96%) strongly disagreed (n=171) were against this opinion. (Mean =2.61, SD=1.14.) Students need to be assisted by the counselors on how to take major courses that are relevant in their area of interest.

Table 1. Summary of the students' response to research question

	I utilise career counselling services to	SA	A	D	SD	R	Mean	SD
		4	3	2	1			
1	Gather information regarding career option	222	115	10	3	350	3.59	0.786
		58.4%	30.3%	2.6%	0.8%			
2	Set a career goal for my future	98	201	50	31	380	2.96	0.846
		25.8%	52.9%	13.2%	8.2%			
3	Adjust to career options I decide to pursue	68	109	160	43	380	2.53	0.914
		17.9%	28.7%	42.1%	11.3%			
4	Select subjects that match my career interest	78	221	75	6	380	2.98	0.683
		20.5%	58.2%	19.7%	1.6%			
5	Take major courses in my area of interest	112	97	80	91	380	2.61	1.145
		29.5%	25.5%	21.1%	23.9%			
6	Make a vocational decision	101	135	10	134	380	2.53	1.220
		26.6%	35.5%	2.6%	35.3%			
7	Discover my career interest	120	200	60	0	380	3.16	0.671
		31.6%	52.6%	15.8%	0			
8	Make a career aspiration	215	101	60	4	380	3.39	0.593
		56.6%	26.6%	15.8%	1.1%			
9	Learn more about a specific career and its requirements	105	185	65	25	380	2.97	0.844
		27.6%	48.7%	17.1%	6.6%			
10	Discuss employment opportunities with my peers	45	104	195	36	380	2.42	0.819
		11.8%	27.4%	51.3%	9.5%			
11	Help discuss my career prospects with my parents	70	75	125	110	380	2.28	1.073
		18.4%	19.7%	32.9%	28.9%			
12	Discuss career challenges with other students	6	82	261	31	380	2.17	0.578
		1.6%	21.6%	68.7%	8.2%			
13	Set plans to achieve my career goal	71	63	195	51	380	2.41	0.941
		18.7%	16.6%	51.3%	13.4%			
14	Decide on my career choices	212	101	45	22	380	3.32	0.897
		55.8%	26.6%	11.8%	5.8%			
Averages		108.8	127.8	99.4	41.9	377.9	2.81	0.858
		28.6%	33.6%	26.1%	11.0%			

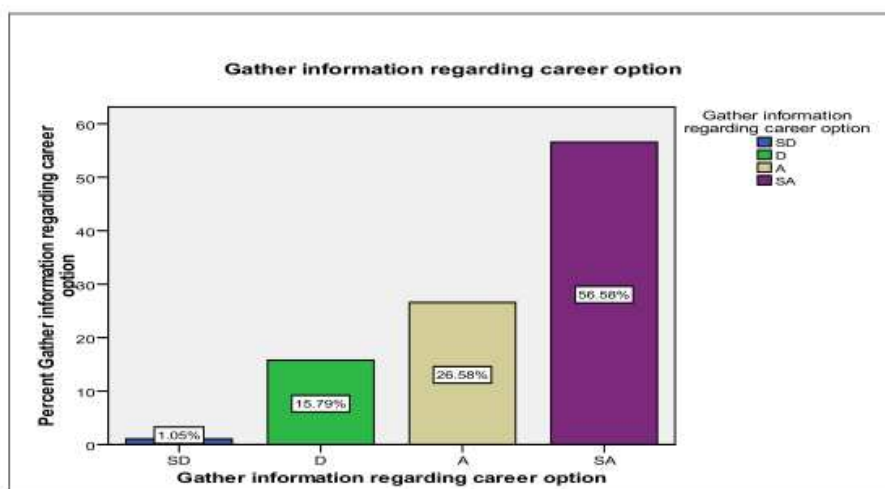


Figure 1. Bar chart of gathering information regarding career option



Figure 2. Bar chart of setting a career goal for the future

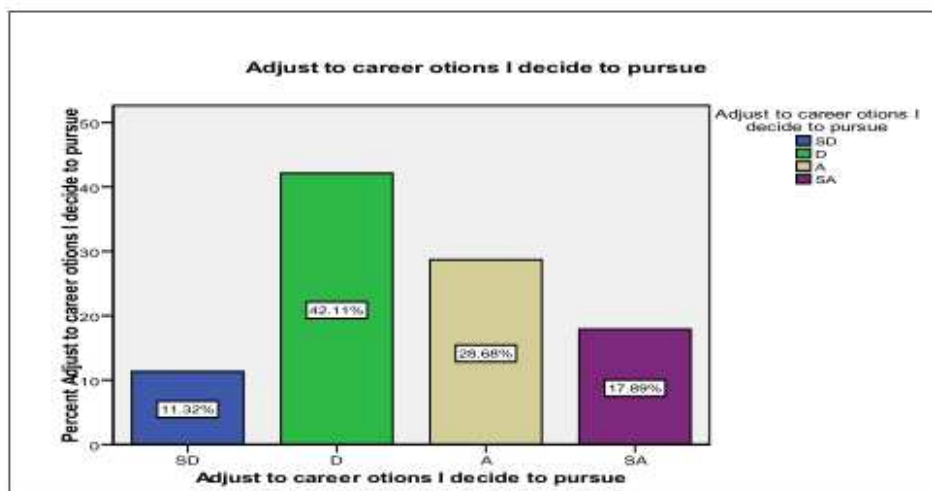


Figure 3. Bar chart of adjusting to career option one decided to Pursue

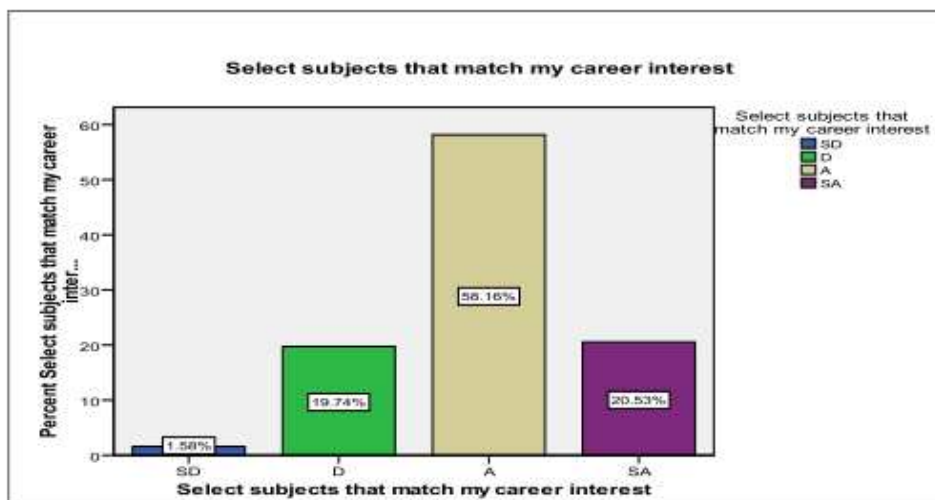


Figure 4. Bar chart to selecting subjects that match my career interest

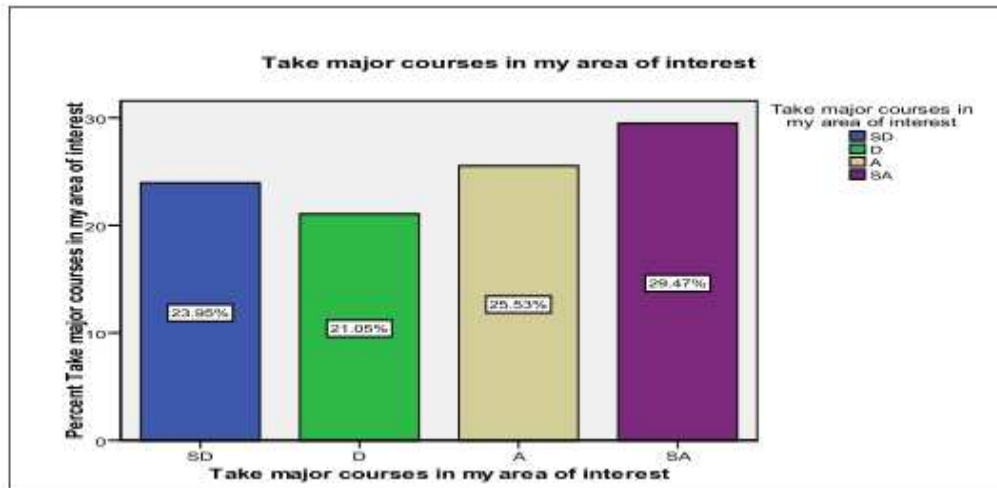


Figure 5. Bar chart of taking major courses in my area of interest

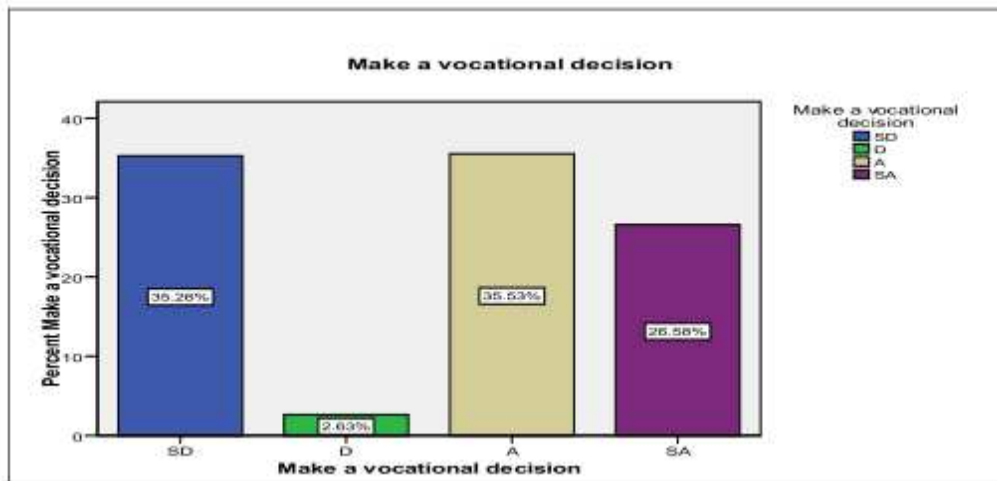


Figure 6. Bar chart of making a vocational decision

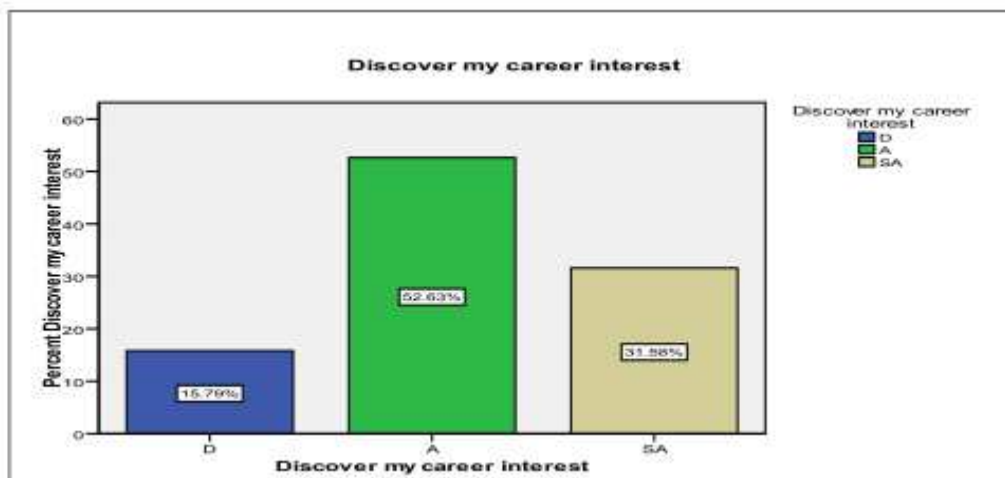


Figure 7. Bar chart of discovering my career interest

Figure .6, of item6 student respondent showed that (26.58 %) strongly agreed and (36.53%) agreed (n=236) that they make vocational decision through career counseling services. While (2.63%) disagreed and (35.26%) strongly disagreed (n=54) respondents disagreed with the opinion. With the statistic (mean=2.53, SD=1.22). Getting knowledge about a career is important but making a vocational decision is necessary for the students to be able to decide on a vocation that has future prospect.

Figure 7, on item 7 student respondents showed that (31.58%) strongly agreed and (52.63%) agreed (n=321) majority of respondents are positive on how they utilize career counseling services to discover their career interest While (15.79%) disagreed (n=60) are not in support of the opinion (mean=3.16, SD=0.67) from the number of participant, it showed that student are interested in discovering their potential, skills and abilities in their career interest.

Figure 8, above on item8 student respondent showed that (63.53%) strongly agreed and (32.88%) agreed(n= 337) were of the opinion that making a career aspiration is of significant on how they utilize career counseling services while (2.86%) disagreed and (0.86%) strongly disagreed (n=13) respondents are negative in these opinion (mean=3.39. SD.0.59). Career is one aspect of an individual life time. A good knowledge of one’ s aspired career assists the individual in making a career aspiration.

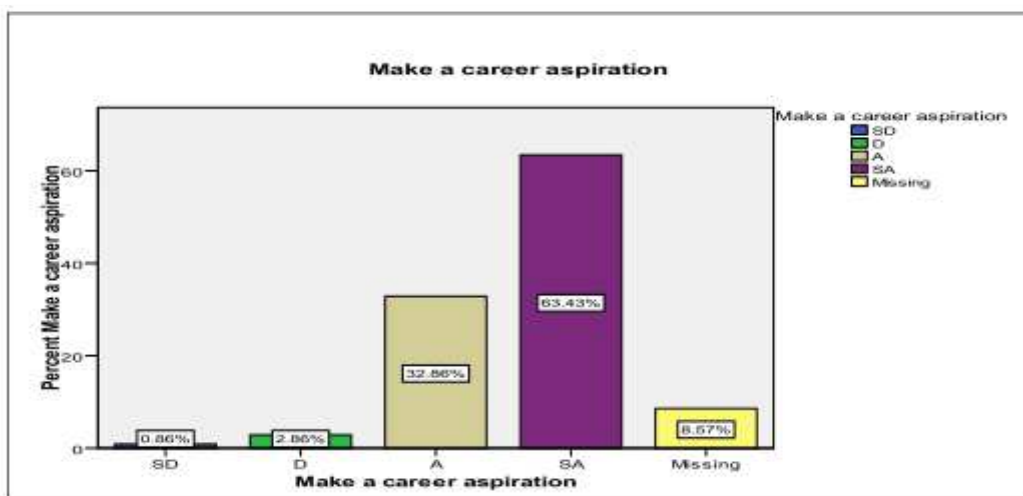


Figure 8. Bar chart of making a career aspiration

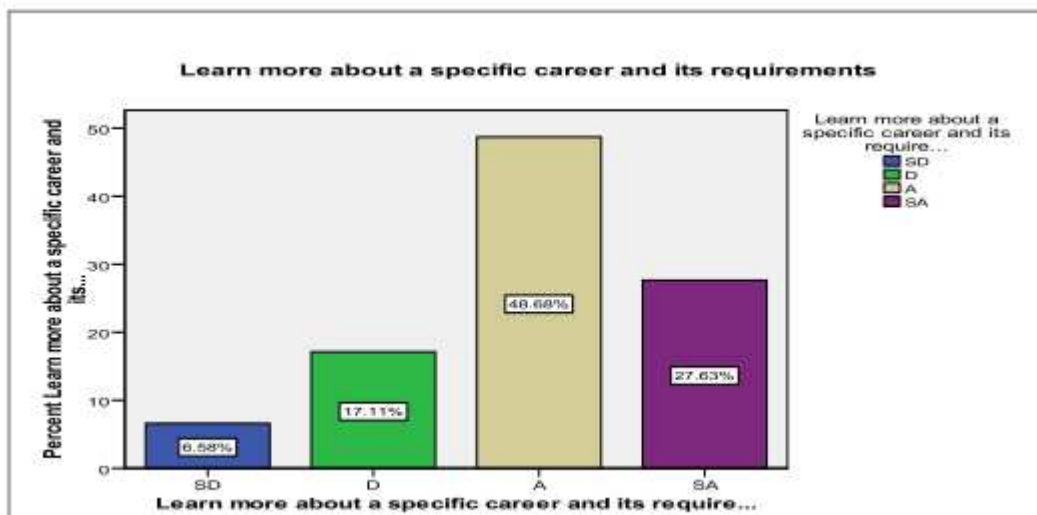


Figure 9. Bar chart to learn more about a specific career and its requirement

Figure 9, above on item 9 student respondent showed that (27.63%) strongly agreed and (48.68%) agreed (n=290) were positive that they utilize career counseling services to learn more about a specific

career and its requirement While (17.11%) disagreed and (6.58%) strongly disagreed (n=90) wee against the opinion (mean =2.97, SD=0.84). This implied that having the knowledge of a career and skills make an individual to effectively perform in the choice of career.

Figure 10, above, of item 10 student respondent showed that (18.84%) strongly agreed and (27.37%) agreed (n=149) discuss employment opportunities with their peers. While (32.89%) disagreed and (28.95%) strongly disagreed (n=231) this indicated that most of the student do not utilize career counseling to discuss employment opportunities with their peers (mean=2.42, SD=0.82). It could mean that they do not have relevant information to discuss in terms of employment opportunity in the field of study and probable the required skills needed in such profession.

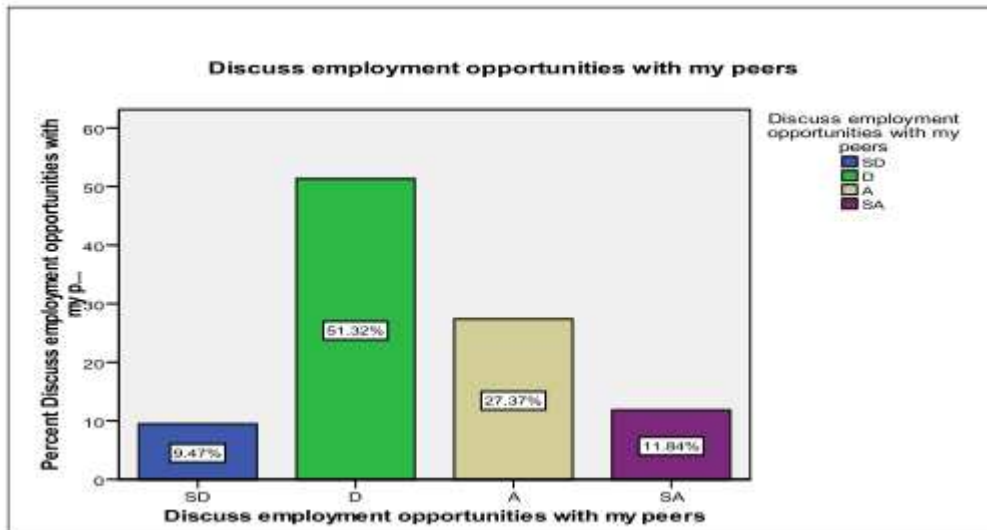


Figure 10. Bar chart of discussing employment with peers

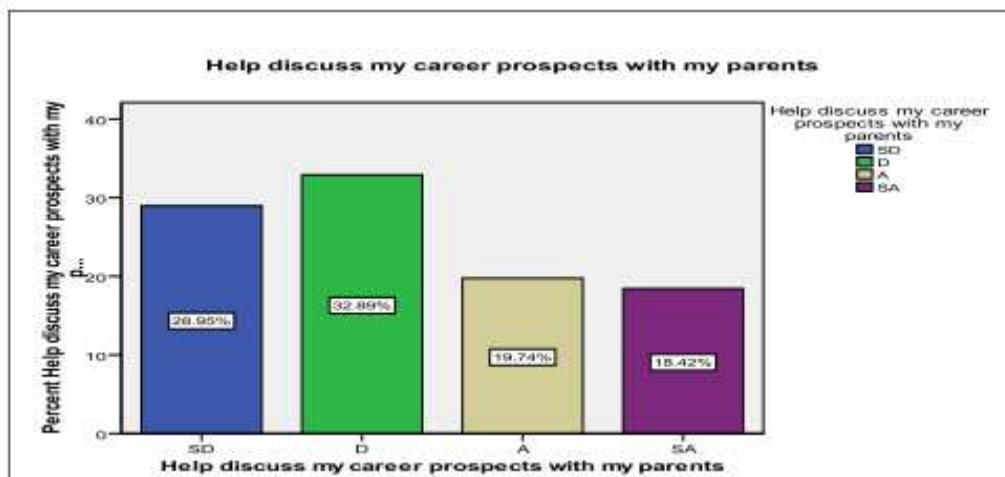


Figure 11. Bar chart to help discussion of my career prospect

Figure 11, of item 11 students respondent showed that (18.42%) strongly agreed and (19.74%) agreed (n=145) that helping discuss my career prospects with my parents how they utilize career counseling service While (32.89%) disagreed and (28.95%) strongly disagreed (n=235) This indicated that most students were against the opinion of utilizing career counseling to discuss their career prospect with their parents. (Mean=2.28, SD, = 1.07). It implied that parent should also be involved in encouraging them in their choice of career.

Figure 12, on in item 12 of students respondents showed that 1.58% strongly agreed and (21.58%) agreed (n= 88) they discuss career challenges with other students while (68.68%) respondents (n=246) are highly negative in their opinion about discussing career challenges with their other students. (Mean=2.17, SD=0.58). This indicated that student needed much information in their career and how best to overcome most challenges that could pose as an obstacle to their future career.

Figure 13, above in item 13 of student respondents showed that (18.68%) strongly agreed and (16.58%) agreed (n=134). They were of positive opinion in utilization of career counseling services to set plans to achieve my career goal. While (11.84%) disagreed and (5.79%) strongly disagreed (n=134), were against the opinion. (mean=2.41, SD=0.94). If the students are not assisted in setting plan on how best to achieve their choice of career, they might end up choosing the job they lack interest and this could affect them in place of work in future.

Figure 14, on item 14 student respondents showed that 55.79% strongly agreed and (26.58%) agreed (n=313) they decide on their career choices by utilize career counseling services while (11.84%) disagreed and (5.79%) strongly disagreed (n=67) were against the opinion. (Mean=3.32, SD=0.89). Deciding on a career is very important, student need to be assisted in deciding on a particular choice of career.

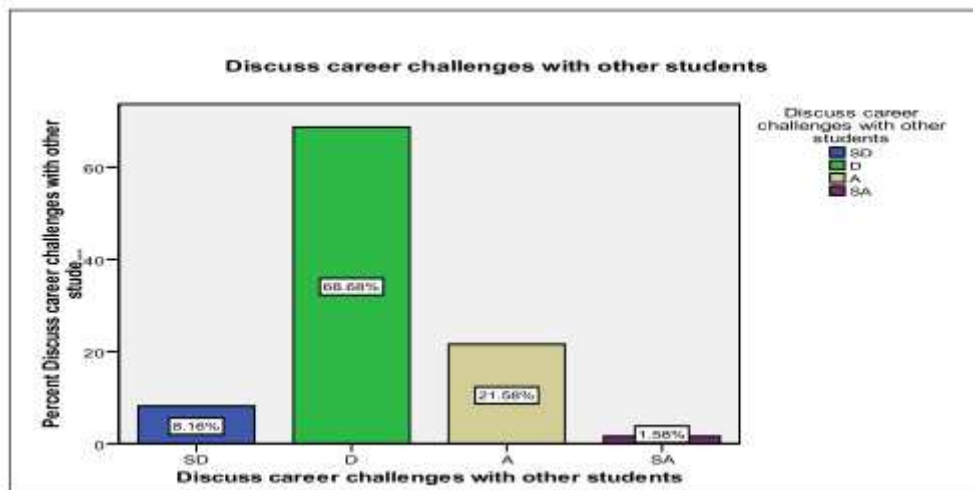


Figure 12. Bar chart of discussing career challenges with other students

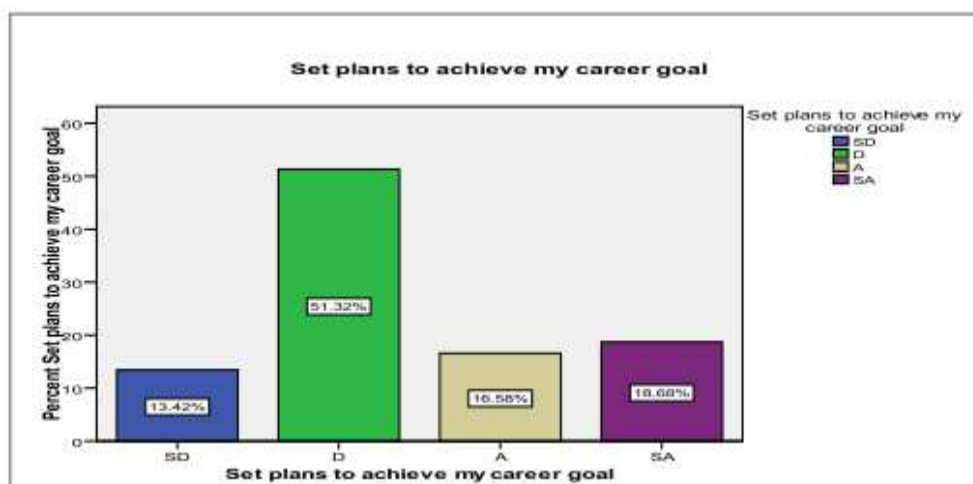


Figure 13. Bar chart of setting plans to achieve my career goal

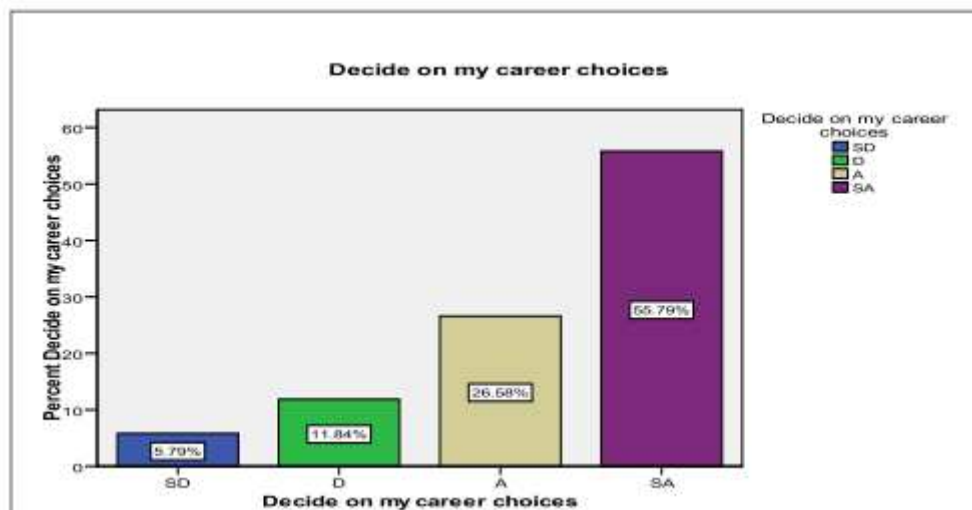


Figure 14. Bar chart of deciding on my career choices

7. DISCUSSION ON: HOW DO STUDENTS UTILIZE CAREER COUNSELING?

In the analysis, the statistics of the respondent are used in an attempt to provide answer to this question. The students' responses to the questions are summarized in Table 1. From the table, it showed that most students are positive about setting a career goal. The result obtained is similar to that conducted by Nurmi, Salmela-Aro, and Koivisto (2000) that Finnish high school students consider work related goals to be important and that the greater the importance they place on these goals and the higher the level of success previously experienced, the more likely they are to achieve these goals. This finding was also consistent with Hiebert et al (1998) findings that junior high students are concerned about preparing themselves appropriately for their future career. It appears that secondary school students are prepared for their future career at the early stage of their career development (McMahon and Watson, 2005). This will make them to have a clear direction and are positive about their field of study. About 76.31% of the total percentage agreeableness responses to learning more about a specific career and its requirements are positively utilized by the student. This result was related to Taviera et al (1998) finding about career decision making which they conducted in 1,400 Portuguese high school students and found that students became more interested in specific career-related information and were more likely to engage in career exploration as they moved from junior high to senior high.

Total percentage of 55 responses rate were of the opinion that they utilize career counseling to take major course in my area of interest and 45 percentage were against the opinion. The students showed positive responses deciding on my career choice with a high percentage of 85.5% and a negative opinion of 17.6%. Students are also positive about selecting subjects that matches their career interest and with mean 2.98. It implied that taking major course in my area of interest and selecting subjects that matches their career interest is very important to student for career development. Counselors should ensure that students are properly guided at the early stage so that they can decide on courses in time to study prerequisite subjects in school (Rothman & Hillman, 2008). The student also utilize career counseling to discover their career interest with mean 3.16 and make a career aspiration with a mean of 3.39. Of all, adjusting to career options they choose to pursue and make a vocational decision are of the same mean 2.53. This indicates that the opinions of the respondents are very close to each other regarding career counseling. Gathering information regarding career counseling for students is considered the most positively utilize career counseling services with (Mean=, 3.59).

The summary of Table 1, also showed that except for setting plans to achieve my career goal, help discuss my career prospects with other students, discuss career challenges with other students and discuss employment opportunity with my peers; all measured factors reported a less mean perception 2.50. This shows that for most students, career counseling is not been really utilize. It is clear that gathering information regarding my career by students obtained the highest mean 3.59 among the utilization of career counseling services in school. Of the 380 students respondents, making a career aspirations (Mean=3.39) was found to be the most important perceived career counseling pivotal to secondary school students closely followed by deciding on my career choices (Mean=3.32) as shown in Table 4.9. This

shows that to a very large extent, students are of the view that utilization of career counseling is highly effective since such services assist their improved instructions and career developments.

8. CONCLUSION

Information and communication technologies (ICT) will need to be fully integrated into the delivery of careers services as the world is now in the global era. Such integration would not only have the potential to achieve more but would also increase the flexibility of services and enhance their quality. The study revealed that the students of public secondary school in Nigeria use career counseling services more effectively to make career decisions. The study also showed that student's expectations in career counseling services were high in getting career information and subject combination, support and encouragement, personal attention, counselor's respect and understanding, explore career options, learn about job search skills and meeting friendly counselors. The findings revealed that secondary school teachers utilized career counseling services to encourage students more in guiding them to make appropriate subject choice that match their career interest and plans, and helping them with career challenges and plans. The study recommended that students should be truthful in discussing their career matter; set plans to achieve their career goal and should be expected to learn career decision making skills and have opportunities to express their needs, hopes and fears in career counseling services. The teachers should intensify their career help to students, classify them based on their career interest and create students awareness on transition from secondary school to workplace. Career choice is an important decision a person needs to make in his life time. Unfortunately, many young people find it uneasy to make appropriate career choice. This paper recommends that career counselors should integrate use of ICT, through the use of chat rooms, email and social networking. In other words several choice of career could be show to the students on DVD and CD Video. They should also be exposed to TV and radio Chat on Career choice.

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