Effectiveness of guidance and counselling strategies at promoting career decision making among youths in Nigeria

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Abstract

The paper investigated the effectiveness of guidance and counselling strategies at promoting career decision making skills among youths in Nigeria. The purpose of the study is to find out the effectiveness of group career guidance, group career counselling and group career guidance and counselling put together. The study employed the use of quasi-experimental design of pre-test and post-test of three experimental groups. Two questions were raised to guide the study and one null hypothesis tested at 0.05 level of significant. Research instruments were two namely, Career Development Inventory (CDI) and Group Career Guidance and Counselling Strategies (Package used for treatment). Treatment procedure took place in three different school locations where students were pre-tested and post-tested before and after treatment with Group Career Guidance (GCG), Group Career Counselling (GCC) and Group Career Guidance and Counselling (GCG+GCC). The results of the study revealed a general low career maturity and decision making skills before treatment. The study revealed improvement of the maturity and the skills after the treatment. It is thus recommended that the group career guidance should be compulsorily made to be part of secondary school curriculum in Nigeria.

Keywords: Career maturity; Career decision making; Group guidance; Group counselling; Group guidance and counselling.

INTRODUCTION

Promoting the career-decision making skills of students in secondary school is one of the cardinal goals of school career guidance. Crite (1974) identified the goal of facilitating career decision as the unifying theme among various career guidance approaches. The need for career decision making is very prevalent in the human lives. The democratic nature of Nigeria society coupled with the increasing complexity of schools and labour market system often confront the adolescents with unlimited array of educational and career options. The school owes the students the responsibility of providing specialized assistance through the school counselling programme for career decision making. A variety of approaches to career decision making exists in the various therapeutic models of career guidance but this paper is out to contribute to the existed techniques so as to meet the present situation of over dependent of Nigerian graduates of secondary school on government employment. It is noted as observed that students in the nation's secondary schools are always facing with problems of career choice toward the tail end of their secondary school education. It is of the opinion of this paper to stress the importance of career programme which is to be organised in schools especially toward the end of Junior Secondary School or at the starting point of Senior Secondary School level so as to facilitate in the students the idea of career readiness that will

eventually transform to career decision making of all these students. And for this to be accomplished, there is need for a program like group guidance and counselling to be sponsored by the school administrators in collaboration with the school guidance counsellor on career planning, at least once in a year for the students in the senior secondary school level. Since the problem of career decision making appeared to be a general problem among the Nigeria youths, the group guidance and counselling strategies as used in the work seem to the researcher as appropriate technique to embark upon by the school counsellor to facilitate career maturity. This point was buttressed by Odebunmi (1978) who asserted then that among the various type of group work available, the most important to the Nigerian counsellors is group counselling for vocational exploration. Alao (1981) also remarked on the group as a medium for helping individual, and the readiness to work in group will help in fostering vocational maturity among secondary school students. Counselling through groups was a programme designed as an introductory experience for preparing students or youths to work with various groups. The process turns the foundation for the understanding of group process and acquisition of basic skills in human relations, effective communication and overall leadership skills necessary for working with various groups. Group counselling, the strategies and skills provides on in depth look at group counselling with an emphasis on practical knowledge and techniques for effective group leadership. This paper will therefore bridge the gap between theory and practice with Group Career Guidance (GCG), Group Career Counselling (GCC) and the combination of the two approaches to counselling, that is, Group Career Guidance and Counselling (GCG and GCC) for a set of students in senior secondary school for career choice and decision making skills. Everyman is expected to take to one occupation or another in pursuit of livelihood, satisfaction and contribution to the up-keep of the society. Career guidance therefore, aims at helping students make right choice of career with the result that they are happy useful to themselves and the society in which they live. Career guidance, therefore was designed to provide prior to train students for career maturity and decision making. Olayinka (1993) holds the opinion that students should be assisted to have realistic career orientations. The basic aim of career guidance in school is to encourage students to grow and realize their full potentials. Career counselling therefore, is to assist the students at individual level or group in integrating the information about himself and the world of work and to have a plan for career development. This involves a face-to-face encounter between the facilitator or counsellor and the client. The student is assisted before any occupational selection and adjustment. Adedibu (1986) emphasized that vocational counselling is a need that is not appeared properly handled by the career teachers and the school guidance counsellors. The purpose of this study is to determine the efficiency of group vocational guidance and counselling techniques on career decision making among Nigerian youths. Based on the researcher's observation and other people's opinion as reviewed in the literature, the following research questions were raised to guide the study:

Research questions

1. Would there be any difference between the career decision making skills among students in experimental groups.
2. Would there be any difference among the students exposed to group guidance, group counselling and that of group guidance and counselling.

Based on the research question raised, these hypothesis was formulated and tested at 0.05 level of significance: There would be no significant difference between the career decision making skills of students exposed to group career guidance (GCG), group career counselling (GCC) and the two technique put together in a setting, that is, group career guidance and counselling (GCG and GCC).

METHODOLOGY

The study employed the use of quasi-experimental design of pre-test, post-test of three experimental groups. Each group were exposed to treatment with different group technique. The first group were treated with Group Career Counselling (GCC) method, while the second group were treated with Group Career Guidance (GCG) and the third group were treated with the combination of the two group method early used in different schools in a school, that is Group Career Guidance plus Group Career Counselling (GCG and GCC) were used to treat the third group of students in another separate school. The population for the study consisted of all the senior secondary school students in Ekiti State in Nigeria. The sample for the

study was drawn from the entire population, 360 students were selected through stratification and purposive techniques. There are three experimental groups for the study with 120 students in each group.

RESEARCH INSTRUMENT

The instruments for the study were two. The first was a treatment package named "Group Career Guidance and Counselling Programme". The second instrument was titled, the Career Development Inventory (CDI) adapted from Kuti (1979). The inventory was of three scales (i) Planning Orientation Scale, (ii) Use of Resources for Career Exploration Information, (iii) Decision Making Scale. The first two scales measure the students' attitudinal components, while the third scale measure the cognitive component of career maturity.

VALIDATION OF THE RESEARCH INSTRUMENT

The instrument has been validated by Kuti (1979) with the validity co-efficient of 0.72, 0.62 and 0.69 based on the sub-scale of the inventory respectively. However, since the instrument was adapted, the face and construct validity was re-established by test-re-test method on a set of twenty students outside the sampled subjects for the study twice within two weeks interval. The sub-scale co-efficient of 0.62, 0.71 and 0.60 respectively were recorded when the two sets of scores were correlated using Pearson Product Moment formula.

THE PROCEDURE FOR EXPERIMENT

There are three groups as earlier indicated. The three groups were experimental group with 120 students in each group. The pre-test of career development inventory was administered on all the students in senior secondary school in the schools selected for use. All the students that score between 81 marks to 323 marks were regarded as vocationally matured students. The students in this category were excepted from treatment. But those students that scored 80 marks and below was prepared for treatment. The treatment took place in the students various school locations according to their treatment package. Some students were treated with Group Career Guidance (GCG), some were treated with Group Career Counselling (GCC), while the third group were treated with the combination of the two techniques in group 1 and 2, which is Group Career Guidance and Counselling (GCG+GCC). All these treatment were done in different school. Post-test of Career Development Inventory (CDI) was administered at each group treatment school location. The data collected from the three groups were analysed using descriptive and inferential statistics.

RESULTS

Question 1: Would there be any difference between the career decision making skills among students in the experimental group at pre-test and post-test?

To determine the level of career decision making skills among the students in the experimental groups, Career Development Inventory (CDI) was administered on the students in their various school locations. The scores collected were described using frequency table and relative percentage for each group.

Table 1: Frequency Counts and Percentages of Students Level of Career Decision Making Skills at Pre and Post-Test Level

Decision making level	Range of scores	Pre-test		Post-test	
		Frequency	%	Frequency	%
High	162-323	60	16.70	75	20.83
Moderate	81-161	90	25.00	113	31.25
Low	53-80	210	58.30	172	47.92
		360	100	360	100

The Table 1 revealed the level of carer maturity of students before and after treatment the students at high level increase from 16.70% before treatment to 20.83% after treatment, while at moderate level, there was also increase of student's career maturity from 25.70 before treatment to 31.25% after treatment. On the

other hand, students in the two levels decreased from 58.30 to 47.92 before and after treatment respectively. The analyses clearly revealed that there was improvement in the career maturity for career decision making of students based on the treatment.

Question 2: Would there be difference among the students exposed to Group Career Guidance (GCG), Group Career Counselling (GCC) and the Group Career Guidance and Counselling (GCG+GCC) training?

Pre-test and post-test mean scores of students based on training with the three group career guidance and counselling were computed.

Table 2: Pre-test and Post-test Scores of GCG, GCC and GCG+GCC.

Group	**Pre-test**			**Post-test**		
	N	**$\bar{X}$**	**SD**	**N**	**$\bar{X}$**	**SD**
GCG	120	74.03	20.39	72	90.54	16.99
GCC	120	73.93	20.17	68	101.10	12.42
GCG+GCC	120	73.29	17.80	64	127.89	34.76

Table 2 revealed that the GCG mean scores of experimental group exposed to treatment increase from 74.03 to 90.54. The GCC mean scores of the group increased from 73.93 to 101.10. The group career guidance and counselling (GCG+GCC) increased from 75.29 to 127.89. From the analysis, it is clearly revealed that GCG, GCC and GCG+GCC improved the students career maturity and decision making skills.

Hypothesis: The hypothesis was set to find out if the three techniques for treatment GCG, GCC and GCG +GCC would be effective in improving the career maturity and decision making skills of the students. Analysis of variance was used to test the hypothesis at 0.05 level of significance.

Table 3: One way ANOVA Summary of Career Maturity of GCG, GCC and GCG+GCC Groups

Students	**Sum of Squares**	**Df**	**Mean Sum of Squares**	**F-cal**	**F-tab**
Between Group	24008.804	2	12004.402		
Within Group	64792.536	100	647.925		
Total	88801.340	102	12652.327	18.527	3.09

P<0.05 (Significant)

Table 3 revealed that the F-calculated was 18.527, which is greater than the F-table value of 3.09 at 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that the career maturity and decision making skills of students among the experimental groups were significantly different. To determine where the significant difference occurred, a post hoc test of one way ANOVA was carried out using Tukey's Multiple Comparisons test. The result of the post hoc is presented in Table 4.

Table 4: Post Hoc Test: Tukey's Multiple Comparisons Test of Students among the Experimentation Group.

Students	**Mean**	**GCG**	**GCC**	**GCG+GCC**
GCG	87.58			
GCC	102.86	*		
GCG+GCC	125.13	*	*	

P<0.05 (Significant)

Table 4 revealed that the mean scores of students treated with GCC (102.96) mean contributed than those treated with GCG (87.58) means. The students exposed to GCG+GCC (125.13) mean contributed more

than the other two groups. The results revealed that GCG+GCC with the highest mean score is the best contributor, followed by GCC, while the least contributor is GCG with the lowest mean scores.

DISCUSSION

The results of the study revealed a general low career maturity and decision making skills of students before treatment. This implies that majority of Nigerian youths were immatured as regard career choice and decision making skills. This finding is in line with the work of Okon (2001) that students in secondary schools were vocationally immature in term of occupational knowledge.

The study also revealed a general improvement career maturity and decision making skills of the sample after being treated with career guidance and counselling methods. This result is consistent with Salami (1997) who applied some career education programme to improve the career maturity of some secondary school students. The study showed that career maturity of students differs from group to group. As revealed in the analysis that students in GCG+GCC performed better than students in GCG group. This is an indication that students' responses were favourable to group career guidance and counselling GCG+GCC than other treatments. This finding is in line with Egbockukwu (1998) who worked on effect of three guidance techniques and initial entry behaviour on set appraisal of secondary school students.

CONCLUSION AND RECOMMENDATIONS

Conclusively, the three group career guidance and counselling methods were effective to improve the career maturity and decision-making skills among the secondary school students. Any of the three guidance is able to helps in the improving of career maturity and decision making skills, but group career guidance plus group career counselling combined GCG+GCC is the most effective therapy for career maturity and decision making skills for students.

On the basis of the findings of the study, it is recommended that, group career guidance and counselling should be provided to help students acquire skills in career maturity. Group career guidance and counselling should be made compulsory for secondary schools and included in the nation's secondary school curriculum. School authority should allow the trained school counsellor to carry out group work among the students since they are the personnel equipped with strategies for behaviour change and modification.

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