

EFFECTS OF VOCATIONAL GUIDANCE ON CAREER CHOICE OF GOVERNMENT TECHNICAL COLLEGE STUDENTS IN ONDO STATE, NIGERIA

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ABSTRACT

Vocational guidance has been identified as a veritable tool for improving students' academic performance and career development. However, research has shown that there is a decline in guidance service and support for vocational guidance service across the government Technical Colleges in Ondo State. Hence this study examined the effects of vocational guidance on the career choice of technical college students in Ondo State, Nigeria. Descriptive research design of the survey type was adopted for the study. Primary data were collected through a well-structured, validated and reliable questionnaire. The population of the study comprised all the students in the five Government Technical Colleges in Ondo State. Multi- Stage sampling procedure was used to select 150 respondents for the study. The data collected were analyzed through the use of descriptive and inferential statistics. Findings showed that the respondents highly agreed that vocational guidance forum, talk, or seminar is always interesting ($\bar{x} = 3.16$) while they moderately disagreed that students put up non-chalant attitude during guidance classes ($\bar{x} = 1.94$); grand mean = 2.12. It was also revealed that vocational guidance service in the study area is of moderate level with a grand mean of 1.88. Inadequate motivation and insufficient guidance facilities were identified as constraints to effective vocational guidance in the study area. Further findings showed that vocational guidance helps students make career choices that are in line with their interests, aptitude and abilities ($\bar{x} = 3.30$). Therefore, the study concluded that vocational guidance is highly relevant in Government Technical Colleges, thus, all hands must be on deck to ensure that vocational guidance in Technical Colleges in Ondo State is improved so as to enhance the performance of Technical College leavers and proper career choice.

Keywords: Vocational Guidance, Career, Career Choice, Technical College.

Introduction

It is globally accepted that, guidance and counselling activities are for human beings, those with or without problems, normal and abnormal (Wordu, Igweagbara, Gorden, and Akue, 2013). According to Ogundele and Feyisetan (2014), the establishment of modern guidance and counselling in secondary schools in Nigeria rest on the realization of the need for more sophisticated and

integrated package to help individuals satisfy their problems and concerns of present day living. However, career choice is not one that is made abruptly, it is a continuous process. Career is a series of job that a person has in a particular area of work, usually involving more responsibilities as time passes (Okonkwo, 2011). According to Alutu (2014) career development and choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school level. This is based on the fact that one's career choice is mostly influenced by parents, friends, relatives, teachers, printed and electronic information.

Okon (2013) asserted that guidance is the total programme of a number-of highly specialized activities implemented by specialist to help individual make wise and intelligent choice and decisions while counselling according to Makinde (2017) is a service designed to help an individual analyze himself by capabilities, achievements, interest, mode of adjustment towards new decisions. Therefore, since guidance and counselling is a profession, for effective counselling to take place it must involve the application of basic principles for effective service delivery. These include the principles of understanding, sequential process; appreciate self-disclosure and observance of ethics (Asogwa, 2017). The applications of these principles do not only make counselling effective but also add to the specialization of the counselling relationship. For guidance to be meaningful it must be seen as a series of programmed activities which help the normal school child to know himself or herself as an individual, become more aware of his or her person, experience his or her world and those people he or she relate with. This is a dynamic process which undergoes continuous change over time as it is not a single event but a series of events, steps or action which are geared towards the general development of the individual. Guidance and counselling therefore play a vital role in the career choice of the students Ogundele and Feyisetan (2014).

Statement of Problem

It is contended that one of the contributing factors to unemployment and under-employment among school leavers in the country is inadequate or lack of vocational guidance to students while in and out of school (Joshua, 2012). Most students lack adequate occupational information before they enter into occupations in Nigeria (Kelechi, 2013). In other words they are not given sufficient and relevant vocational or occupational information that will enable them graduate from school to a suitable occupation. In some cases, the students concern themselves with studying courses in the schools without considering the marketability and employability of the graduates in the field. Students who undergo problem of career often make their choice of careers or courses without adequate consideration of important factor such as ability, requirements and interest (Nuru, 2017). Moreover, there is a conflict between the student's freedom of occupation choice and that of the nation's manpower needs, between the students' choices, the parents' choice and friend's advice (Asogwa, 2017). It is against this backdrop that this study was conceived to examine the effects of vocational guidance on career choice of Government Technical College students in Ondo State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the attitude of Technical College students towards vocational guidance?
2. What is the level to which vocational guidance services are rendered to students in Technical College in Ondo State?
3. What are the constraints to vocational guidance in Technical Colleges?
4. What are the effects of vocational guidance on the choice of career by students of Technical Colleges?

Research hypotheses

Ho₁: There is no significant relationship between vocational guidance and students' choice of career in government Technical Colleges in Ondo State.

Ho₂: There is no significant difference in the choice of career by the male and female students as a result of vocational guidance.

RESEARCH METHOD

The study was conducted in Ondo State, Nigeria. Descriptive research design of the survey type was adopted for the study. The population of the study consisted of all the students of the Five Government Technical Colleges in Ondo State. Multi-stage sampling procedure was used in selecting 150 respondents (students) for the study. Primary data were collected through the use of a well-structured, validated and reliable questionnaire. The questionnaire consisted of four Sections (A - D) on the attitude of technical college students towards vocational guidance, extent at which vocational guidance services were rendered to students in the technical colleges, constraints to vocational guidance in the technical colleges and the effects of vocational guidance on students' choice of career in the technical colleges. Secondary data were gathered from existing textbooks, desk reviews, publications in journals and conference proceedings, internets and reports relevant to the study. Data obtained from the administration of the research instrument were analyzed using descriptive statistics such as: frequency counts, simple percentages and mean to answer the research questions while the research hypotheses were subjected to inferential statistical tools: Chi-square and t- test at 0.05 level of significance.

RESULTS AND DISCUSSIONS

The results and discussion on data analyses were presented in tables 1 – 6.

Attitude of Technical College Students towards Vocational Guidance

Results on Table 1 revealed that the respondents agreed that Vocational guidance forum, talk, or seminar is always interesting with the mean of (\bar{x} =3.16). On the other hand, the respondents disagreed that students put up non-chalant attitude during guidance classes with the mean of (\bar{x} =1.94), vocational guidance facilitators are usually unapproachable with the mean of

(\bar{x} =1.76), vocational guidance classes are too lengthen, hence makes it boring with the mean of (\bar{x} =1.88) and that students do not consider career guidance a significant issue with the mean of (\bar{x} =1.88). This shows that majority of the students consider career guidance a significant issue and as such they have positive attitude towards guidance classes. This finding is in line with Nworlu-Elechi (2013) who suggested that Vocational and Technical Education counsellor must be very free in establishing cordial relationship with the clients in order to achieve maximum result.

Table 1: Respondents attitude towards vocational guidance

S N	Items		SA	A	D	SD	Mean (\bar{x})	Decision
1 .	Vocational guidance forum ,talk ,or seminar is always interesting .	F	37	105	3	5	3 16	Agreed
		%	24 7	70	2	3 3		
2 .	Students put up non chalant attitude during guidance classes .	F	12	25	55	58	1 94	Disagreed
		%	8	16 7	36 7	38 6		
3 .	Vocational guidance facilitators are usually unapproachable .	F	4	6	90	50	1 76	Disagreed
		%	2 7	4	60	33 3		
4 .	Vocational guidance class are too lengthen and boring .	F	7	10	91	42	1 88	Disagreed
		%	4 7	6 7	60 6	28		
5 .	Majority of students do not consider career guidance a significant issue .	F	10	12	78	50	1 88	Disagreed
		%	6 7	8	52	33 3		

Source :Field Survey 2020)

Grand mean = 12

Level to which vocational guidance services are rendered to students

Results on Table 2 regarding the level to which vocational guidance services are rendered to students in the study area showed that the respondents agreed that Vocational guidance service occurs on a moderate level in their school(\bar{x} = 2.02) and that their schools have exposed them to the basic rudiments involved in career guidance(\bar{x} =1.92). However, the respondents disagreed that there is adequate resources for the implementation of career guidance services (\bar{x} =1.85), guidance service team has high level trained and competent staff (\bar{x} =1.85) and Vocational guidance in their college is of good standard (\bar{x} =1.76). It can be inferred from Table 2 that the extent to which vocational guidance services are rendered in Technical College are of moderate Level and this calls for an improvement on the service.

Table 2: Level to which vocational guidance services are rendered to students

S N	Items		High	Moderate	Low	Mean (\bar{x})	Decision
1 .	Vocational guidance service occurs on an average level in my school .	F	31	91	28	2.02	Agreed
		%	20.7	60.7	18.7		
2 .	Vocational guidance in our college is of good standard .	F	24	90	36	1.76	Disagreed
		%	16.0	60.0	24.0		
3 .	Our school has exposed us to the basic rudiments involved in career guidance .	F	25	88	37	1.92	Agreed
		%	16.7	58.7	24.7		
4 .	Adequate resources for the implementation of career guidance are available in our school .	F	25	78	47	1.85	Disagreed
		%	16.7	52.0	31.3		
5 .	Career guidance team in my school is highly trained and competent .	F	30	68	52	1.85	Disagreed
		%	20.0	45.3	34.7		

Source :Field Survey 2020)

Grand mean = 1.88

Constraints to Vocational Guidance in the study area

Results on Table 3 regarding the constraints to vocational guidance on career choice showed that three of the identified items were considered as constraints. The constraints include: inadequate motivation ($\bar{x}=3.06$), government policies ($\bar{x}=2.94$), inadequate vocational guidance facilities ($\bar{x}=3.04$). On the other hand, items that were not considered as constraints were: availability of professionals in vocational guidance and gender issue in vocations and trades in Technical Colleges in Ondo State. This indicates that students affirmed the identified constraints to be deterrents to Vocational Guidance service delivery. This finding is in consonance with the findings of Uwaifo (2010) who asserted that Technical and Vocational guidance services must be adequately made available in the Technical Colleges as it enhances proper career choice.

Table 3: Constraints to vocational guidance on career choice

S N	Items		SA	A	D	SD	Mean (\bar{x})	Decision
1 .	Vocations and Trades are affected by gender .	F	23	14	87	26	2.26	Disagreed
		%	15.3	9.3	58	17.4		
2 .	Inadequate motivation .	F	48	79	8	15	3.06	Agreed
		%	32	52.7	5.3	10		
3 .	Professionals in vocational guidance are not readily available in all the Technical Colleges in Ondo State .	F	6	13	71	60	1.76	Disagreed
		%	4.0	8.7	47.3	40.0		

4 .	Vocational guidance facilities are not sufficient for the task .	F	41	80	23	6	3.04	Agreed
		%	27.3	53.3	15.3	4.0		
5 .	Government policies also contribute to poor vocational guidance services .	F	59	47	22	20	2.94	Agreed
		%	12.7	38.7	35.3	13.3		

Source :Field Survey 2020)

Grand mean = 2.6

Effects of Vocational Guidance on Students' Choice of Career

Results on Table 4 showed that vocational guidance is important in that it can: help the students make career choice that are in line with their interests, aptitude and abilities ($\bar{x}=3.30$), it would go a long way in giving the students the confidence to decide what they want to do in the future without fear or doubt ($\bar{x}=2.70$), it can assist the students to relate education to employment opportunities ($\bar{x}=2.83$), helps students to realize that they can explore other occupational fields apart from popularly known ones ($\bar{x}=3.30$) and creates occupational information that is relevant to the career choice of students ($\bar{x}=2.77$).

On the other hand, the respondents disagreed that: Vocational guidance makes students to be lazy as they only do little work on searching for information ($\bar{x}=2.42$), vocational guidance is a setback to career choice of student ($\bar{x}=2.32$), vocational guidance can be done by anybody and anywhere ($\bar{x}=2.21$), vocational guidance creates room for occupational cluster ($\bar{x}=2.36$), and one can make better choice of career without vocational guidance ($\bar{x}=2.35$). Hence, vocational guidance has important roles to play in students' choice of careers.

Table 4: Effects of Vocational Guidance on Students' Choice of Career

S N	Items		SA	A	D	SD	Mean (\bar{x})	Decision
1 .	Vocational guidance helps students make career choice that are in line with their interests ,aptitude and abilities .	F	70	60	15	5	3.30	Agreed
		%	46.7	40.0	10.0	3.3		
2 .	Vocational guidance would go a long way in giving the students the confidence to decide what they want to do in the future without fear or doubt .	F	25	65	50	10	2.70	Agreed
		%	16.7	43.3	33.3	6.7		
3 .	With the help of Vocational guidance students can relate education to employment opportunities .	F	45	55	30	20	2.83	Agreed
		%	30.0	36.7	20.0	13.3		
4 .	Vocational guidance helps students to realize that they can explore other occupational fields apart from popularly known ones .	F	70	60	15	5	3.30	Agreed
		%	46.7	40.0	10.0	3.3		

5 .	Vocational guidance creates occupational information that is relevant to the career choice of students .	F	25	80	30	15	2.77	Agreed
		%	16.7	53.3	20.0	10.0		
6 .	Vocational guidance makes students to be lazy as they only do little work on searching for information .	F	17	50	62	21	2.42	Disagreed
		%	11.3	33.3	41.3	14.0		
7 .	Vocational guidance is a setback to career choice of student .	F	16	42	66	26	2.32	Disagreed
		%	10.7	28.0	44.0	17.3		
8 .	Vocational guidance can be done by anybody and anywhere .	F	16	21	92	21	2.21	Disagreed
		%	10.7	14.0	61.3	14.0		
9 .	Vocational guidance creates room for occupational cluster .	F	14	45	72	19	2.36	Disagreed
		%	9.3	30.0	48.0	12.7		
10 .	One can make better choice of career	F	17	36	80	17		
		%						

Source :Field Survey 2020)

Grand mean = 2.66

Hypothesis 1: There is no significant relationship between vocational guidance services and student's choice of career in technical colleges in Ondo State.

Results on Table 5 indicated that the vocational guidance service has significant relationship with the students' choice of career ($X^2 = 83.333$, p- Value < 0.05). This implies that vocational guidance services play important role on students' choice of career. This result corroborates Asogwa and Diogwu(2017) who submitted that vocational guidance influence career choice among undergraduate in Covenant University. The implication is that vocational guidance should be taken seriously in Government Technical Colleges to achieve maximum performance.

Table 5: Relationship between vocational guidance services and students' choice of career in Technical Colleges in Ondo State

Variables	X ² Value	Df	P value	Decision
Vocational guidance Services *students 'choice of career .	83.333	3	0.009	Significant

Source: Field Survey (2020)

Significant at $P \leq 0.05$

Hypothesis 2: There is no significant difference in the choice of career by the male and female students as a result of vocational guidance.

Results on Table 6 showed that there is statistically no significant difference between the perceptions of males and females students on the influence of vocational guidance on their choice of career as boys or girls. This finding corroborates Udofia (2014) who noted that all vocations are open to all gender provided they have got interest and required intelligence. The implication is that

vocational guidance did not affect the respondents' choice of career either as a male or female, so gender is not a barrier to vocational guidance for career choice.

Table 6: Independent t-test sample statistics showing no significant difference in male and female students' choice of career as a result of vocational guidance.

Variable	Category	N	Mean	SD	Std Error	Df	t cal	t - Tab	p - value	Decision
Vocational guidance base on gender	Male	126	3.29	0.80	0.07	148	0.666	1.96	0.07	Not Sig .
	Female	24	3.33	0.70	0.14					

Source :Field Survey 2020)

Sig 2-tailed = 0.631

CONCLUSION

As evidenced from the findings of this study, it could be concluded that there is significant relationship between vocational guidance services and students' choice of career in technical colleges in Ondo State. **This is based on the fact that** Vocational guidance goes a long way in giving the students the confidence to decide what they want to do in the future without fear or doubt, it creates occupational information that is relevant to the career choice of students and also helps students to realize that they can explore other occupational fields apart from popularly known ones. It was observed that most of the students choose their career base on personal interest and ability. It was also noted that vocational guidance did not affect the careers sought for, by female and male students in the study area.

RecommendationsBased on the findings of this study the following recommendations were made;

1. Vocational guidance and counselling programme should be intensified in Government Technical Colleges in a way that guidance and counselling can reflect in their timetable or curriculum;
2. More attention should be given to the recruitment of more competent counsellors so that adequate Vocational Guidance service can be available to students in Government Technical Colleges in Ondo State; and
3. Government should invest more in the area of career guidance so that more reliable and qualified personnel needed for various jobs are produced.

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