

**THE INFLUENCE OF GUIDIANCE AND COUNSELLING SERVICES ON THE
CAREER CHOICE OF STUDENTS IN TERTIARY INSTITUTIONS**

BY

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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BENIN CITY.**

APRIL 2024

CERTIFICATION

This is to certify that this project research work was carried out by **Chinwe Samson ITODO**, with matriculation number **EDU1804109** and that the research work is adequate in scope and quality in the Department of Educational Evaluation and Counseling Psychology University of Benin, Benin city, Edo state, in partial fulfillment of the award of Bachelor of Education (B.Ed.) degree in Guidance and Counselling

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DEDICATION

This project work is dedicated to God Almighty and my lovely parents especially my mother who has been my backbone in this journey and to all who contributed to my achievements thus far.

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My special appreciation goes to the Almighty God for just everything that happened throughout my study period and during the course of this project work.

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ABSTRACT

The purpose of this study was to examine the influence of guidance and counseling services on the career choice of students in tertiary institutions, using the University of Benin, Benin City. In carrying out this research work, seven research questions were raised, research question one was answered while research questions 2-7 were hypothesized. The study is essentially correlation survey research design. The random sampling techniques was used to select a sample size which consisted of 300 students which were from five different faculties in the University of Benin. A questionnaire titled Influence of Guidance and Counselling Services on the Career Choices of Students in Tertiary Institutions (IGACSCCSTI) Adapted from Fischers and turners (1970) testing was used to elicit responses from the respondents. Descriptive Statistics was used to determine the reliability of the instrument using the Cronbach's Alpha reliability method. Mean and Standard Deviation was used to analyze the research questions, simple statistics, frequency and percentage was used to analyze the demographic characteristics of the respondents. Two sample independent t-test, one-way anova, one-way post hoc, pearson product moment correlation was used to analyze hypotheses one to five.

Findings of the study reported that guidance and counseling services has an influence on the career choices made by students in tertiary institutions. The study revealed that there is a relationship parental educational background and the career choices made by student. The study also revealed that there is a relationship between parental expectations and the career choices made by student. The study also revealed that the relationship between the general influence of guidance and counseling services and the specific influence of the parental educational background is significant. The study also revealed that the relationship between the general influence of guidance and counseling services and the specific influence of parental expectations is not significant. The study also revealed that there is a relationship between age of students and the career choice that they make. It is expected that this study will provide a new perspective of how the students view guidance and counseling services and equip them with the knowledge of its importance and influence. The study recommended that government agencies should create place the guidance and counseling programme as part of the normal school curriculum because it will be a source of enlightenment to students at all levels in teaching them on making informed career decisions, parents should as a matter

visit counseling clinics for knowledge as it will help them bridge the gap between their children and themselves and also assist them to develop coping mechanism.

CHAPTER ONE

INTRODUCTION

Background to the Study

Successful career life is the main value of education in any society. It is one of the main reasons why humans seek to engage in the educational process regardless of its being formal or informal.

Education in its mean sense has been described as a vital and indispensable key to any form of development (Jibrin et al., 2012). Education in its broadest sense compasses all the processes individuals go through in life to develop and optimally utilize their potentials through the acquisition of knowledge, skills, abilities, and attitude that are necessary for effective living in the society (Umar et al., 2012). The education of individuals is divided into levels or stages and they include: the primary education, the secondary education and the tertiary education. The aim of education of an individual in every of the above levels and stages is the development of a complete individual who will be able to function maximally in the society. This development of a complete individual will be incomplete if the individual is not guided in discovering their innate abilities. The individual discovery of innate potentials which is one of the aims of the educational process which will afterwards lead to development of the individual precedes the individual ability to be effective and useful in the society. This individual act of self-

discovery is the main goal of the guidance and counseling programme which is carried out by the guidance counselor.

Guidance and counseling as a course of study has been conceptualized as a programme of activities which has provided man with the gateway out of the existing numerous problems in the past century and in the present age of complex scientific and technological developments (Okobia & Okorodudu, 2004). The UNESCO module on guidance and counseling (2000) states that the guidance and counseling service is a program of services that is based on the needs of an individual which is determined by their various environmental factors.

The guidance and counseling services comprise three major aspects. They are; educational guidance, vocational guidance, and personal-social guidance. Educational guidance is a kind of help rendered to students to enable them to function maximally in school. It can also be termed as the assistant given to individuals by the guidance experts to help them function more effectively in their school programmes. It may be in various forms and it is given to the individual or student so as to assist them in adjusting to the school, selecting curricula or co-curricular activities of the school, planning, preparing and executing an appropriate educational plan.

Another aspect of the guidance and counseling services is the personal-social guidance. The personal-social guidance includes all the helps offered by the counselor to

the students or clients in order to assist them in making effective personal and social adjustments.

Another service offered by the guidance and counseling services is the vocational or career guidance. Vocational or career guidance can be said to involve all the assistance given to students in making appropriate career decisions such as guiding them in the right subject choices or combination for their future career.

Career guidance is carried out by the career guidance counselor as one of the services that is provided by the guidance and counseling programme. This programme is carried out by various means which includes: Organizing Career weeks, developing career workshop, organizing training sessions as regarding various professions, among others.

Career week organization as one of the function of a career guidance counselor is a program that is initiated by the counselor in schools. The aim of this programs is to intimate the students with the requirements of prospering in every career or enlightenment of career prospects. During this programme, the counselor can invite career personnel's to teach the students and basic requirements to succeed in their various careers.

Another means in which the counselor carry out this program of career guidance is also developing career workshops. This is career workshop is a kind of programme that is included in the curriculum of students whereby at the allotted time the students get to

come in contact with various professionals in the field of their choice where they get to learn about their various careers.

The word career according to okonkwo (2011) is seen as a series of job that a person has in a particular area of work usually involving more responsibility as the time passes by. Okobia and Okorodudu (2004) see career as a variety of work and learn work situations which usually spell through the life of an individual.

The individual career life positioning which is a function of the career guidance is carried out by a series of programs under the career guidance scheme. There are numerous services that are offered by the guidance counselor in the career guidance. They include; appraisal services, information services, orientation services, placement services, referral services, and follow-up services. All these services that are contained in the career guidance and counseling scheme are aimed at equipping the individual with the requisite knowledge that will assist him or her in making a profitable career choice.

Career choice which is the result obtained from an effective career guidance can be defined as the broad opportunities that exist for a lifelong vocation. Career choice can also be seen as a complex process of balancing personal characteristics with societal constraints in a bid to clarify and implement series of career decisions and opportunities overtime.

The career decision making is an important phenomenon in the process of making a career choice. Career decision-making can be described as all the procedures taken by

an individual in choosing a career path that is good, profitable and in alignment with the skills, interests, values, and personality.

Aside skills, interest, values, and personality there are other factors which can determine the success of an individual in both the career choice and the career decision making process. These includes; sex, age, culture, previous experiences, parental educational status, purpose, parental influence, self-efficacy, learning environment, level of education, parental expectations, among others.

One of the factors that have been considered to have a tremendous effect on career choice is sex. Sex can be defined or described as a state of either being a male or female. Several studies by different researchers have shown that's the sex of an individual please and all the suitable role and post a major influence on an individual's occupational preference, aspirations, and choice. Individuals from their developmental stage are made to learn different sex roles and interests. These already learnt roles end up forming the basis of their career choices when they eventually grow into adulthood.

Another factor which has been considered to have an undying influence on the career choice of students is age. Age is defined as a period of human life measured by years from birth. It is usually marked by a certain stage or degree of mental and physical development which involves legal responsibilities and capacity. It has been proven that age as a very strong push on the individual choice of a career. Age is useful to the student in the process of making a tangible career choice because it creates awareness for the

student about certain career paths. It is this awareness that has been created that afterwards forms the basis of the individual career choice in their later life.

Another factor that has also been seen to have influence on a student choice of career is the students' Parental educational background. The Educational background or qualifications of parents includes all the achievement made education- wise by the parents' of the students. It has a an immeasurable influence on the career choice made by students because this determines how far a student will go educationally and inversely indicates the kind of career that might likely interest the student.

Another major factor that has a considerable influence on the career choice of students is their parental expectations. The parental expectations describes how the parents of the students wants to be seen, this also includes the respect they wants to be accorded by virtue of their children positions in the society. The influence that the parental expectations wield in the career choice of students is enormous because it tends to direct the choices that the students make in order to please and satisfy their parent's cravings.

Another major factor that cannot be left behind when the issue of career choice is been treated is the career workshop, the career workshop can be considered as a valuable tool in the educational landscape that is designed to assist6 students in making informed and consistent decisions about their future career paths. Career workshops own exposes students to a wide range of career options which they might not have previously

considered. This exposition is achieved by the presentation of students to various professions, industries, and educational pathways, these workshop ends up achieving its aim of broadening student's horizon and challenges their preconceived notions about career choices. The influence that the career workshops has on the career choices of students cannot be emphasized as it provides any level of enlightenment that individuals needs in making a good choice of career.

Statement of the Problems

It appears that the issue with individuals making a profitable or good career choice is a major problem that has spanned over many decades. This issue ranges from the impact made by various factors which end up influencing their choice of career. Many individuals in the course of making a career choice fails to conquer this hurdle and as such end up choosing a vocation which is not coherent with their aptitudes, interest and even abilities. Overcoming all these hurdles that might be encountered in the process of making a career choice is the function of career guidance.

The career guidance is supposed to assist the students or potential career person to explore into the world of works get the requirements needed for fitting in into the job environment and successfully carry on with whatever career discovered to be in line with their attitude, aptitude, and potentials. The career guidance is also supposed to help individuals navigate every peculiar hurdle that may present themselves to the individuals in the aspect of making realistic career choice.

The researcher has observed through the media of conversing with a good number of university students and alongside studies that have been carried out by various researchers that a good number of persons in the institutions of higher learning such as Universities, Polytechnics and even colleges of education are not really studying the courses that they would end up working with. This may be attributed to the fact that some of these persons are not studying courses that are of interest to them. These can also be attributed to the fact that some of them were coerced to study those courses by persons that are of huge importance to them. Some can also be attributed to the unavailability of requisite knowledge of these fields before going to undertake those courses. Some even go to the extent of studying some courses that will lead them to a significant career path not because they have what it takes to study those courses but because of the societal relevance that it will accord them.

Researches has also shown that many persons choose to undertake a particular subject area because of the previous piece of information that they have garnered from various sources about what comes with studying the courses and not because they have any form of knowledge about it.

Could it be that all the above instances would not have happened if the students had access to the guidance and counseling services at the juncture of them making a choice of career or that even if the students have had access to the guidance and counseling services there would not have been any significant influence? All these and some others

are what the researcher tend to investigate and find out if the guidance and counseling service actually have a viable influence on the career choice made by students in tertiary institutions.

Research Question

The following research questions were raised for the purpose of guiding this study.

1. Do the guidance and counseling services have any tangible influence on the career choices made by students?
2. What level of influence does the career week have on the career choices made by students?
3. What level of influence do the career workshops have on the career choices made by students?
4. Is there any relationship between the sex of students and their choices of career?
5. Is there any relationship between the parents' Educational background and the students' career choice?
6. Is there any relationship between Parental expectations and the choice of career made by students?
7. Is there any relationship between the age of students and their career choice?

Research Hypotheses

Research questions 2-7 will be hypothesized and will be tested with the person's correlation coefficient at 0.05 level of significance.

1. There is no significant difference in the influence of guidance and counselling services on the career choice of students by sex.
2. There is no significant difference in the influence of guidance and counselling services on the career choice of students by age.
3. There is no significant relationship between the general influence of guidance and counselling services and the specific influences of career week and career workshops on the career choice of students.
4. There is no significant relationship between the general influence of guidance and counselling services and the influence of students' sex and age on the career choice of students.
5. There is no significant relationship between the general influence of guidance and counselling services and the influence of parental educational background and expectations on the career choice of students.

Purpose of the Study.

The purpose of this study is to investigate the influence of guidance and counseling services on the career choice made by students in tertiary institutions. This study will specifically deal with the following.

- The influence of the guidance and counseling services on the career choice of students in tertiary institutions.
- To determine the extent to which the guidance and counseling services when provided influences the career choice of students in tertiary institutions.
- The measures to take in making sure that guidance and counseling services are readily available to students in tertiary institutions.
- To determine the various ways in which the guidance and counseling services can exhibit immense influence on the career choice made by students in tertiary institutions.

Significance of the Study.

The findings of this study are poised to offer significant benefits to a variety of individuals and entities, including government agencies, school principals and proprietors, parents, and students. The implications of the research outcomes extend to several crucial aspects of the educational landscape.

For government agencies, particularly the Ministry of Education and other stakeholders within the educational sector, these findings hold the potential to underscore the vital role of guidance and counseling in the overall educational process. By recognizing its significance, government bodies can work toward effective implementation of guidance and counseling programs within the broader educational

framework. This recognition may lead to enhanced support and resources allocated to such programs, ultimately fostering the holistic development of students.

School principals and proprietors stand to gain valuable insights from this study. The research findings can serve as a compelling rationale for prioritizing the integration of guidance and counseling programs into the teaching and learning processes within their respective institutions. This prioritization, in turn, can contribute to the well-rounded development of students by addressing their academic, personal, and career-related needs.

Parents, too, will benefit from the outcomes of this research. The study can help bridge the communication gap that sometimes exists between parents and their children regarding career choices. Parents will gain a deeper understanding of the importance of guidance and counseling programs, equipping them with the knowledge and perspective needed to engage in constructive conversations with their children about their educational and career aspirations.

Finally, students themselves stand to gain valuable insights from the findings of this study. They will become more aware of the significance of guidance and counseling programs in their educational journey. Furthermore, the research will empower students with the knowledge of how to access the services of a counselor when faced with critical issues affecting their academic or personal lives. This awareness can enhance students'

overall well-being and academic success by providing them with essential tools and resources to navigate the challenges they may encounter during their educational pursuits.

In summary, the findings of this study have the potential to positively impact various stakeholders in the educational sphere, ultimately contributing to the holistic development and success of students.

Scope and Delimitations of the Study

This study seeks to find out the influence of guidance and counseling services on the career choice of students in the tertiary institutions in Benin City, Edo State, Nigeria.

This study will be delimited to second and third year students of five (5) selected faculties in the University of Benin, Edo State, Nigeria.

Definition of Terms.

- Influence: the capacity to have an effect on the character, development or behavior of somebody.
- Guidance: this refers to the help given to a person with the aim of helping the individual resolve a problem or difficulty. It is often given by someone who is more experienced, higher or in authority.
- Counseling: this is the professional assistance and guidance given to someone with the aim of resolving personal and psychological problems.

- Career: this is defined as an occupation that is undertaken by someone for a significant period of the person's life with an opportunity to progress.
- Student: a student is a person who is enrolled in a school or any other educational institution. The student is enrolled in this institution with a particular goal of acquiring knowledge through the various learning processes that are involved.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, Literature related to the study will be reviewed under the following sub-headings:

- Theoretical Framework
- Concept of Career Choice
- Concept of Guidance and Counseling
- Guidance and Counseling and Career Choice
- Counseling Services and Career Choice of Students based on Sex
- Career Programmes and Career Choice of Students
- Parents Educational Background and Students Career choice
- Counseling Services and Career Choice of Students based on Age
- Career Week and Career Choice of Students
- Parental Expectations and Career Choice of Students
- Impact of Career Workshop on the Career Choice of Students
- Summary

Theoretical Framework

The theoretical framework of this study is hinged on the “social cognitive career theory. Social Cognitive Career Theory was propounded by Cent, Brown and Hackett (1987). The Social Cognition Career Theory (SCCT) has grown out of Albert Bandura’s social cognitive theory and attempts to address issues of culture, gender, genetic

endowment, social context and unexpected life event that may interact with and supersede the effects of career related choices. The SCCT proposes that career choice is influenced by the benefits the individual develops and refines through four major sources: personal, performances, accomplishment, vicarious learning and social persuasion. How these aspects work together in the career development process is through a process that reinforces one's self-efficacy or belief, future continued success in the use of this ability/expertise (Yi-Hui, 2016).

As a result, one is likely to develop goals that involve continuing involvement in that activity/endeavor. Social cognitive career theory relates extensively with the study hence the study seeks to investigate the effect of guidance and counseling on career choice. The theory therefore can help to investigate the influence of guidance and counseling services on career choice of students in both the rural and urban settings.

Concept of Career Choice

A career refers primarily to the sequence and variety of work roles, paid or unpaid that individuals undertake throughout their lives; but it is also the construct which enables individuals to make sense of valued work opportunities and how their work roles relate to their wider life roles. Business dictionary defines career as the progress and actions taken by a person throughout a life time, especially those related to that person's occupation.

Walaba and Kiboss (2013) explained career as the sum total of the individual's vocation or job which a person does in life. Therefore, a career is a dynamic vocation or job which an individual has interest in and finds him qualified to do in his life time. Adam (2013) defined career as a chosen pursuit that is called profession. It is about one's working life towards professional achievement. Career has traditionally been seen as a source of successive situations that makes up a person's work study life. In recent times, the concept of career embraces the dimension of time as not simply about what one does for a living, but about what has been done in the past, at the present and might do in the future. Career according to Yi-Hui (2016) is believed to offer structure, direction, meaning and purpose to one's daily activities.

Choosing a career is not as easy as it appears because of its consequences for the individual and the society at large and because so many factors are capable of influencing an individual's choice of career, making it sometimes difficult for the individual to take decisions. Such factors include parental influence, peer group influence, availability of field trip and excursions. The dominance of each of these factors depend on an individual's environment. However, it must be understood that each of these factors never exist in isolation, rather, they exist as an interplay with one another depending on the individual's environment. The importance of career to man is such that an unstable choice would ruin the individual's life and the society in which the individual lives in would begin to function below the level of maximum efficiency (Bakare, 2012). The

career choice decision is also difficult not just because of the range of career options available to an individual in the current environment, but also due to the problems caused by an individual having an adequate understanding of a career without getting into it. Too often, only after a person has made sustainable commitment in time, energy and money or has cut off other opportunities by taking steps to enter a career, does he or she find that it is not what will be expected or wanted. Another difficulty lies in having a clear perception; occupational preference testing, guidance counseling and experience in activities related to career are all resources for making this choice.

Making a career choice requires getting in touch with ourselves and our surroundings. There are clearly two ways of looking at and assessing options. On one hand, it is about intuition and listening to the heart which helps us create a vision of what one wishes to accomplish in life and how we influence the world. On the other hand, it is about the evaluation of the inner self and the environment and uses the brain to evaluate what option is the most suitable one. The former evaluation is usually made in relating the environment both physically and mentally. The later involves considering the perspective (both positive and negative) of each of the options that came from the first part (Walaba & Kiboss, 2013).

Pfingst (2015) says that career choice is a developmental process that extended over many years and where freedom does exist, the choice of occupation has important consequence for both the individual and the society. For individuals, the career choices

he or she chooses can be an important determinant of his or her entire life. That is, it will form the basis of his or her life. For the society, career choices are very important because if the society's system is to function smoothly and efficiently, sufficient number of people must be attracted to various career choices and professions.

In Nigeria, choosing a career has a lot of peculiarities due to innovations in technology. The career available in the country have gone beyond the traditional "medicine, engineering" and the likes because of the new fields that have emerged under those ones. This however poses a lot of problems to the secondary school children who are still in the adolescent stage as to what career they are to go into. Not only do technological innovations pose a problem to these ones. The prestige of the career and how much it pays is another problem. Choosing a career in Nigeria is not only based on one's abilities and interest, it is based on this prestige and attractive salaries of the intended career (Pfungst, 2015). Choosing a career is influenced by multiple factors including personality, interest, self-concept, identity, globalization, socialization, role model social support and available resources such as information and finance. Students all over the world are faced with the herculean task of career decision making and if not properly handled can lead to frustration.

According to Ottu and Nkenchor (2010), different values are attached to different career options. These values according to him stem from life experiences, educational background, and the environment. Values are also attached to the stability which is

attached to a particular career. An important factor in determining students' career choice is the school to which they belong. Different curriculum options, hidden curriculum, and school culture are all determinant of a student's career choice. Schools role is to provide accurate guidance, and also encourage students to continue with education and not drop out. In his analysis, Okon (2010) concluded that developing countries direct their students into careers according to the country needs. Professions have varying degrees of acceptability in different cultures which also influences an individual's career choice, Kerka (2013). Socioeconomic factors, therefore, are also important in motivating the students to make career decisions, Sukovieff (2013).

Okon (2001) is of the view that economic development and incentives in a country dictate occupational choice. He maintained that in primitive societies choices are highly curtailed or non-existent while in developed economies the possibilities of choices are much greater. He further indicated that in the earlier times when our economy will be relatively young, some types of occupation and profession were unheard of, for instance, fields such as garbage collection, public relations, beauticians, internal decoration, real estate, journalism, professional footballers and dietician. Equally, economic incentive that is the range of earnings attracted by different occupations determines career preference. Simply put, occupations that have higher pay attract a lot of people.

Yi-Hui (2016), interviewed school children from six countries, viz. India Bangladesh, Jamaica, Cameroon, Sierra Leone, asked them to share their opinion on

gender factor which acts as a barrier for women education. Access to school will be reported as a common factor for females. A major disadvantage to females is culture biases toward males rather than females. Media in today's world plays a very strong influence in decision making at various levels. Gender stereotypes are created by commercial advertising. Different commercials and posters provide information about different occupations. These messages leave an impact on the people and they adopt the careers which are not traditionally associated with their gender.

According to Ottu and Nkenchor (2010), children tend to be more informed about situations they see on television and movies, rather than the reality, which serves as a strong influence on their career decisions. Similarly, Trujillo and Ekdom (2007) assert that media, particularly television teaches us to value those professions which are portrayed to be more socially valued in a society. According to Semali (2013), the various means through which we are bombarded with information are "television, radio, newspapers, magazines, internet, billboards and marketing materials". At the time of personal development, these types of advertisements leave a lasting impression on the youth. A factor which influences career choice is the lack of awareness regarding professions. Students have misconceptions about professions due to lack of information, which prevents them from choosing them. On the contrary, these fields were actually gaining more demand and were expanding. Teachers were perceived to be influences of career choice more often for students. Some students may or may not choose a certain job

as a result of the interaction they had with a particular teacher, while in some situations, teacher's characteristics such as mode of dressing and behavior, among others may influence student's career choice Alutu (2017).

There are also other factors like field trips and excursions which have been discovered to aid students in their career choice. Wikipedia, the free encyclopedia describes that a field trip or an excursion is a journey by a group of people to a place away from their normal environment. The purpose of the field trip is usually observation for education, non-experimental research to provide students with experience outside the everyday activities. Field trip gives them a chance to go out of the classroom and experience something new. Hooley (2012) opines that educational trips aim at enriching, vitalizing and complementing content areas of the curriculum by means of first hand observation and direct experience outside the classroom. According to Hewitt (2010), field trips are a substantial and substantiating way to expand the student's horizons and allow them to learn experimentally.

Concept of Guidance and Counseling

According to Hewitt, (2010), guidance and counseling is a process of helping an individual towards overcoming obstacles to his or her personal growth which could be educational, vocational, social or personal, whatever it may be encountered. In this regard, the individual strives to achieve optimum development of his personal resources. He went on to say that guidance and counseling aid the child to develop the most effective

ways of identifying and achieving desirable goals for better adjustment and living. The function of counseling is to facilitate normal development and prevent great frustration, anxieties and stress. The effect of guidance and counseling on career choice cannot be overlooked. This is because right from the beginning, the main aim of guidance and counseling was on career choice as stated in Eyo (2011). Eyo (2011) looked at guidance and counseling as a programme of service to individual as well as group of people with peculiar but similar needs. The problem consists of services which are designed to help individuals as well as group to adjust to their environment and or new conditions. The services are directed towards assisting individuals to develop the ability to set realistic goals and to improve one's own way of life. Specifically, counseling as a service within the general guidance programme is designed to help individuals to understand their confused feeling, ideas, fear and hopes.

According to Clutter (2010) guidance is a process of helping individuals to understand themselves and their world. They also defined counseling as a learning process in themselves; the intention is to build personal relationships and behaviors that promote their personal development. Bett (2013) defined guidance as a complex process which cuts across the total needs of individual students to be directed or guided. This guide is also applicable to the individual's educational, moral, health and leisure time needs and for the individual's preparation for a suitable career future. Bollu-steve and Sanni (2013) defined counseling services as a personal dialogues or interview between

the counselor and the counselee or direct during which the client seeks expert's assistance from the counselor, regarding the solution to his problem. Bett (2013) refers to guidance as a more directive or prescriptive form of assistance. Clutter (2010) sees it as a family name for all the helping services within the general educational and community systems to make the meaning to be more explicit. He remarks that some specialists assert that guidance is a broad term used to cover a number of specialist services available in schools.

Such services include the information service, appraisal service, placement service, follow-up service and counseling service. But looking at the modern day global world, the provision of specialist services are no more limited to the school, it now include the community in general. Counseling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Abbasi and Sarwat (2014) see counseling as a professional relationship between a trained counselor and a client. Abiola (2014) defines it to be a process whereby a person is helped in a face-to-face relationship while Alike (2019) explained counseling as an enlightened process whereby people help others by encouraging their growth. Counseling is a process designed to help clients understand and clarify personal views of their life space and to learn to reach their self-determined goals through meaningful well-informed choices and a resolution of problems of an emotional or interpersonal nature. It is believed that every human individual has the potential for self-growth, self-development and self-

actualization. There are two major types of counseling, namely: individual counseling and group counseling.

Classification of Guidance and Counseling in Schools

According to Bett (2013), there are three different spheres of guidance and counseling in schools which include educational, vocational and personal-social counseling;

- ***Educational counseling***

Educational counseling is the counseling that is being rendered to learners in order to enhance their achievement in education. It is an academic counseling which aims at improving the performance and achievement of learning in programme of study. Mohammed (2010) averred that educational counseling is essential in school because it enhances the performance of students in school academically. The researcher goes on to say that by ensuring a successful educational counseling, a counselor may intervene on issues that may include test anxiety and procrastination, or truancy. Chow and Ngo (2012) opine that, educational counseling in schools can bring about the attainment of student's career. He continues that educational counseling should involve interpreting of library services as well as the need for placement services to students. It is therefore concluded

that educational counseling in schools could advance the academic achievements of learners and consequently have influence on their career.

- ***Vocational Counseling***

This refers to the practice of providing advice and direction on career-related decisions. Vocational counselors, sometimes called school or career counselors are available to help people decide on and take the next steps in their careers. They do this by helping clients to assess and understand their strengths and capabilities and encourage their clients on appropriate career goals. This requires counselors to assess and work with clients and keep up-to-date with employment option to provide timely advice. Edwards and Quinter (2011) says that general skills needed to become a successful vocational counselor include communication skills an attitude for testing and assessment good organizational skills.

- ***Personal Social Counseling***

This is the counseling relating to the psycho-social needs of the learners in school. Faizer (2013) observed that learners come to school with varying social problem that a counselor needs to intervene into the learner's decisions so as to enable him forget about

worries and learn successfully. Personal social counseling in school is always neglected by school authorities, through usually neglected guidance. It can facilitate the attainment of career and educational pursuit. It is admitted here that students who have emotional problems cannot learn successfully. This can also bring about problems in their career choice.

Approaches to Guidance and Counseling

According to Garba (2012), there are basically three approaches to guidance and counseling which include indirect approach, direct approach and electric approach.

Indirect approach: the indirect approach to guidance and counseling is also regarded as the client-centered approach or therapy (Faizer, 2013). In this approach, the counselee is allowed to express self, while the counselor only listen with rapt attention and intermittently when necessary interjects words that can elicit more responses on the case at hand from the counselee. The professional counselors that use this approach rely on the tenets of the client-centered theory as their major counseling skills.

Direct Approach: This is just the opposite of the indirect or client-centered approach. In this counseling approach, the talking is done by the counselor who uses questions and

various counseling skills to elicit responses from the counselee about the problems at hand. Griffin et al. (2011) maintains that the counselor dictates the pace and directs the counselee based on what can be made out of the sparing responses gathered from the counselee.

Electric Approach: This approach to guidance and counseling does not rely totally on either the indirect approach rather, it finds the two approaches mentioned above with any other suitable one handled during counseling sessions. It relies on choosing skills that suit the counseling session at hand from all the approaches to resolving the counselee problems.

Guidance and Counseling and Career Choice

Guidance and counseling can positively influence the attainment of one's career. Griffin (2011) says that career guidance and counseling is designed to help individuals attain their career. Hooley (2012) maintains that the concept of career guidance has been widely used since the early seventies, although only lately, it has been insisted on a comprehensive approach of managing career during the entire life time. Professional orientations and career guidance represent organized systems of social and professional work on providing continuing help to the individual for the entire duration of his career development, in free choice of direction and orientation, in education and professional

activity with the goal of achieving a professional identity, in line with personal traits and the labour market demand for specific occupations.

The World Bank as cited in Hooley (2011) defines career guidance to refer to service and activities intended to assist individuals of any age and at any point, through their lives, to make educational training occupational choice and to manage their career. Such services may be found in schools, universities and colleges or training institutions, in public employment service, in workplaces, in voluntary community or in the private sector. Hooley (2011) maintains that career guidance is essential for individuals; he or she is helped to choose, prepare for, enter, and make progress in an occupation. Through vocational guidance, the individual is assisted to discover his abilities, interest and talents. Irene and Nuhum (2012) opine that career counseling deals with problems related to the world of work. Problems in these areas could arise from difficulty in making a decision as to what job to go into, adjusting to the work demands after employment in vocational counseling.

In a study carried by Michael (2021) on the influence of guidance and counseling services on the career choice of student in secondary school in Enugu North Local Government Area of Enugu State. The population of the study was fourteen thousand, four hundred and sixty nine (14,469) students 350 student randomly selected sample of 70 students drawn from 5 different schools in Enugu North Local Government of Enugu State was used. The instrument used was questionnaire. The data collected was analyzed

using modified Likert formulae. The findings were summarized, it is seen that the guidance and counseling service on career choice of secondary student is necessary. That it helps students to understand their interest, ability and personality in choosing subject leading to their career aspiration.

Okiror and Otabong (2015) examined the influence of guidance and counseling services on career choice of secondary school students using five selected secondary schools in Otukpo Local Government Area, Benue State as a case study. Specifically, the study was aimed at examining the effectiveness of guidance and counseling services to students in secondary schools under review; determine the extent to which these services provided affects students 'choice of career; and explore the factors influencing the career choice of students in secondary schools under review. The study employed the survey descriptive research design. A total of 120 responses were validated from the survey. From the responses obtained and analyzed, the findings of study revealed that Guidance and counseling has influence on student's career choice. The study therefore recommends more guidance and counseling center should be set-up with more professional counselors employed in the schools. More so, Students should be motivated to share and discuss the choice of career with their counselors and understand the relationship of subjects to a particular career.

Guidance and Counseling and Gender in the Career Choice

There has been comparison between males and females on career choices, there are views that some careers are particularly for male while some are particularly for female and it will be uneasy for counselors to assist female students or vice-versa to aspire for career that are not appropriate for the respective gender. Jamabo, Enebeli and Ester (2012) observed that mathematics and science intensity is not of the most significant dimensions of gender difference in educational choice. They stated that in many countries, girls are less likely than boys to choose mathematics and science strong and difficult courses in secondary education.

Jamabo, Enebeli and Ester (2012) say that females rarely specialize in engineering human medicine, architecture and piloting. This is because females are discouraged that those courses are supposedly men oriented and they are not appropriate for them. Gender differences in career choice are as a result of the interdependence of women. The researcher also said that, when men and women are asked to select photos that describe their lives, women select more photos of others, while men select more photos of themselves, showing that women are interdependent. This relates with the course they choose.

In a study carried out Angwaomaodoko E. (2023) on the Influence of Gender on Career Choice and Academic Performance. The sample of this study consisted of 261 final year students in various universities across Nigeria. Data was collected using questionnaires featuring questions on academic accomplishments and other pertinent

information. The results of the study indicated that male students had a slightly higher overall CGPA score compare to the female students; and as regards career aspirations, more female students were inclined to study art and management related courses while more males were found in engineering and technology-based courses. The research found that gender difference does not significantly affect students' academic success in Nigerian colleges. Instead, the research discovered that students' perceptions of gender had a substantial influence on their career aspirations. The study recommends that promoting freedom in choosing careers is likely to steer students toward other professions that are completely at odds with their gender preferences.

In a research carried out by Phathara-on Wesarat, Mohmad Yazam Sharif and Abdul Halim Abdul Majid in 2016 on the Framework for Assessing Gender Influence on Career Choice of Undergraduate Students in Thailand. Based on educational statistics of Thailand in 2013, the total number of undergraduate students was 1,870,738 with 771,336 males and 1,099,402 females (Ministry of Education, 2013). After their graduation, a large number of them cannot get jobs. It was found that 35.16 percent of unemployed people were higher education graduates (Ministry of Labour, 2014). This seems like there were limited career opportunities available for undergraduate students. On one hand, career opportunities depend on economic growth of the country (Gani & Clemes, 2010; Tahir & Azid, 2015). On the other hand, individuals' career choices are affected by their attitude towards vocational choices (e.g. negative and positive attitudes

towards career choice). They categorize some particular careers as “for men only” or “for women only”. Women are expected to work as nurses and teachers, while men are known to have jobs as police officers and military officers (Romanow, 2012). They choose the careers which are perceived as gender-matched careers and avoid gender-mismatched careers. Even though job positions are available in nursing, men might not choose to be in this field of work (Dockery & Barns, 2005). The influence of gender on career choice of undergraduate students can lead to a labor shortage in some fields.

Career Programmes and Career Choice of Students

Career programs play a pivotal role in shaping the career choices of students, offering them valuable guidance, resources, and opportunities to make informed decisions about their future paths. The relationship between career programs and students' career choices is a multifaceted one, influenced by various factors and characterized by a range of benefits.

First and foremost, career programs serve as an essential resource for students as they navigate the complex landscape of career options. These programs often provide students with access to career counseling, assessments, and information about different professions and industries. By participating in these programs, students can gain clarity about their interests, skills, and values, which are crucial factors in making informed career decisions.

Furthermore, career programs offer students exposure to a wide array of career opportunities. They may include internships, job shadowing, or career fairs, all of which allow students to explore different professions firsthand. This exposure not only broadens students' horizons but also helps them connect classroom learning to real-world applications, making their academic experiences more relevant and motivating.

In addition to exposure, career programs often facilitate networking opportunities. Students can interact with professionals in their fields of interest, build relationships, and seek mentorship. These connections can be invaluable in terms of gaining insights into specific career paths, receiving guidance on professional development, and even identifying potential job openings.

Moreover, career programs can aid students in setting realistic and achievable career goals. By understanding the educational and skill requirements for various professions, students can chart their academic paths accordingly. This can motivate them to excel academically and stay focused on their long-term career objectives.

Career programs are not solely about career exploration; they also assist students in developing essential skills for the job market. These skills may include resume writing, interview preparation, and effective communication. Such training equips students with the tools needed to compete successfully in the job market and stand out to potential employers.

It's worth noting that the influence of career programs on students' career choices extends beyond the immediate term. They can have a lasting impact on individuals' professional trajectories. For instance, a student who participates in a summer internship program related to environmental conservation may develop a strong passion for this field, ultimately leading them to pursue a career as an environmental scientist.

Furthermore, career programs can play a role in promoting inclusivity and diversity in various professions. By encouraging underrepresented groups to explore and pursue careers in fields traditionally dominated by certain demographics, these programs contribute to a more diverse and inclusive workforce.

Career programs are instrumental in guiding students toward making informed and meaningful career choices. They provide students with resources, exposure, networking opportunities, skill development, and the motivation needed to set and achieve career goals. Ultimately, the impact of career programs goes beyond immediate choices; it can shape individuals' career trajectories and contribute to a more diverse and dynamic workforce.

Parents Educational Background and Students Career choice

The educational background of parents can have a profound influence on their children's career choices and educational aspirations. This influence stems from various factors, including the values, expectations, and opportunities that parents provide or

expose their children to. While it is not deterministic, parental educational background plays a significant role in shaping the career trajectories of students.

One of the primary ways in which parental educational background influences students' career choices is through the transmission of values and attitudes toward education. Parents who have pursued higher education often emphasize the importance of academic achievement and the pursuit of knowledge. They tend to value education as a means of personal and societal advancement. As a result, their children are more likely to adopt a similar attitude toward learning and see the potential benefits of higher education.

Moreover, parents with higher educational backgrounds often have a broader understanding of various career options and the educational pathways required to access those careers. They can provide valuable guidance to their children regarding the link between education and career opportunities. This guidance may include insights into different professions, the required qualifications, and potential career trajectories.

In many cases, parents' educational backgrounds also correlate with their socioeconomic status. Families with higher levels of education often have greater financial stability and resources. This financial security can translate into opportunities for their children, such as access to quality education, extracurricular activities, and enrichment programs. These advantages can widen the range of career options that students consider and pursue.

Parental educational background can also influence students' career choices by serving as role models. When children see their parents engaged in intellectually stimulating and rewarding careers, they are more likely to aspire to similar professional paths. This modeling effect can be particularly influential during a child's formative years when they are developing their sense of self and their future aspirations.

Furthermore, parents with higher educational backgrounds are more likely to be aware of and supportive of their children's educational and career goals. They can provide emotional and practical support, such as assisting with college applications, offering guidance on academic decisions, and connecting their children with relevant networks and resources.

Conversely, students from families with lower levels of parental education may face different challenges and opportunities. They may have limited exposure to certain careers and may not fully understand the educational pathways required to pursue those careers. Additionally, financial constraints and a lack of family role models in higher-skilled professions can pose obstacles to these students' career aspirations.

It's important to note that while parental educational background is a significant factor, it is not the sole determinant of students' career choices. Individual interests, talents, and personal motivations also play a crucial role. Moreover, schools, teachers,

mentors, and peers can influence students' career decisions and provide additional support and guidance.

Parental educational background exerts a substantial influence on students' career choices by shaping their values, attitudes toward education, access to resources, role models, and support systems. However, it is essential to recognize that students' career paths are multifaceted and influenced by a combination of factors, including their own interests and aspirations. Encouraging all students to explore their interests, regardless of their family background, and providing them with the necessary guidance and resources is key to helping them make informed and fulfilling career choices (Holley, 2012).

Counseling Services and Choices of Career Based on Age

Career choice is a significant decision that individuals make at different stages of their lives, and it is always influenced by a multitude of factors of which Age is a principal determining factor. The roles of the guidance and counseling services in guiding an individual through these stages where critical decisions are made cannot be overemphasized. The relationships between the age of students and their choice of career are dynamic and it evolves as they progress through various stages. In this elaboration, we explore the impact of age on career choices and the vital roles that counseling services play in assisting students of different age groups in making a substantial career choice.

Career choices are often made by individuals during their adolescent stages; this is because at this stage adolescents begin to carry out various forms of explorations into their world. At this stage the adolescents are often influenced by factors which might include; Personal interests, Academic Strengths, Peer and Parental Expectations. Counseling services for adolescents should focus on career exploration, Self-assessment, Analysis of individual's strengths and weaknesses. It has often been ascertained that carrying out age-related career assessment and guidance can help in aligning career choices with academic pathways. Counselors play a crucial role in offering information about various career options as well as the educational and training requirements associated with these choices (Alutu, 2017). Counselors can also help individual student set academic and extracurricular goals that are in line with their career aspirations.

Bett (2013) stated that as the individual transits from childhood to late adolescents and early adulthood, they are often making more concrete career decisions such as choosing college major and entering the workforce. Counseling services at these stages should provide in-depth career assessment, explore college and vocational training options, and offer guidance on internships and job searches. For those pursuing higher education, career counselor can help student in selecting majors that align with their interests and long term goals. Additionally, they can provide valuable information on financial aids, scholarships and other resources to support their chosen career paths. Career counselors are to address the evolving needs of students in terms of job market

trends, work life balance, and long-term career planning (Hooley, 2012). The ages of students significantly influence their career choices and the nature of supports required of the counseling services. Counselors must recognize the challenges that accompany the developmental stages of the life of an individual and also take note of the challenges that students face at their different ages and take decisions of tailoring their counseling process accordingly. By offering age-appropriate career assessments, information, and supports counseling services can now empower students to make informed decisions and set them on a path towards fulfilling successful careers.

Career Week and Career choice of students

Career homework is an important event in many educational institutions that serves as a dedicated period to guide and inspire students in making informed decisions about their future careers. This week-long initiative plays a pivotal role in shaping the career choices of students by exposing them to a wide array of career options in providing valuable insights and fostering a sense of direction. In this elaboration, we explore the significance of career week in influencing career choice of students. Career week will provide students with a unique opportunity to explore diverse career paths they may not have considered before (Alutu, 2017). Workshops, seminars, and presentations are organized to showcase various professions, industries, and educational pathways. These activities expose students to a broad spectrum of career options and from traditional professions to emerging ones, allowing them to imagine if they were exposed to real-world professionals and their

experiences can be inspiring and help students envision themselves in this role in the process of career aspiration during career week students are headed to gather valuable information about different careers they learn about the additional requirements job prospects Work environment and potential challenges associated with various fields armed with this knowledge students can make more informed decisions about their career choices they can align their academic pursuits and extra-curricular activities with their career goals and sharing a smoother transition from education to the workforce (Hooley, 2012).

Career week often involves interaction with professionals alumni, and potential mentors students have the chance to ask questions seek advice and build connections with individuals in their desired field this networking opportunity can lead to internships shadowing experiences and mentorship relationships that provide practical insight and guidance building a network of professionals can be instrumental in helping students kick start their careers and navigate the job market effectively (Alutu, 2017).

Career week can boost student self-confidence by demystifying the career selection process. By attending sessions, participating in discussions, and receiving encouragement from mentors, students develop a sense of confidence in their ability to make career decisions. This newfound self-assuredness empowers them to pursue their chosen path with conviction. Career week encourages students to think about their long-term goals and create a career plan. With the various insights gained during this event, students can set appropriate short-term and long-term objectives. They can align their

academic performance and extra-curricular involvement with their career ambitions setting the stage for a more seamless transition into their chosen professions. Career week is a valuable component of educational institutions that can have a lasting impact on the career choices of students. By facilitating exploration, providing information, social networking opportunities, boosting confidence, and encouraging long-term planning. Career week equip students with the tools they need to embark on a successful career path. it is a crucial step in the journey of helping student transform their aspiration into reality (Balochv & Shah, 2014).

Parental Expectations and Career Choices of Students

The influence of parental expectation on the career choices of students is a complex and often profound aspect of a young person journey to define their professional paths. Parent's plays a central role in shaping their children aspiration and goals, and their expectation can significantly impact the decision students make regarding their career. In this elucidation we delve into the multifaceted dynamics of how parental expectation can influence student career choices and the potential implications, both the positive and the negative (Clutter, 2010).

Positive Influences:

1. **Support and Guidance:** parental expectation, when communicated in a supportive and encouraging manner, can provide valuable guidance to student's parents can help their children identify their strengths, interests, and passions, leading to a more informed career decision.
2. **Motivation:** high expectations from parents can motivate students to excel academically and pursue ambitious career goals. Students may feel a sense of responsibility to meet or exceed their parent's expectation driving them to work hard and aim high.
3. **Financial Security:** parents may emphasize career choices that offer financial stability and security, which can be practical and beneficial for student's future well-being this guidance can help students make sound financial decisions.

Negative Influences:

1. **Pressure and Stress:** Excessive or unrealistic parental expectation can lead to pressure and stress for students. when they desire to meet current expectation becomes too overwhelming, it can lead to anxiety and burnout
2. **Mismatched Interest:** Sometimes, parental expectations may not align with his student's interest and passion. In such cases, students may feel compelled to pursue career that do not resonate with them, leading to dissatisfaction and unfulfilling professional lives.

3. **Limited Autonomy:** Overbearing parental expectation can limit his student's autonomy and ability to explore various career options. These restrictions can hinder self-discovery and personal growth.
4. **Strained Relationship:** Persistent conflicts arising from different career aspiration between parents and students can strain the parent-child relationship impacting their overall well-being.

According to Balochv and Shah (2014), it is important to note that the influence of parental protection on student career choice is highly nuanced and varies from one family to another. Effective communication between parents and students is a key to striking a balance between parental guidance and students personal aspirations. When parents provide support, and encouragement, and open-mindedness, students are more likely to make career choice that aligns with their true passion and abilities. Ultimately, the goal should be to empower students to make informed, independent career decision that need to fulfilling and successful professional lives.

In a study carried out by A. A. AnovungaInnovare in 2023 which was also published in 2023 in a Journal of Education on the Parental Influence on Career Choices of Navrongo Senior High School Students in the Kassena-Nankana Municipality. Participants included in this study were 150 senior high school students. Stratified and simple random sampling techniques were used to select the sample size. Both open-ended and closed Likert Scale questionnaires were used for data collection. Percentages, bar

charts, pie charts, and standard deviations were used to present the results. The result indicated that parents, in one way or the other, do influence their children in choosing careers. From the study, the respondents believed that when parents choose careers for their children, they do not enjoy their lifelong vocation. It was therefore recommended that the school solicit parents' views when organizing career guidance for students, and parents should also be made aware of the negative consequences of their actions when they impose their opinions on their children when planning for their careers. Again, career programs should be introduced in senior high schools to assist students in making appropriate career choices.

Impact of Career Workshops on Students Career Choices.

Career workshops are valuable tool in the educational landscape, designed to assist students in making informed and confident decisions about their future career paths. These workshops offer guidance, insights, and opportunity for self-reflection, ultimately influencing students career choices in several significant ways. In this elucidation we will explore the profound impact of career workshop on student career decision. Career workshop exposes students to a wide range of career options that they may have not previously considered. By presenting various professions, industries, and educational pathways, these workshops broaden student horizons and challenges preconceived notions about their career choices (Baloch & Shah, 2014). This exposure encourages students to think beyond traditional career paths, fostering a sense of possibility and exploration. A core component of career workshop involves self-assessment and

reflection. Through assessment of their interest, strengths, and values, students gain a better understanding of themselves and their career related preferences. This self-discovery is instrumental in helping students align their personal traits with potential careers ensuring that their career choices resonate with their true selves.

Career workshops provide students with valuable information about different professions, job prospects, educational requirements and skill sets. This knowledge empowers students to make informed decisions about their career choices. Armed with data about various career paths, they can make choices that are well-matched to their aspirations and goals, thereby increasing the likelihood of future success and satisfaction (Eyo, 2011). Career workshop emphasizes importance of goal setting and planning. Students learn to set short-term and long-term career objectives, identify the steps needed to achieve these goals, and create actionable plan. This goal-oriented approach fosters a sense of direction and purpose, helping students navigate the complex journey from education to employment. Many career workshop feature guest speakers who are professionals in their respective fields. These experts offer real-world insights into their careers, sharing their experiences, challenges, and successes. Such interaction enable students to build connection and network with professionals, paving the way for potential internship, mentorship, or job opportunities (Clutter,2010).

One of the most significant impacts of career workshops is the boost in student self-confidence. As they gain knowledge, self-awareness, and a clear vision for their career, students become more confident in their ability to make wise and fulfilling career

choices. Career workshops are powerful tools that can profoundly influence student career choices. By offering exposure to diverse options, fostering self-discovery, promoting informed decision-making, encouraging goal setting, providing real-world insights, and building confidence, these workshops empower students to embark on career paths that align with their passion and abilities (Baloch and Shah, 2014). The impact of career workshop extends beyond career choice; it also equips students with the skills and mindsets needed to navigate the complexity of the ever-changing job market and embark on successful and fulfilling careers.

Summary of Literature Review

This chapter has carefully reviewed some selected literature revealed by some experts in different studies relating to the issue and subjects of consideration as well as the researcher's view on the same issue.

The guidance and counseling service is as important to an individual looking forward to making a profitable career choice as bread or oxygen is important to life.

This review has pointed out so many things that guidance and counseling does for an individual in the process of making a career choice. The study has also taken a critical look at the influence that the guidance and counseling services have on the various choices of career those students in tertiary institutions make.

The variables of these studies are; counseling services and its influence on the career choices made by students in tertiary institutions, career week program and its

influence on the career choices made by students in tertiary institutions, career workshops on and its influence on the career choices made by students in tertiary institutions, sex of students and its influence on the career choices made by students in tertiary institutions, parental educational background and its influence on the career choices made by students in tertiary institutions, parental expectation and its influence on the career choices made by students in tertiary institutions, age of students and its influence on the career choice made by students in tertiary institutions.

The literature review has so far showed the immense influence and the importance of guidance and counseling services when effectively utilized on the career choice made by students in tertiary institution and even in our general society and communities.

Also from the literature review it was discovered that career choices made by students who at one time or the other has encountered the guidance and counseling services are more stable and are aligned with the individual's true self.

Alutu (2017), has shown so many influences that the guidance and Counseling services have on the career choices made by students in tertiary institutions, Secondary school and as well as all other institutions where it services are needed.

This study has therefore been able to fill the entire necessary vacuum by pointing out the influence of the guidance and counseling services on the career choice made by students in the tertiary institution.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedure used by the researcher in conducting the study. It is presented under the following Sub headings;

- Research Design,
- Population of the study,
- Sample and sampling technique,
- Research Instrument
- Validity of the Instrument,
- Reliability of the Instrument,
- Method of Data Collection,
- Method of Data Analysis.

Research Design

This study is essentially correlation survey research design. This design will make it possible for the researcher to be able to establish the differences and the relationships amongst the variables that will be used in the study process.

Population of the Study

The population of the study will consist of a sample of 300 students who are 200 and 300 Level undergraduate student of Faculty of Education, Faculty of Management Sciences,

Faculty of Law, Faculty of Social Sciences, Faculty of Life Sciences, and University of Benin. The total population of 200 and 300 Level students in the Faculty of Education, Faculty of Law, and Faculty of Management Sciences, Faculty of Social Sciences, Faculty of Life Sciences in the University of Benin, the total population of students in this category is 25,848 (Student Affairs Division, University of Benin).

Sample and Sampling Technique

The sample size of the study will consist of 300 students that will be selected using the simple random selection techniques. The researcher went to the different faculties which are to be used for the purpose of the study. There were one hundred and seventy-five (175) females and one hundred and twenty-five (125) males.

S/N	Faculties Selected	F	M	Total
1.	Education	50	30	80
2.	Law	20	20	40
3.	Management Sciences	45	20	65
4.	Social Sciences	40	20	60
5.	Life Sciences	30	25	55
Total		185	115	300

Research Instrument

The instrument that will be used to collect data for this experiment will be a questionnaire that was adapted from Fischer and Turners (1970) testing subtitled Attitudes towards Seeking Psychological Help (ATSPH). The questionnaire is titled Influence of Guidance and Counseling Services on The Career Choice of Students in Tertiary Institution (IGACSCCSTI). The questionnaire consists of two (2) sections. Section A of the questionnaire consists of two (2) items which is intended to be used for the purpose of eliciting information related to Bio-Data such as their Sex and Age. Section B consists of 28 closed ended questions, the respondent are expected to tick the ones that best describes their attitudes towards the Influence of Guidance and Counseling Services on The Career Choice of Students in Tertiary Institution. This is for the purpose of scoring the various items of the instruments, the response level of a four-point scale; Strongly agree (SA) 4, Agree (A) 3, , Disagree (D) 2, Strongly disagree (SD) 1.. For all positively worded items and reverse for all negatively worded items.

Validity of the Instrument

The content validity of the instrument will be vetted by the researcher's supervisor and two other experts from the department of Educational Evaluation and Counseling Psychology in the University of Benin.

Reliability of the Instrument

In a bid to determine the reliability of the instrument, 20 copies of the questionnaire will be administered to 20 students of the University of Benin which will be randomly selected from the faculties of Law, Education, Social science, Management sciences, Life sciences and data that is being obtained will be analyzed using Cronbach Alpha for the coefficient to be obtained.

Method of Data Collection

The instrument will be administered to the sampled students in the University of Benin by the researcher to be aided by two research assistants. All questionnaires are to be retrieved back from the respondents the same day.

Method of Data Analysis

In analyzing the Data, the data collected The data collected were analyzed using mean, standard deviation, two sample independent t-test, one way anova and pearson product moment correlation PPMC.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents, interprets and discusses the finding from the analysis of data collected for this study.

Demographic Information

Table 1: Demographic Characteristics of Respondents by Gender and Ages

	Frequency	Percent
Gender		
Male	115	38.3
Female	185	61.7
Total	300	100.0
Age		
18-20 years	91	30.3
21-24years	174	58.0
25-30years	30	10.0
30years and above	5	1.7
Total	300	100.0

Source: Field Survey (2024)

Table 1 indicates that by gender, there were more female (61.7%) than male (38.3%) and by ages persons within the age bracket of 21-24 years are more (58.0%) followed by persons within the age brackets of 18-20 years (30.3%), which also outweighs persons within the age brackets of 25-30 years (10.0%) and afterwards

followed by persons within the age brackets of 31 years and above (1.7%). Amongst the students in the university of Benin that makes up the population for this research work.

Answering Research Question

Research Question 1: What is the influence of the guidance and counseling services on the career choices made by students?

Table 2: Mean and Standard Deviation on the level of influence of the guidance and counselling services on career choices of students in tertiary institutions

SN	Items	Mean	Std. Dev.	Decision
1	Guidance and counseling services positively influence my career choices.	3.10	0.775	Agree
2	I find guidance and counseling sessions helpful in making informed career decisions.	3.19	0.723	Agree
3	The guidance and counseling services at my school provide valuable insights into career options.	2.72	0.846	Agree
4	I believe that guidance and counseling have played a significant role in shaping my career decisions.	2.78	0.875	Agree
	Cluster Values	2.95	0.642	Agree

Note: Scale Mean = 2.50

Source: Field Survey (2024)

Table 2 shows that the respondents agreed that guidance and counselling services has an influence on the career choices made by students in tertiary institutions. According to the mean responses, guidance and counseling positively influencing the students career choice has a mean value of 3.10; guidance and counselling sessions been helpful in making informed career decisions has a mean value of 3.19; guidance and counselling services in schools of respondents providing valuable insights into career options has a mean value of 2.72; and guidance and counselling services playing an important role in sharpening respondents career decisions has a mean value of 2.78. A cluster means of 2.95 shows that the guidance and counselling services actually have a tangible influence on the career choices made by the respondents.

Research Question 2: What level of influence does the career week have on the career choices made by students?

Table 3: Mean and Standard Deviation on the Level of Influence that the Career Week Programme has on the Career Choices made by Students

SN	Items	Mean	Std. Dev.	Decision
1	Career week activities have a significant influence on my career choices.	2.74	0.874	Agree
2	I actively participate in career week events to explore different career options.	2.59	0.828	Agree
3	Career week has provided me with valuable information about various career paths.	2.82	0.827	Agree
4	I believe that attending career week has helped me make more informed career decisions.	2.69	0.884	Agree
Cluster Values		2.71	0.718	Agree

Note: Scale Mean = 2.50

Source: Field Survey (2024)

Table 3 shows that the respondent has also agreed that the career week programme as a part of the guidance and counselling services also has a large influence on the career choices made by students across tertiary institutions. Career week activities having a significant influence on the career choices made by students has a mean value of 2.74, on the career week active participation in order to explore various career options, it has a mean value of 2.59, career week programmes providing valuable information of

various career paths has a mean value of 2.82, while prompt attendance of career week programmes serving as the media to making more informed career decision has a mean value of 2.69. A cluster mean of 2.71 shows that the respondent clearly understood and has participated in the career week programmes and with the knowledge acquired from this programme have been able make informed career choices.

Research Question 3: What level of influence do the career workshops have on the career choices made by students?

Table 4: Mean and Standard Deviation on the Influence of Career Workshops on the Career Choices made by Students.

SN	Items	Mean	Std. Dev.	Decision
1	Career workshops have positively impacted my career choices.	2.86	0.796	Agree
2	I find career workshops to be informative and beneficial for my career decision-making.	2.96	0.760	Agree
3	Attending career workshops has expanded my understanding of different career opportunities.	2.95	0.787	Agree
4	I believe that career workshops have played a significant role in guiding my career choices.	2.77	0.787	Agree
	Cluster Values	2.89	0.662	Agree

Note: Scale Mean = 2.50

Source: Field Survey (2024)

Table 4 shows that the respondents also agreed that career workshop has had a significant influence on the career choices made by students. Career workshops having to positive impact career choices of the respondents has a mean value of 2.86, career workshops been informative and beneficial in the career decision making of the respondents has a mean value of 2.76, attendance of career workshops on the expansion of the respondents knowledge of different career opportunities has a mean value of 2.95, while career workshops playing a significant roles in guiding career choices of the respondents has a mean value of 2.77. A cluster mean of 2.89 indicate that career workshops has an influence of the career choices made by students

Research Question 4: What is the relationship between the sex of students and their choices of career?

Table 5: mean and standard deviation on the relationship that exists between the sex of students and the career choices that they make

SN	Items	Mean	Std. Dev.	Decision
1	Gender plays a significant role in influencing career choices among students.	2.77	0.935	Agree
2	Male and female students tend to have different preferences when it comes to career options.	3.07	0.829	Agree
3	I believe that societal expectations related to gender affect career choices.	3.13	0.795	Agree
4	Gender diversity in career choices should be encouraged among students.	2.90	1.039	Agree
Cluster Values		2.97	0.633	Agree

Note: Scale Mean = 2.50

Source: Field Survey (2024)

Table 5 shows that there is a clear relationship between the sexes of the respondents and the career choices that they make. Gender playing a significant role in influencing the career choices made by students has a mean value of =2.77, male and females students tending to have different choices when it comes to making decisions amongst career alternatives has a mean value of 3.07, societal expectations relating to gender biases affecting career choices has a mean value of 3.13, gender diversity when it comes to making career choices been encouraged amongst students has a mean value of =2.90. A cluster mean of 2.97 also shows a high level of acceptability of the fact that there is a strong relationship that exists between the sex of students and the career choices that they make amongst many alternatives.

Research Question 5: What is the relationship between the parents' educational background and the students' career choice?

Table 6: Mean and Standard Deviation on the Relationships between Parent's Educational Background and the Career Choices made by Students

SN	Items	Mean	Std. Dev.	Decision
1	Parents' educational background has an impact on their children's career choices.	3.21	0.878	Agree
2	I consider my parents' educational background when making career decisions.	2.38	0.937	Disagree
3	Parental influence, including their education, plays a role in shaping career choices.	3.06	0.805	Agree
4	A strong educational background among parents can open up more career opportunities for students.	3.38	0.655	Agree
	Cluster Values	3.01	0.587	Agree

Note: Scale Mean = 2.50

Source: Field Survey (2024)

Table 6 shows that not of the respondents fully agrees that there is a significant relationship parental educational background and the career choices made by students, though a higher percentage of respondents agrees that there is a significant relationship between the parent's educational background and the career choices made by students while only a few objects to that fact. Parental educational background having an impact on the children career choices has a mean value of 3.20 agrees that there is a relationship,

considering parents educational background when making career decisions has a mean value of 2.38 disagrees about the existence of the relationships between the parents educational background and the career choices made by this students, parental influence which includes their education playing a role in shaping career choices has a mean value of 3.06, which also agrees, while strong educational background of parents opening up more career opportunities for students has a mean value of 3.38 which has also shown that there is a strong relationship between the parents educational background and the students choices of career. A cluster means of 3.01 shows a strong relationship between the parents' educational background and the career choices made by students.

Research Question 6: What is the relationship between Parental expectations and the choice of career made by students?

Table 7: Mean and Standard Deviation of the Relationship between Parental Expectations and the Career Choices made by Students

SN	Items	Mean	Std. Dev.	Decision
1	Parental expectations strongly influence the career choices I make.	2.85	0.939	Agree
2	I feel pressure to choose a career path that aligns with my parents' expectations.	2.35	0.955	Disagree
3	Open communication with my parents about career choices is essential for me.	3.05	0.757	Agree
4	Striking a balance between my own aspirations and my parents' expectations is challenging.	2.79	0.927	Agree
Cluster Values		2.76	0.615	Agree

Note: Scale Mean = 2.50

Source: Field Survey (2024)

Table 7 shows that a good number of respondents agrees that there is a significant relationship between parental expectations of students and the career choices made by students. Parental expectations strongly influencing the career choices that students make has a mean value of 2.85 denoting agreement, pressure to choose career paths that aligns with that of the parents has a mean value of 2.35 which denotes disagreement. Open

communication with parents on career choices as been essential has a mean value of 3.05 which also shows agreement, while striking a reasonable balance between own aspirations and parental expectations been challenging has a mean value of 2.79 which also denotes agreement. A cluster mean of 2.76 shows a level of agreement on the existence of a relationship between parental expectations and the career choices made by students.

Research Question 7: What is the relationship between the age of students and their career choice?

Table 8: Mean and Standard Deviation on the Relationship between Ages of Students and the Career Choices that they Make

SN	Items	Mean	Std. Dev.	Decision
1	Age influences the career choices of students.	2.75	0.964	Agree
2	Older students tend to have different career preferences compared to younger students.	2.76	0.952	Agree
3	Life experiences that come with age affect career decision-making.	3.07	0.742	Agree
4	Age diversity in career choices among students should be recognized and supported.	3.04	0.802	Agree
Cluster Values		2.91	0.655	Agree

Note: Scale Mean = 2.50

Source: Field Survey (2024)

Table 8 shows that respondents agree that there is a relationship between the ages of students and the career choices that they make. Age influencing the career choices of students has a mean value of 2.75 denoting agreement, older students tending to have different career preferences compared to younger students has a mean value of 2.76 also denoting agreement, life experiences that comes with age affects career decision making has a mean value of 3.07 also denoting agreement, while on age diversity in career choices amongst students been recognized and supported has a mean value of 3.04 also denoting agreement. A cluster means of 2.91 shows that the respondents agreeing to the existence of significant relationship between ages of students and career choices made by students.

Analysis and answering of the hypothesis

Research Hypothesis 1: There is no significant difference in the influence of guidance and counselling services on the career choice of students by sex.

Table 9: Independent Samples t-test of the Difference in the influence of guidance and counselling services on the career choice of students by sex

Variables	N	\bar{x}	SD	T	df	P	Decision
Male	115	2.91	0.686				
				-0.832	298	0.406	Insignificant
Female	185	2.97	0.613				

Note: r = correlation coefficient, df = degree of freedom, ρ = probability value of significance,

$$\alpha = 0.05$$

Source: Field Survey (2024)

Table 9 shows that the obtained ρ -value for the difference in the influence of guidance and counselling services on the career choices made by students on the basis of sex is greater than the alpha value of 0.05, indicating that the difference in the influence of guidance and counselling services on the career choices made by students on the basis of sex, that is, male and female is non-existent. The null hypothesis is therefore accepted.

Research Hypothesis 2: There is no significant difference in the influence of guidance and counselling services on the career choice of students by age.

Table 10: One-Way ANOVA of Difference in the influence of guidance and counselling services on the career choice of students by Age

	N	Mean	SD	SoS	Df	F	P	Decision
18-20 years	91	2.96	0.644					
21-24years	174	2.97	0.627					
25-30years	30	2.77	0.682	123.13	299	1.126	0.339	Not significant
30years and above	5	3.20	0.855					
Total	300	2.95	0.642					

Note: N = number of respondents per group, SD = Standard deviation, SoS = Sum of Squares,

df = degree of freedom, F = computed F-value, P = value of significance

NS = Difference is not significant

Table 10 shows that the mean level of awareness of the influence of age on the choices of career made by students is highest among persons within the age bracket 30 years and above ($\bar{x} = 3.20$) and lowest among persons within the age bracket 25-30 years ($\bar{x} = 2.77$). The F-value of difference between the groups ($F = 1.126$, $P = 0.339$) is, however, not significant.

Research Hypothesis 3: There is no significant relationship between the general influence of guidance and counselling services and the specific influences of career week and career workshops on the career choice of students.

Table 11: PPMC of the relationship between the general influence of guidance and counselling services and the specific influences of career week and career workshops on the career choice of students.

		Career Week	Career Workshop
	R	*0.494	*0.434
General Influence	P	0.000	0.000
	N	300	300
	Decision	Significant	Significant

Note: r = correlation coefficient, p = probability value of significance, α = 0.05,

* = Correlation is significant

Source: Field Survey (2024)

Table 11 shows that the two obtained p-values for the relationship between general influence the guidance and counselling services and the specific influence of career week and career workshop on the career choice of students are less than the alpha value of 0.05. This indicates that the general influence of guidance and counselling services is significantly correlated to the specific influence of both career week and career workshops when students make career decision. The null hypothesis is therefore

rejected. Notably, the relationships in both cases are positive and moderate, showing that improvement and continuous organization of both the career week and career workshop programmes for students can lead to improvement in career decision making of students in tertiary institutions.

Research Hypothesis 4: There is no significant relationship between the general influence of guidance and counselling services and the influence of students’ sex and age on the career choice of students.

Table 12: PPMC of the relationship between the general influence of guidance and counselling services and the influence of students’ sex and age on the career choice of students.

	Sex	Age
r	0.074	0.038
General Influence	p 0.202	0.507
N	300	300
Decision	Significant	Not significant

Note: r = correlation coefficient, p = probability value of significance, $\alpha = 0.05$,

Source: Field Survey (2024)

Table 12 shows that the two obtained p-values for the relationship between general influence the guidance and counselling services and the specific influence of age and sex of students on the career choice of students are greater than the alpha value of

0.05. This indicates that the general influence of the guidance and counselling service is not significantly correlated to the specific influence of age and sexes of students in their career decision making process. The null hypothesis is therefore accepted.

Research Hypothesis 5: There is no significant relationship between the general influence of guidance and counselling services and the influence of parental educational background and expectations on the career choice of students.

Table 13: PPMC of the relationship between the general influence of guidance and counselling services and the influence of parental educational background and expectations on the career choice of students.

		Parental Background	Educational Parental Expectation
	r	*0.169	0.024
General			
Influence	ρ	0.003	0.673
	N	300	300
	Decisio		
	n	Significant	Not significant

Note: r = correlation coefficient, ρ = probability value of significance, α = 0.05,

* = Correlation is significant

Source: Field Survey (2024)

Table 13 shows that out of the obtained ρ -value for the relationship between the general influence of guidance and counselling services and the specific influence of parental educational background is less than the alpha value of 0.05. This indicate that the relationship between the two variables is significant. On the other hand, obtained ρ -value for the relationship between the general influence of guidance and counselling services and the specific influence of parental expectations is greater than the alpha value of 0.05. This indicate that the relationship between the two variables is not significant. The null hypothesis is therefore rejected with respect to parental educational background and accepted with respect to parental expectations.

Discussion of Findings

Demographic information show that by gender, there were more female than male and by ages persons within the age bracket of 21-24 years are more followed by persons within the age brackets of 18-20 years, which also outweighs persons within the age brackets of 25-30 years and afterwards followed by persons within the age brackets of 31 years and above. Amongst the students in the university of Benin that makes up the population for this research work.

Findings in answer to the first research question show that the respondents agreed that guidance and counselling services has an influence on the career choices made by students in tertiary institutions. According to the mean responses, guidance and counseling positively influence the students career choice; guidance and counselling

sessions are helpful in making informed career decisions; guidance and counselling services in schools of respondents provide valuable insights into career options; and guidance and counselling services play an important role in sharpening respondents career decisions. On the average, guidance and counselling services actually have a tangible influence on the career choices made by the respondents. This is in line with the finding of Irene and Nuhum (2012) who opine that career counseling deals with problems related to the world of work. Problems in these areas could arise from difficulty in making a decision as to what job to go into, adjusting to the work demands after employment.

Findings in answer to the second research question show that the respondents agreed that the career week programme as a part of the guidance and counselling services also has a large influence on the career choices made by students across tertiary institutions. Career week activities influences on the career choices made by students; Active participation in career week programmes helps individuals to explore various career options; Career Week Programmes provides valuable information of various Career Paths; while prompt attendance of career week programmes helps to make informed career decisions. On the average, career weeks programmes have been seen to actually have a influence on the career choices made by the respondents. This is in line with the finding of (Alutu, 2017) who said that career week often involve interaction with professionals alumni, and potential mentors students have the chance to ask questions seek advice and build connection with individuals in their desired field this networking

opportunity can lead to internships shadowing experiences and mentorship relationship that provide practical insight and guidance building a network of professional can be instrumental in helping students kick start their career and navigate the job market effectively

Findings in answer to the third research question show that the respondents agreed that career workshop has had a significant influence on the career choices made by students. Career workshops have positive impact career choices; career workshops are informative and beneficial for career decision making; attending career workshops have expanded individual understanding of different career opportunities; career workshops have played significant roles in guiding individuals when making career choices; . On the average of career workshops have been to have an influence of the career choices made by students. This is inline with the findings of (Baloch & Shah, 2014). Which says that career workshop exposes students to a wide range of career options that they may have not previously considered. By presenting various professions, industries, and educational pathways, these workshops broaden student horizons and challenges preconceived notions about their career choices. They also asserts that career workshop exposure encourages students to think beyond traditional career paths, fostering a sense of possibility and exploration. Also according to the finding of (Eyo, 2011). That says career workshops provide students with valuable information and knowledge about different professions, job prospects, educational requirements and skill sets. This knowledge empowers students to make informed decisions about their career choices.

Armed with data about various career paths, they can make choices that are well-matched to their aspirations and goals, thereby increasing the likelihood of future success and satisfaction.

Findings in answer to the fourth research question show that the respondents agreed that individual sexes plays an important roles on the individual choice of a careers. Gender plays a significant role in influencing the career choices made by students; Male and Females students tends to have different preferences when it comes to making decisions amongst career alternatives ; societal expectations relating to gender biases affects career choices; gender diversity in making career choices should be encouraged. On the average gender of individuals have been seen to also have an influence on the career choices made by students. This is in line with the findings Jamabo, Enebeli and Ester (2012) which opines females rarely specialize in engineering human medicine, architecture and piloting. This is because females are discouraged that those courses are supposedly men oriented and they are not appropriate for them. Gender differences in career choice are as a result of the interdependence of women. The researcher also said that, when men and women are asked to select photos that describe their lives, women select more photos of others, while men select more photos of themselves, showing that women are interdependent. This relates with the course they choose. Also according the finding of Angwaomaodoko (2023) on the Influence of Gender on Career Choice and Academic Performance. He posited after carrying out a research work with sample of this

study consisting of 261 final year students in various universities across Nigeria. The results of the study indicated that male students had a slightly higher overall CGPA score compare to the female students; and as regards career aspirations, more female students were inclined to study art and management related courses while more males were found in engineering and technology-based courses. The research found that gender difference does not significantly affect students' academic success in Nigerian colleges. Instead, the research discovered that students' perceptions of gender had a substantial influence on their career aspirations. The study recommends that promoting freedom in choosing careers is likely to steer students toward other professions that are completely at odds with their gender preferences.

Findings in answer to the fifth research question show that the respondents agreed that there is a significant relationship parental educational background and the career choices made by students, though a higher percentage of respondents agrees that there is a significant relationship between the parents educational background and the career choices made by students while only a few objects to that fact. Parental educational background have an impact on the children career choices; Parents educational background should be considered when making career decisions; parental influence including their educational background plays an important role in shaping career choices of students; Strong educational background of parents opens up more career opportunities for students; on a average it has been discovered that there is a strong relationship between the parents educational background and the career choices made by students this

is in line with the findings of (Holley, 2012). Which opines that parental educational background exerts a substantial influence on students' career choices by shaping their values, attitudes toward education, access to resources, role models, and support systems. However, it is essential to recognize that students' career paths are multifaceted and influenced by a combination of factors, including their own interests and aspirations. Encouraging all students to explore their interests, regardless of their family background, and providing them with the necessary guidance and resources is key to helping them make informed and fulfilling career choices.

Findings in answer to the sixth research question show that the respondents agreed that there is a significant relationship between parental expectations of students and the career choices made by students. Parental expectations strongly influence the career choices that students make; pressure to choose career paths that aligns with that of the parents; Open communication with parents on career choices is essential ; striking a balance between personal aspirations and parental expectations is challenging. On the average it is been established that there is an existing relationship between the parental expectations and the career choices made by students this is in line with findings of (Clutter, 2010). Which posits that the influence of parental expectation on the career choices of students is a complex and often profound aspect of a young person journey to define their professional paths. Parent's plays a central role in shaping their children aspiration and goals, and their expectation can significantly impact the decision students make regarding their career. Also according the findings of Balochv and Shah (2014), he

posits that it is important to note that the influence of parental protection on student career choice is highly nuanced and varies from one family to another. Effective communication between parents and students is a key to striking a balance between parental guidance and students' personal aspirations. When parents provide support, and encouragement, and open-mindedness, students are more likely to make career choice that aligns with their true passion and abilities. Ultimately, the goal should be to empower students to make informed, independent career decision that need to fulfilling and successful professional lives.

Findings in answer to the seventh research question show that the respondents agreed that there is a significant relationship between ages of students and the career choices that they make. Age influencing the career choices of students; Older students tend to have different career preferences compared to younger students; Life experiences that comes with age affects career decision making; Age diversity in career choices amongst students been recognized and supported. On the average it has been agreed and established that there is a relationship between the ages of students and the career choices that they make. This is in line with the findings of Bett (2013) & (Hooley, 2012) which says that as the individual transits from childhood to late adolescents and early adulthood, they are often making more concrete career decisions such as choosing college major and entering the workforce. Counseling services at these stages should provide in-depth career assessment, explore college and vocational training options, and offer guidance on internships and job searches. For those pursuing higher education, career counselor can

help student in selecting majors that align with their interests and long- term goals. Additionally, they can provide valuable information on financial aids, scholarships and other resources to support their chosen career paths. Career counselors are to address the evolving needs of students in terms of job market trends, work life balance, and long-term career planning.

After testing the first null hypothesis, the difference in the influence of guidance and counselling services on the career choices made by students on the basis of sex, that is, male and female is not significant. This indicates that there is actually no significant influence or difference made by the guidance and counselling services on the career choices of students on the basis of sexes. The null hypothesis is therefore accepted.

After testing the second null hypothesis, the difference in the influence of age on the choices of career made by students is not significant. This indicates that there is no relationship between the age of students and their career choices. The null hypothesis is therefore accepted

In conducting the third null hypothesis test, the study examined the overall impact of guidance and counseling services, as well as the specific influence of career week and career workshop, on students' career choices. This indicates that the general influence of guidance and counselling services is significantly correlated to the specific influence of both career week and career workshops when students make career decision. The null hypothesis is therefore rejected.

After testing the fourth null hypothesis for the relationship between general influence the guidance and counselling services and the specific influence of age and sex of students on the career choice of students. The study established that there is no significant correlation between general influence the guidance and counselling services and the specific influence of age and sex of students on the career choice of students. The null hypothesis is therefore accepted.

After testing the fifth null hypothesis for the relationship between the general influence of guidance and counselling services and the specific influence of parental educational background we discovered that the relationship between the general influence of guidance and counselling services and the specific influence of the parental educational background is significant. This indicates that there is a relationship between the two variables. On the other hand, the relationship between the general influence of guidance and counselling services and the specific influence of parental expectations is not significant. This indicate that there is no significant relationship between the two variables. The null hypothesis is therefore rejected with respect to parental educational background and accepted with respect to parental expectations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter covers the summary of purpose, methodology and findings, conclusion based on findings, implication of findings, recommendations made based on the conclusions and implication, specific contribution to knowledge and suggestions for further studies.

Summary

This study was carried out in the university of Benin, Edo state, Nigeria. The aim of the study is to determine the influence of the guidance and counselling services on the career choices of students in tertiary institutions. seven research questions were raised to guide the study. five null hypotheses were formulated and tested at 0.05 level of significance. The correlational survey research design was employed for this study. The population of the study comprised of a sample of 300 students who are 200 and 300 Level undergraduate student of Faculty of Education, Faculty of Management Sciences, Faculty of Law, Faculty of Social Sciences, Faculty of Life Sciences, and University of Benin. The total population of 200 and 300 Level students in the Faculty of Education,

Faculty of Law, and Faculty of Management Sciences, Faculty of Social Sciences, Faculty of Life Sciences in the University of Benin, The total population of students in this category is 25,848 (Student Affairs Division, University of Benin). The total of 300 students that participated in the study were selected using accidental sampling techniques. The instrument that will be used to collect data for this experiment will be a questionnaire that was adapted from Fischer and Turners (1970) testing subtitled Attitudes towards Seeking Psychological Help (ATSPH). The questionnaire is titled Influence of Guidance and Counseling Services on The Career Choice of Students in Tertiary Institution (IGACSCCSTI). The questionnaire consists of two (2) sections. Section A of the questionnaire consists of two (2) items which is intended to be used for the purpose of eliciting information related to Bio-Data such as their Sex and Age. Section B consists of 28 closed ended questions, the respondent are expected to tick the ones that best describes their attitudes towards the Influence of Guidance and Counseling Services on The Career Choice of Students in Tertiary Institution. This is for the purpose of scoring the various items of the instruments, the response level of a four-point scale; Strongly agree (SA) 4, Agree (A) 3, , Disagree (D) 2, Strongly disagree (SD) 1. For all positively worded items and reverse for all negatively worded items. The instrument was validated by the researcher's supervisor and two other experts. Data were collected by administering IGACSCCSTI to the respondents. The data collected were analyzed using mean, standard deviation, two sample independent t-test, one way anova and pearson product moment correlation PPMC.

The major findings of the study are that:

1. Guidance and counselling services has an influence on the career choices made by students in tertiary institutions.
2. The career week programme as a part of the guidance and counselling services also has a large influence on the career choices made by students across tertiary institutions.
3. Career workshop has had a significant influence on the career choices made by students.
4. Individual's sex plays an important role on the individual choice of a careers.
5. There is a relationship parental educational background and the career choices made by students.
6. There is a relationship between parental expectations of students and the career choices made by students.
7. There is a relationship between ages of students and the career choices that they make.
8. The difference in the influence of guidance and counselling services on the career choices made by students on the basis of sex, that is, male and female is not significant.
9. The difference in the influence of age on the choices of career made by students is not significant.

10. The overall influence of guidance and counselling services is significantly correlated to the specific influence of both career week and career workshops when students make career decision.
11. There is no significant correlation between general influence the guidance and counselling services and the specific influence of age and sex of students on the career choice of students.
12. The relationship between the general influence of guidance and counselling services and the specific influence of the parental educational background is significant, but the relationship between the general influence of guidance and counselling services and the specific influence of parental expectations is not significant.

Conclusions

The results from this study of the influence of guidance and counselling on the career choice of students in tertiary institutions using the university of benin, edo state Nigeria as a case study shows that there are some major factors such as; Age, Gender, Parental Educational Background, Parental Expectations, Career Week Programme and Career Workshops Programme play a crucial role in the process of career decision-making of students in tertiary institutions. It is believed that there is a relationship between the guidance and counseling services and career choice of students in tertiary institutions. And individuals who have at one time or the other pass through the guidance and counselling programmes have a higher chances of making informed career choices.

Recommendations.

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

1. It is advised the government agencies such as the ministry of education, should make a place for the guidance and counselling programme as part of the normal school curriculum as it will help to enlighten the students at all levels and teach them on how to make informed decisions
2. It is also advised that every school owner, proprietors, principals should give place for the guidance and counselling programme as a normale rationale in educational systems of their various schools.
3. It is also advised that parents should also at regular intervals visit the counselling clinics as it will help them to bridge the gap between them and their children and it will help them understand themselves and get the required knowledge to cope with their children
4. It is also advised that the students also on their own visit the counselling labs in their various educational institutions as it will help them get insight into how to help themselves and also equip them with necessary knowledge needed to excel in area of life especially when difficulty arises.

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APPENDIX A

QUESTIONNAIRE

**INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON THE
CAREER CHOICE OF STUDENTS IN TERTIARY INSTITUTIONS**

Department of Education Evaluation
and Counseling Psychology.
Faculty of Education,
University of Benin,
Benin City.

Dear Participants,

I am a student of the above department is carrying out a study on influence of guidance and counseling services on the career choice of students in tertiary institutions. I therefore solicit for your responses, all your response will be treated confidentially

Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

Researcher

Section A: Demographic Information

1. Gender: Male [] Female []

2. Age: 18-20 years [] 21 – 24 years [] 25 – 30 years [] 31 and above []

Section B: Respondents Responses

Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Do the guidance and counseling services have any tangible influence on the career choices made by students?					
S/N	ITEMS	SA	A	D	SD
1.	Guidance and counseling services positively influence my career choices.				
2.	I find guidance and counseling sessions helpful in making informed career decisions.				
3.	The guidance and counseling services at my school provide valuable insights into career options.				
4.	I believe that guidance and counseling have played a significant role in shaping my career decisions.				
What level of influence does the career week have on the career choices made by students?					
S/N	ITEMS	SA	A	D	SD
5.	Career week activities have a significant influence on my career choices.				
6.	I actively participate in career week events to explore				

	different career options.				
7.	Career week has provided me with valuable information about various career paths.				
8.	I believe that attending career week has helped me make more informed career decisions.				

What level of influence do the career workshops have on the career choices made by students?

S/N	ITEMS	SA	A	D	SD
9.	Career workshops have positively impacted my career choices.				
10.	I find career workshops to be informative and beneficial for my career decision-making.				
11.	Attending career workshops has expanded my understanding of different career opportunities.				
12.	I believe that career workshops have played a significant role in guiding my career choices.				

Is there any relationship between the sex of students and their choices of career?

S/N	ITEMS	SA	A	D	SD
13.	Gender plays a significant role in influencing career choices among students.				
14.	Male and female students tend to have different preferences when it comes to career options.				
15.	I believe that societal expectations related to gender affect career choices.				
16.	Gender diversity in career choices should be encouraged among students.				

Is there any relationship between the parents' Educational background and the

students' career choice?					
S/N	ITEMS	SA	A	D	SD
17.	Parents' educational background has an impact on their children's career choices.				
18.	I consider my parents' educational background when making career decisions.				
19.	Parental influence, including their education, plays a role in shaping career choices.				
20.	A strong educational background among parents can open up more career opportunities for students.				
Is there any relationship between Parental expectations and the choice of career made by students?					
S/N	ITEMS	SA	A	D	SD
21.	Parental expectations strongly influence the career choices I make.				
22.	I feel pressure to choose a career path that aligns with my parents' expectations.				
23.	Open communication with my parents about career choices is essential for me.				
24.	Striking a balance between my own aspirations and my parents' expectations is challenging.				
S/N	ITEMS	SA	A	D	SD
25.	Age influences the career choices of students.				
26.	Older students tend to have different career preferences compared to younger students.				
27.	Life experiences that come with age affect career decision-making.				

28.	Age diversity in career choices among students should be recognized and supported.				
-----	--	--	--	--	--

APENDIX B

RELIABILITY

```
/VARIABLES=A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13  
A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A24 A25 A26 A27 A28  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA.
```

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.705	28

APPENDIX C

DATA ANALYSIS OUTPUT

Frequencies

[DataSet0] C:\Users\DELL\Documents\Bluetooth\Samson Itodo Analysis.sav

Statistics

		Gender	Age
N	Valid	300	300
	Missing	0	0

Frequency Table

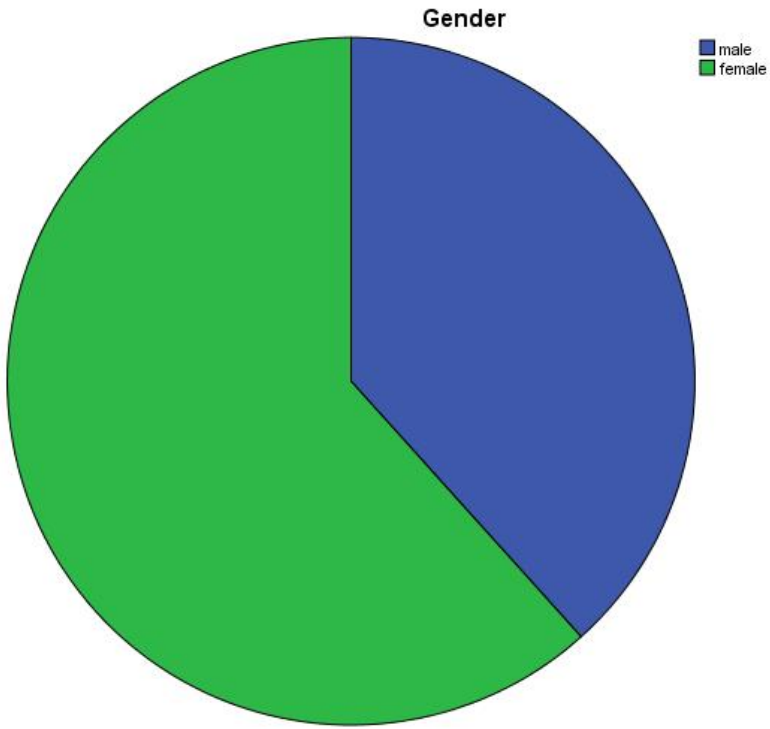
Gender

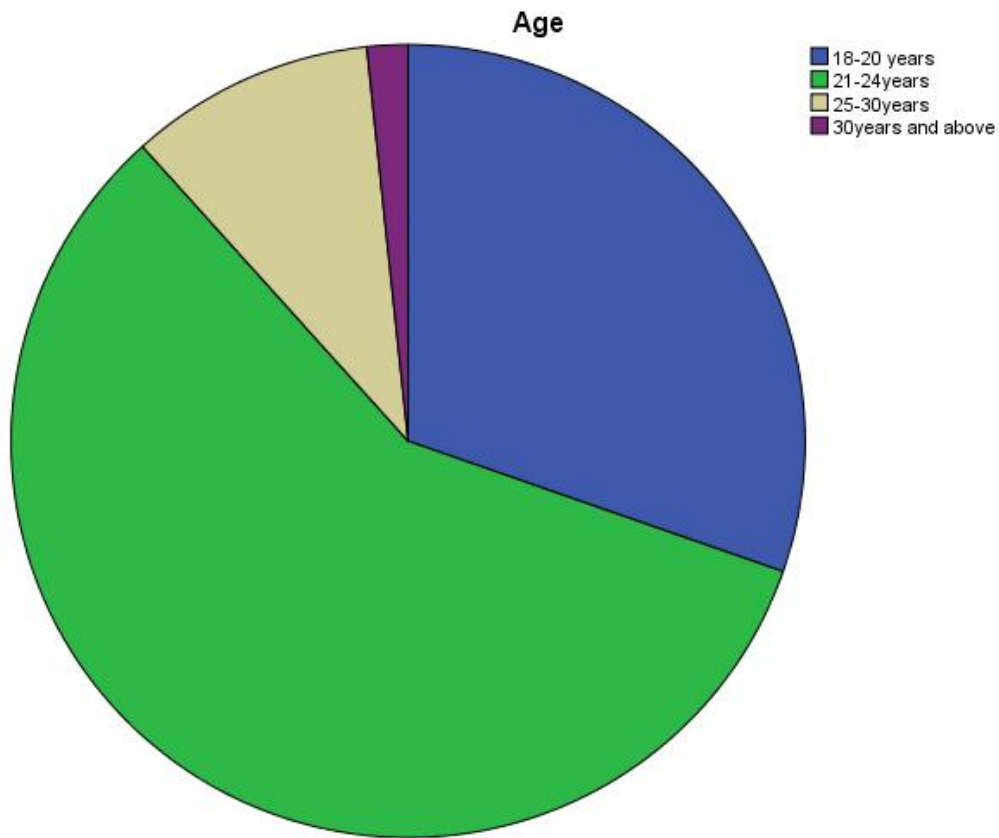
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	115	38.3	38.3	38.3
	female	185	61.7	61.7	100.0
Total		300	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
18-20 years	91	30.3	30.3	30.3
21-24years	174	58.0	58.0	88.3
Valid 25-30years	30	10.0	10.0	98.3
30years and above	5	1.7	1.7	100.0
Total	300	100.0	100.0	

Pie Chart





Descriptives

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Descriptive Statistics

	N	Mean	Std. Dev.
Influence1	300	3.10	.775
Influence2	300	3.19	.723
Influence3	300	2.72	.846

Influence4	300	2.78	.875
INFLUENCE	300	2.9500	.64171
Week5	300	2.74	.874
Week6	300	2.59	.828
Week7	300	2.82	.827
Week8	300	2.69	.884
WEEK	300	2.7092	.71840
Workshop9	300	2.86	.796
Workshop10	300	2.96	.760
Workshop11	300	2.95	.787
Workshop12	300	2.77	.787
WORKSHOP	300	2.8858	.66166
Sex13	300	2.77	.935
Sex14	300	3.07	.829
Sex15	300	3.13	.795
Sex16	300	2.90	1.039
SEX	300	2.9658	.63341
Educational17	300	3.21	.878
Educational18	300	2.38	.937
Educational19	300	3.06	.805

Educational20	300	3.38	.655
EDUCATIONA L	300	3.0083	.58687
Expectations21	300	2.85	.939
Expectations22	300	2.35	.955
Expectations23	300	3.05	.757
Expectations24	300	2.79	.927
EXPECTATION S	300	2.7633	.61495
Age25	300	2.75	.964
Age26	300	2.76	.952
Age27	300	3.07	.742
Age28	300	3.04	.802
AGE_	300	2.9058	.65500
Valid N (listwise)	300		

T-Test

T-TEST GROUPS=Gender(1 2)

/MISSING=ANALYSIS

/VARIABLES=INFLUENCE

/CRITERIA=CI(.95).

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Group Statistics

	Gender	N	Mean	Std. Dev.	Std. Error Mean
INFLUENCE	male	115	2.9109	.68601	.06397
	female	185	2.9743	.61322	.04508

Independent Samples Test

	Levene's Test for Equality of	t-test for Equality of Means
--	--	------------------------------

	Variances									
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
INFLUENCE	Equal variances assumed	3.095	.080	-.832	298	.406	-.06345	.07624	-.21349	.08658
	Equal variances not assumed			-.811	221.514	.418	-.06345	.07826	-.21769	.09078

Oneway

ONEWAY INFLUENCE BY Age

/STATISTICS DESCRIPTIVES

/MISSING ANALYSIS

/POSTHOC=LSD ALPHA(0.05).

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Descriptives

INFLUENCE

	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					18-20 years	91		
21-24years	174	2.9670	.62694	.04753	2.8731	3.0608	1.00	4.00
25-30years	30	2.7667	.68208	.12453	2.5120	3.0214	1.00	4.00
30years and above	5	3.2000	.85513	.38243	2.1382	4.2618	1.75	4.00
Total	300	2.9500	.64171	.03705	2.8771	3.0229	1.00	4.00

ANOVA

INFLUENCE

	Sum	of	Df	Mean Square	F	Sig.
--	-----	----	----	-------------	---	------

	Squares				
Between Groups	1.389	3	.463	1.126	.339
Within Groups	121.736	296	.411		
Total	123.125	299			

Onneway Post Hoc Tests

Multiple Comparisons

Dependent Variable: INFLUENCE

LSD

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18-20 years	21-24years	-.00267	.08296	.974	-.1659	.1606
	25-30years	.19762	.13501	.144	-.0681	.4633
	30years and above	-.23571	.29457	.424	-.8154	.3440
21-24years	18-20 years	.00267	.08296	.974	-.1606	.1659
	25-30years	.20029	.12678	.115	-.0492	.4498
	30years and above	-.23305	.29089	.424	-.8055	.3394
25-30years	18-20 years	-.19762	.13501	.144	-.4633	.0681
	21-24years	-.20029	.12678	.115	-.4498	.0492
	30years and above	-.43333	.30978	.163	-1.0430	.1763
30years and above	18-20 years	.23571	.29457	.424	-.3440	.8154
	21-24years	.23305	.29089	.424	-.3394	.8055
	25-30years	.43333	.30978	.163	-.1763	1.0430

Correlations

CORRELATIONS

```

/VARIABLES=INFLUENCE WEEK WORKSHOP SEX EDUCATIONAL
EXPECTATIONS AGE_
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

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Correlations

	INFLUE NCE	WEEK	WORKSH OP	SEX	EDUCATI ONAL	EXPECT ATIONS	AGE _
Pearson INFLUENCE Correlation	1	.494**	.434**	.074	.169**	.024	.038
Sig. (2-tailed)		.000	.000	.202	.003	.673	.507
N	300	300	300	300	300	300	300
Pearson WEEK Correlation	.494**	1	.622**	.118*	.288**	.156**	.169*
Sig. (2-tailed)	.000		.000	.042	.000	.007	.003
N	300	300	300	300	300	300	300
Pearson WORKSHOP Correlation	.434**	.622**	1	.194**	.212**	.193**	.190*
Sig. (2-tailed)				.000	.000	.000	.000
N	300	300	300	300	300	300	300

	Sig. (2-tailed)	.000	.000		.001	.000	.001	.001
	N	300	300	300	300	300	300	300
	Pearson							
	Correlation	.074	.118*	.194**	1	.377**	.233**	.499*
SEX	Sig. (2-tailed)	.202	.042	.001		.000	.000	.000
	N	300	300	300	300	300	300	300
	Pearson							
EDUC	Correlation	.169**	.288**	.212**	.377**	1	.376**	.384*
ATION	Sig. (2-tailed)	.003	.000	.000	.000		.000	.000
AL	N	300	300	300	300	300	300	300
	Pearson							
EXPEC	Correlation	.024	.156**	.193**	.233**	.376**	1	.390*
TATIO	Sig. (2-tailed)	.673	.007	.001	.000	.000		.000
NS	N	300	300	300	300	300	300	300
	Pearson							
	Correlation	.038	.169**	.190**	.499**	.384**	.390**	1
AGE_	Sig. (2-tailed)	.507	.003	.001	.000	.000	.000	
	N	300	300	300	300	300	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).