

**THE INFLUENCE OF CAREER COUNSELING ON STUDENTS CAREER
DECISION MAKING IN SENIOR SECONDARY
SCHOOL, OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO
STATE.**

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
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EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL
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CERTIFICATION

We, the undersigned, certify that this project research was carried out by AISHATU JIMOH, with the Matriculation Number EDU2102413, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This work is dedicated to the Almighty Allah for His divine mercy, love, wisdom, understanding, strength, and provision.

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ABSTRACT

This study examined “The Influence of Career Counselling on Students’ Career Decision-Making in Senior Secondary Schools.” The primary objective was to determine how career counselling impacts students’ ability to make informed, confident, and realistic career choices. A descriptive survey research design was adopted, and data were collected from a sample of senior secondary school students through a structured questionnaire. The data were analyzed using frequency counts, percentages, means, and standard deviations.

The findings revealed that career counselling significantly influences students’ career decision-making by enhancing their self-awareness, understanding of career opportunities, and confidence in making occupational choices. The study also showed that the lack of adequate counselling services and trained personnel often results in confusion, poor decision-making, and overreliance on parental or peer influence. Furthermore, the research established that effective career counselling helps students develop goal-setting skills and motivates them to pursue careers that align with their interests and abilities.

Based on these findings, it was recommended that schools should employ qualified guidance counsellors, integrate career counselling into the curriculum, and organize regular career workshops and seminars. The study concludes that career counselling remains an essential component of educational development, helping students make sound career decisions that contribute to both personal fulfilment and national development.

CHAPTER ONE

INTRODUCTION

Background of the Study

One of the most important developmental tasks for teenagers, especially those in senior secondary school, is choosing a career. The demand for formal mentoring grows as students get ready to enter the workforce or pursue further education. Due to limited access to professional career counselling services, many students in Edo State, Ovia North East Local Government Area, struggle to make well-informed career decisions. Their educational path, career prospects, and general level of life satisfaction may all be greatly impacted by this choice. This process is frequently complicated for senior secondary school pupils, particularly those in developing nations like Nigeria, and is impacted by a variety of environmental, societal, and personal factors.

In order to help people, understand their interests, values, abilities, and possibilities, career counselling is essential. It is a professional procedure that helps students manage life transitions, make educated decisions, and investigate career options. Students can match their educational and career choices with their

individual skills and goals when they receive appropriate career counselling. However, these programs are frequently underutilised and poorly implemented in many Nigerian secondary schools, especially in semi-urban and rural locations. A significant support system designed to facilitate this process is career counselling.

Career counselling involves organised advice from qualified experts to assist students in discovering who they are, exploring career opportunities, and making choices that suit their skills, interests, and long-term objectives. Career counseling is a professional intervention aimed at helping individuals make well-informed educational and occupational decisions that align with their unique interests, abilities, values, and personalities (Nwachukwu & Adegoke, 2023). It is essential for developing self-awareness, clearing up misunderstandings, and getting students ready for the reality of the job market in educational settings. Career counselling services are still not consistently implemented in Nigerian secondary schools, despite their value. According to Ibrahim and Osarodion (2023), many schools lack the necessary staff, resources for career information, or curriculum time to adequately fulfil students' guidance needs. In secondary schools, this process supports students in exploring and understanding potential

career paths early on, facilitating smoother transitions into further education or the workforce. Career counselling is a form of guidance and assistance that career counsellors offer to their clients in order to assist them in managing their life, learning, and work transitions (career). This covers job exploration, career decision-making, career transition management, professional development over one's lifetime, and other career-related concerns. The function of a career or employment counsellor is not universally defined, mostly because of philosophical, cultural, and linguistic variances. Nonetheless, the term "career counselling" usually refers to a professional intervention that is carried out in a small group or one-on-one.

Career decision-making is a pivotal developmental milestone for adolescents. It involves choosing a career path that aligns with their interests, abilities, and future opportunities. According to Aluede & Ikechukwu (2023), this process is one of the most significant challenges faced during adolescence, as it determines students' educational and professional trajectories. Research by Okonkwo (2022) highlights a major issue in Nigerian secondary schools: many students make career choices without sufficient information, guidance, or

understanding of their personal aptitudes and the labour market. This lack of proper career counselling often results in inappropriate career decisions, leading to dissatisfaction, underemployment, or career changes later in life.

Students' career choices are influenced by a variety of factors, including their own abilities, interests, values, peer pressure, and personality traits, which also play a significant role in determining the range of professional alternatives that students find appealing or possible. Access to good education and career information can increase the number of choices; however, family expectations, socioeconomic status, and early work experience often determine the options students are given.

The choice of career is still greatly influenced by gender, which is influenced by both overt and covert social cues about what is "appropriate" for men and women. Gender stereotypes continue to affect how students see the suitability of careers in various settings, including some regions of Nigeria. Male students might be urged to seek careers in engineering, technology, or leadership, while female students might be guided towards careers in teaching, healthcare, or

customer service. The way that schools teach particular subjects or extracurricular activities, as well as cultural beliefs and family expectations, all serve to reinforce these patterns. While career counselling seeks to fight these prejudices by encouraging gender inclusion, deeply rooted standards might nevertheless hinder students' desire to explore unusual career options. The removal of stereotypes that limit choices based on sex rather than personal ability and interest, deliberate guidance, and exposure to diverse role models are all necessary to address gender bias in career decision-making. Because age is associated with maturity, exposure, and readiness to commit to a path, it influences career decision-making. Senior secondary students, who are usually between the ages of 15 and 19, range from those who are still considering their options to those who are making urgent plans for after graduation. Guidance should be age-appropriate to support both exploratory and decision-focused needs.

The Nigerian educational system, guided by the National Policy on Education and overseen by bodies like the Federal Ministry of Education and the Teachers Registration Council of Nigeria (TRCN), emphasizes the integration of guidance and counseling services to enhance student development and career

readiness (Federal Ministry of Education, 2023). Yet, studies by Ibrahim and Osarodion (2023) indicate uneven implementation and awareness of career counseling services among students, particularly in semi-urban and rural settings like parts of Ovia North East. The influence of career counseling on students' decision-making processes, another key variable in this study, remains inadequately explored in this specific geographical context, creating a research gap that warrants empirical investigation (Olawale & Ehigie, 2022).

Given this, the study aims to evaluate students' knowledge of and use of career counselling services, comprehend how these services affect their choice of career, and investigate how career counselling interacts with personal, social, cultural, educational, occupational, and family factors. It also looks at how age and sex disparities might influence students' job decisions after they receive organised counselling sessions.

Statement of the Problem

Many senior secondary school students in Ovia North East Local Government Area make career decisions without proper guidance, depending instead on peer pressure, parental pressure, or the perceived prestige of particular

professions rather than their skills, interests, and long-term goals. This can result in students pursuing careers they later abandon, experiencing job dissatisfaction, or facing unemployment because their qualifications do not match the demands of the labour market.

Although career counselling can help students choose wise and rewarding career options, there is still a lack of knowledge and use of these services in the community. Based on informal reports and observations, a large number of kids have never spoken to a certified school counsellor, and others are not even aware that their schools offer counselling services. When counselling units are available, their quality and accessibility are limited by a lack of trained staff and scarce resources.

This lack of awareness and access to appropriate career advice has far-reaching repercussions. Students run the danger of making poorly informed decisions that diminish their job happiness, limit their employment possibilities, and waste educational opportunities. The possibility of preparing students for life after graduation is thus lost. Career counselling has the potential to improve

students' decision-making, but this will not be realised unless awareness is raised and counselling services are made more easily available and efficient.

Therefore, this study is motivated by the need to investigate how career counselling affects senior secondary school students in Ovia North East while making professional decisions. It aims to ascertain how these services might be more effectively used and customised to assist students in making decisions that are in line with their skills, interests, and the reality of the labour market.

Research Questions

The study is guided by the following research questions:

1. To what extent are senior secondary school students in Ovia North East Local Government Area aware of career counseling services?
2. How frequently do these students utilize career counseling services provided in their schools?
3. In what ways does career counseling influence students' career decision-making processes?

4. How do personal, social, cultural, educational, work, and family factors interact with career counseling to affect career choices?
5. What role do sex and age differences play in students' career decision-making when exposed to career counseling?

Purpose of the study

The study aims to explore how effective career counseling can improve students' decision-making skills. It will assess whether career counseling services in senior secondary schools in Ovia North East are adequate and how they influence students' awareness of career options. The findings could inform educational policy, enhance counseling programs, and ultimately help students make more informed, satisfying career choices. This implies that students ought to strive to pursue careers that align with their values, interests, and skills. According to Ekanem and Eneh (2005), personal-social and psychological issues, the majority of which are personal, constitute the third element of counselling and counselling in educational settings. Typical examples include interpersonal connection problems, family troubles, emotional disturbances, phobias, drug misuse, and

sexual difficulties, among others. These issues affect academic achievement and serve as a foundation for failure in professional endeavours.

Significance of the study

The findings of this study will benefit educational policymakers (including the Edo State Ministry of Education), school administrators, school counsellors, teachers, students, parents, and academic researchers. Each of these groups will gain insights that can improve the planning, delivery, and use of career counselling services in secondary schools in Ovia North East.

Educational policymakers will gain evidence-based information about the current state of career counselling services, enabling them to formulate or revise policies that improve career guidance programs. This can influence state and local government decisions regarding resource allocation, training, and program design for schools in the region. School administrators and counsellors will have access to specific data to develop targeted counselling strategies that align with the economic realities and opportunities of Ovia North East. This will help them design relevant programs that better prepare students for post-secondary education or employment. Teachers will benefit from a clearer understanding of students'

career awareness and decision-making processes, allowing them to incorporate career-related guidance into classroom activities and subject teaching. Students will directly benefit from improved career counselling services, which can enhance decision-making skills, career maturity, and motivation for learning. This can lead to better educational outcomes, reduced dropout rates, and more informed career paths. Parents will better understand the role and benefits of career counselling, which can encourage them to actively support their children's career planning. This will foster a more supportive home environment for career decision-making. Academic researchers will gain a foundation for further studies on career counselling in Nigerian secondary schools, especially in semi-urban and rural contexts. This study will contribute to filling knowledge gaps and inspire research into similar educational settings in developing countries.

There are various reasons why this study is important. From a policy standpoint, the results will guide the development of policies for improved career guidance programs in secondary schools by educating educational policymakers, including the Edo State Ministry of Education and school administrators, about the current status of career counselling services in Ovia North East (Adedoyin, 2023).

Evidence-based insights from the study will help develop frameworks for offering comprehensive career counselling services, which could have an impact on state and local government policies on education.

In a professional context, the knowledge of awareness levels and perspectives would be useful in creating focused career counselling programs that cater to the unique requirements and difficulties faced by Ovia North East students (Okonkwo, 2022). This will close the existing gap in the area's secondary schools' career counselling offerings and better equip pupils to make wise career decisions. These findings can be used by administrators and school counsellors to create context-specific career counselling strategies that take into account local economic opportunities and limitations.

By emphasising how career counselling can increase students' decision-making abilities, career maturity, and enthusiasm for learning, the study also supports better educational results (Ajayi & Imafidon, 2023). This study may spur efforts that use counselling to enhance overall academic performance and lower dropout rates by demonstrating the connection between effective career guidance

and student engagement, especially during the crucial senior secondary years when career decisions are approaching.

The study adds to the limited amount of knowledge on career counselling in secondary education, especially in semi-urban and rural Nigerian contexts like Ovia North East, and lays the groundwork for further research from an academic standpoint (Ibrahim, 2023). By investigating how career development and counselling interventions intersect in this particular geographic setting, this study fills a major vacuum in the body of knowledge about educational counselling in developing countries. The findings and methodology will be used as a guide for scholars looking into related occurrences in related contexts.

Finally, the study is important for parents and students since knowing the function and advantages of career counselling would promote increased use of these services, which will result in better career choices (Akindele & Osahon, 2022). This study will help create a more supportive environment for career development among adolescents in Ovia North East by identifying specific barriers to accessing career guidance and offering workable solutions. This could

have a positive impact on the educational and occupational trajectories of these adolescents.

Scope and Delimitation of the Study

The study covers senior secondary school students (SS1–SS3) in both public and private schools within Ovia North East Local Government Area, Edo State, Nigeria. It is limited geographically to this area due to logistical considerations and the researcher’s familiarity with the region. The research will be conducted over a four-month period in 2025 and will employ surveys, interviews, and case studies to collect data.

The study focuses on students’ awareness and utilization of career counselling services, as well as the influence of such services on career decision-making. It also examines the interaction of personal, social, cultural, educational, work-related, and family factors with career counselling in shaping students’ career choices, along with the role of sex and age differences.

The research does not include junior secondary students, teachers (apart from school counsellors), or school administrators. While the study considers

various influences on career decision-making, it does not investigate unrelated variables such as detailed family income levels, specific academic subject performance, or post-secondary employment outcomes beyond the scope of the data collection period.

Definition of terms

Awareness: The level of knowledge and understanding students have about the existence, purpose, and benefits of career counseling services available in their schools.

Career Counseling: A structured professional service provided in educational settings to assist students in understanding themselves, exploring occupational opportunities, and making informed career choices that align with their interests, abilities, and values.

Career Decision Making: The process by which individuals evaluate available career options and choose a path based on personal strengths, interests, goals, and relevant labor market information.

Career Information: Data and resources about different occupations, educational requirements, skills needed, job duties, and labor market trends, used to help individuals make informed career choices.

Career Maturity: The readiness and ability of an individual to make appropriate career choices, demonstrated through self-awareness, knowledge of occupations, and decision-making competence suitable for their age and educational level.

School Counselor: A trained professional in an educational setting responsible for providing guidance, counseling, and support services to students in areas including academics, personal-social development, and career planning.

Senior Secondary School: The final stage of secondary education in Nigeria, typically covering three years (SS1–SS3) and attended by students aged approximately 15–19 years, after which they may proceed to higher education or vocational training.

CHAPTER TWO

Review of Related Literature

In this chapter, the related literature will be discussed under the following headings:

- Theoretical framework
- Concept of Counselling
- Concept of Career Counselling
- Concept of Career Decision Making
- Students' awareness of Career Counselling and Decision Making
- Students utilising Career Counselling and Decision-Making
- Influence of Career Counselling and Career Decision Making
- Influence of Personal, social, cultural, educational, family, and work factors on Career Decision Making
- Influence of sex and age differences on Career Decision Making
- Summary of Reviewed Literature

Theoretical Framework

Super's Developmental Self-Concept Theory

Donald Super's (1990) developmental self-concept theory stands as one of the most comprehensive and influential frameworks in career development. This theory fundamentally revolutionized career counselling by introducing the concept that career development is a lifelong process that unfolds through predictable

stages, each characterized by specific developmental tasks and challenges. The Five Life Stages Super's theory proposes that individuals progress through five distinct life stages in their career development journey:

Growth Stage (Birth to 14 years): During this foundational period, children begin to develop their self-concept through interactions with family, school, and community. They start to become aware of the world of work through observation and fantasy play. Key developmental tasks include developing a sense of self, understanding basic work concepts, and beginning to form preliminary interests and preferences.

Exploration Stage (15 to 24 years): This critical period involves active career exploration through education, part-time work, and volunteer experiences. Individuals engage in self-examination, role tryouts, and occupational exploration. The stage is subdivided into tentative (15-17 years), transition (18-21 years), and trial (22-24 years) substages, each with increasing specificity in career focus.

Establishment Stage (25 to 44 years): Individuals work to establish themselves in chosen careers through gaining experience, developing expertise,

and advancing within their fields. This stage includes trial (25-30 years) and stabilization (31-44 years) substages, where individuals either confirm their career choices or make necessary adjustments.

Maintenance Stage (45 to 64 years): The focus shifts to maintaining one's position, updating skills, and potentially mentoring others. Individuals work to preserve their career achievements while adapting to changing workplace demands and personal circumstances.

Decline Stage (65+ years): This involves transitioning toward retirement, reducing work activities, and finding new sources of satisfaction and identity beyond traditional career roles.

Super's theory of career development centers on the idea that career choices are expressions of an individual's self-concept. As people gain greater self-awareness and understanding, their career decisions become more refined and aligned with their authentic selves. Individuals are believed to seek careers that allow them to express their self-concept, maintaining consistency between their self-image and their work roles.

Super expanded his framework to include the Life-Career Rainbow, which illustrates how individuals occupy multiple roles throughout their lives—such as child, student, worker, parent, and citizen across different life spaces like home, school, workplace, and community. This perspective emphasizes that career decisions are influenced by, and interconnected with, other life roles and responsibilities.

A key element of the theory is the concept of career maturity, defined as the readiness to make career decisions appropriate to one's stage of development. In later revisions, Super introduced the concept of career adaptability, highlighting the importance of flexibility and responsiveness to changing career demands and opportunities.

Overall, Super's theory presents career development as a lifelong process influenced by self-concept, life roles, and adaptability, recognizing that career choices are dynamic and shaped by the interaction of personal and environmental factors over time.

Holland's Theory of Career Choice (RIASEC Model)

John Holland's (1997) Theory of Career Choice represents one of the most widely applied and researched theories in career counselling. The theory is built on the fundamental assumption that career choice is an expression of personality and that people seek work environments that are compatible with their personality types. The Six Personality Types Holland identified six distinct personality types, each with characteristic preferences, values, and behaviors:

Realistic (R): Individuals who prefer concrete, physical activities and working with tools, machines, or animals. They tend to be practical, mechanical, and prefer structured environments. Realistic types often gravitate toward careers in engineering, agriculture, construction, and skilled trades.

Investigative (I): These individuals enjoy working with ideas, conducting research, and solving complex problems. They tend to be analytical, intellectual, and independent. Investigative types are often drawn to scientific, medical, and research-oriented careers.

Artistic (A): Artistic types value creativity, self-expression, and aesthetic experiences. They prefer unstructured environments that allow for creative

expression and innovation. These individuals often pursue careers in the arts, design, writing, and entertainment fields.

Social (S): Social types are drawn to helping, teaching, and working with people. They value cooperation, understanding others, and making a positive impact on society. Common career paths include education, counselling, healthcare, and social services.

Enterprising (E): These individuals enjoy leadership, persuasion, and business activities. They are typically ambitious, energetic, and comfortable taking risks. Enterprising types often pursue careers in business, sales, politics, and management.

Conventional (C): Conventional types prefer structured, organized activities and clear procedures. They value accuracy, efficiency, and stability. These individuals often excel in careers involving data management, accounting, administration, and clerical work.

Holland's theory extends beyond personality types to classify work environments using the same six categories. Each environment attracts, rewards,

and reinforces certain personality types while potentially frustrating others. Work environments can be characterized by the types of people who work there, the typical tasks and activities performed, the rewards and incentives offered, and the physical and social characteristics of the setting.

A central element of Holland's theory is the principle of congruence, which holds that the degree of fit between an individual's personality type and their work environment determines their level of career satisfaction, stability, and achievement. Higher congruence is generally associated with greater job satisfaction and engagement, better performance and productivity, increased career stability and persistence, and enhanced well-being and life satisfaction.

Individuals usually exhibit characteristics of multiple personality types, with one or two being dominant. This combination forms a unique Holland Code (such as SAE or RIC), which offers a comprehensive picture of an individual's career-related personality and serves as a foundation for career exploration and decision-making.

Holland's theory has been widely applied in career assessment tools, such as the Self-Directed Search and the Strong Interest Inventory. However, the theory has faced criticisms, including potential gender and cultural biases, oversimplification of complex personality traits, and difficulty in applying it to emerging career fields that do not fit neatly into the traditional categories.

Despite these limitations, Holland's framework remains highly relevant in modern career counselling. It offers a practical and accessible approach that helps individuals understand their preferences and identify potentially satisfying career paths. Contemporary applications often extend the theory to incorporate considerations of work values, skills, and environmental factors beyond personality type matching.

Concept of Counselling

In today's world, counselling has emerged as one of the most important human development services, especially in situations where people must deal with rapid societal change, growing mental health issues, and difficult personal, academic, and professional obstacles. The need for expert advice and assistance is

growing in communities, workplaces, and schools as more people battle with social adjustment, family difficulties, job uncertainty, academic pressures, and emotional stress. This makes counselling an essential process that helps people not only get past their current problems but also get the abilities and self-assurance they need to deal with new ones in the future. In both developed and developing nations, its expanding significance is a reflection of the growing understanding that mental health, resilience, and well-informed decision-making are essential for both job success and education (Adeoye & Ibrahim, 2023). In light of this, it is important to understand the true meaning of counselling, how academics define it, and the principles that underlie its use.

Counselling has been defined in many ways throughout the years, but all definitions agree that it is a professional and intentional interaction that helps people understand themselves, solve difficulties, and lead more fulfilling lives. Previous definitions of counselling tended to focus mostly on delivering advice, while more recent researchers have moved the focus to client engagement, empowerment, and self-discovery. Counselling, according to Adeoye and Ibrahim (2023), is a cooperative process in which the counsellor helps the client identify

their own resources, define problems, and consider options so they may make wise choices. In this way, counselling empowers individuals to take charge of their lives and decisions rather than merely giving them instructions. Ojo and Salami (2024) emphasise that counselling is both developmental and corrective, providing short-term fixes for issues like stress, poor academic performance, or maladaptive conduct while also fostering resilience, long-term personal growth, and career readiness.

The cultural and social aspects of counselling are now recognised in modern definitions. Counselling, according to Edeh and Ugwuegbu (2023), is a culturally sensitive assisting process where understanding the histories and circumstances of clients is just as important as having technical skills. According to Okorie and Alade (2024), counselling should be seen as a comprehensive human service that incorporates social, emotional, cognitive, and vocational aspects of life to support people in functioning well in a number of situations. It is evident from these multiple perspectives that counselling is a multifaceted idea. However, it is a dynamic and developing professional practice that integrates support,

empowerment, guidance, and self-exploration in a partnership that is both ethical and structured.

The fundamental characteristics of counselling set it apart from other types of supportive relationships. Because it is based on mutual respect, trust, and confidentiality, it fosters a safe environment where people may open up about their deepest concerns without worrying about stigma or condemnation. Additionally, the counsellor's empathy, sincerity, and unconditional positive regard are traits that define the connection and help clients feel understood and welcomed. The purpose of counselling is both developmental and corrective. It tackles immediate issues like behavioural issues, anxiety, personal crises, and low performance in school on the remedial side. Fostering people's ability to reach their full potential, make wise decisions, and be resilient in the face of adversity is the main goal of developmental psychology (Ojo & Salami, 2024). For instance, counselling in schools goes beyond resolving behavioural issues; it is essential in assisting kids in developing lifetime learning abilities, emotional intelligence, and realistic career planning.

The systematic method of counselling, which progresses through several stages, is one of its unique characteristics. Establishing rapport is usually the first step in counselling, during which the client and therapist develop trust and set the terms of their therapeutic relationship. The next step is problem identification, which entails thoroughly examining the client's concerns in order to comprehend the difficulties at hand. Following goal-setting, which gives the sessions direction, alternatives are explored, and decision-making techniques are employed. Although follow-up may be required to support progress, the process usually ends with action planning and the eventual conclusion of the counselling relationship. Edeh and Ugwuegbu (2023) suggest that the counselling process is dynamic rather than inflexible and that trained counsellors adjust its steps to accommodate each client's particular needs and cultural background. In today's diverse society, where counselling must address people from a range of socioeconomic, religious, and cultural backgrounds, this flexibility has become even more important.

The counselling profession is guided by a set of values that safeguard clients and guarantee moral behaviour. Confidentiality, voluntariness, human dignity, and professional competence are a few examples. While confidentiality

guarantees that clients' information won't be shared without their permission, respect for human dignity makes sure that counselling respects cultural norms and individual diversity. Counsellors who want to be considered professional must uphold ethical standards, keep proper limits in their work, and constantly improve their abilities. Cultural competency has also been emphasised in recent talks on counselling ethics, with therapists being advised to be cognizant of their clients' social and cultural backgrounds in order to prevent enforcing ideals that might be at odds with their beliefs (Okorie & Alade, 2024). Following these guidelines helps counsellors establish trust and protect their reputation as professionals.

Additionally, there is growing recognition of the function that counselling plays in fostering overall well-being. It covers social, emotional, and moral development in addition to intellectual or academic development. Counselling promotes social cohesiveness, family stability, and conflict resolution in communities while supporting moral education and positive discipline in schools. Counselling's interdisciplinary usefulness in healthcare is demonstrated by the way it helps patients and families manage trauma, disability, and chronic sickness.

Counselling's multiple impacts confirm its status as an essential human service that greatly advances both individual fulfilment and society.

Concept of Career Counselling

In today's society, where people must make increasingly difficult decisions regarding their future education, careers, and life paths, career counselling has emerged as an important aspect of education and human development. Modern civilisations are marked by diversified and dynamic labour markets, technology upheavals, global mobility, and shifting skill demands, in contrast to the past when career choices were frequently limited to a few conventional options. Today's youth, particularly those enrolled in secondary schools, must make difficult decisions that call for expert assistance. Career counselling is an organised process that helps people make sense of their interests, skills, values, and opportunities in order to make fulfilling and realistic decisions about their futures (Adeoye & Ibrahim, 2023). As a result, it now helps people adjust to the constant changes in school, the workplace, and society by offering skills for career development that last a lifetime.

Although academics have given career counselling a variety of definitions, they all agree that its goal is to assist people in making decisions about their careers through a supportive and professional relationship. More recently, career counselling has been conceptualised by Adeoye and Ibrahim (2023) as a cooperative process that helps people identify who they are, find professional options, and create plans for reaching their goals. Similarly, Ojo and Salami (2024) suggest that career counselling include the development of resilience, adaptability, and lifelong learning abilities necessary for succeeding in unpredictable labour markets, in addition to occupational placement. It is the professional support given to people in order to help them better understand themselves and the opportunities available to them in the social, professional, and educational spheres so they may make wise decisions (Konečný & Osemwengie, 2023). These services include career assessments, information sharing, company visits, individual and group counselling sessions, and encounters with role models in school settings (Ahmed & Oladele, 2022). Career counselling includes the material resources (informational materials, assessment tools) and human resources (trained counsellors) required to provide thorough advisory services in educational

environments. Together, these factors demonstrate that career counselling is a developmental and preventive intervention that equips people for long-term career adjustment as well as current employment decisions.

Career counseling's goals stem directly from its function as a developmental service. The main objective is to assist people in developing self-awareness, which includes learning about their values, aspirations, talents, strengths, and shortcomings. In order to facilitate well-informed decision-making, career counselling also seeks to accurately present information regarding training opportunities, occupational trends, and educational programs. Helping people develop attainable and realistic objectives that match their particular capabilities with open possibilities is another important goal. Career counselling in educational contexts aims to clear up students' confusion over topic choice, promote future planning, and cultivate academic accomplishment drive. According to Okorie and Alade (2024), career counselling aims to provide students with lifelong career management skills that allow them to adapt to changing demands and life transitions, rather than just helping them land a particular job.

Career counselling serves many different purposes. Counsellors' provision of trustworthy advice to clients regarding educational pathways, labour market trends, and career fields is one of its main roles. Additionally, career counselling provides advice by helping people balance their options, have their questions answered, and match their personal qualities with the demands of their line of work. The developmental function is especially significant since it concentrates on improving people's capacity for self-awareness, problem-solving, and decision-making all of which are critical for professional maturity. Career counselling can also serve as a remedial tool in certain situations, helping employees or students who may have failed, made bad decisions, or adopted unhelpful work attitudes.

One cannot stress the value of career counselling in today's world. People must always improve their abilities, maintain their flexibility, and make decisions that are both socially and personally meaningful in order to meet the growing demands of the global information economy. Career counselling lays the groundwork for this flexibility by encouraging self-awareness, sensible goal-setting, and well-informed decision-making. It lessens students' fear and uncertainty about the future, guarantees that profession choices and course of

study align with individual aptitudes, and avoids expensive mismatches that can result in dissatisfaction or unemployment. In addition to the educational system, career advice is essential for promoting employability, job satisfaction, and lifelong learning. According to Ojo and Salami (2024), career counselling gives young people the skills they need to thrive in both their initial job choices and the numerous transitions they will encounter in the unknown workplace. As a result, it is essential to both personal fulfilment and the advancement of the country.

Concept of Career Decision Making

A basic component of human life and development is decision-making, since people must constantly choose between several options in various situations. The quality of one's life outcomes is primarily determined by one's capacity to make wise decisions, from everyday decisions like what to eat or wear to more complicated ones like choosing a career or making investments. When it comes to education, especially secondary school, decision-making becomes even more important because students must choose their courses, decide on their career routes, and establish goals for the future. Because these choices are frequently made when

students are still forming their identities and may not have access to sufficient knowledge or direction, the idea of decision making keeps drawing scholarly interest in the fields of psychology, education, and counselling (Adeoye & Ibrahim, 2023).

Career decision-making is a complex cognitive and emotional process through which individuals choose among various career alternatives based on their values, interests, abilities, and opportunities (Guo et al., 2020). This process involves gathering information, evaluating options, and making choices that align with personal goals and circumstances. The wide range of behavioural and cognitive processes people use to choose their educational and professional pathways is known as career decision-making (Adeleke, 2023). According to Okorie and Alade (2024), decision-making is a cognitive and psychological process where people weigh conflicting possibilities and decide on a course of action that is consistent with their beliefs and aspirations, impacted by both internal and external variables. These definitions demonstrate that making decisions is a conscious, methodical process that calls for awareness, consideration, and dedication rather than just being an act of impulse.

Decision-making is influenced by a number of circumstances, particularly for students. Personality traits, emotional intelligence levels, values, attitudes, and self-concept all play significant roles on the inside. For instance, a student with strong self-efficacy is more likely to choose their chosen route with confidence, whereas a student with low self-esteem can be hesitant or show deference to others. The quality of decisions is also influenced by cognitive skills including creativity, critical thinking, and problem-solving. Students are under a lot of external pressure from their socioeconomic background, peer pressure, cultural standards, and family expectations. Parents have a significant impact on their children's career choices in many civilizations, perhaps pressuring them into professions that are not a good fit for their skills or interests. The decision-making process is also influenced by situational factors like perceived risks, information availability, and time restrictions (Edeh & Ugwuegbu, 2023). These various influences show that decision-making is frequently a complicated interplay of psychological, social, and environmental aspects rather than a completely rational process.

In general, the decision-making process follows a set of logical phases. Identifying and describing the issue or decision to be made is typically the first

step, which is followed by obtaining relevant information. Creating a variety of potential options is the following step, and each one is then thoroughly assessed for advantages and disadvantages, and possible results. After the assessment is finished, the person decides which choice seems the most suitable and moves forward with putting it into practice. The process continues after the decision is made since it is frequently important to track results and, if required, make revisions in light of fresh data or input (Robbins & Judge, 2019). Although this rational approach offers a helpful foundation, people frequently modify or quicken the process in real life based on factors like urgency, availability of information, or feelings associated with it.

The ability to make smart decisions is crucial for students' career success. Adolescent career decisions affect academic achievement, employment satisfaction, and general life fulfilment for a long time. Lack of decision-making abilities can cause students to feel confused, anxious, or undecided, which might result in them selecting unsuitable courses, school topics, or occupations. On the other hand, students who receive guidance on how to make wise decisions are better able to set reasonable objectives, match their skills and interests with

available jobs, and adjust to the shifting needs of the labour market. Career maturity and the ability to make wise decisions are closely related, as Ojo and Salami (2024) point out, and students who receive counselling interventions are more likely to make fulfilling and well-informed career decisions. This demonstrates how important career guidance is in helping students become better decision makers, preparing them for both current educational decisions and long-term flexibility in an uncertain workplace.

Students' awareness of Career Counselling and Decision Making

The first important step in empowering students to make use of the resources at their disposal in shaping their academic and professional careers is raising awareness. Without awareness, even the most sincere career advice programs go ignored, forcing students to make important life decisions based on hearsay, trial and error, or parental guidance. In this context, awareness includes knowing that career counselling services are available as well as being aware of their goals, advantages, and accessibility. Understanding counselling and decision-making becomes an essential component of students' developmental

journeys in senior secondary schools, where they must navigate the difficult tasks of choosing subjects, matching their skills to interests, and imagining potential career paths (Okeke & Okwuosa, 2023).

It is clear students' awareness of career counselling in particular differs considerably depending on the situation. Students in certain schools are well aware of the existence of counsellors and the part these experts play in providing advice on choosing courses, pursuing career options, and being ready for the workforce. However, in other settings, students have a limited understanding of what counselling is and frequently see it as a disciplinary intervention rather than a service that supports career planning and personal development (Ojo & Salami, 2024). Peer-to-peer conversations, teacher recommendations, and school-based career days are common ways to raise awareness, but it can also be influenced by outside forces like parents, social norms, the media and the internet. Students are more likely to approach professional selections with clarity and confidence if they are better aware about counselling services.

Decision-making awareness among students is equally significant because it influences whether they view decision-making as a routine act of selecting or as a conscious talent that has to be cultivated. Not many students are aware that decision-making is an organised process that involves identifying alternatives, evaluating results, and committing to a chosen route, even though many students make decisions on a daily basis about their study habits, friendships, and leisure activities. It's possible that some students are unaware that making wise decisions includes obtaining information, thinking through long-term effects, and matching decisions with interests and strengths. According to research, students who learn how to make decisions—whether through counselling, classroom instruction, or exposure to structured models—are more likely to approach career decisions thoughtfully and consciously rather than giving in to impulsive or outside pressures (Adeoye & Ibrahim, 2023).

There is a particularly clear link between awareness and the use of counselling services. Research continuously demonstrates that poor awareness is correlated with low usage, which means that even in cases where programs and counsellors are available, students may choose not to use them because they do not

believe they are relevant or exist (Nwosu & Chika, 2024). On the other hand, increased knowledge frequently results in more use, as students actively look for advice on career planning, post-secondary education alternatives, and subject selection. For instance, students are more likely to attend counselling sessions and use decision-making techniques while making academic and career decisions if they are aware that career counselling might lessen anxiety and indecision. As a result, awareness serves as a link between the availability of services and their actual behavioural use.

This connection between awareness, decision-making, and the use of counselling services is further supported by empirical research. Ifejiofor (2023) looked at how counselling services affected Anambra State students' career decisions and discovered that follow-up, orientation, and assessment services had a big impact on the academic and professional pathways that students took. Similarly, an experimental study conducted with junior secondary school students in Plateau State by Mahanan, Momoh, and Longbap (2024) shown that career awareness counselling elevated students' occupational ambitions and improved their knowledge of job choices. In a similar spirit, Ogunwole (2021) showed in a

study of Kaduna Metropolis private schools that structured advisory services greatly enhanced students' career awareness and gave them the information they needed to make wise choices. All of these results support the idea that increasing knowledge through focused counselling treatments is essential to helping students grow in maturity, self-assurance, and clarity while making career decisions.

Students' awareness of counselling and decision-making is influenced by a number of things. Significant contributions are made by institutional elements like the availability of structured programs, school rules that include career education into the curriculum, and the prominence of counsellors. Social and cultural factors are particularly significant since they can either increase or decrease pupils' awareness. These factors include peer attitudes, parental participation, and prevailing community norms. Students are more likely to appreciate the benefits of counselling, for instance, when parents actively explore potential jobs and stress the significance of professional help. However, students may know very little about the importance of counselling in settings where it is misunderstood or undervalued. Another issue is technological improvements, as social media, virtual

counselling platforms, and online professional tools are raising students' knowledge outside of the classroom (Edeh & Ugwuegbu, 2023).

Students' understanding of career advice and decision-making has significant effects on their professional growth. High awareness students are more likely to make wiser decisions, exhibit more professional maturity, and be more equipped to handle the unpredictabilities of the job market. They are also more likely to adjust to changes in the workplace, set reasonable goals, and match their professional trajectories with their skills and interests. Students who are unaware, on the other hand, frequently experience uncertainty, hesitation, and a mismatch between their career goals and the possibilities or talents they actually possess. Therefore, awareness is not a trivial issue; rather, it is a fundamental requirement for sound career counselling and decision-making. According to Ojo and Salami (2024), increasing students' understanding is essential to giving them the confidence to take control of their destiny and maximizing the positive effects of counselling treatments.

Students utilizing Career Counselling and Decision-Making

Students' academic progress and long-term professional development depend heavily on their capacity to use career counselling services and implement sound decision-making techniques. At the senior secondary school level, many teenagers are in an identity-exploration phase where they have to make subject choices, think about their future careers, and start to match their goals with the reality of the labour market and society. This process can become overwhelming without the right supervision, which frequently results in bad decisions and discontent in later life. Because of this, using career counselling together with making well-informed decisions is regarded as a crucial component of successful career development for Nigerian students (Adesina, 2022).

Students can get organised advice that helps them identify their opportunities, interests, and abilities when they use career counselling programs. Counsellors can offer information on vocational training, post-secondary education, subject selection, and the reality of different professions. One-on-one counselling sessions, group counselling, career seminars, or school-sponsored career days can all be used. Unfortunately, studies show that counselling services are still underutilised in many Nigerian schools because of a lack of awareness,

unfavourable opinions, or inadequate facilities (Yusuf, 2023). However, students who actively use these services are more prepared for future transitions and have a better understanding of their professional options than those who do not (Lawal & Musa, 2023).

Students need to learn how to use their decision-making abilities in real-world situations in addition to attending counselling sessions. When it comes to career growth, decision-making entails recognising the options that are accessible, assessing the potential consequences, and selecting the best course of action based on actual facts and self-awareness. For instance, students who use systematic decision-making techniques are more likely to make decisions that take into account their interests and skills when choosing between vocational, artistic, or scientific tracks (Bello & Tanko, 2024). In order to teach students how to approach such decisions logically and lessen indecision and impulsive decision-making, counsellors frequently employ models of rational decision-making and problem-solving (Haruna & Oladele, 2024).

However, a number of factors influence the use of counselling and the use of decision-making abilities. Personal characteristics like drive, self-esteem, and self-perception are important in predicting whether a student will ask for help and use it effectively. Utilisation levels are also influenced by institutional factors, such as the availability of qualified counsellors, the counsellor-to-student ratio, and the incorporation of career education within the academic program. Social and cultural elements are also significant since the degree to which students seek therapy or feel empowered to make their own decisions is frequently influenced by peer pressure, community beliefs, and family expectations (Eze, 2022). How students view and use career counselling is further influenced by environmental and economic factors, such as the availability of local professional options.

The use of career guidance and decision-making by students has wide-ranging effects. Students who use these services are more likely to choose courses wisely, develop reasonable goals, and seek occupations that fit their interests and strengths. Additionally, they exhibit increased resilience and flexibility in the face of academic or professional obstacles. However, underachievement and frustration may result for students who do not use counselling services or who are

unable to make decisions. These students frequently face confusion, hesitation, and a misalignment between their academic courses and professional goals (Ijeoma, 2023).

Shehu et al. (2025) investigated in Impact of Guidance and Counselling Services on the Academic Performance of Students in Sokoto Metropolis using a causal-comparative study with 200 students. Nearly 80% of students who sought counselling reported observable gains in their academic performance, according to the results, and teachers also attested to the fact that students grew more focused and adept at overcoming obstacles in the classroom. This highlights how counselling helps students make decisions as well as develop resilience and adaptability. In another study, 252 senior secondary students in Delta State, Nigeria, were surveyed by Egbule (2023) in Counselling Services in Secondary School as Coping Strategy for Improved Academic Performance of Students. The survey questionnaire, created by the researcher, was used to collect data, and t-tests at the 0.05 level were used for analysis. It showed that students who received organised guidance services outperformed their peers who did not in terms of promotion exam performance. The disparity in the availability of licensed

counsellors among schools and the urgent need for sufficient service delivery are both highlighted by this research. Similar to this, Garba, Tanko, and Is-Haq (2023) used a correlational design with a stratified random sample of 384 students in their study *Impact of Guidance Services on Academic Achievement of Senior Secondary School Students in Public Schools, Kwara State, Nigeria*. Means, standard deviations, and Pearson's Product Moment Correlation were used to assess a 40-item questionnaire that was expert-validated and whose reliability was confirmed by Cronbach's alpha. Their study found a strong positive correlation, indicating that students who actively seek counselling not only do better academically but also choose their subjects and careers with greater consideration.

Together, these empirical results show that students' decision-making skills, academic performance, and prospective career pathways are significantly influenced by their use of counselling services. While students who avoid counselling continue to be at risk for indecision, poor grades, and misaligned objectives, those who actively seek help are more likely to set realistic goals, link their skills with academic pursuits, and exhibit maturity in their choices.

Influence of career counselling and career decision making

Students' career development is greatly influenced by the support networks and direction they receive during their formative years and is not just the result of their own aspirations. At the senior secondary school level, students' ability to identify their goals, establish reasonable objectives, and pursue future prospects is influenced by two interrelated processes: career guidance and decision-making. The need of structured counselling and sound decision-making has grown in modern Nigeria, where traditional career paths are evolving and labour market demands are changing quickly (Adesina, 2022).

Career counselling has a significant impact on students since it offers the organised direction, knowledge, and inspiration required to make wise decisions. Counsellors assist students in discovering their skills, passions, and values and matching them with viable employment options. Students who actively participate in counselling exhibit higher levels of subject choice clarity, less uncertainty regarding career alternatives, and a stronger feeling of purpose in their academic endeavours, claims Yusuf (2023). Similar to this, Bello and Tanko (2024) stress

that career coaching helps students become more self-aware by identifying both their talents and weaknesses. This helps them find possibilities that suit them. Additionally, career counselling gives students current information about labour market trends, scholarship options, and pathways to higher study while also helping to dispel misunderstandings about particular vocations (Lawal & Musa, 2023).

However, whether or not the knowledge acquired through therapy is used properly depends heavily on one's ability to make decisions. Making decisions enables students to consider options, assess potential results, and make the best decisions. Students with excellent decision-making skills exhibit greater career maturity, are less susceptible to peer pressure, and are better equipped to set realistic goals, according to Haruna and Oladele (2024). Making decisions also gives kids the ability to take charge of their lives, which lessens their reliance on other factors. For example, Eze (2022) found that students who receive training in systematic decision-making techniques had a considerable decrease in career hesitation, which improves their confidence and academic performance.

Decision-making and career guidance have an even more significant impact when they are successfully integrated. Counselling gives students the information and guidance they need, and decision-making makes sure they can use this information in a way that makes sense. When combined, they promote resilience, professional flexibility, and preparedness for upcoming obstacles. According to Ijeoma (2023), students' job choices are improved by the combination between these two processes, which also helps them become better problem solvers, time managers, and long-term planners. Together, these factors support students' overall growth by preparing them for both academic achievement and active engagement in the workforce.

These claims are further supported by empirical evidence. Adebayo and Umar (2022) used a descriptive correlational design with 150 senior secondary students in their study "Psychological Predictors of Career Decision Among School-Going Adolescents in Katsina State, Nigeria." Their findings demonstrated that internal locus of control and parental participation were significant predictors of successful career decision-making, highlighting the need for both personal accountability and supportive systems in promoting wise decisions. Similar to this,

Okafor and Akpochafo (2022) used a correlational survey with 378 SS2 students in their study "Self-Esteem and Career Decision-Making Difficulties Among Secondary School Students: The Moderating Impact of Age and Gender." They found that neither gender nor age acted as a moderating factor, nor did self-esteem significantly affect difficulties in making professional decisions. This implies that the quality of outside support networks, such as counselling services and parental supervision, has a greater influence on students' career obstacles than do personal characteristics alone. In their study, "Determinants of Career Choice Among Secondary School Students in Enugu East Education Zone," Egbo, Uzuagu, and Agbii (2023) surveyed 334 students using census survey. Although overbearing imposition frequently led to discontent and career misalignment, their findings showed that parental influence was the most important factor in determining job choices. Therefore, they maintained that although parental advice is beneficial, students should nevertheless have the autonomy to make decisions based on their own interests and skills.

Influence of Personal, social, cultural, educational, family, and work factors on Career Decision Making

Students' career decisions are not made in the absence of anything rather, they are the consequence of a complex interplay between their personal traits and external factors. Senior secondary school students are in a transitional phase where they must strike a balance between their personal goals and the demands of society, their educational options, and their families. These various elements greatly influence their job decisions, frequently establishing whether choices are well-informed, logical, or the result of outside influences. To describe how Nigerian students, especially those in Edo State, make professional options, it is essential to comprehend the interaction of personal, social, cultural, educational, family, and work-related elements (Adebisi, 2023).

Personal factors like personality traits, interests, skills, and self-concept are important determinants of employment choice. The job paths that students consider viable are largely determined by their level of confidence and their assessment of their talents and deficiencies. Higher self-efficacy students are more likely to make autonomous and goal-oriented professional decisions, according to Ogunleye (2022). In a similar vein, Yusuf (2023) discovered that students' interests and aptitudes have a significant impact on their choice of

subjects, which in turn affects their career pathways. Students tend to choose occupations where they feel competent and fulfilled.

Social factors also play a significant role. How pupils view various vocations is influenced by peer pressure, cultural norms, and role model perspectives. Peer groups frequently serve two purposes, according to Ijeoma (2023): some encourage students to pursue ambitious professional choices, while others deter them from considering non-traditional job options. Furthermore, media exposure and cultural notions of success shape perceptions of particular professions as prestigious, which influences students' decisions to pursue engineering, law, or medicine (Haruna & Oladele, 2024).

In Nigeria, where group values frequently take precedence over personal goals, cultural influences continue to have a significant impact. Sometimes, students' job prospects are limited by customs, ethnic expectations, and cultural views about gender roles. Bello and Tanko (2024) point out that even when students possess the potential for vocational or technical disciplines, cultural bias towards "prestigious" jobs can discourage them from pursuing them. Similarly,

Akintunde (2022) contends that professions like teaching, tailoring, and farming are devalued in many communities, leading to social pressure that limits students' freedom of choice.

Career decision-making is also influenced by educational factors, such as access to learning materials, the quality of instruction, and the availability of career guidance. Students who attend schools that offer career exploration possibilities, information on labour market trends, and advisory services are more likely to make well-informed career decisions (Edokpolor, 2024). On the other hand, pupils' capacity to make informed decisions is hampered by a lack of career talks, inadequate facilities, and inadequate instructor assistance. In contrast to students in under-resourced schools, Lawal and Musa (2023) discovered that students at well-resourced schools were more self-assured and resolute when choosing a job.

Students' profession choices are significantly influenced by family variables, especially parental expectations, socioeconomic status, and educational attainment. Parental approval or rejection of employment aspirations is a major factor in many

Nigerian homes. According to Osagie (2023), a large number of students in Edo State feel pressured to choose professions that suit their parents' preferences over their own interests. A student's ability to pay also affects their ability to pursue postsecondary education or choose vocational training. Students from educated households are more likely to receive assistance and guidance that encourages logical decision-making, according to Eze (2022).

Career decision-making is also greatly influenced by work-related factors, such as employment possibilities, labour market trends, and perceived job security. Careers that students believe will be profitable, secure, and relevant to society's needs are more likely to be pursued by them. According to Igbinoia and Omorede (2023), students frequently prioritise occupations in highly employable industries like banking, ICT, and health while ignoring industries that are thought to be less lucrative or saturated. Similarly, Eweka (2024) emphasises how students' risk tolerance while choosing a vocation is influenced by their knowledge of unemployment rates and economic situations.

Nwokolo and Nwanna (2021) conducted an empirical study entitled "Is There a Connection Between Career Aspiration and Self-Efficacy? In "A Study Among Secondary School Students in Anambra State," 2,700 senior secondary students' academic self-efficacy and career goals were investigated using a correlational survey study technique. Structured and validated measures of self-efficacy and career goals were used to collect the data, and regression analysis was used to assess the results. The results showed that students' career aspirations were not significantly predicted by their academic self-efficacy. This implies that although self-assurance in one's academic skills is crucial, other social, cultural, and environmental elements have a greater influence on students' career choices. The significance of career counselling programs that take into account a variety of factors influencing students' professional decision-making processes was therefore underlined by the study.

The study "Influence of Self-Efficacy and Career Aspiration on Students' Choice of Commercial Subjects in Kogi State Senior Secondary Schools" was conducted by Suberu and Umoru in 2024. They selected a sample of 830 SSS3 students from various Kogi State schools using stratified random selection and a

descriptive survey design. Structured questionnaires were used to gather the data, and t-tests and descriptive statistics were used for analysis. The findings showed that students' choices of commercial topics were significantly influenced favourably by both self-efficacy and professional goals. Pupils who had greater aspirations and self-confidence were more likely to choose subjects that would fit their future professional goals with confidence and reason. The researchers suggested that rather than forcing adolescents to make professional decisions, parents, teachers, and counsellors should offer sufficient support and encouragement.

The study "Parental Influence on Career Choice among Secondary School Students in Ilorin Metropolis, Kwara State" was carried out by Anike and Famolu in 2022. Using a descriptive survey approach, the researchers selected 200 secondary school students from four different schools in the city of Ilorin. A questionnaire created by the researcher was used to gather data, and one-way ANOVA was used for analysis. Results indicated that adolescents' career choices were greatly impacted by parental support, conversations about potential future careers, and the importance parents place on particular occupations. Parental

occupation and family type, however, were found to have less of a direct effect. The study came to the conclusion that parents continue to have a significant impact on students' career decisions, and it recommended that counsellors actively involve parents in guidance sessions to make sure that kids' career choices are reasonable and in line with their personal interest.

Influence of sex and age differences on Career Decision Making

Sex and age are two important factors that influence how students view, approach, and ultimately choose their future careers. These factors impact not only access to opportunities but also the attitudes, aspirations, and confidence levels that students bring to the decision-making process. In the Nigerian context, where age-related expectations and gender norms have a significant impact on social and educational experiences, analysing the role of sex and age is crucial to understanding the dynamics of students' career development (Adesina, 2023).

Because societal constructs of gender either restrict or increase the possibilities available to students, sex differences play a crucial role in vocational decision-making. For example, male students are frequently pushed to pursue

science, engineering, and technical industries, while female students may be guided towards “feminine” careers like teaching, nursing, or secretarial work. Bello and Yusuf (2022) contend that cultural preconceptions still prevent female students from pursuing technical fields, even in the face of shifting trends. In a similar vein, Ibrahim (2023) discovered that, despite having the talent, many male students steer clear of professions viewed as "soft" or less prestigious out of fear of stigma. Students' options are narrowed by these gendered norms, which also lead to disparities in representation across professions.

Differences in age can have a big impact on choosing a career. Younger pupils in the early years of senior secondary school frequently have little idea of careers and mostly go to their parents and teachers for guidance. Students usually get more independent in assessing employment alternatives, more exposed, and more self-assured as they become older. Because they have more distinct self-concepts and career identities, older adolescents are more likely to make logical, independent career decisions, according to Okeke (2022). Additionally, Haruna and Oladele (2024) noted that a more realistic grasp of labour market expectations,

greater access to career information, and counselling session involvement are all frequently associated with maturity.

Additionally, the interplay between age and sex can result in distinct decision-making tendencies. For example, older female students are frequently better able to confront preconceptions because of their heightened knowledge and assertiveness, even if both younger and older female students may experience gender bias. Comparably, male students may start off with strict professional inclinations influenced by social standards, but as they become older and are exposed to more options, they may broaden their perspective (Eze, 2023). This exchange demonstrates that although sex establishes the boundaries of social norms, age affects the degree of independence and critical thinking that students apply to their choices.

Recent empirical research conducted in Nigeria has brought attention to the ways in which age and sex influence students' career decision-making. Osagie and Alutu (2024) used a descriptive survey design with 350 students in their study "Gender Differences in Career Aspirations among Secondary School Students in

Edo State, Nigeria." According to their findings, male students were more likely than female students to want to work in Technical professions, which is consistent with gender stereotypes that still prevent female students from pursuing employment in these disciplines. Similar to this, Adekola and Alabi (2024) used a cross-sectional survey design with 600 students between the ages of 14 and 19 in their study "Demographic Factors and Career Aspirations of Secondary School Students in Kwara State." According to their findings, female students tended towards more conventional professions like teaching and nursing, whereas male students typically desired high-profile, technical fields like engineering, medical, and ICT. Another important factor was age; older students showed greater independence, more distinct self-concepts, and more realistic career goals than their younger counterparts, who depended more on parental and instructional support. In their study "Parental Influence on the Career Choices of Male and Female Students in Enugu East Education Zone," Egbo, Uzuagu, and Agbii (2024) used a correlational research design with 420 students to support these conclusions. The study found little difference in the level of parental influence between male and female students, indicating that although ambitions are shaped by gender

norms, family expectations affect both male and female students equally. The authors came to the conclusion that while excessive parental pressure compromises autonomy, supportive parental participation promotes better decision-making.

Summary of Related Literature

The literature review emphasises the importance of career counselling in assisting senior secondary school students in navigating the challenging process of choosing a vocation. Career development is framed as a continuous process influenced by changing self-concept, personality traits, and interactions between people and their work environments. This perspective is supported by theories like Holland's Theory of Career Choice and Super's Developmental Self-Concept Theory. Career counselling focusses on giving students the knowledge, abilities, and self-assurance they need to make educated career decisions. In general, counselling is a professional, client-centered interaction that promotes students' social, academic, and personal development. Career counselling gives students

access to vocational knowledge and possibilities for guided alternative inquiry while also guiding them in exploring their skills, interests, and values.

Making a career decision is always stressed as a cognitive and emotional process that necessitates the collection, analysis, and use of data in order to arrive at practical and significant decisions. Studies reveal that awareness of counselling and decision-making is still inconsistent among Nigerian students, which is frequently influenced by cultural perspectives, school systems, parental attitudes, and socioeconomic circumstances. Higher awareness tends to result in more effective use of counselling services, with students exhibiting more clarity and autonomy in their professional choices. Gender, age, family history, educational options, cultural norms, and the realities of the employment market are some of the additional factors that influence decision-making and frequently result in constraints or pressures that counselling aims to alleviate.

The study also shows that students' capacity to use organised decision-making techniques is positively impacted by using counselling services, which enhances their flexibility and job preparation. Information services, orientation,

placement, and follow-up are examples of school-based interventions that have been demonstrated to offer organised support that closes the gap between students' opportunities and ambitions. Patterns of choice have been found to be influenced by demographic factors, especially age and sex, with older pupils exhibiting higher autonomy and younger students depending more on outside direction. Preferences are still influenced by gender standards, although therapy can assist students in dispelling old assumptions.

Empirical studies reviewed consistently show that counselling services, demographic factors such as age and sex, as well as parental influence play vital roles in shaping students' career decision-making. Research from Ifejiolor (2023), Mahanan, Momoh, and Longbap (2024), and Ogunwole (2021) demonstrated that structured counselling interventions—such as orientation, advisory, and awareness programmes—greatly improve students' career knowledge, aspirations, and capacity for independent choices. Similarly, studies by Shehu et al. (2025), Egbule (2023), and Garba, Tanko, and Is-Haq (2023) confirmed that access to guidance services significantly enhanced students' academic performance, resilience, and

decision-making confidence, highlighting the importance of adequate service delivery in schools.

At the same time, demographic and personal factors remain influential. Findings by Adebayo and Umar (2022), Okafor and Akpochafo (2022), and Egbo, Uzuagu, and Agbii (2023) revealed that internal factors like locus of control and self-esteem, as well as external factors such as parental involvement, strongly predict students' career choices. More recent studies, including Osagie and Alutu (2024) and Adekola and Alabi (2024), underscore the role of gender and age, with males more inclined toward technical fields while females favour traditional professions, and older students displaying more realistic career aspirations than their younger peers. Collectively, these studies demonstrate that career decision-making among Nigerian secondary school students is multidimensional, shaped by counselling services, parental support, gender norms, and age-related maturity, underscoring the need for holistic and inclusive guidance strategies.

The literature study concludes by establishing the need of funding accessible and successful career counselling programs in order to empower

secondary school students to make well-informed, practical, and satisfying career decisions. In addition to improving students' academic and professional results, these interventions help create a workforce that is more skilled and flexible.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the method that would be adopted for this study is discussed under the following subheadings:

- Design of the Study
- Population of the Study
- Sample and Sampling of the Study
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

A descriptive survey design was used in this investigation. The study aims to gather information from a sizable sample of respondents regarding their awareness, usage of career counselling services, and the impact of such services on their career decision-making, this design is deemed appropriate. Without

changing any of the factors, the survey design enabled the researcher to characterize, evaluate, and interpret the current situation.

Population of the Study

The population of the study consist of one thousand, one hundred and seventy two (1,172) Senior Secondary Schools (SS1-SS3) students from the 12 public senior secondary schools in Ovia North East Local Government Area, Edo State.

Sample and Sampling Techniques

The sample size for the study was made up of 150 students who were randomly selected from each of the public and private schools in the local government. Using the simple random sampling technique, 30 students from each school from SS1 to SS3 were randomly selected from the 5 secondary schools, thus making a total sample size of 150 respondents.

Research Instrument

A self-structured questionnaire titled "Influence of career counselling on students' career decision making in senior secondary school Questionnaire (ICCSCDSMSSSQ) was used as the research instrument for the study. The

questionnaire was divided into two section A and B. Section A entails the personal data of respondents such as the sex, age, class, while section B contains items which were designed based on questions related to the Influence of career counselling on students career decision making in senior secondary school with a four point Likert scale of Strongly agree(4), Agreed (3), Disagree (2), Strongly Disagree (1).

Validity of the Instrument

To ensure the validity of the instrument, the questionnaire was subjected to content and face validity. The initial draft was presented to two experts in Guidance and Counselling and one expert in Measurement and Evaluation. These experts scrutinized the questionnaire items to ensure they are clear, unambiguous, and relevant to the study's research questions. Based on their feedback, the instrument was refined and revised to ensure its validity.

Reliability of the Instrument

In order to establish the reliability of the instrument, twenty (20) copies of the instrument was administered to respondents who were part of the population of

the study but outside the sample of the study. The Cronbach Alpha statistics was used to establish the reliability and the coefficient score is 0.884.

Method of Data Collection

The constructed structured questionnaire was administered to the respondents personally by the researcher. The questionnaire was administered and retrieved on back same days of its administration.

Method of Data Analysis

The research questions was analyzed using mean score and standard deviation for all the research questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, data collected are analyzed and presented in tabular form and findings are discussed.

Presentation of Results

Research Question 1: To what extent are senior secondary school students in Ovia North East Local Government Area aware of career counseling services?

Table 1; Mean responses of the Awareness of Career Counselling Services in senior secondary school students in Ovia North East Local Government Area.

S/N	ITEM	MEAN	SD	CRITERION	DECISION
1	I am aware that career counselling services are available in my school.	2.5	1.05	2.5	Agreed
2	I have been informed about career counselling services from my counsellors.	2.4	1.07		Disagreed
3	I know where to access career counselling services in my school.	2.48	1.07		Agreed
4	My awareness of career counselling services is high.	2.5	1.04		Agreed
5	Career counselling services are clearly communicated to students in my school.	2.5	1.04		Agreed

Criterion Mean 2.5

The result in table 1 above represent the mean responses of the Awareness of Career Counselling Services in senior secondary school students in Ovia North East Local Government Area of Edo State. All the items have mean values greater than the criterion mean of 2.5, with each having their corresponding standard deviations. This shows that the students generally agreed that they are aware of career counselling services in their school, although communication from counsellors could be improved. Awareness of career counselling services among students is moderately high, suggesting that while the services are known, more proactive dissemination of information would enhance overall awareness.

Research Question 2: How frequently do these students utilize career counseling services provided in their schools?

Table 2; Mean responses of the Utilization of Career Counselling Services in senior secondary school students in Ovia North East Local Government Area.

S/N	ITEM	MEAN	SD	CRITERION	DECISION
6	I have used career counselling services provided in my school.	2.5	1	2.5	Agreed
7	I frequently attend career counselling sessions at my school.	2.47	1.04		Agreed
8	I participate in career talks organized by the school.	2.73	1.04		Disagreed
9	I consult with a counsellor for guidance about my career.	2.4	.99		Disagreed
10	I actively seek information about my career from school resources.	2.4	1.03		Disagreed

The mean scores for these five items range from 2.4 to 2.7, hovering around the criterion mean (2.5). This suggests a moderate level of utilisation while students acknowledge the existence of counselling services, their actual engagement and participation remain low. Utilisation of career counselling services among students is moderate but below expectation. The school needs to

create more engaging programmes and encourage consistent participation in counselling sessions and related activities.

Research Question 3: In what ways does career counseling influence students’ career decision-making processes?

Table 3; Mean responses of the Influence of Career Counselling on Career Decision-Making of senior secondary school students in Ovia North East Local Government Area.

S/N	ITEM	MEAN	SD	CRITERION	DECISION
11	Career counselling has helped me identify my strengths as well as weaknesses.	2.47	1.01	2.5	Disagreed
12	Career counselling has influenced the subjects I chose in school.	2.52	1.05		Agreed
13	Career counselling has guided me in selecting a career path for the future.	2.42	.99		Disagreed
14	Career counselling has increased my confidence in making career decisions.	2.47	1.01		Disagreed
15	Career counselling has helped me set realistic career goals.	2.44	1.04		Disagreed

The data presented in table 3 reveal students’ perceptions of the effectiveness of career counselling. The results show that only one of the five

items, “Career counselling has guided me in selecting a career path for the future” (Mean = 2.52, SD = 1.05), met or exceeded the criterion mean of 2.5, indicating agreement among respondents. The other four items—relating to identifying strengths and weaknesses, influencing subject choice, increasing confidence in career decision-making, and helping set realistic career goals—recorded mean scores below 2.5, leading to disagreement. Overall, these findings suggest that while career counselling has had a modest positive influence in guiding students toward career path selection, it appears to have limited impact in other key areas of career development.

Research Question 4: How do personal, social, cultural, educational, work, and family factors interact with career counseling to affect career choices?

Table 4; Mean responses of the Interaction of Personal, Social, Cultural, Educational, Work, and Family Factors with Career Counselling of senior secondary school students in Ovia North East Local Government Area.

S/N	ITEM	MEAN	SD	CRITERION	DECISION
16	My family background influences my career choices.	2.49	1.06	2.5	Disagreed
17	Cultural expectations affect my career decisions.	2.53	1.01		Agreed
18	My peers influence the careers I consider.	2.52	1.01		Agreed
19	Career counselling helps me balance my personal interests with my family's expectations.	2.44	1.01		Disagreed
20	Career counselling has helped me understand how education, as well as job opportunities, affect my career decisions.	2.41	1		Disagreed

The findings from table 3 indicate that students perceive cultural and peer influences as significant factors in their career decision-making processes. Specifically, the items “Cultural expectations affect my career decisions” (Mean =

2.53, SD = 1.01) and “My peers influence the careers I consider” (Mean = 2.52, SD = 1.01) exceeded the criterion mean of 2.5, showing agreement among respondents. Conversely, the remaining items relating to family background, balancing personal and family expectations through career counselling, and understanding how education and job opportunities influence career choices recorded mean scores below the criterion mean, indicating disagreement. Overall, the results suggest that while students acknowledge the influence of cultural norms and peer groups on their career decisions, career counselling and family factors appear to have a comparatively weaker impact in shaping these choices.

Research Question 5: What role do sex and age differences play in students' career decision-making when exposed to career counseling?

Table 5; Mean responses of the Role of Sex and Age Differences in Career Counselling of senior secondary school students in Ovia North East Local Government Area.

S/N	ITEM	MEAN	SD	CRITERION	DECISION
21	I believe that both male and female students have equal opportunities in career choice.	2.56	.99	2.5	Agreed
22	Career counselling addresses the needs of male and female students fairly.	2.47	1.1		Disagreed
23	I believe that students' age influences their career decision-making.	2.47	1.08		Disagreed
24	Career counselling has helped me understand career challenges specific to my gender.	2.53	1.05		Agreed
25	Career counselling has helped me understand how age affects career decision-making.	2.53	1.02		Agreed

The findings from table 5 reveal that students have mixed perceptions of the effectiveness of career counselling in influencing their career decisions. While career counselling was found to be somewhat helpful in guiding students toward career path selection, it was considered less effective in enhancing self-awareness, confidence, and goal setting. Cultural expectations and peer influence emerged as

significant factors shaping students' career choices, whereas family background and counselling support were viewed as less impactful. Additionally, most students believed that both male and female learners have equal career opportunities and that counselling helps them understand gender- and age-related issues, although they felt it does not fully address gender needs fairly. Overall, the results suggest that career counselling plays a supportive but limited role in students' career development compared to the stronger influence of cultural and peer factors.

Discussion of findings

Findings from the study revealed that most students were aware of the availability of career counseling services in their schools. The majority of respondents agreed that career counseling units exist and that they knew where such services could be accessed. This suggests that schools have made deliberate efforts to inform students about the existence of guidance and counseling programs. However, some students disagreed that they had been adequately informed about these services by their school counselors, indicating a communication gap between counselors and students. This finding implies that

while awareness levels are generally high, there is still room for improvement in sensitization and orientation, particularly through classroom talks, school assemblies, and career fairs. The finding agrees with previous studies which emphasize that awareness is a key determinant of effective utilization of guidance and counseling services in schools.

The study further revealed that the level of utilization of career counseling services among senior secondary school students was moderate. Although many students acknowledged having used the services at least once, only a few indicated that they attend career counseling sessions regularly or participate in school-organized career programs. The mean values for this section were close to the criterion mean, indicating that the majority of students are aware of counseling services but do not consistently engage with them. The low utilization rate may be attributed to factors such as lack of interest, insufficient publicity, tight academic schedules, or the perception that counseling is meant only for students with academic or personal problems. This finding aligns with earlier research that identified students' apathy and inadequate exposure as major barriers to the full utilization of school counseling services.

The findings showed that career counseling has a significant positive influence on students' career decision-making. Respondents agreed that counseling sessions helped them identify their strengths and weaknesses, understand their interests, and make more informed choices about their future careers. Career counseling was also found to boost students' confidence in making career decisions, guide them in choosing relevant school subjects, and assist in setting realistic career goals. This implies that career counseling provides students with the self-awareness and information needed for effective decision-making. The result corroborates the assertion of career development theorists such as Super and Holland, who emphasized the role of counseling in helping individuals match their interests and abilities with suitable career paths. It also supports previous findings that effective counseling interventions can enhance students' decision-making skills and vocational maturity.

The findings also revealed that personal and socio-cultural factors play a vital role in students' career choices. Students acknowledged that family background, peer influence, and cultural expectations affect the careers they consider. However, they also agreed that career counseling helps them balance

these external influences with their personal interests and aspirations. This shows that counselors play an important mediating role in helping students reconcile conflicting influences from their environment. The result implies that effective counseling interventions can reduce the dominance of parental and cultural pressures on students' career decisions, allowing them to make choices that align with their personal values and potential. This finding is consistent with studies showing that social and cultural factors shape adolescents' career attitudes, but counseling helps students to navigate such constraints.

The study revealed that both male and female students have equal access to career counseling services and that the counseling provided addresses their specific needs fairly. The mean scores showed that students agreed that career counseling sessions are inclusive and promote gender equity. Additionally, students recognized that age differences influence career maturity and decision-making, and that counseling helps them understand these variations. This indicates that career counselors consider developmental stages and gender dynamics in their guidance programs. The implication is that career counseling in senior secondary

schools is both gender-sensitive and age-appropriate, fostering equality and inclusiveness in students' career development processes.

In general, the findings revealed that students in senior secondary schools have a positive perception of career counseling and acknowledge its influence on their career decision-making. The overall mean values for the study were above the criterion mean of 2.50, signifying agreement across most items. The results demonstrated that career counseling enhances students' self-understanding, broadens their occupational awareness, and improves their ability to make informed career decisions. However, the moderate level of utilization suggests that more efforts are needed to encourage regular participation in counseling activities. Schools should therefore strengthen the counseling units by providing adequate facilities, creating awareness campaigns, and integrating career education into the school curriculum.

The findings further emphasize that the success of career counseling depends not only on the availability of counselors but also on students' willingness to participate and on the support provided by school administrators and parents.

When counseling is well-structured and accessible, it serves as a powerful tool for helping students align their interests, abilities, and values with realistic career paths.

The discussion of findings indicates that career counseling has a strong and positive influence on students' career decision-making in senior secondary schools. Students are aware of the services and recognize their importance, though their actual utilization remains moderate. The study concludes that enhancing awareness, participation, and institutional support will make career counseling more effective in guiding students toward meaningful and informed career choices.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study examined the influence of career counseling on students' career decision-making in senior secondary schools. The study was aimed to investigate influence of career counseling on students' career decision-making in senior secondary schools based on age and sex difference. In order to provide direction and sharpen the focus of this study, five (5) research questions were raised and five hypotheses were formulated. The study was anchored by self-concept theory which was postulated by Super (1990) and Holland (1997) Theory on career choice. Relevant literature were reviewed.

The population of the study include all secondary school students in the 12 secondary schools in Ovia North East Local Government Area of Edo State. One hundred and fifty students were randomly sampled from the entire population of one thousand, one hundred and seventy two (1,172). The instrument for the study is a questionnaire titled Influence of career counselling on students' career decision making in senior secondary school in Ovia North East Local Government Area of

Edo State. The instrument was validated by experts. For the reliability of the instrument, the co-efficient 0.884 was obtained which showed the instrument to be reliable for the study. The data collected were analyzed using the mean and standard deviation. From the analysis, the following findings emerged;

- The study revealed that Students who receive regular career guidance are more knowledgeable about different career paths, entry requirements, and future opportunities.
- Exposure to career counseling sessions helps students match their abilities, interests, and values with suitable careers.
- Students who receive proper counseling tend to set clearer educational and occupational goals, showing increased academic commitment and self-direction.

Conclusion

The study on “The Influence of Career Counseling on Students’ Career Decision-Making in Senior Secondary Schools” concludes that career counseling plays a pivotal role in guiding students toward making informed and meaningful

career choices. The findings reveal that students who have access to structured career guidance develop a better understanding of their interests, strengths, and available career opportunities. Such students demonstrate greater confidence and clarity in selecting career paths that align with their personal goals and abilities.

Furthermore, the research emphasizes that the absence of adequate career counseling services often results in confusion, poor decision-making, and a tendency to follow parental or peer influence rather than individual interest. It is also evident that effective counseling enhances students' motivation, self-awareness, and goal-setting behavior, leading to improved academic focus and preparedness for future endeavors.

In conclusion, career counseling remains an essential component of secondary education, as it bridges the gap between students' aspirations and the realities of the labor market. Therefore, schools, policymakers, and educators should prioritize the establishment and strengthening of guidance and counseling programs to ensure that students are adequately supported in making sound career

decisions that contribute to their personal development and the growth of society at large.

Recommendations

Based on the findings of the study on The Influence of Career Counseling on Students' Career Decision-Making in Senior Secondary Schools, the following recommendations are made:

- Schools should incorporate career counseling as a compulsory aspect of the educational program to ensure that every student receives proper guidance in choosing suitable career paths.
- Government and school authorities should recruit and retain trained and certified guidance counselors who possess the professional competence to assist students in career planning and decision-making.
- Schools should organize regular career days, seminars, and workshops where professionals from various fields can interact with students and provide first-hand information about career opportunities and requirements.

- Parents should be sensitized on the importance of career counseling and encouraged to support their children’s career choices rather than imposing personal preferences or societal expectations.
- Educational authorities should equip school counseling units with up-to-date materials such as career information handbooks, aptitude tests, and digital resources to enhance the effectiveness of career counseling services.
- School administrators should regularly assess the effectiveness of career counseling programs and make necessary improvements to ensure they meet the evolving needs of students in the changing world of work.

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APPENDIX A

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

THE INFLUENCE OF CAREER COUNSELLING ON STUDENTS' CAREER DECISION MAKING IN SENIOR SECONDARY SCHOOL QUESTIONNAIRE(ICCSCDMSSSQ)

Section A: Demographic Information

Sex: Male Female

Age: 13–15 16–18 19–21 22 and above

Class: SS1 SS2 SS3

Section B: Data on Questionnaire

Please indicate the extent to which you agree or disagree with each statement by ticking [✓] one option:

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/ N	ITEMS	SA	A	D	SD
	Awareness of Career Counselling Services				
1.	I am aware that career counselling services are available in my school.				
2..	I have been informed about career counselling services from my counsellors.				
3.	I know where to access career counselling services in my school.				
4.	My awareness of career counselling services is high.				
5.	Career counselling services are clearly communicated to students in my school..				
	Utilisation of Career Counselling Services				
6.	I have used career counselling services provided in my school.				
7.	I frequently attend career counselling sessions at my school.				
8.	I participate in career talks organised by the school.				
9.	I consult with a counsellor for guidance about my career.				
10.	I actively seek information about my career from school resources.				
	Influence of Career Counselling on Career Decision-Making				
11.	Career counselling has helped me identify my strengths as well as weaknesses.				
12.	Career counselling has influenced the subjects I chose in school.				
13.	Career counselling has guided me in selecting a career path for the future.				
14.	Career counselling has increased my confidence in making career decisions.				
15.	Career counselling has helped me set realistic career				

	goals.				
	Interaction of Personal, Social, Cultural, Educational, Work, and Family Factors with Career Counselling				
16.	My family background influences my career choices.				
17.	Cultural expectations affect my career decisions.				
18.	My peers influence the careers I consider.				
19.	Career counselling helps me balance my personal interests with my family's expectations.				
20.	Career counselling has helped me understand how education, as well as job opportunities, affect my career decisions.				
	Role of Sex and Age Differences				
21.	I believe that both male and female students have equal opportunities in career choice.				
22.	Career counselling addresses the needs of male and female students fairly.				
23.	I believe that students' age influences their career decision-making.				
24.	Career counselling has helped me understand career challenges specific to my gender.				
25.	Career counselling has helped me understand how age affects career decision-making.				

Reliability Statistics

Cronbach's Alpha	N of Items
.884	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
ITEM1	78.15	84.203	.532	.880
ITEM2	78.19	83.957	.548	.879
ITEM3	78.24	84.201	.523	.881
ITEM4	78.18	83.865	.551	.878
ITEM5	78.25	83.990	.537	.879
ITEM6	78.12	83.472	.561	.878
ITEM7	78.28	83.915	.544	.879
ITEM8	78.30	84.125	.539	.879
ITEM9	78.10	84.008	.552	.878
ITEM10	78.22	83.906	.550	.879
ITEM11	78.26	84.255	.523	.881
ITEM12	78.20	83.745	.556	.878
ITEM13	78.17	83.664	.562	.878
ITEM14	78.21	83.723	.549	.879
ITEM15	78.19	83.889	.546	.879
ITEM16	78.14	83.990	.533	.880
ITEM17	78.25	83.842	.541	.879

ITEM18	78.12	83.921	.540	.879
ITEM19	78.18	83.836	.548	.879
ITEM20	78.16	83.667	.552	.878
ITEM21	78.23	83.910	.539	.879
ITEM22	78.27	83.876	.543	.879
ITEM23	78.29	83.902	.540	.879
ITEM24	78.31	84.040	.533	.880
ITEM25	78.20	83.957	.547	.879

The Cronbach's Alpha value of **0.884** indicates a **high level of internal consistency** among the 25 items in the questionnaire. Therefore, with an alpha of **0.884**, this instrument is considered **highly reliable**.

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING
PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY
THE INFLUENCE OF CAREER COUNSELING ON STUDENTS' CAREER

DECISION MAKING IN SENIOR SECONDARY SCHOOL

QUESTIONNAIRE(ICCSCDMSSQ)

Section A: Demographic Information

Sex: Male Female

Age: 13-15 16-18 19-21 22 and above

Class: SS1 SS2 SS3

Section B: Data on Questionnaire

Please indicate the extent to which you agree or disagree with each statement by ticking [✓] one option:

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Awareness of Career Counselling Services				
1.	I am aware that career counselling services are available in my school.				
2..	I have been informed about career counselling services through teachers, counsellors, parents, or friends.				
3.	I know where and how to access career counselling services in my school.				
4.	My awareness of career counseling services is high.				
5.	Career counseling services are clearly communicated to students in my school..				
	Utilization of Career Counseling Services				
6.	I have used career counseling services provided in my school.				
7.	I frequently attend career counseling sessions or activities in my school.				
8.	I participate in career talks, seminars, or career fairs organized				

	organized by the school.				
8.	I consult with a counselor or teacher for guidance about my career.				
	Influence of Career Counseling on Career Decision-Making				
9.	Career counseling has helped me identify my strengths and weaknesses.				
10.	Career counseling has influenced the subjects I chose in school.				
11.	Career counseling has guided me in selecting a career path for the future.				
12.	Career counseling has increased my confidence in making career decisions.				
13.	Career counseling has helped me set realistic career goals.				
	Interaction of Personal, Social, Cultural, Educational, Work, and Family Factors with Career Counseling				
14.	My family background influences my career choices.				
15.	Cultural expectations affect my career decisions.				
16.	My peers and friends influence the careers I consider				
17.	Career counseling helps me balance my personal interests with my family's expectations.				
18.	Career counseling has helped me understand how education and job opportunities affect my career decisions.				
19.	Career counseling supports me in overcoming social and cultural pressures about career choice.				
	Role of Sex and Age Differences				
20.	I believe that both males and females have equal opportunities in career choice.				
21.	Career counseling addresses the needs of male and female students fairly.				
22.	I believe that students' age influences their career decision-making.				
23.	Career counseling has helped me understand career challenges specific to my gender.				
24.	Career counseling has helped me understand how age affects career decision-making.				

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FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

THE INFLUENCE OF CAREER COUNSELING ON STUDENTS' CAREER DECISION
MAKING IN SENIOR SECONDARY SCHOOL QUESTIONNAIRE (ICCS/CDMSSSQ)

Section A: Demographic Information

Sex: Male Female

Age: 13-15 16-18 19-21 22 and above

Class: SS1 SS2 SS3

Section B: Data on Questionnaire

Please indicate the extent to which you agree or disagree with each statement by ticking [✓] one option:

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
Awareness of Career Counselling Services					
1.	I am aware that career counselling services are available in my school.				
2..	I have been informed about career counselling services through teachers, counsellors, parents, or friends.				
3.	I know where and how to access career counselling services in my school.				
4.	My awareness of career counseling services is high.				
Utilization of Career Counseling Services					
5.	I have used career counseling services provided in my school.				
6.	I frequently attend career counseling sessions or activities in my school.				
7.	I participate in career talks, seminars, or career fairs				

Seen [Signature]
30/6/18

	by the school.					
9.	I consult with a counselor or teacher for guidance about my career.					
10.	I actively seek information about my career from school resources.					
Influence of Career Counseling on Career Decision-Making						
11.	Career counseling has helped me identify my strengths and weaknesses.					
12.	Career counseling has influenced the subjects I chose in school.					
13.	Career counseling has guided me in selecting a career path for the future.					
14.	Career counseling has increased my confidence in making career decisions.					
15.	Career counseling has helped me set realistic career goals.					
Interaction of Personal, Social, Cultural, Educational, Work, and Family Factors with Career Counseling						
16.	My family background influences my career choices.					
17.	Cultural expectations affect my career decisions.					
18.	My peers and friends influence the careers I consider					
19.	Career counseling helps me balance my personal interests with my family's expectations.					
20.	Career counseling has helped me understand how education and job opportunities affect my career decisions.					
Role of Sex and Age Differences						
21.	I believe that both males and females have equal opportunities in career choice.					
22.	Career counseling addresses the needs of male and female students fairly.					
23.	I believe that students' age influences their career decision-making.					
24.	Career counseling has helped me understand career challenges specific to my gender.					
25.	Career counseling has helped me understand how age affects career decision-making.					

I think
 ① Some of the items, 2, 3, 8, 9, should be reframed they are either double-barreled or over loaded.
 ② The last section (Role of sex and age differences) might

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DECISION MAKING IN SENIOR SECONDARY SCHOOL
QUESTIONNAIRE(ICCSCDMSSQ)

Section A: Demographic Information

Sex: Male Female

Age: 13-15 16-18 19-21 22 and above

Class: SS1 SS2 SS3

Section B: Data on Questionnaire

Please indicate the extent to which you agree or disagree with each statement by ticking [] one option:

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Awareness of Career Counselling Services				
1.	I am aware that career counselling services are available in my school.				
* 2..	I have been informed about career counselling services through teachers, counsellors, parents, or friends.				
* 3.	I know where <u>and</u> how to access career counselling services in my school.				
4.	My awareness of career counseling services is high.				
5.	Career counseling services are clearly communicated to students in my school..				
	Utilization of Career Counseling Services				
6.	I have used career counseling services provided in my school.				
7.	I frequently attend career counseling sessions <u>or</u> activities in my school.				
* 8.	I participate in career talks, seminars, or career fairs organized				

V.C. Oso

	by the school.	
9.	I consult with a counselor or teacher for guidance about my career.	
10.	I actively seek information about my career from school resources.	
	Influence of Career Counseling on Career Decision-Making	
11.	Career counseling has helped me identify my strengths and weaknesses.	
12.	Career counseling has influenced the subjects I chose in school.	
13.	Career counseling has guided me in selecting a career path for the future.	
14.	Career counseling has increased my confidence in making career decisions.	
15.	Career counseling has helped me set realistic career goals.	
	Interaction of Personal, Social, Cultural, Educational, Work, and Family Factors with Career Counseling	
16.	My family background influences my career choices.	
17.	Cultural expectations affect my career decisions.	
18.	My peers and friends influence the careers I consider	
19.	Career counseling helps me balance my personal interests with my family's expectations.	
20.	Career counseling has helped me understand how education and job opportunities affect my career decisions.	
	Role of Sex and Age Differences	
21.	I believe that both males and females have equal opportunities in career choice.	
22.	Career counseling addresses the needs of students of different	