INTRODUCTION

Secondary education is crucial for preparing individuals, especially youth for both personal and national development. In Nigerian education system, secondary school is the form of education immediately after elementary or primary education. Udoh-Uwah (2015) described secondary school as the intermediate level of education which is an inevitable bridge between the primary school and higher institution. According to Brickman (2009), secondary school begins generally at about the age of 10 to 11 years and continues for about the next six (6) years. Ige (2013) noted that the importance of secondary education in educational system cannot be overemphasized. The author noted further that apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level. Ekundayo (2010) stated that the broad objective of secondary education include preparation for useful living within the society and for higher education.

Federal Republic of Nigeria (2014) stated that secondary school education shall prepare the individuals for useful living within the society and for higher education. Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial or other choosing career. Career is a lifelong profession. Sears (2012) viewed career as the interaction of work roles and other life roles over a person’s lifespan including both paid and unpaid work in an individual’s life. In the opinion of Akinboye (1998), career is the sequence of positions occupied by a person during the course of a life time. Shertzer and Stones (1987) described career as the sequence of the major positions occupied by a person throughout his pre-occupational life, including work related roles, such as those of an employee, pensioner, family and civil roles. Onanuga (1991) identified four steps that are required to develop interest in a career which include: knowing about the interaction of work roles and other life roles over a person’s lifespan including both paid and unpaid work in an individual’s life. In the opinion of Akinboye (1998), career is the sequence of positions occupied by a person during the course of a life time. Shertzer and Stones (1987) described career as the sequence of the major positions occupied by a person throughout his pre-occupational life, including work related roles, such as those of an employee, pensioner, family and civil roles. Onanuga (1991) identified four steps that are required to develop interest in a career which include: knowing about available opportunities; the source of information; knowing
important fact about the jobs; and how to make a choice through stimulation. According to San Diego City College (2013), efforts to stimulate students’ career interest include: introducing stimulating ideas about the subject, inspiring students to set and achieve goals which really challenged them, stimulating students to intellectual efforts beyond that required by most courses and demonstrating the importance and significance of the subject matter by the guidance counsellor.

Guidance and counselling is a relationship between a professional counsellor and a client. This relationship is usually person-to-person, and may sometimes involve more than two people. It is designed to assist clients to understand and clarify their views of their life, and to learn to attain their self-determined goals through meaningful, well-informed choices and through resolution of challenges of an emotional or interpersonal nature (Adeusi, Adekeye & Babalola, 2015). According to the report of University of Louisville (2012), school guidance counsellors play a powerful role in the career development of students. For instance, research on school guidance and counselling services has found that students who receive career development services reported greater career awareness and higher levels of career exploration and planning (Adeusi, Adekeye & Babalola, 2015). Further, long-term effects of career counselling resulted in higher levels of success in transitioning into life roles, a better sense of direction in their careers, and higher levels of overall life satisfaction. Lapan, Gysbers, and Sun (2007) noted that students who have access to guidance and counselling programmes are more adjusted, positive and having greater feelings of belonging and safety in their future career. Amoah, Kwofie and Kwofie (2015) noted that guidance counsellors have an important role in advocating for broad based career plans that focus on the students’ interests and abilities which give students increase future career options.

The roles of the school guidance counsellor are therefore to plan career development intervention activities to support students make informed choices. These activities can empower the students to cope effectively with career development tasks (Niles & Harris-Bowlsbey, 2002). It can be a deliberate act aimed to enhancing some aspect of students career development in terms of career maturity and career decision making (Isaakon & Brown, 2000). Career guidance and counselling is to help individuals with career planning, the decision-making process, implementation of career choice, career adjustment, and the interplay between career and personal issues (Adeusi, Adekeye & Babalola, 2015). Career development is in stages, we do not just arrive at it and it is the duty of a career counsellor to guide individuals through these stages by assisting them in exploring, pursuing and achieving their career goals. Therefore, the role of career guidance and counselling in schools is to assist the students with career development and other career related issues they may be faced with (such as course of study, learning difficulties) using counselling theories and techniques. Hamidah, Hanifa and Sawitri (2018) stated that career orientation is considered as one of the most important guidance services that school counsellors provide to secondary school students. It is an undeniable fact that the major service areas of guidance and counselling are, educational guidance and counselling which assists students in their choices of career and vocational guidance to choose and prepare for an occupation that is compatible with his interests and aptitudes, personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society (Odeck, 1999). Hence, career interests need to be stimulated through short-term job tryout experiences and job shadowing experiences that include documentation of preferences and performance. Information regarding the student’s preferences of activities, work environments, emotional and monetary rewards, and supervision is provided by the counsellors which at the end can help students identify congruent short-term occupational choices and long-term career outcomes (Amoah, Kwofie & Kwofie, 2015). Based on the above, Mporananyo and Andala (2018) stated that career officers and counsellors were appointed to take the responsibilities in sensitizing students on the needs for effective career choice.

It is imperative to state that, every vocation requires certain educational and professional qualifications and preparation, hence the need for guidance in the choice of a vocation. It is necessary for the student to prefer a vocation that is consistent with his strengths and limitations (Mporananyo & Andala, 2018). In affirmation, Mghweno and Baguma (2013) noted that the essence of incorporating guidance and counseling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among students. Of recent, there has been increasing cases of mismatch in students’ interest, aptitude and their career choice. Such is the case of students in Delta State and Nigeria in general resulting from poor career guidance and counseling in our schools. Black and Langone (1997) affirmed that most students are provided with inadequate realistic information about occupations and careers on which to base their interests. Meanwhile, job experiences play an important part in the development of maturity with regard to vocational interests, abilities, and traits. Based on this background, this study investigated guidance counsellors’ career awareness creation roles among secondary school students choice of profession in Delta State, Nigeria.

**Purpose of the Study**

The broad purpose of the study was to investigate guidance counsellors’ career awareness creation roles among secondary school students choice of profession in Delta State, Nigeria. Specifically, the study identified:

1. Career awareness creation roles of guidance counsellors for guiding secondary school students in career choice in Delta State.
2. Skills required by guidance counsellors for awareness creation on career guidance of secondary school students in Delta State.

**Research Questions**

In line with the above specific purposes, the study answered the following research questions:

1. What are career awareness creation roles of guidance counsellors for guiding secondary school students in career choice in Delta State?
2. What are the skills required by guidance counsellors for awareness creation on career guidance of secondary school students in Delta State?

**Hypotheses**
H01: There is no significant difference in the mean ratings of male and female guidance counsellors on career awareness creation roles of guidance counsellors for guiding secondary school students in career choice in Delta State.

H02: There is no significant difference in the mean ratings of male and female guidance counsellors on the skills required by guidance counsellors for awareness creation on career guidance of secondary school students in Delta State.

METHODOLOGY

The study answered two research questions and tested two null hypotheses. Descriptive survey research design was adopted for the study which according to Rouse (2019) is the collection of data attained by asking individuals questions either in person, on paper, by phone or online using questionnaire through primary research which is the gathering of first-hand data from its source. In this study, structured questionnaire was administered to sample of respondents (Guidance Counsellors) for data collection for the study on items bothering on the two research questions. The population for the study was 448 Guidance Counsellors from the 381 public secondary schools across the three education zones (Delta North, Delta Central and Delta South) in the State. Through random sampling, Delta North education zone comprising 135 public secondary schools and 178 Guidance Counsellors was selected. Hence, the 178 Guidance Counsellors from secondary schools in Delta North education zone comprised the sample and respondents for the study.

The instrument for data collection for the study was a close ended, structured questionnaire titled: “Guidance Counsellors’ Career Awareness Creation Questionnaire (GCCACQ). The questionnaire was structured into two sections in line with the two specific purposes of the study. Section one of the questionnaire focused on career awareness creation roles of guidance counsellors while section two bothered on skills required by guidance counsellors for awareness creation on career guidance of secondary school students. The response options to the two sections of the questionnaire were: Strongly Agree = 4; Agree = 3; Disagree = 2 and Strongly Disagree = 1. The instrument was face-validated by three experts. Cronbach Alpha reliability method was used to determine the reliability of the instrument which yielded a coefficient of 0.882.

Data for the study were collected with the help of five research assistants who are from Delta North education zone. Out of the 178 copies of the questionnaire administered, 171 copies were completely filled and returned which constituted about 96.1% rate of return. The data collected were analyzed using mean for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance.

RESULTS

Research Question One

What are career awareness creation roles of guidance counsellors for guiding secondary school students in career choice in Delta State?

The data for answering research question one are presented in Table 1.

<table>
<thead>
<tr>
<th>SN</th>
<th>Career awareness creation roles of guidance counsellors are:</th>
<th>X</th>
<th>SD</th>
<th>Rmks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Providing information on future career opportunities.</td>
<td>3.46</td>
<td>0.55</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>Guiding students on career decision making.</td>
<td>3.69</td>
<td>0.60</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>Creating career awareness to sensitize students in the school.</td>
<td>3.37</td>
<td>0.73</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>Offering professional career guidance and counseling to students.</td>
<td>3.42</td>
<td>0.62</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>Organizing career field trips to create awareness to students.</td>
<td>3.60</td>
<td>0.55</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>Organizing personality and career aptitude test for awareness creation</td>
<td>3.53</td>
<td>0.48</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>Creating career awareness to students through occupational interest inventory.</td>
<td>3.55</td>
<td>0.53</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>Organizing career conference to create necessary awareness for students.</td>
<td>3.38</td>
<td>0.64</td>
<td>A</td>
</tr>
<tr>
<td>9</td>
<td>Guiding students in career goals identification.</td>
<td>3.53</td>
<td>0.44</td>
<td>A</td>
</tr>
<tr>
<td>10</td>
<td>Help to sensitize students in self assessment on preferred future career.</td>
<td>3.40</td>
<td>0.71</td>
<td>A</td>
</tr>
</tbody>
</table>

Note:  X = Mean; SD = Standard Deviation; A = Agreed; n = No of Respondents.

The mean ratings of the responses in Table 1 above ranged from 3.37 to 3.69 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 10 identified items in the Table are career awareness creation roles of guidance counsellors for guiding secondary school students in career choice in Delta State. The standard deviation values of the 10 items in the table ranged from 0.44 to 0.73 which indicated that the responses of the respondents are close to one another and the mean.

Hypothesis One

H01: There is no significant difference in the mean ratings of male and female guidance counsellors on career awareness creation roles of guidance counsellors for guiding secondary school students in career choice in Delta State.

Data for testing hypothesis one are presented in Table 2.
Table 2 Test of Significant Difference in the Mean Ratings of Male and Female Guidance Counsellors on their Career Awareness Creation Roles for Guiding Secondary School Students in Career Choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Std. Error</th>
<th>t-cal</th>
<th>t-tab</th>
<th>Level of sig. Rmks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male G/ Cllors</td>
<td>65</td>
<td>3.46</td>
<td>0.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female G/ Cllors</td>
<td>106</td>
<td>3.52</td>
<td>0.54</td>
<td>0.073</td>
<td>0.34</td>
<td>1.96</td>
<td>0.05 NS</td>
</tr>
</tbody>
</table>

Note: NS = Not Significant at 0.05.

The data presented in Table 2 showed that the t-calculated (t-cal) value of 0.34 was less than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 169 degrees of freedom. This indicates that there was no significant (p<0.05) difference in the mean ratings of the responses of male and female guidance counsellors on career awareness creation roles of guidance counsellors for guiding secondary school students in career choice in Delta State. Hence, the null hypothesis of no significant (p<0.05) difference in the mean ratings of the responses of the male and female guidance counsellors is accepted on hypothesis one.

**Research Question Two**

What are the skills required by guidance counsellors for awareness creation on career guidance of secondary school students in Delta State?

The data for answering research question three are presented in Table 3.

Table 3 Mean Ratings of the Respondents on Skills required by Guidance Counsellors for Awareness Creation on Career Guidance of Students (n = 171)

<table>
<thead>
<tr>
<th>SN</th>
<th>Skills required by guidance counsellors for career awareness creation include:</th>
<th>X</th>
<th>SD</th>
<th>Rmks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strong interpersonal, communication and assessment skills.</td>
<td>3.55</td>
<td>0.71</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>Clear communication skills both in writing and verbally in order to create a clear guiding experience to students.</td>
<td>3.46</td>
<td>0.59</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>Expressing genuine interest in students’ career thoughts, opinions and background.</td>
<td>3.71</td>
<td>0.48</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>Being an active listener and displaying a strong sense of empathy and compassion for students’ career interest.</td>
<td>3.52</td>
<td>0.55</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>Ability to display inherent strong rapport building to carry students along.</td>
<td>3.48</td>
<td>0.54</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>Analytical, problem-solving and career conflict resolution skills.</td>
<td>3.74</td>
<td>0.40</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>Ability to translate career ideas into practical goals to solve students’ problems.</td>
<td>3.57</td>
<td>0.53</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>Ability to use creativity and imagination to develop new insights and to apply new solutions to student career choice problems.</td>
<td>3.50</td>
<td>0.47</td>
<td>A</td>
</tr>
<tr>
<td>9</td>
<td>Intuition and career decision-making skills.</td>
<td>3.52</td>
<td>0.54</td>
<td>A</td>
</tr>
<tr>
<td>10</td>
<td>Being able to exercise great judgment to direct students to appropriate alternative career options.</td>
<td>3.61</td>
<td>0.75</td>
<td>A</td>
</tr>
<tr>
<td>11</td>
<td>Strategically structuring and customizing counseling approach.</td>
<td>3.50</td>
<td>0.68</td>
<td>A</td>
</tr>
<tr>
<td>12</td>
<td>Prioritizing and planning work activities to use time efficiently.</td>
<td>3.53</td>
<td>0.54</td>
<td>A</td>
</tr>
<tr>
<td>13</td>
<td>Optimistic with a can-do attitude and a strong ability to inform and motivate students for new career potentials.</td>
<td>3.78</td>
<td>0.53</td>
<td>A</td>
</tr>
</tbody>
</table>

Note: X = Mean; SD = Standard Deviation; A = Agreed; n = No of Respondents.

The data presented in Table 3 above revealed that the mean ratings of the responses of the respondents ranged from 3.46 to 3.78 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 13 identified items in the Table are skills required by guidance counsellors for awareness creation on career guidance of secondary school students in Delta State. The standard deviation values of the 10 items in the table ranged from 0.44 to 0.73 which indicated that the responses of the respondents are close to one another and the mean.

**Hypothesis Two**

H0: There is no significant difference in the mean ratings of male and female guidance counsellors on the skills required by guidance counsellors for awareness creation on career guidance of secondary school students in Delta State.

Data for testing hypothesis two are presented in Table 4.

Table 4 Test of Significant Difference in the Mean Ratings of Male and Female Guidance Counsellors on Skills they required for Awareness Creation on Career Guidance of Secondary School Students in Delta State

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Std. Error</th>
<th>t-cal</th>
<th>t-tab</th>
<th>Level of sig. Rmks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male G/ Cllors</td>
<td>65</td>
<td>3.59</td>
<td>0.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female G/ Cllors</td>
<td>106</td>
<td>3.55</td>
<td>0.71</td>
<td>0.042</td>
<td>0.30</td>
<td>1.96</td>
<td>0.05 NS</td>
</tr>
</tbody>
</table>

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 revealed that the t-calculated (t-cal) value of 0.30 was less than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 169 degrees of freedom. This signified that there was no significant (p<0.05) difference in the mean ratings of the responses of male and female guidance counsellors on the skills required by guidance counsellors for awareness creation on career guidance of secondary school students in Delta State. Therefore, the null hypothesis of no significant (p<0.05) difference in the mean ratings of the responses of the male and female guidance counsellors is accepted on hypothesis two.

**Discussion of Findings**

This study on research question one identified career awareness creation roles of guidance counsellors for guiding secondary school students to include: providing information on future career opportunities, guiding students on career decision making, creating career awareness to sensitize students in the school, offering professional career guidance and counseling to students, organizing career field trips to create awareness to students, organizing personality and career aptitude test for awareness creation, guiding students in career goals identification and helping to sensitize students in self assessment on preferred future career among others. These findings agreed with that of Amoah, Kwofie and Kwofie (2015) who identified specific roles school counsellors play in awareness creation, guiding students on career decision making, creating career awareness to sensitize students in the school, offering professional career guidance and counseling to students, organizing career field trips to create awareness to students, organizing personality and career aptitude test for awareness creation, guiding students in career goals identification and helping to sensitize students in self assessment on preferred future career among others.
guidance of secondary school students to include: strong interpersonal, communication and assessment skills, clear communication skills both in writing and verbally in order to create a clear guiding experience to students, expressing genuine interest in students’ career thoughts, opinions and background, ability to display inherent strong rapport building to carry students along, analytical, problem-solving and career conflict resolution skills, ability to translate career ideas into practical goals to solve students’ problems, ability to use creativity and imagination to develop new insights and to apply new solutions to student career choice problems, intuition and career decision-making skills and strategically structuring and customizing counselling approach among others. The findings of the study corroborated that of Api (2017) who found that guidance counsellors required skills in communicating clearly and confidently, analytical, problem-solving, and conflict resolution skills, being able to translate ideas into practical goals, using creativity and imagination to develop new insights, handling potentially adversarial situations using a calm, tactful, discreet, and effective, organizational and time management skills and strategically structuring and customizing counselling approach.

**Conclusion and Recommendations**

This study identified career awareness creation roles of guidance counsellors for guiding secondary school students and skills required by guidance counsellors for awareness creation on career guidance of secondary school students. Hence, the adoption of the identified skills will help to improve effectiveness of guidance counsellors in discharging their duties to create career awareness to secondary school students in the state. This will in turn reduce the incessant cases of career frustration and poor job satisfaction among career personnel in future. Based on the major findings, the study recommended that:

1. Ministry of education should give more recognition to guidance and counselling services as essential in schools and career choice of students as they grow to adults. This will ensure that all schools have an effective counselling service as there are students who need guidance and counselling in making career choice decision.
2. There should be adequate provision of standard counselling environment where the students can feel very comfortable to receive necessary guides to make informed decisions in career choice.
3. The secondary school management and teachers should work together with the guidance counsellors to understand career interest challenges the students are facing and work with them to make appropriate decisions.
4. There should be constant in-service training for school guidance counsellors on skills required by guidance counselors for awareness creation on career guidance of students.

**References**


How to cite this article:
DOI: http://dx.doi.org/10.24327/ijrsr.2020.1107.5446

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