

**THE RELATIONSHIP BETWEEN STUDENT CAREER GUIDANCE AND THEIR  
TRADE SELECTION IN INDUSTRIAL AND TECHNOLOGY EDUCATION**

**DEPARTMENT**

**BY**

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2007/1/26107BT**

**DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION  
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA.**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF INDUSTRIAL  
AND TECHNOLOGY EDUCATION, SCHOOL OF SCIENCE AND SCIENCE  
EDUCATION, FEDERAL UNIVERSITY OF TECHNOLOGY MINNA,**

**NIGER STATE.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE AWARD OF  
BACHELOR OF TECHNOLOGY (B.TECH) IN INDUSTRIAL AND TECHNOLOGY  
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## **CERTIFICATION**

I Agada Ojimaajo Audu Matric No 2007/1/26107BT,an undergraduate student of the department of industrial and Technology Education certify that the work embodied in this project is original and has not been submitted in part or full for any other diploma or degree of this or any other University.

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Name

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Signature

## APPROVAL PAGE

This project has been read and approved as meeting the requirement for the award of B.Tech degree in Industrial and Technology Education of the department of Industrial and Technology Education. School of Science and Science Education Federal University of Technology, Minna

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Supervisor

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Sign-Date

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HOD

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Sign-Date

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External Examiner

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Sign-Date

## **DEDICATION**

The project is dedicated to God almighty for his immeasurable care, love abundant provision for the programme. To the loving memory of my late mother, Madam Mary David and also to my beloved brothers, friends, the needy and oppressed who suffer the inhumanity of man.

## **ACKNOWLEDGEMENTS**

Except the LORD builds the house, they labour in vain that build it (psalm127:1). My thanks goes to God almighty for his divine favour and guidance given to me for the successful completion of my studies in university .I profoundly acknowledge my project supervisor , Mall. Bala. M. Mohammed for his great support towards the successful completion of this project . my sincere appreciation goes to Mall. Hassan Abdullahi Muhammed for spending time to go through the project work for errors, also Mr. Maigida.J.F for his support towards the success of the project and all my lecturers in the department of Industrial and Technology Education who has contributed greatly to the success of my academic programme. Gratitude also to the project co-ordinator, Mr Saba.T.M, H.O.D Dr. E.J Ohize.

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## **ABSTRACT**

This project is on the relationship between student career guidance and their trade selection in Industrial and Technology Education Department of Federal University of Technology Minna. This research study sought to investigate the counseling activities available to students of industrial and technology education department, the career information available to students of industrial and technology education department and the process of students' trade selection by industrial and technology education department. Three research question and two null hypotheses were formulated to guide the study. A forty one (41) items questionnaire was developed and used to collect data from the respondents consisting of 230 students and 20 lecturers selected from the department of industrial and technology education department in federal university of technology minna. Data collected was analyzed using mean, standard deviation and t-test statistic. The null was tested at 0.05 level of significance and 248 degree of freedom. The finding revealed that they are not much presence of counseling activities available to students of industrial and technology education department. The implication of the findings were discussed and recommendations made to enable School authority and department should put effort together towards improving the guidance/counseling programme in the school.

## CHAPTER I

### INTRODUCTION

#### **Background of the Study**

Guidance is described as the total process which enables individual learner to be directed or guided. This guide is available to the individual's educational, social, emotional, health, vocational and leisure –time needs for the individual's preparation for suitable occupation and happy life. However counseling involves helping individuals to become more fully aware of himself/herself and the ways of responding to influences in the environment, Wikipedia, (2009). It further assists him/her to establish some personal filling to his behavior and to develop and clarify his/her set of goals and values for future behavior To this end, multiple approaches on the role of the counselor in needs assessment, programme planning, and counseling to diverse populations, study of problems, issues, trends and ethical responsibilities are covered. Akinade, Sokan, & Osarenren, (1996).

The definition of career guidance adopted in the Organization for Economic Co-operation and Development (OECD) Career Guidance Policy Review was that it described „services intended to assist people, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers“ OECD, (2004). The same definition was used in a review by the World Bank, though the descriptive label used in its title was career development this term is attracting growing favour though it poses the semantic difficulty of using the same term to describe both interventions and the process in which they are seeking to intervene, Watts & Fretwell, (2004).

National Policy on Education, NPE, (2004). It is stated that in view of the apparent ignorance of many people about career prospects, and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post-primary institutions. Guidance and counselling will also feature in teacher education programmes. The need for Guidance and counselling in the Nigerian educational system, by the NPE (2004). objectives as enumerated by Bulus (1990).

1. The programme of guidance service is potentially intended for all people not only those who have problems.
2. Guidance services are for all school levels.
3. Guidance services are based on the total development of the mental, vocational, emotional and personal-social aspects. The cognitive, psychomotor and affective aspects of the individual are all important and should all be emphasised.
4. Guidance services are aimed primarily at preventing problems rather than solving them. Yet problems that have arisen are still dealt with.  
Guidance may manipulate the environment to help the unwilling client.
5. Guidance services do not aim at providing solution to all problems. Hence the need for Referral service.
6. Guidance services help individuals accept responsibilities to society and to be co-operative
7. Guidance services recognise the worth and dignity of the individual unconditionally and assume that the individual possesses a potential in some area of the curriculum. If this potential is appraised properly and developed, such an individual might excel in that particular area.

**Career counselling**, conducted on a one-to-one basis or in small groups, in which attention is focused on the distinctive career issues faced by individuals.

**Career education**, as part of the curriculum, in which attention is paid to helping groups of individuals to develop the competences for managing their career development.

**Career information**, provided in various format (increasingly, web-based), concerned with information on courses, occupations and career paths. This includes labour market information. The failure to distinguish between these different activities presents problems, for example, in interpreting the PISA data on career guidance (Kuczera, 2008). Closely linked to these activities are a range of others, including: tutoring, coaching and mentoring; portfolios and individual learning plans; interests inventories, psychometric tests and other online tools and resources; work experience, work shadowing, work simulations and work visits; taster programmes; and enterprise activities.

, the prejudice of the colonial administration against technical education is that they themselves were brought up principally in the traditions of white color jobs. He further maintained that the emerging countries have inherited a system which social statues, economic power and political authority and supremacy to those who received training. For instance artisans and manual-worker to position's of marked inferiority Gana (1998)

This however is more apparent according to Saka (1996), through counseling the potentials and limitations in the individual can be pointed out to them. This help to reduce aggressiveness and diliquent behaviors which in turn reduces riot and student disturbances in school. It also help to guide the individual in their choice of courses and career, and knowledge of their interest and abilities rather than get bent upon becoming doctors or lawyers because their parent want them to

be that and finally falling out of school as dropout because of inability to do courses required for their choice. Therefore when an individual make the right choice of career he is a happy individual, frustration is reduced in the school and he is very likely to complete the course successfully and get employed at the right job. This reduce under employment and unemployed that is very common today.

three aim of guidance and counseling which are:- first to create a self reliant person who understands his strength and weakness and is able to make a wise choices and decisions without the help at a counselor,” secondly “to help individuals adjust satisfactorily to their society and may be personal features and thirdly,” to make the work very ease to the teachers in the school” Oladele, (1999). To pointed out the three (3) main aims of guidance and counseling’s in school which are

- (1) To help the individual to order his experience
- (2) To help the individual to defined his goals and objective
- (3) To help him defined his value. Williamson, (2000)

Education develops within students the knowledge and skills required to participate in technological activity, to be innovative. Technology Education allows students to investigate and experience the means by which humans meet their needs and wants, solve problems, and extend their capabilities. It is concerned with the essential knowledge and skills needed to develop, produce and use products and services, and how to assess the impacts these activities have on humans and the world. In Technology Education courses, students gain knowledge and skills in the design, production, application, and assessment of products, services, and system

The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition, students gain an understanding of the exciting career opportunities available in technology and what employers require to gain and maintain employment in the 21st century. In short, students are prepared for succeeding in a world influenced by technology.

Technology Education is a key component of a balanced curriculum in Nigeria schools. The Technology Education Essential Knowledge and Skills adopted in 1995 are guidelines to assist communities in planning, developing, and implementing Technology Education programs. They provide a framework that describes what students should know and be able to do in five technology content areas and recommends a coherent sequence of courses for university or high school programs. In Nigeria, Technology Education is organized into five content areas:

- Automobile technology,
- Building technology,
- Electrical/electronic technology,
- Metalwork technology, and
- Woodwork technology.

Although the vocational guidance and vocational education movements developed separately during the early 1900s, they later became closely associated. Today career counseling is recognized as being important for all persons. The basic principle of career counseling and guidance is that a person is better equipped to make occupational plans after determining his or her own characteristics, examining the requirements of various occupations, and matching the two sets of facts with the aid of a skilled counselor. This will provide the basics for trade

selection especially in programme such as the one run by Industrial and Technology Education (I.T.E) department. Of Federal University of Technology (F.U.T) minna.

Various standardized tests and inventories have been developed to measure skills, aptitudes, interests, and other abilities and traits. In addition to school records, job-shadowing techniques, computerized programs, and audiovisuals are also used to assist students with occupational selection.

In Vocational Education, Instructions in skills is necessary for persons who are preparing to enter the labor force and for those that need training or retraining in the technology of their occupation. The tendency of employers to set higher educational requirements, and the need for employees with specialized training have made vocational preparation imperative. Part-time programs are essential in order to provide occupational mobility among workers and to overcome the effects of job obsolescence. In Nigeria, vocational education programs are conducted in public secondary schools and community colleges and are financed in part by federal funds. Other programs are conducted by business and industry, labor organizations, the armed forces, and private vocational-technical schools.

### **Statement of the Problem**

From the over 140 million people in Nigeria, more youths are getting into the educational system, more youths are also graduating, more are getting into the labour market while more are also becoming unemployed, Census, (2006). Some of the manifestations of the failings of both the educational system and the economy are unemployment and underemployment which came as result of poor career guidance, poor exposure to career information's and lack of labour market information as a result of this graduated from the tertiary

institutions with good performances but are in job search for many years. Out of frustration and disappointment, they form gangs of armed robbers, looting and destroying lives and properties. Early identification of one's talent is of great importance as well as early exposure to appropriate information on occupation and labour market trend. Occupational information as needed by the students to solve the problem of occupational choice.

If students are left to choose educational programmes that are not tenable to them, the results will only be frustration and eventual reallocation of talents into alternative and less appropriate choices, not only in educational programme selection but also in occupational choice Napier (2001). This problem occurs when the students are not exposed to occupational information to guide them into appropriate occupations.

### **Purpose of the Study**

The purpose of this study is to identify the relationship between student career guidance and their trade selection in industrial and technology education department

Specifically, the study will

1. Determine the presence of counseling activities available to students of industrial and technology education department.
2. Determine career information available to students of industrial and technology education department.
3. Determine the process of students' trade selection in Industrial and Technology Education department.

## **Significance of the Study**

This project when successfully completed will benefit the students of federal university of technology minna. In the aspect of making good vocational choice which will give them a better place in the word of work and make them productive as well.

It will also bring about internal growth to the economy of the nation because when an individual make a good choice, it will not only benefit the individual but the society i.e community/institution, family, and friends will benefit from the achievement.

And also this will help the individual to be self employed, feel emotionally satisfy, have sense of belonging in the society, serve as a motivation to others in their community and it will help him/her to contribute to the country at large.

## **Scope of the Study**

The scope of this study is limited to the current relationship between students' career guidance and their trade selection in industrial and technology education department in federal university of technology minna. The trades covered are Automobile, Building, Electrical/Electronics, Metalwork, and Woodwork technology.

## **Research Question**

1. What are the counseling activities available to students of industrial and technology education department?
2. What are the career information available to students of industrial and technology education department?
3. What is the process of trade selection by industrial and technology education students?

## **Hypotheses**

The following hypotheses are formulated and will be tested at 0.05 level of significance.

**H<sub>0</sub>** There is no significance difference between the mean responses of the lecturers and students on the available of counseling activities to students of industrial and technology education department.

**H<sub>02</sub>** There is no significance difference between the mean responses of the lecturers and students on the career information available to students of industrial and technology education department

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The Related Literature for the Study are Reviewed below appropriate sub-headings

#### **Conceptual framework**

As regarded as the founder of the vocational guidance movement, Parsons, (1998). He developed the 'talent matching' approach which was subsequently developed into the trait and factor theory of occupational choice within the evolving discipline of differential psychology.

Parsons' core concept was that of 'matching'. He suggested that occupational choice occurs when people have achieved

- First, an individual accurate understanding of their traits (e.g. personal, abilities, aptitudes, interests).
- Second, knowledge of jobs and the labour market;
- And third, made a rational and objective judgement about the relationship between these two groups of facts.

A key assumption is that it is possible to measure both individual talents and the attributes required in particular jobs, which can then be matched to achieve a 'good fit'. It is when individuals are in jobs best suited to their abilities, they perform best and productivity is highest. Two theorists within this broad academic tradition, Rodgers and Holland, have been particularly influential so far as guidance practice in the UK is concerned. Like Parsons, both Rodgers and Holland assumed that matching is at the centre of the process. Vocational choice is viewed essentially as rational and largely devoid of emotions. These choices were also regarded to be 'one-off' events.

In 1995, Alec Rodger published his 'Seven Point Plan'. Originally devised for use in selection interviews, the plan was enthusiastically embraced by guidance trainers and practitioners as a useful model to inform practice. It consists of seven attributes: physical characteristics, attainments, general intelligence, specialized aptitudes, interests, disposition and circumstances. Application of this plan to guidance practice involves first, an evaluation of jobs against these seven attributes; second, assessment of an individual client against these seven attributes to ascertain the extent to which the client is a 'good fit'. Only when there is an acceptable match of the two sets of attributes can a recommendation be made by the guidance practitioner to the client that this is an area worth pursuing. This framework has been used in a number of ways in guidance practice. For example, to assess whether client aspirations for a particular job or career are realistic when reviewed against actual achievements or potential; to generate job ideas for a client who had few or no job ideas; and to analyze jobs, employment and training opportunities.

Working within the same philosophical tradition, Holland (1995, 1997, 1998, 1999) developed an occupational classification system that categorizes personalities and environments into six model types: realistic, investigative, artistic, social, enterprising and conventional. His ideas still fall broadly within the matching tradition established by Parsons (1998), since he proposed:

- First, that each of his six personality types are related to need and individuals can be categorized in one (or more) of these types;
- Second, that work environments can also be classified in this way;

- Third that vocational choice involves individuals searching for work environments that are congruent with their personality type.

Subsequent developments of his theory place more emphasis on the interaction of the individual with their environment and the influence of heredity, Holland, (1995, 1997). Holland noted how he had ‘been renovating the internal structure of his own theory to give it more explanatory power’. He referred specifically to the way in which he had elaborated his typology to include life goals; values, self-beliefs and problem-solving styles, and how the developmental nature of types over the life-span is now incorporated. Osipow & Fitzgerald (1999) consider Holland’s study of vocational selection and behavior to be very comprehensive, within his theoretical framework. They verify how extensive investigations and modifications to the original ideas have been undertaken, yet the theory ‘remained fundamentally unchanged’

Osipow & Fitzgerald, (1999) of Holland’s first theoretical statement, the *Journal of Vocational Behaviour* documented the progression and development of his ideas. In the introduction to this festschrift, Savickas (1999) describes Holland’s contribution as ‘a surpassing achievement in vocational psychology’ Continuing this theme, Gottfredson (1999) describes how Holland’s ‘monumental research, theoretical, and practical contributions have irrevocably altered the manner in which career assistance is delivered around the world’. It seems unquestionable; therefore, that Holland’s ideas have had, and continue to have, a major impact. Undoubtedly, trait and factor approaches to careers guidance in the UK have been enormously influential, since they were first developed up to the present day. How can we account for this?

The dominant influence of differential approaches on the practice of careers guidance in the UK can be explained, partly, by their practical appeal. They provide careers practitioners with a clear rationale and framework for practice. Their role is clearly defined as ‘expert’, with

the specialist knowledge about the labour market as well as with the methods to assess individual suitability and capability for the labour market. the underlying philosophy of differential approaches have suited policy makers since they lend themselves to the servicing of labour market requirements. People perform best in the jobs for which they are best suited. Consequently, it has been embraced enthusiastically by policy makers and barely questioned by the majority of practitioners.

The significant, continuing influence of differential approaches on the practice of careers guidance is acknowledged by Savickas (1997) who claims that: 'Parson's paradigm for guiding occupational choice remains to this day the most widely used approach to career counseling' Krumboltz (1994) concurs, suggesting that most current practice is 'still governed by the three-part theory outlined by Frank Parsons (1998) However, he is critical of Holland's influence, attributing current problems with career counseling to the continuing influence of this approach. These problems include the low prestige of the profession, the lack of fit of careers counseling within a particular academic tradition and the absence of any significant input in educational reform Krumboltz,( 1994,). Increasing, however, the theory is attracting criticism:

Mitchell & Krumboltz (1996) criticize its usefulness in current labour market conditions. Matching assumes a degree of stability in the labour market. The volatility of many occupational environments, together with the increased pressure on individuals to change and adapt to their circumstances makes: 'Trying to place an evolving person into the changing work environment is like trying to hit a butterfly with a boomerang.

Osipow & Fitzgerald (1999) also highlight the failure of the theory to address the issue of change in environments and individuals. Additionally, they draw attention to problems inherent with the theory's associated measures for gender, but regard the most serious limitation to be its

failure to explain the process of personality development and its role in vocational selection Osipow & Fitzgerald, (1999).

There is little research supporting or refuting trait and factor theory itself as a viable theory of career development. Rather, the research that has been done, of which there is a large amount, has related traits and factors to one another or has established the validity and reliability of measurements of traits and factors, Scharf (1997).

- Research designed to evaluate Holland's theory for particular client groups also reveals weaknesses. Although extensive empirical and theoretical investigations have explored the use and relevance of Holland's theory, 'considerably less attention has been devoted to investigating the implications of the theory from a multicultural perspective' Mobley & Slaney (1998). For example, Leong (1998) studied the cross-cultural validity of Holland's (1997) theory in India. Whilst its internal validity was found to be high, results regarding external validity were 'less than encouraging on several fronts. They concluded that their findings suggest that culture specific determinants of occupational choice should be studied as alternatives to the 'Western assumption of vocational interests being the primary determinants'.

In their study of gender differences in Holland's occupational interest types, the limitations for the practical applications of the theory for women was found, concluding that 'counselors may need to re-evaluate Holland advice on consistency and job stability, Farmer, (1998). Sexual orientation is an aspect of Holland's theory that Mobley & Slaney 1998, in particular, they suggest that the relationship between Holland's concept of congruence and gay and lesbian development need to be carefully researched. Another relevant aspect neglected in Holland's ideas is homophobic tendencies both in the workplace and society at large. Despite weaknesses, it is likely that the theory will continue to inform practice.

Osipow & Fitzgerald (1999) suggested that Holland's theory 'will exert an influence on research in career choice for some time and begin to have a growing impact on counseling itself. No viable alternative existed during the first half of this century, and it was not until the 1950's and 1960's that theories originating from different branches of psychology like developmental, behavioural and psychodynamic, together with other academic disciplines such as sociology meant that practitioners had other options.

### **Guidance and Counseling in Learning**

National Council for Geographic Education, (NCGE, 2004). noted that counseling is one of seven guidance activities that assist students to make choices. The other six are as follows: Assessment, Information, Advice, Educational Development Programmes, Personal and Social Development Programmes and Referral. Counseling was defined as 'helping students to explore their thoughts and feelings, and the choices open to them; giving care and support to students learning to cope with the many aspects of growing up'. It was described as being a 'key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis' (NCGE, 2004).

Counseling on an individual basis was seen to be part of the support structure that a school should provide to students and that within the overall time allocated for guidance, adequate time should be given for the counseling function in the guidance programme. Minister Mary Hanafin, then Minister for Education and Science wrote in the foreword to the 2005 report *Delivering Equality of Opportunity In Schools (DEIS) - An Action Plan for Educational Inclusion* that we know that many of the barriers to educational access, progression and attainment lie outside the education system. While we cannot expect our education system to

address all the causes of disadvantage, we can and should expect the system to make special efforts to help everyone reach their full educational potential.

It was emphasized that: (i) Youth should derive maximum personal benefit from the education system. (ii) The needs of the learner and a culture of high expectations to be at the centre of all our actions, Hanafin, (2005). It may seem surprising, therefore, that the role of the guidance counselor was only mentioned once in the report and then only with regard to their ‘particularly important role in advising second-level students on career options and on the related issue of appropriate subject choice’ which was seen to involve ‘the provision of advice on an individual or group basis, as appropriate. However, a number of other documents have been published by the Department of Education and Science, the Institute of Guidance Counselors, the National Guidance Forum and the National Centre for Guidance in Education which focus specifically on the role of the guidance counselor, clarify the meaning of counseling and give guidelines for guidance counselors on best practice in carrying out the counseling aspect of their roles. Central to these is the Education Act, Ireland, (1998).

Many aspects of counseling in school are not well established, including the training and supports available to counselors. There is, however, agreement on the major issues that need to be investigated in relation to school counseling. These include the need for clarification of what school counseling is, the particular aim of school counseling, the models of school counseling that are most appropriate and the importance of the social and educational context. With regard to what school counseling is, attention has been drawn to the many levels at which such counseling can operate, Bagin, (2003).

.The distinguished between ad hoc ‘emotional support’ that school staff provide to students, ‘informal counseling/mentoring’ that occurs alongside other roles and relationships and

‘formal counseling’ involving a young person seeing a school counselor by appointment, Chesterman, (1999). The British Association of Counseling and Psychotherapy (BACP) similarly distinguishes between counseling skills that may be used by school staff and the work of professional counselors, BACP, (2001), emphasizing the contractual nature of the counseling relationship, particularly the ‘planned setting aside of time for the process’ and, in its definition of counseling, emphasizes ‘exploring specific problems, making choices, coping with crises, working through feelings of inner conflict and improving relationships with others.

Other work has emphasized different aspects of counseling. In a detailed treatment of this issue, McGuiness (1998) mentioned two features that were especially significant in the context of school counseling. The first was that it should be the client who is in charge of the process (rather than the counselor) and, secondly, that counseling is about the concerns of people who are not mentally ill (in a psychiatric sense). The latter point is especially important since it forges a link between counseling and the social-emotional development of young people. Some research has drawn attention to the specific assets of a school as a site for counseling, particularly the absence of stigma that may be associated with a specialist service located in a non-school context Bor, (2002).

There is a considerable body of research on different models of counseling in schools. Traditionally, a strongly-held view was that the person-centred approach of Carl Rogers was particularly suited to young people because of the positive experiences of clients and was especially popular in the Sixties and Seventies (Lines, 2002). In more recent times, cognitive behavioural approaches have become well-regarded. Besides its success in other domains, part of the reason for the popularity of CBT in schools is that its underpinnings are consistent with what

students are already familiar with, especially in relation to study, Platts & Williamson,( 2000). Other research has drawn attention to the possibilities of solution-focused brief therapy. For example, it was suggest that the focus on achievable goals helps the client to accept this approach and renders its use in school settings as very appropriate, King & Kellock, (2002). The view has sometimes been expressed that psycho-dynamic therapy is not practical in a school setting, regardless of the skills of the counselor, partly because of the time required for exploration of issues and the requirement of the capacity for analysis and articulation (Lines, 2002) This reflects a consensus in the literature that the actual approach taken is less important than aligning the approach with what is possible in a school context, taking into account the circumstances and constraints.

A major body of research (largely from the US) has examined the impact of school counseling and counselors on student development. It is worth noting that school counseling in the US is not unlike the service in Ireland in the sense that counselors are normally staff members in the school and have other duties, especially in relation to career guidance and preparing students for college entrance tests. A US study by Lapan, Gysbers & Sun (1997) showed that High School students who attended schools where there were comprehensive guidance programmes reported positive school experiences (including higher grades) and students felt that they were better prepared for the future. In addition, there were positive associations between implementation of such programmes and students' feelings of safety and belonging in school, and their perception of more appropriate behaviour on the part of their peers.

Similarly, Nelson & Gardner (1998) found that students in High Schools with fully-implemented counseling programmes rated their overall education as better and had better scores

on college entrance tests than students in other schools in the same state (Utah). Schneider & Stevenson (1999), also in the US, were concerned more with the combination of guidance and counseling. They examined 'misaligned ambitions' i.e., the mismatch between what a students understand about the requirements of a particular occupation and what is actually required. In their study, students in schools with comprehensive counseling programmes (including guidance) were less likely to have misaligned ambitions.

Lapan (2001) carried out a state-wide study. They were interested in the impact of five important indices of safety and the success of well-implemented counseling and guidance programmes. The indices included, as well as grades, students' satisfaction with their education, and perception of safety in school and their relationships with teachers. The results showed that well-implemented programmes were indeed associated with each of these favourable outcomes. The authors of the study conclude that when comprehensive guidance and counseling programmes are implemented, that 'counselors move out of marginalized positions and into essential roles that promote essential objectives for students'.

### **Trade Selection and Placement for Industrial and Technology Education Programme**

The goal of guidance and counseling is to make it possible for an individual to see and explore his or her unlimited endowed options. Many scholars such as Odeck (1999), Ipaye, (1995), Makinde (1998) opined that the major service areas of guidance and counseling are: educational guidance and counseling which assists students in their curriculum and school life choices, vocational guidance and counseling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counseling which assists the individual to behave appropriately in relation to other members of the society.

As part of vocational guidance and counseling programme, career development enables guidance counselors to assist individuals to identify and learn the skills by which they can be more effective in planning for and choosing jobs, in making effective transitions and adjustments to work, and in managing their own careers and career transitions effectively. Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. It is a process of getting ready to choose, choosing, and continuing to make choices (Brown, Brooks, & Associates, 1996).

The National Career Development Association NCDA (1993) noted, "Helping individuals increase self-understanding of their abilities, interests, values, and goals is a vital foundation of the career development process". The NCDA suggested that career development activities help students develop positive work habits (for example, organization, following directions, completing assignments on time), set goals, make informed decisions, identify interests and abilities, and explore jobs (for example, job shadowing, and apprenticeships).

A major turning point in students' lives involves the career choice that they make while in school. Frequently, it is viewed by family and community as a mere start to workplace readiness; however, this decision plays a major role in establishing youth in a career path that opens as well as closes opportunities. Since some students with special needs like those with severe mental retardation may not even complete their education because of their unique characteristics, the guidance counselor should endeavour to assist these students in their career development as early as possible. Therefore, whether school-bound or work-bound, meeting the challenge of this developmental milestone is critical in student' lives. This is why career development plans and activities are important for individuals.

Besides, career development has been described as the way an individual manages his career either within or between organizations. It includes how a person makes effort to learn new skills, and make improvements to help in his career. Individuals with disabilities should not be left out in career development plans. Like other employees, they want to do good jobs, appreciate constructive supervision, enjoy new challenges and want to get ahead. Therefore, educators must seek to understand their unique needs and challenges as well as tackle their problems by ensuring that necessary career information, plans, and activities are put in place. The ultimate goal is to make persons with special needs become adjusted and successful in life.

Career development refers to a developmental process extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total life style. According to Callahan & Garner (1997) career development is a dynamic process that requires individuals to engage in the ongoing assessment, analysis, and synthesis of information about the world of work and self. Career development suggests establishing certain career goals and deciding what criteria may be desirable in attaining the set goals. For instance, industrial and technology education in federal university of technology has five area of studies which require students of the department to major on them as goals. As individuals set career and goals they have better opportunities to become more efficient in their jobs.

Career development refers to both the factors and the processes influencing individual career behaviour and as synonymous with interventions in career behaviour. The term career development, as used in the title of the National Career Development Association (NCDA), had increasingly come to describe both the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape individual career behaviour over the life span, Sears,(1995); and the interventions or practices that are used "to

enhance a person's career development or to enable that person to make more effective career decisions" (Spokane, 1991).

Thus, inherent in the current usage of the term career development are two sets of theories, or conceptual categories, one that explains the development of career behavior across the life span and the other that describes how career behaviour is changed by particular interventions.

Renowned scholars have developed theories that describe manners in which adolescents make choices about career development. In other words, researchers tend to explain why and how adolescents choose the careers of their choice. For instance, Holland's personality type theory centred on the notion that people fit into one of six personality types namely, realistic, investigative, artistic, social, enterprising, and conventional (RIASEC). He maintained that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, while taking on enjoyable problems and roles, Holland (1995).

Super (1996, 1997) propounded a career self-concept theory. According to Super an individual's self-concept plays a central role in his or her career choice. Super believes that it is during adolescence that individuals first construct a career self-concept. Super talks of crystallization phase when the adolescents develop ideas about work that mesh with their already existing global self-concept. Next is the specification phase. This is when the adolescents narrow down their choices and initiate behaviour that enables them to enter some type of career. The implementation phase is when the adults complete their education or training and enter the world of work. The stabilization phase is when a specific, appropriate career is made and finally when the individuals seek to advance their careers and to reach higher status positions. This phase is

called consolidation. For Super, a time perspective was always centrally important to the career development process:

“It has always seemed important to maintain three time perspectives: the past, from which one has come; the present, in which one currently functions; and the future, toward which one is moving. All three are of indisputable importance, for the past shapes the present and the present is the basis for the future. But if I were forced to declare a preference in orientation to time, it would be for the future - even after more than fifty years of work experience “(Super, 1990).

In 1996, Krumboltz developed the Learning Theory of Careers Choice and Counseling (LTCC) to provide 'a guide to practicing career counselors who want to know what they can do to help people troubled with a variety of career-related concerns'. Mitchell & Krumboltz (1996) identified four fundamental trends with which people must cope when making career choices in modern society and with which careers counselors must help.

First, people need to expand their capabilities and interests. Therefore, counselors should assist clients to explore new activities, rather than routinely directing them on the basis of measured interests that reflect limited past experiences. Second, people need to prepare for changing work tasks: As a result, learning new skills for the changing labour market can be very stressful for clients. Counselors have a role to play in helping them cope with stress as they learn to develop new skills on an ongoing basis. Third, people need to be empowered to take action. In other words, many issues relevant to career decisions are often overlooked in guidance practice (for example, a family's reaction to taking a particular job). This could cause a fear of the decision making process (referred to by Krumboltz as 'zeteophobia') or cause delay in making a decision. Counselors need to be prepared to help with these issues as well as providing effective

support during the exploration process. Fourth, career counselors need to play an extended role. This entails that career and personal counseling should be integrated. Issues such as burnout, career change, peer relationships, obstacles to career development and the work role itself together with its effect on other life roles are examples of potential problems that should attract the support of the careers practitioner.

As identified by the theories of career choice highlighted above, one major variable that affects how people choose their occupations is personality traits. Holland (1995) argued that the choice of an occupation is an expression of personality and members of an occupation share similar personality characteristics. Career interest is a second factor that affects the choice of a career. An interest may be conceived in terms of an activity which an individual engages in for the interest of it without deserving for an external reward. The reward is in the performance of the activity the person does. Personality and interest are not the only criteria for choosing a career. An individual's aptitude and intellectual abilities are equally of great importance. An aptitude is a potential for success in an area after undergoing some training but a layman may define aptitude as a flair for something. The context in which people live, their personal aptitudes, and educational attainment are other things that do influence people's career choice. (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

Similarly, skills and values also affect peoples' choices. Values are the guiding principles that are ordered in importance and serve as standards for judging and justifying actions (Schwartz, 1992). In addition, Osakinle & Adegoroye (2008) identified factors that influence adolescents' choice of career as: sex, location of choice maker, environment, school influence (peer and curriculum content), and religious affiliation, child rearing and family values.

In the opinion of Morris & Levinson (1995); Pierce, McDermott, & Butkus, (2003), although intelligence is associated with career maturity and the development of decision making skills, factors other than skills, abilities, and personality play a major role in career development and satisfaction for people with mental retardation. Factors such as interests, social opportunities, emotional rewards, and economic benefits influence career choices (of most adolescents, including those with cognitive limitations) (Szymanski, Hershenson, Enright, & Ettinger, 1996).

In addition, Krumboltz, Mitchell & Jones (1998) opened that there are four factors that affect career choice of individuals. These are: genetic endowment and special abilities (such as race, gender, physical appearance and characteristics), environmental conditions and events (like social, cultural & political; economic forces; natural forces & natural resources), learning experiences (instrumental learning experience which consists of: preceding circumstances/stimulus; behavioural responses (overt and covert); consequences, associative learning experience, and task approach skills (personal standards of performance; work habits; emotional responses).

### **Human and capital development**

Human capital is a theory which displayed the role of investment in education in order to boost economic and social achievements. Investment can be seen as a role to prepare facilities or as financial contributions to increase the quality of education. Education on the other hand is a process to create potential and talent. In other words, education is also intended to train, discipline and reveal one's ability. This means that education and the increase of productive workers among students is a form of human investment. Besides that, human capital is also regarded as labour input needed for a country's economic growth and development. Planning, investment and educational development involved economical aspects such as formal and

informal education and non-economical aspects such as attitude influential factor and one's reliability, Schultz (1998). Schultz also stressed out that investment in education is not a waste. In fact it is very useful to increase workers' productivity and a nation's economy. This is because education enhancement among the workforce will produce quality workers besides increasing production of the country. The effect could be seen in term of its economical gain towards the nation.

The believed that the heights of workforce production have positive relationship with the educational and training form in which the higher the educational and training form a person gets, the higher the productivity achievement of an individual Becker (1992; 1996). This theory will be the basic understanding in choosing the skills required by employees or trainees where in the end of it they will be able to identify the effects of the skill selection. Becker (1996) explained that education and training received through knowledge delivery and useful skill presentations would be able to increase employees' productivities and at the same time lead to the increase of incomes which could improve employees' life.

Other than that, Becker also stated that motivation and dedication in performing duties is a worker's productivity whereas income becomes the motivation to work hard and aspiration in a career. Human capital is also a determiner for individuals' or employees' income which could be related to certain facts such as individuals who have higher education are easier to get jobs. Besides that, employees' education and training have an important relationship with the level of production. This is because education and training are lifelong learning process and function as the key to produce qualified and skilled human capital. Education and training are also strategies to prepare source of labour which could develop the socioeconomic (Abdul, 2006). Apart from

that, human capital also influenced one's level of maturity, personality, and steadiness that could bring success in the field that the person is involved (Rahmah, 1996).

According to Lange & Topel (2004), a person with great skills will be able to increase employers or the workplace productivity. Therefore, the application of human capital towards every person will most likely increase economic productivity. This research lays emphasis on the usage of human capital theory in order to constitute soft skills required by current employers and industries. Human capital theory clarifies that the formation and implementation of soft skills or employability skills at this point in time would leave a great impact on students who will soon enter the working world. Employability skill is a non-technical skill. This skill consists of the characteristics required by employers. Another criteria required by employers in employees is the technical ability. The characteristics of employability skill are reading, counting (basic arithmetic), and other skills such as problem solving, decision making, broad mind, trustable, good attitude, able to cooperate and effective (Buck & Barrick, 2002).

According to Robinson (2000), employability skill is not similar to an occupation or technical skill. This skill derives naturally compared to job specifications and consists of all types of industries, business sizes and phases of occupation. Apart from that, Robinson also stated that employability skill is the basic skill needed for one to get a job and enable him or her to carry out duties well. This skill is closely related with attitudes and actions. For instance, employees must cooperate with senior employees' apart from voicing out their opinions, suggestions and to come up with decisions.

Fugate, (2004) provide a conceptual definition of employability skill in which it is a form of an active adjustment of individuals towards certain occupations until they could identify and recognize existing career opportunities in the work place. Employability skill could also assist

employees to adjust themselves towards various changes and to increase working abilities which suit the working environmental needs.

### **Guidance and Curriculum development**

Research reviewed illustrate that structured developmental guidance curriculum at the elementary and middle school levels promote knowledge about wellness, increased self-esteem, and strengthen peer relationships (Omizo & D'Andrea, 1994; Walsh-Bowers, 1995). More interesting, and perhaps salient, is research by Hadley (1996) and Lee (1998) findings that classroom guidance activities had a more positive influence on academic achievement than on measures of self-esteem (with follow-up studies finding this effect to be consistent).

Further studies indicate that curriculum lessons focusing on study skills resulted in dramatic increases in students' standardized test scores, although the study was designed to promote self-efficacy, awareness of metacognitive skills and knowledge of learning styles (Carns & Carns, 1997). And perhaps most important for Iowa's schools is the finding by D'Andrea & Daniels (1995) showing that guidance curriculum focusing on multicultural acceptance was effective in promoting and strengthening social development with elementary students from diverse backgrounds. High school guidance curriculum research largely focuses on an integration of guidance curriculum with core academic components of the students program of study. For example, merging career guidance unit with a language arts unit results in positive outcomes not only for the students but also for the counselors and English teachers working cooperatively to deliver the curriculum (Hughey, Lapan & Gysbers, 1996).

Further, the unit outcomes from the research show that students attained goal competencies related to planning and developing careers (i.e., exploring possible careers, how to prepare for a career, post graduate planning, etc.) Also, important gender differences related to career planning were discovered which provide valuable information for counselors planning career related activities. Last, the study concludes that all students' vocational identity increased as a result of the unit (Lapan, Gysbers & Hughey & Arni, 1996).

In the domain of personal behavior, a study by Schlossberg, Morris and Lieberman (2001) indicate that counselor-led, developmental guidance units presented in high-school classrooms have the potential to improve students' expressed behavior and general school attitudes, while addressing their developmental needs. And, other studies conclude that guidance curriculum lessons focusing on test preparation were very effective in promoting academic achievement and student self-efficacy, as well as enhancing the learning environment (Gerler, 1995; Gerler, Drew, & Mohr, 1996; Rathvon, 1998). The results indicate individual planning interventions can have a positive impact on the development of students' career plans.

These range from enhancing vocational maturity with 9th graders (Drodge & Sumarah, 1995), to promoting math and science career awareness with middle school students while specifically examining the gender effects (Fouad, 1995), to researching the effectiveness of courses designed to enhance career decision making of high school students and their parents (Palmer & Cochran, 1995; Savickas, 1997; Kush & Cochran, 1998; Peterson, Long, & Billups, 1998). Others indicate success at increasing significantly the overall career maturity scores of special populations (minorities, gifted, learning disabled and at-risk students) to include diminishing gender stereotyping in occupation choices (Kerr & Ghrist-Phiebe, 1988; Dunn & Veltman, 1989; Hutchinson, Freeman, Downey, & Kilbreath, 1992; Hong, Whiston & Milgram,

1993). These reviews indicating the effectiveness of career intervention via the Individual Planning component of the comprehensive guidance program are consistent with other previous reviews. Thus, not only can counselors working within the comprehensive program deliver these services with confidence, they can also be assured that providing them to all students, without exception, and their parent(s) will be successful.

### **Summary of the Literature Review**

The insight into the career choice process as well as factors that theoretically influence career choice. Social learning theory explains how educational and occupational preferences and skills are acquired and how selection of courses, occupations, and fields of work are made. The theory identifies the interactions of genetic factors, environmental conditions, learning experiences and task skills. It is posited that each of these influencers plays a part in all career decisions that are made, but different combinations of interactions of the influencers produce a multitude of different career choices that individuals make.

Since the level of happiness an individual exudes in life is closely related to the type of career the person chooses, and other career development activities relating to job retention and advancement, guidance counsellors must endeavour to expose their students to several career development activities in order to help them to successfully, choose occupations, prepare for, enter into and progress in them. Many issues relevant to career decisions are often overlooked in guidance practice (for example, a family's reaction to taking a particular job). This could cause a fear of the decision making process (referred to by Krumboltz as 'zeteophobia') or cause delay in making a decision. Practitioners need to be prepared to help with these issues as well as providing effective support during the exploration process.



## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the procedures used to carry out the study. The chapter focuses on the research design, area of study, population, sample, instrument data collection, validation of the instrument, administration of the instrument method of data analysis and the decision rule.

#### **Research Design**

The research design that was used in this study is survey research. Nworgu (1998) stated that a survey research is the one which a group of people or items is studied by collecting and analyzing data only from few people considered to be representative of the entire group. This study is of survey research design because it involves the use of questionnaires to collect necessary data from lecturers and students in order to determine the relationship between student career guidance and their trade selection in industrial and technology education department of federal university of technology minna.

#### **Area of study**

This study is being carried out at the department of industrial and technology education of the federal university of technology minna, and does not involve any other department or section of federal university of technology minna.

#### **Population of the study**

The population of the study was twenty, (20) lecturers and two hundred and thirty (230) students of industrial and technology education department of federal university of technology minna. A total of 250 respondents were used for this study. This will be obtained through the administration of two hundred and fifty (250) questionnaires which was administer and collected by the researcher immediately from the respondents. Two hundred and thirty (230) student's

responses and twenty (20) responses from lecturers in industrial and technology education department of federal university of technology minna. There was no sampling procedure. All the two hundred and fifty (250) subjects were used for the study.

### **Instruments for data collection**

The instrument for data collections was questionnaire designed by the researcher. The questionnaire contained 41-items questions. The questionnaire contains two sections, A and B. section A contains personal data of the respondents while section B comprises of 41-item under the research. Questions and responses made is on a four-point rating scale of Strongly Agree (S.A), Agree (A), Disagree (D) and Strongly Disagree (S.D). The respondents were requested to indicate by ticking (√) the most appropriate options in the space provided in the response column

### **Validity of instrument**

In order to ascertain the validity of the instrument, the first draft of the questionnaire was presented to the researcher's supervisor and three other lecturers, from the department of industrial and technology education that are not involved in this study for corrections before administered on the field to the respondent.

### **Administration of Instrument**

The researcher administered questionnaire to the respondents and collect back the completed questionnaire immediately after completion. It was administered to lecturers and students and the respondents understood the items of the instrument.

I had personal contact with respondents. Both the administration and collation of the completed questionnaire will be analyzed by the researcher.

## Method of data Analysis

The data collected by the researcher was analyzed using mean, standard deviation and t-test tested at 0.05 level of significance.

The four point rating scale was used with response option as;

Strongly agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

The acceptance level for the points rating items are;

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4}$$

=2.50 and above is being rated Agree and 2.49 Disagree which is below the mean score.

## Decision Rule

To determine the acceptance, the mean score of 2.50 is used as the cutoff point; this implies that any response with a mean of 2.50 and above is considered agreed, while response from 2.49 and below is considered disagreed. The four scale was used to analyzed the response as shown below.

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

The formula below will be used to analyzed the data collected

$$\text{Mean } (\bar{x}) = \frac{\sum x}{N}$$

$\Sigma$  = sum of normal value option.

$\bar{x}$  = mean

N = numbers of item

## CHAPTER IV

### PRESENTATION AND DATA ANALYSIS

This chapter deals with the presentation and analysis of data with respect to the research questions formulated for this study, the result of this data analysis for the research questions are presented as follows.

#### Research Question 1

What are the counseling activities available to students of Industrial and Technology Education Department?

**Table 2: Mean responses of students and lecturers on the counseling activities available to students of industrial and technology education department**

S/N	ITEMS	X <sub>1</sub>	X <sub>2</sub>	X <sub>t</sub>	Remarks
1	Counselor are committed to the educational and emotional development of student	3.06	3.10	3.08	Agree
2	Counselor helps student to master the educational standards	3.10	3.15	3.13	Agree
3	Counselor delivers a comprehensive school guidance and counseling program to every student	2.96	3.00	2.98	Agree
4	Counselor aligns the school counseling program with the mission and vision of the school's Comprehensive Education Plan	2.99	3.05	3.02	Agree
5	Counselor facilitates Crisis Management and Intervention	2.67	2.85	2.76	Agree
6	Counselor enforces the mandates of student Abuse and Maltreatment	2.55	2.60	2.58	Agree
7	Counselor helps to ensure the rights of Students	2.99	2.85	2.92	Agree
8	Educates and upholds rules and regulations as stated in the school's regulations	3.04	3.10	3.07	Agree
9	Counselor help students to make critical and creative thinking	3.46	3.65	3.56	Agree
10	Supports teachers in their work with students	3.20	3.30	3.25	Agree
11	Promotes successful student transition from grade level to grade level	2.74	2.80	2.77	Agree
12	Counselor teaches students mediation and conflict resolution	2.12	2.20	2.16	Disagree
13	Counselor encourages positive motivation and aspiration	3.03	3.00	3.02	Agree
14	Engages parents in educational and career planning for their children	3.15	3.20	3.18	Agree
15	Counselor provide skills necessary for student success in school	2.28	2.35	2.32	Disagree

## **Key**

**N1** = Numbers of students (230), **N2**= Numbers of lecturers (20), **X** = Mean of students,

**X2** = Mean of lecturers, **Xt** = Average mean of students and lecturers

The data presented in Table two revealed that the respondents agree with all the items with mean score ranging between 2.58-3.56 and disagree with the items on 12 and 15 with mean score of 2.16-2.32.

## **Research Question 2**

What are the career information available to students of industrial and technology education department?

**Table 3:**

**the mean responses of the students and lecturers on the career information available to students of industrial and technology education department.**

S/N	ITEMS	X <sub>1</sub>	X <sub>2</sub>	X <sub>t</sub>	Remarks
16	Provide orientation to student concern the world of work.	3.67	3.80	3.74	Agree
17	Students are well informed about career opportunities.	3.09	3.15	3.12	Agree
18	Students understand the challenges of entering into occupation.	2.97	2.90	2.94	Agree
19	Student knows the characteristic of the occupations in ITE.	3.05	2.95	3.00	Agree
20	Students have access to career centre.	1.70	1.55	1.63	Disagree
21	Technology education journals and article.	2.19	2.25	2.22	Disagree
22	Information through ex-Student of technology education and see what they are doing in the world of work.	2.88	2.75	2.82	Agree
23	Students are to attend vocational conferences.	3.15	3.05	3.10	Agree
24	Students are involved in teamwork and technology exhibition as well as opportunities for the application of skills.	2.90	2.95	2.93	Agree
25	Information through industry and business firm.	3.03	3.10	3.07	Agree
26	Counselors provide students and parents/guardians with accurate information about the world of work.	3.06	3.05	3.06	Agree
27	The education and career planning process helps students create meaningful college and career plans.	2.88	2.85	2.87	Agree
28	School counselors help students identify their interests and abilities.	2.75	2.60	2.68	Agree
29	School counselors help students to create schedules that reflected their individual abilities, interests, and future goals.	2.28	2.45	2.37	Disagree
30	The School Counseling program ensures that students receive career awareness, exploration, planning and application.	3.01	2.80	2.91	Agree
31	The counselor includes career development process and instruction during counseling	2.96	2.70	2.83	Agree
32	Students are exposed to a wide range of career options as part of guidance on curriculum	2.89	2.95	2.92	Agree

The data presented in table three revealed that the respondents agreed with all the items with mean score ranging between 2.68-3.74 and disagree with the items on 20, 21 and 29 with mean score of 1.63-2.37.

### Research Question 3

What is the process of student trade selection in Industrial and Technology Education Department?

**Table 4:**

**the mean responses of students and lecturers on the process of trade selection by industrial and technology education department**

S/N	ITEMS	X <sub>1</sub>	X <sub>2</sub>	X <sub>t</sub>	Remarks
33	Students make preference choice of trade.	3.69	3.70	3.70	Agree
34	Students are placed into a trade based on choice.	2.61	2.50	2.56	Agree
35	Students are placed into a trade based on their performance in the trade.	3.26	3.25	3.26	Agree
36	Students are placed into a trade based on their o'level subject result.	3.03	3.10	3.07	Agree
37	Students are placed into a trade based on chance.	1.75	1.65	1.70	Disagree
38	Students are placed into a trade based on randomization.	1.66	1.75	1.71	Disagree
39	Students are placed into a trade based on trade course study in previous school.	3.59	3.10	3.35	Agree
40	Students are placed into a trade based on strength in a course.	3.40	3.30	3.35	Agree
41	Uses data informed practice to increase opportunity and promote achievement	3.00	3.15	3.08	Agree

The data presented in table four revealed that the respondents agreed with all the items with mean score ranging between 2.56-3.70 and disagree with the items on 37 and 38 with mean score of 1.70-1.71.

## Hypothesis one

There is no significance difference between the mean responses of the lecturers and students on the available of counseling activities to students of industrial and technology education department.

**Table 5:**

**t- test analysis of students and lecturers regarding the available of counseling activities to students of industrial and technology education department.**

S/N	ITEMS	X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>	T-cal	Remarks
1	Counselor are committed to the educational and emotional development of student	3.06	0.81	3.10	0.62	-0.27	NS
2	Counselor helps student to master the educational standards	3.10	0.70	3.15	0.48	-0.43	NS
3	Counselor delivers a comprehensive school guidance and counseling program to every student	2.96	0.70	3.00	0.71	-0.24	NS
4	Counselor aligns the school counseling program with the mission and vision of the school's Comprehensive Education Plan	2.99	0.41	3.05	0.74	-0.36	NS
5	Counselor facilitates Crisis Management and Intervention	2.67	0.79	2.85	0.73	-1.05	NS
6	Counselor enforces the mandates of student Abuse and Maltreatment	2.55	0.61	2.60	0.86	-0.25	NS
7	Counselor helps to ensure the rights of Students	2.99	0.75	2.85	0.73	0.82	NS
8	educates and upholds rules and regulations as stated in the school's Regulations	3.04	0.46	3.10	0.70	-0.38	NS
9	Counselor help students to make critical and creative thinking	3.46	0.84	3.65	0.65	-1.22	NS
10	Supports teachers in their work with students	3.20	0.57	3.30	0.56	-0.76	NS
11	Promotes successful student transition from grade level to grade level	2.74	0.82	2.80	0.75	-0.34	NS
12	Counselor teaches students mediation and conflict resolution	2.12	0.54	2.20	0.75	-0.47	NS
13	Counselor encourages positive motivation and aspiration	3.03	0.43	3.00	0.71	0.19	NS
14	Engages parents in educational and career planning for their children	3.15	0.79	3.20	0.81	-0.27	NS
15	Counselor provide skills necessary for student success in school	2.28	0.68	2.35	0.65	-0.46	NS

**Key**

N1 = Numbers students (230), N2 = Numbers of lecturer (20), S.D1= standard deviation of students, S.D2 = standard deviation of lecturers, t= t-test value of students and lecturer, S= Significant, NS= Not significant.

The analysis in table 5: showed that the t-cal values of all the fifteen 15 items were below the t-cal value which is  $\pm 1.96$ . Therefore, the null hypothesis was accepted for each of the 15 items. This implies that there is no significant difference for the items accepted in the mean ratings of students and lecturers concerning the available of counseling activities to students of industrial and technology education department.

**Hypothesis two**

There is no significance difference between the mean responses of the lecturers and students on the career information available to students of industrial and technology education department.

**Table 6:**

**t- test analysis of students and lecturers regarding the career information available to students of industrial and technology education department.**

S/N	ITEMS	X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>	T-cal	Remarks
16	Provide orientation to student concern the world of work.	3.67	0.81	3.80	0.51	-1.05	NS
17	Students are well informed about career opportunities.	3.09	0.70	3.15	0.48	-0.52	NS
18	Students understand the challenges of entering into occupation.	2.97	0.70	2.90	0.70	0.44	NS
19	Student knows the characteristic of the occupations in ITE.	3.05	0.41	2.95	0.86	0.52	NS
20	Students have access to career centre.	1.70	0.79	1.55	0.74	0.85	NS
21	Technology education journals and article.	2.19	0.61	2.25	0.70	-0.37	NS
22	Information through ex-Student of technology education and see what they are doing in the world of work.	2.88	0.75	2.75	0.77	0.72	NS
23	Students are to attend vocational conferences.	3.15	0.46	3.05	1.12	0.39	NS
24	Students are involved in teamwork and technology exhibition as well as opportunities for the application of skills.	2.90	0.84	2.95	0.50	-0.41	NS
25	Information through industry and business firm.	3.03	0.57	3.10	0.44	-0.65	NS
26	Counselors provide students and parents/guardians with accurate information about the world of work.	3.06	0.82	3.05	0.80	0.05	NS
27	The education and career planning process helps students create meaningful college and career plans.	2.88	0.54	2.85	0.85	0.15	NS
28	School counselors help students identify their interests and abilities.	2.75	0.43	2.60	1.02	0.63	NS
29	School counselors help students to create schedules that reflected their individual abilities, interests, and future goals.	2.28	0.79	2.45	0.67	-1.06	NS
30	The School Counseling program ensures that students receive career awareness, exploration, planning and application.	3.01	0.68	2.80	1.08	0.86	NS
31	The counselor includes career development process and instruction during counseling	2.96	0.81	2.70	0.78	1.44	NS
32	Students are exposed to a wide range of career options as part of guidance on curriculum	2.89	0.70	2.95	0.74	-0.34	NS

The analysis in this table 6: showed that the t-cal values of all the seventeen items were below the t-cal which is  $\pm 1.96$ . Therefore, the null hypothesis was accepted for each of the 17 items. This implies that there is no significant difference for the items accepted in the mean ratings of students and lecturers concerning the career information available to students of industrial and technology education department.

## **FINDINGS**

Based on the data collected and analyzed, the following findings were made according to the research questions raised for the study.

Findings related to the counseling activities available to students of industrial and technology education department

Counselor are committed to the educational and emotional development of student, Counselor helps student to master the educational standards, Counselor helps to ensure the rights of Students, Supports teachers in their work with students, Promotes successful student transition from grade level to grade level and Counselor encourages positive motivation and aspiration.

Findings related to the career information available to students of industrial and technology education department.

Provide orientation to student concern the world of work, Students are well informed about career opportunities, Students understand the challenges of entering into occupation, School counselors help students identify their interests and abilities, The counselor includes career development process and instruction during counseling and Students are exposed to a wide range of career options as part of guidance on curriculum.

Findings related to the process of trade selection by industrial and technology education students

Students make preference choice of trade, Students are placed into a trade based on choice, Students are placed into a trade based on their performance in the trade, Students are placed into a trade based on their o'level subject result, Students are placed into a trade based on trade course study in previous school, Uses data informed practice to increase opportunity and promote achievement.

## **DISCUSSION OF THE FINDINGS**

The discussion of the findings are based on the research questions raised for the study.

The findings from table 2 indicate that Counselor are committed to the educational and emotional development of student. This is in line with Saka (1996), who said through counseling the potentials and limitations in the individual can be pointed out to them. This help to reduce aggressiveness and delinquent behaviors which in turn reduces riot and student disturbances in school. It also help to guide the individual in their choice of courses and career, and knowledge of their interest and abilities rather than get bent upon becoming doctors or lawyers because their parent want them to be that and finally falling out of school as dropout because of inability to do courses required for their choice. Therefore when an individual make the right choice of career he is a happy individual, frustration is reduced in the school and he is very likely to complete the course successfully and get employed at the right job. This reduce under employment and unemployed that is very common today.

The findings also revealed that Counselor helps student to master the educational standards. This was supported by Oladele, (1999) who pointed out three aim of guidance and counseling which are:- first to create a self reliant person who understands his strength and weakness and is

able to make a wise choices and decisions without the help at a counselor,” secondly “to help individuals adjust satisfactorily to their society and may be personal features and thirdly,” to make the work very ease to the teachers in the school”. According to Williamson, (2000) pointed out the three (3) main aims of guidance and counseling’s in school which are

- (4) To help the individual to order his experience
- (5) To help the individual to defined his goals and objective
- (6) To help him defined his value.

The study revealed that, Promotes successful student transition from grade level to grade level. A US study by Lapan, Gysbers & Sun (1997) showed that High School students who attended schools where there were comprehensive guidance programmes reported positive school experiences (including higher grades) and students felt that they were better prepared for the future. In addition, there were positive associations between implementation of such programmes and students’ feelings of safety and belonging in school, and their perception of more appropriate behaviour on the part of their peers.

Findings from table 3 indicated that by providing orientation to student concern the world of work. This is inline with Odeck (1999), Ipaye, (1995), Makinde (1981) opened that the major service areas of guidance and counseling are: educational guidance and counseling which assists students in their curriculum and school life choices, vocational guidance and counseling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counseling which assists the individual to behave appropriately in relation to other members of the society.

The findings also revealed that school counselors help students identify their interests and abilities. This is in line with Napier (1995) who stated that if students are left to choose educational programmes that are not tenable to them, the results will only be frustration and eventual reallocation of talents into alternative and less appropriate choices, not only in educational programme selection but also in occupational choice. This problem occurs when the students are not exposed to occupational information to guide them into appropriate occupations.

Findings from the study also indicated that counselor includes career development process and instruction during counseling. This was supported by Nelson & Gardner (1998) who said that students in High Schools with fully-implemented counseling programmes rated their overall education as better and had better scores on college entrance tests than students in other schools in the same state (Utah). Schneider & Stevenson (1999), also in the US, were concerned more with the combination of guidance and counseling. They examined 'misaligned ambitions' i.e., the mismatch between what a students understand about the requirements of a particular occupation and what is actually required. In their study, students in schools with comprehensive counseling programmes (including guidance) were less likely to have misaligned ambitions.

Findings from table 4 indicated that students are placed into a trade based on their performance in the trade. This is supported by Alec Rodger (1995) who published his 'Seven Point Plan'. Originally devised for use in selection interviews, the plan was enthusiastically embraced by guidance trainers and practitioners as a useful model to inform practice. It consists of seven attributes: physical characteristics, attainments, general intelligence, specialized aptitudes, interests, disposition and circumstances. Application of this plan to guidance practice involves first, an evaluation of jobs against these seven attributes; second, assessment of an

individual client against these seven attributes to ascertain the extent to which the client is a 'good fit'. Only when there is an acceptable match of the two sets of attributes can a recommendation be made by the guidance practitioner to the client that this is an area worth pursuing. This framework has been used in a number of ways in guidance practice. For example, to assess whether client aspirations for a particular job or career are realistic when reviewed against actual achievements or potential; to generate job ideas for a client who had few or no job ideas; and to analyze jobs, employment and training opportunities.

Findings from the study indicated that, Uses data informed practice to increase opportunity and promote achievement. This was supported by Lapan (2001) who carried out a state-wide study. They were interested in the impact of five important indices of safety and the success of well-implemented counseling and guidance programmes. The indices included, as well as grades, students' satisfaction with their education, and perception of safety in school and their relationships with teachers. The results showed that well-implemented programmes were indeed associated with each of these favourable outcomes. The authors of the study conclude that when comprehensive guidance and counseling programmes are implemented, that 'counselors move out of marginalized positions and into essential roles that promote essential objectives for students'.

## CHAPTER V

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary of the Study

Counseling is an integral part of any organization which leads to human development, academic success and job satisfactory.

The counseling unit in federal university of technology minna to industrial and technology education department in particular, would be of more benefit to the students if proper attention is given to orientate the students and make them to understand the nature of the world of work and how they could be self reliant.

The study consider the counseling needs of students by determine the presence of counseling activities available to students of industrial and technology education, determine career information available to students of industrial and technology education department and determine the process of students trade selection by Industrial and Technology Education department

The related literature for the study was review with some of the headings as; Conceptual framework, guidance and Counseling in Learning trade Selection and Placement for Industrial and Technology Education Programme human and capital development and guidance and Curriculum development.

The study used a survey research approach to find out the counseling activities available to students of Industrial and Technology education department, the career information available to students of Industrial and Technology Education department and the process of students' trade

selection by industrial and technology education department. Forty one items were generated in the questionnaire to elicit lecturers and students responses and the questionnaire was validated by 3 lecturers in the Department of Industrial and Technology Education. A total of 250 validated questionnaires were issued to 20 lecturers and 230 students in Industrial and Technology Education Department. The instrument for data collection was analyzed using mean, standard deviation and t-test. However the project will not be complete without reflecting on Oladele, (1999) who pointed out three aim of guidance and counseling which are:- first to create a self reliant person who understands his strength and weakness and is able to make a wise choices and decisions without the help at a counselor,” secondly “to help individuals adjust satisfactorily to their society and may be personal features and thirdly,” to make the work very ease to the teachers in the school

### **Implication of the Study**

The findings of this study have certain implication on the intelligence which is associated with career maturity and the development of decision making skills, factors other than skills, abilities, and personality play a major role in career development and satisfaction for people with mental retardation. Factors such as interests, social opportunities, emotional rewards, and economic benefits influence career choices.

The findings of the study will have implication on how counselors helping the students to cope with stress as they learn to develop new skills on an ongoing basis. Third, people need to be empowered to take action. In other words, many issues relevant to career decisions are often overlooked in guidance practice (for example, a family’s reaction to taking a particular job). This could cause a fear in the mind of student.

## **Conclusions**

In conclusion it was discovered from the study that the current counseling programme in federal university of technology is not gaining the attention of both lecturers and students this is in reference to other part of the world where lecturers encourage students with low grade to see the school counselor for guidance on how to improve their grade and the possibility of the world of work and majorly on trade selection which has affect graduate in our nation as a result of wrong trade entered during their school day. However with this study, when put into practice will bring about improve in the quality of graduate from our schools and also boost employability.

## **Recommendations**

1. School authority and department should put effort together towards improving the guidance/counseling programme in the school.
2. School authority should organized seminars works and workshop toward enlightening students on the importance of guidance and counseling programme.
3. Lecturers should cooperate with school guidance and counseling unit by referring students with low grade to the unit.
4. Student should be trained on the need to be innovative on the job so as to be able to transfer and apply knowledge in varying situations.

## **Suggestion for Further Research**

Based on the findings of the study, the following suggestions were made for the study.

1. Incorporate guidance and counseling programme in the school curriculum.
2. Investigation of the best method of guidance and counseling
3. Developing a mechanism that will enable students to acquire and develop modern working skills needed to secure their job.

4. Integrating information and communication technology into guidance and counseling programme for effective performance.

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