



VOCATIONAL GUIDANCE AND COUNSELING: FOCUS OF EXTENT OF ITS NEED IN SECONDARY SCHOOLS IN IMO STATE OF NIGERIA

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Cite this article:

Okeke, C. K., Ezemoyih, C. M., Angela, E., Christain, N., Rosekate, N. U. (2025), Vocational Guidance and Counseling: Focus of Extent of its Need in Secondary Schools in Imo State of Nigeria. British Journal of Education, Learning and Development Psychology 8(2), 34-50. DOI: 10.52589/BJELDP-6JDY2MIG

Manuscript History

Received: 11 Mar 2023

Accepted: 17 Jul 2023

Published: 4 Jun 2025

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ABSTRACT: *This study aimed at examining the extent of the need for Vocational guidance in Secondary schools in Imo State. The study adopted a descriptive survey. The population for the study was made up of 105 students randomly selected from 98 public secondary schools across the three education zones in Imo State. Five research questions guided the study. A questionnaire named (ENVGSS) extent of Need for Vocational Guidance in secondary school was used for data collection. The questionnaire was validated by three experts from the Department of Measurement and Evaluation, Alex Ekwueme Federal University Ndufu Alike Ikwo, Ebonyi State, and the instrument yielded .82, .95, .85, .93, and .92, which means that the instrument measured what it supposed to measure. It was recommended that students should be provided with adequate Vocational guidance to enable them to acquire enough occupational information so as to enable them to make correct occupational choices and decisions. It was concluded that vocational guidance should be provided adequately to secondary school students in the Imo state of Nigeria.*

KEYWORDS: Vocational, Guidance, Counseling, Secondary Schools.



INTRODUCTION

Vocational guidance is not a new phenomenon in the educational system. In developed nations like the United States of America (Anselem 2010), vocational guidance has been an old educational program. However, In Nigeria, early educational policies made little or no provision Denga 2013 for vocational guidance and counselling in its curriculum. Still, nowadays, Vocational guidance and counselling have been accorded full recognition in the Nigerian education system. This is proved by its inclusion in the National policy on education (FGN, 2004), section 10, paragraph 84, which states as follows; " In view of the apparent ignorance of many people career prospects and personality maladjustment among school children, Career officers, Counselors will be appointed in secondary schools, since qualified personnel in this category is scare. The government will continue to make provisions for the training of interested teachers in guidance and counselling. Furthermore, it was stated that guidance and counselling would also feature in teacher education programs (FGN,2004). In the same vein section, 6 paragraph 50 of FGN (2004) also stated as thus; " As regards proper guidance to courses, technical collages will be required to identify occupational groups and utilise them in disseminating information on courses and new techniques relevant to their trades.

Help in directing graduates to the field and industries where they are most needed should be done by vocational guidance counsellors. This implies that an individual's primary educational choice is to give full opportunity for personnel development (Kanu 2005). Vocational guidance will assist graduates in making vocational choices. Universities, Collage of education polytechnics and other educational systems will be required to have placement officers on their staff list. In addition, they will have career officers to advise trainees on suitable areas of choice, considering their respective aptitudes. Vocational guidance Abramovich, Schunn and Harman (2013) is a process whereby a professional counsellor assists an individual in preparing to enter into the world of work to study him and the occupation. In other words, individuals should be enabled to make occupational plans and decisions by themselves on the basis of recognising their personal characteristics in terms of aptitude, ability, limitations, interests etc., examining the requirements and characteristics of various occupations in the light of their personal characteristics (Anderson 2012).

Effective manpower utilisation and, of course, total economics development barata (2012) of any nation presupposes proper and adequate vocational guidance and counselling at all levels, especially at the secondary school level. In line with this, Eni (2013) states that students that are properly and adequately counselled during their secondary school years are in a better position to pursue their programs correctly. This shall ultimately result in more productive and useful citizens. Eric (2013) also holds the view that vocational guidance refers to the students, who wish to pursue certain courses at tertiary levels, an opportunity to develop their skills, abilities and understanding that will enable them to enter, perform and progress in their chosen profession after graduation from such institutions. This inter-relationship between individuals and society through work is the major concern of vocational guidance (Onyejiaku, 2007). However, the ever-increasing occupational complexities, technical innovations, and obvious differences in individual needs and characteristics make vocational guidance apparent (Bedwell, 2012). Given this, students need to be equipped with the basic knowledge necessary for their realistic occupational choices, which will be personally satisfying and economically productive (Bryson, 2010). Considering their aptitudes, ability, interest and limitations



(Buckley 2014). Since vocational guidance and counselling were incorporated into the National policy on education, how much has it been adopted, and how far have students benefited from guidance services? The answer to this question necessitated this study.

Statement of Problem

The researcher perceived certain perpetual problems which have become obvious in view of the recent emphasis on assisting students in making a wise choice of course of study or career. The study has been informed by students' inability to make a wise vocational choice among various counselling services, poor recognition, acceptance and mode of conducting vocational guidance services towards self-reliance. These problems motivated the researcher to examine the extent to which secondary school students in Nigeria adopt vocational guidance.

Purpose of the Study

The general purpose of the study is to investigate the extent to which vocational guidance is adopted in Nigerian secondary schools. Specifically, the study tends to;

1. Determine the extent of the need for occupational information by vocational guidance in Nigerian secondary schools.
2. Determine the extent of lack of maturity in occupational choice calls for vocational guidance among secondary schools in Nigeria.
3. Determine the extent to which technological changes call for the need for vocational guidance in secondary schools in Nigeria.
4. Find out the extent to which lack of occupational information calls for vocational guidance among secondary school students in Nigeria.
5. Determine the extent vocational guidance has helped in occupation decision-making among secondary school students in Nigeria.

LITERATURE REVIEW

Nigerian students graduate every year without employment due to a lack of knowledge and skillful personnel to equip them with the basic knowledge and information needed to think out better ways of handling their problems, including difficulty in making decisions based on occupational choice. Vocational decision-making is incapable and necessary for everyone in the school. Some students cannot choose the right profession or occupation that suits them.

Ademiyi (2004) pointed out that nothing is more tragic than their failure to discover one's time career in life or to find out that one has drifted or been in life or to find out that one has drifted or been forced into an uncongenial calling. Success in one chosen occupation presupposes careful vocational guidance, which would enable students to discover and make use of their talents and potential in a way that would be satisfying to them and productive to society (Harman 2017).



Inadequate vocational guidance in secondary schools can make the students embark on self-guidance, which could end up in making the wrong choice of occupation or wasting time in discovering their problems in decisions. Again, factors that influence the choice of subject and that influence the choice of subject and vocation, as diagnosed and analyzed by some studies, will be revealed in this investigation.

Traditionally, guidance within Nigerian culture is a parental way of steering the child towards behaviours or decisions that declined to be for good. Vocational guidance was then viewed as matching a person and a job. This definition does not recognize the fact that an individual has a psychological construct. However, the emphasis drifted towards a more psychological dimension as we progressed in the scientific world. Emphasis is now laid on self-understanding and self-acceptance as the individual as opposed to matching the individual to whatever is available. Vocational guidance is the process of helping to develop and accept an integrated and adequate picture of himself and his role in the world of work, To him and to benefit society (Kanu 2010). The definition blends the personal, educational and vocational aspects of vocational guidance into a unified whole. Vocational guidance is the process by which all the various factors affecting an individual's occupational choices are outweighed and brought into focus and by which the young person is helped to make his choice in full knowledge of fact about his own potential to them (Napier 2014).

Similarly, Denga (2013) and Hilgard (2014) opined that vocational guidance is assisting a person in choosing an occupation, preparing for it, and entering and progressing in it. Onyejiaku (2016), in his own view, stated that vocational guidance could be defined as progress whereby a skilled counsellor helps an individual who is preparing to enter the labour market study himself and the occupation. Vocational guidance can be defined by explaining two words that make up the concept of vocation, which means lifetime occupation or job people engage in, and terms of abilities and expectations of their environment. Therefore vocational guidance is a way of assisting an individual to better understand himself, Aptitude, abilities etc in order to select for himself among alternatives a specific job or occupation (Kanu 2010). These statements of definition imply that vocational guidance by nature has two broad fundamental purposes, and these are; to help make good vocational adjustments and to help facilities smooth functioning economy through the effective use of manpower.

Factors Influencing Occupational Choice

Many students in secondary schools neglect the idea that they must be as objective and impersonal as possible in their analysis of their own qualifications in relation to occupation. The consequences of these include; failure to get jobs, feelings of disappointment,

Onyejiaku (2007) conducted a study on the students' occupational choices. In the study, The sample for the study was drawn from a cross-selection of the country involving 617 classes. Classes 4 and 5 students (351 boys and 320 girls). Among other requirements in the occupation, they have chosen or like to do when they graduate. And also stated the most important factor influencing their choice. Both boys and girls should see similar trends in the factors that influence their choice. Both boys' and girls' choices showed similar trades in the factors influencing their choice 50 per cent of their students stated that interest of liking or attraction to the occupation.



Another factor influencing students' choice of occupation is the wish of parents. A considerable proportion of the wish of parents influences them. This reveals the impact of Nigerian parental pressure on their children's occupational choices (Napier 2004).

Good pay salary or assurance of enough income (Kanu 2010) influences students' occupational choice. The economic factor is qualification. Students believe that occupational choice is based on qualification, and they give little or no consideration to other things in occupational choice.

Other factors given by students are personal needs, prestige, and friends and lack of guidance counsellors, which showed that students do not benefit from their services.

Problems of Inadequate Vocational Guidance

Lack of adequate and proper vocational guidance has constituted problems for the Nigerian youths, especially the students' category. It has contributed to the failure of educational institutions, increasing the wrong choice of career, unemployment and frustration. One of the greatest tragedies (Uka, 2010) that can be on behalf of a learner is when a student does not know the right material to learn how and when the learner does not know the right career to choose after studying the course of his choice. This is the problem that confronts many Nigerian students of both junior and senior secondary schools are mostly affected because they have few professional guidance counsellors to help them in their professional work and improper implementation of the law policy on education.

Lamenting on the situation, Uka (2010) stated that in the midst of this state of desperate confusion, the victim is the student. He may choose the wrong career in which he has no aptitude or interest in capabilities. Again, the effect of unemployment on Nigerian youths and its implication for society is very distressing. Most of the unemployed youth become distressed and disillusioned. Anger and function (Kanu, 2010) characterized their everyday life. This situation affects their psychology, and they may gradually develop mental illness. The unemployed, regardless of their economic position, are the total points of vision in society.

In other words, unemployment tends to portray education as a fruitless investment for the parents.

Based on the psychological problems experienced by unemployed youths, it is certain that proper vocational guidance and counselling services should be made available to them. Stressing appropriate guidance at school, Kanu (2010) pointed out that students knew little before the information selection of courses or vocations.

In his own contribution, O Mowon (2013) stated that much of it was founded to learn what we did not know. We had to come back after school certificate to tackle what course to pursue; no doubt, blending education with vocational guidance will offer the nation ample opportunity to discover talents and potential with which their children are endowed, and this reduces the possibility of being wasted generations. Kanu (2010) agrees with the fact that without vocational guidance in our educational institutions, human energy is wasted, and misery and disaster result from a lack of direction and unwise choice of courses, occupation, recreation and even companies. Kanu regretted that there are many such tragic examples of inexcusable waste of human capital caused by the ill-informed choice of career. He opined that the youths should be vocationally guided in their career choice so that the service resources of the nation are wisely invested in creating the human capital required to accord developmental tasks.



The Roles of Vocational Guidance

The role of vocational guidance in the education of Nigerian youths should not be neglected (Kanu 2010). Vocational guidance through its primary instrument, counselling, has played a significant role in the education of Nigerian youths. Vocational guidance and counselling deals with (Akinboya 2007), Vocational guidance and techniques involved in choosing an occupation regard to the choice of occupation. Vocational guidance is necessary for the education of Nigerian youths because of the differences among individuals and occupations open to them and the difficulty in making their choices. Vocational guidance and counselling help students to discover and make full use of their talents and potential in a manner that is very satisfying to them and more productive in society (Kanu 2003).

Asagwara (2001) remarked that guidance and counselling exist to help the student understand the variety and breadth of personal experience, The opportunities available, and the choice open to them by helping them recognise, interpret and act upon their personal strength and resources. Its major purpose is to facilitate the personal development of students. The Nigerian youths want to become self-supported and independent through their own labour (Kanu 2003).

Adeniyi (2004) believes that vocational guidance can remove much confusion and frustration and shape students' life learning, and help them to achieve the right vocation. Vocation guidance and counselling prepare students for employment opportunities in business and distributive occupations (Kanu 2003). It leads to the effective utilisation of manpower resources in nations' industries. In addition, the economy enjoys high productivity from useful citizens. He also holds high productivity from useful citizens. he also holds that vocational counselling offers the students who wish to pursue certain courses at tertiary levels an opportunity percentage of misfits and increases the National productivity rate, which Nigeria needs.

Need For Adequate Vocational Guidance

In Nigeria today, schools are not only Faced with the problems of training students who plan to continue their education in institutions of higher learning but with the problem of training students who plan to enter the labour market as both skilled and unskilled labourers (Kanu 2010). Hence, the need for professional counsellors to help students find their way through the critical period of their lines becomes very urgent. No matter what outside forces are involved in choosing an occupation, the ultimate decision rests upon the young person himself (uchendu 2004). The counselling programs should encourage soundness of self-concept, which contributes to and will help the adolescent in his total adjustment to his environment.

Herman (2007) believes that if students are to make well-informed and carefully considered educational and vocational decisions, they must be assisted meritoriously, examine the social and psychological aspects of work as they are related to personal assets. They must be provided with early occupational experience, which will allow them to expand their knowledge and widen their view of the range of alternatives to them. Efforts should be made to provide students with information and expose them to a variety of experiences that will broaden their knowledge of the occupation. Thus, students may become more aware of the wide range of educational and vocational opportunities that may be realistic alternatives for them to consider.



Sharing the same view, Asagwaka (2001) opined that with limited occupational information, the Nigerian child's vocational choice, therefore, becomes random. Their own view noted that the world had become one that is characterized by a tremendous increase in the field of specialisation in the ways in which man can contribute to society and earn his living. They added that the choice of a proper occupation in this democratic society needs some assistance in selecting the most satisfying occupation during many years of working in life. This statement justifies the call in this study for an investigation as guidance and counselling, which furnishes our students with information necessary to fit in perfectly in the occupational world and move along conformity in the face of complexities and technological innovations. Ipaye (2008) pointed out that if an individual can make all decisions that he needs in his life concerning daily transactions at home, at work and at play and he needs to help whoever in any sphere of his life became, he has no problem in any of this, such individual probably needs no educational counselling system. Olayinka and Okon (2002) noted that many graduates have poor vocation aspirations. Graduates are said to select occupations mainly because of the prestige attached to the jobs and not as a result of a conscious assessment of an individual's interests, abilities and relationship with the preferred occupation.

The idea and practice of going into any type of job irrespective of suitability, interest and capacities are what vocational guidance and counselling service tend to remove or minimise in the employment world, from the fact that these staff and there (In job) because they only want to earn a livelihood in any type of job. This worker services maximum job motivation and satisfaction only when he is suitably employed and placed. Hence, Adeniyi (2004) stated that employment resulting from limited job opportunities for an increasing number of school learners and graduates calls for proper counselling of students in choosing jobs or self-employed. Anselem (2005) added that in a complex world of work, the youths if left unguided, are likely to choose the wrong career and become a misfit. vocational guidance cuts across the school and the extent of remaining in any illusion about their capabilities. And society and parents also benefit from a good program of vocational guidance. A good vocational counsellor can help parents collect good vocational guidance. Parents can come to a good understanding of their children, accept limitations and no longer have to remain in any illusion about their capabilities.

Summary of Literature Review

With the increasing demand in Nigerian social and economic aspects, one of the students' problems is the difficulty in choosing a vocation. Vocational guidance is very important and unavoidable in Nigerian secondary schools. It is asserted that role vocational guidance plays a role in the students. Emphasis is now laid on understanding every field of human endeavours. However, it is evident that most Nigerian students do not benefit from vocational guidance and counselling due to some factors. The inherent problems result in educational failure, wrong choice of career, unemployment, delinquent behaviours and wastage of human resources. The role of vocational guidance results in personal development. It leads to the effective utilization of manpower resources in the nation's economy.

From the foregoing generally, It was observed that several studies have already been conducted which try to explain the role of guidance and counselling in primary schools in Cross River state of Nigeria. The focus has been on primary schools and a little on secondary education. This means that there are still gaps in the literature that must be filled. A study that will examine



specific factors influencing occupational choice and problems of inadequate vocational guidance in secondary schools in Nigeria. An attempt to fill the gap necessitated this study.

METHOD

This research adopted a descriptive survey design which tries to elicit responses from respondents using a questionnaire. This is supported by (Kanu, 2010) that anytime a survey tries to elicit the opinion of respondents and a questionnaire is used, it is appropriate to use this design. Vocational guidance and counsellors are seen as the subject who need to shift the minds of youths and graduates to proper career choice through proper information survey. This research aimed at developing the minds of youths and graduates towards career choice. Creswell (2015) stated that the purpose of descriptive design is to explore a practical problem with the intention of developing a solution to the opinions of the respondents, comprehending them and finding methodical ways of solving educational problems and making improvements (Tomal 2010). The problem-solving of this research consists of five critical results of occupational information, lack of maturity in occupational choice, Technological changes, understanding of occupational information, and occupational decision-making. This is supported by Alber (2010), Koshy (2005) and Somekh (2005), stating that descriptive survey basically uses the cycle of opinions of respondents as this process leads to developing an action plan to solve problems in occupational choice.

The population of the study comprised all the vocational guidance counsellors in the three education zones of Imo state. The population of this includes all 98 public secondary school vocational guidance counsellors across the three education zones. The researchers employed 200 vocational guidance counsellors' cousin technique in situations where the population to be studied is small or manageable number entirety. This approach was considered due to the manageable of vocational guidance counsellors in the three education zones of Imo State.

The instrument for data collection was filled "Extent of Need of Vocational guidance questionnaire" (ENVGQ). The questionnaire was divided into two sections. Section A sought demographic information of respondents, Section B elicited information with respect to the extent of occupational information, 2, Lacked maturity in occupational choice; 3, Technological changes; 4, understanding vocational information and 5, occupational decision-making. Five (5) items each were used to measure the five variables of the study respectively, resulting in a Total of twenty-five (25) items organised on a four-point Likert scale. The instrument had face, content and construct validity through the assistance of three experts from the Department of Measurement and Evaluation, Alex Ekwueme Federal University Ndufu Alike Ikwo Ebonyi state. The reliability of the instrument was established through Cronbach Alpha, and the reliability index of .82, .95, .85, .93, and .92 was established, respectively, for the extent of occupational information, Lack of maturity in occupational choice, technological changes, understanding vocational information and occupational decision making. These coefficients showed that the instrument was internally consistent in measuring what it was supposed to measure. The researcher administered the questionnaire to the respondents in their respective schools. On arrival at the secondary schools, permission was obtained from the various principals respectively before the administration of the instruments. The respondents were properly informed of the need for the exercise and the need to provide honest responses to the instruments. The respondents were assured that the data requested would be treated with



total confidentiality and were advised to personally respond to the items there-in and not to share opinions with anyone. At the end of the process, copies of the instruments were retrieved from the respondents for analysis without any loss. This showed a 100 per cent return rate.

The data collected for the study were analyzed, and the data was presented in tables and thereafter analyzed for proper decision-making. The questionnaire was developed on a four-point scale of a very higher extent (VHE) 4 points, high extent (HE) 3 points, Low extent (LE) 2 points, and very low extent (VLE) 1 point. The benchmark is 2.50. Any mean score above 2.50 is regarded low extent of the need for guidance and counselling in secondary schools in the Imo State of Nigeria. The results from the analysis of data are presented in the following sections.

RESULTS

Research Question One

To what extent is occupational information needed by secondary school students in Imo state.

The results of the analysis of data are presented in Table 1.

Table 1: Mean score of respondents on occupational information needed. N=200

S/N	Items	VHE	HE	LE	VLE	TOTAL	X	REMARKS
1	Occupational Information is needed by secondary school students for occupational choice Occupational Information helps in dealing with problems involved in choosing an occupation	55	32	14	4	104	3.36	High Extent
2	Occupational Information is needed by secondary school students for occupational choice Occupational Information helps in dealing with problems involved in choosing an occupation	32	38	26	9	105	2.89	High Extent



3	Occupational Information helps secondary school students to discover their potentials	29	44	26	6	105	2.94	High Extent
4	Occupational Information provides students with opportunities to develop their abilities and understanding them in life	23	34	30	18	105	2.59	High Extent
5	This helps to mould the students in career choice	29	44	26	6	105	2.94	High Extent

The result presented in Table 1 indicated that questionnaire item 1 was mean responses (Very high extent), meaning that occupational information is needed by secondary school students for occupational choice-making. Item 2 in the questionnaire was rated 2.89 high extent which indicated that occupational choice making. Item 3 has a mean (x) response of 2.94 (high extent), which shows that occupational information helps secondary school students to discover their occupational information and provides students with opportunities to develop their abilities and understanding that will help them in life. Item 5 has a mean response of 2.94, indicating that it helps to mould the students in career choices. All the questionnaire items of research question one received positive mean score ranging from 2.94 to 3.36 meaning that the respondents, all agreed that occupational information is needed by Nigerian secondary school students in Imo state.



Research Question Two

To what extent does lack of maturity in occupational choice call for vocational guidance in secondary schools in Imo state?

The results of the analysis of data are presented in Table 2.

Table 2. Mean scores of lack of maturity in occupational choice, N= 200

S/N	Items	VHE	HE	LE	VLE	TOTAL	X	REMARKS
6	Students need vocational guidance to develop their abilities	38	45	20	7	105	3.18	High Extent
7	Students' inability to make choices	42	36	16	11	105	2.99	High Extent
8	Lack of maturity in occupational choice calls for vocational guidance among secondary schools' students	24	30	38	13	105	2.65	High Extent
9	Students need vocational guidance to develop their minds towards a career choice	30	42	24	9	105	2.89	High Extent
10	Inability of students to make wise career choice	30	42	24	9	105	2.89	High Extent

The results presented in Table 2 indicated a mean score of 3.18 for item one. This shows that students need vocational guidance to develop their abilities. Item two showed a mean score of 2.99, indicating that students' inability to make wise choice call for vocational guidance among secondary school students in Imo state.

Item three has a mean score of 2.62, indicating that lack of maturity in occupational choice calls for vocational guidance among secondary school students in the Imo state. Item four has a mean score of 2.89, indicating that students are making wise career choices among various alternatives that call for vocational guidance. The mean score responses range from 2.89 to 3.18 and all the items received scores more than 2.50, which shows that lack of maturity in occupational choice calls for vocational guidance for students in secondary schools in Imo state.



Research Question Three

To what extent do technological changes call for the need for vocational guidance in secondary schools in the Imo state?

The result of the analysis of data is presented in Table 3.

Table 3. Mean responses to technological changes, N= 200

S/N	Items	VHE	HE	LE	VLE	TOTAL	X	REMARKS
11	Students need information on changes in technology	23	41	30	11	105	2.72	High Extent
12	Current technological development calls for vocational guidance on basic job information	41	33	18	12	105	2.96	High Extent
13	Changes in technology affect students' choice of career	38	44	15	8	105	3.07	High Extent
14	Information on recent development in technology calls for vocational guidance in secondary schools	19	38	34	14	105	2.59	High Extent
15	Knowledge explosion calls for vocational guidance	19	38	34	14	105	2.59	High Extent

The result presented in Table 2 indicated a mean score of 2.72 which shows that secondary school students in Imo state need information on the changes in technology. Item two has a mean score of 2.96, indicating that current technological development calls for vocational guidance on the basis of job information. In the same vein, Item three has a mean score of 3.07, which shows that changes in technology affect student choice of career. Item four has a mean score of 2.59, indicating that knowledge explosion calls for vocational guidance.



Research Question Four

To what extent does understanding occupational information call for vocational guidance?

The results of the analysis of data are presented in Table 4.

Table 4. Mean responses on the understanding of occupational information, N= 200

S/N	Items	VHE	HE	LE	VLE	TOTAL	X	REMARKS
16	Occupational information help students to understand very well occupational requirement of any job	21	36	38	10	105	2.65	High Extent
17	Occupational information provides students with necessary information about an occupation	19	40	33	13	105	2.62	High Extent
18	Knowledge of occupational information builds students' job confidence	24	28	45	8	105	2.65	High Extent
19	Occupational Information helps students to the changing of life nature and work roles to manage their career-building process	21	22	38	14	105	2.29	High Extent
20	With limited Occupational Information, the students' vocational choices become unrealistic	19	40	33	13	105	2.62	High Extent



The results presented in Table 4 indicated a mean score of 2.65 which means that occupational information helps students to understand very well the occupational requirements of any job. Item two has a mean of 2.62, indicating that occupational information provides students with the necessary information about any occupation. Item three has a mean score of 2.65 which shows that the knowledge of occupational information builds students' job confidence. Item four has a mean score of 2.29, indicating that occupational information helps students to understand the changing nature of life and work roles and manage their career-building process. Item five has a mean score of 2.62, indicating that with limited occupational information, the students' vocational choice, therefore, becomes unrealistic.

Research Question Five

To what extent has vocational guidance helped in occupational decision-making among secondary

Table 5 Mean response of occupational decision making, N= 200

S/N	Items	VHE	HE	LE	VLE	TOTAL	X	REMARKS
21	Vocational guidance offers to students the opportunities to develop their skills that will enable their progress in their chosen career	55	32	14	4	105	3.36	High Extent
22	Inadequate vocational guidance will make students to embark on self-guidance and up making the wrong choice of vocation	32	38	26	9	105	2.89	High Extent
23	Vocational guidance helps students in making career choices	29	44	26	6	105	2.94	High Extent
24	Vocational guidance prepares students for employment opportunities	23	34	36	18	105	2.59	High Extent
25	Success in one's chosen career depends on the role vocational guidance plays in the students	29	44	26	6	105	2.94	High Extent



The result presented in Table 5 indicated a mean score of 3.36 which means that vocational guidance help in occupational decision-making among secondary school in the Imo state. Item two has a mean score of 2.89, indicating that vocational guidance helps students in occupational decision-making. Item three has a mean score of 2.94 which means that vocational guidance helps students in occupational decision-making. Item four has a mean score of 2.94, indicating that one's chosen career depends on the role vocational guidance plays in the students.

DISCUSSION OF FINDINGS

The finding of this study showed that occupational information is needed by secondary school students in Imo state. This finding may be so since the majority of respondents accepted that occupational information is important in the student's choice of career or occupation. This is in line with indicated that vocational guidance and counselling deals with the problems and techniques involved in choosing an occupation and becoming adjusted to it through giving of information, experience, and advice with regards to the choice of an occupation. This means that occupational information is very important to the student's choice of occupation.

Secondly, the finding of the study indicated that a lack of maturity in occupational choice calls for vocational guidance. This agrees with the study of Asagwara 2001 stated that guidance exists to help students understand the variety and breadth of personal experience, the opportunities available, and the choice open to them by helping them recognise, interpret and upon their personal strength and resources. The practical implication of these findings is that students will make good and positive careers when vocational guidance counsellors give them relevant information. This male research concludes that a lack of maturity in occupational choice calls for vocational guidance.

The finding of the study also revealed that technological changes call for vocational guidance. This finding may be so because, from the literature, it was observed that many Nigerian graduates made the wrong choices of occupation which made it difficult for them to transition from school to work. This is in line with the study of Okon and Olayinka (2002), which revealed that young Nigerian secondary school graduates encounter difficulty in making the necessary transition from school to work because they lack relevant information about occupation as well as the specifications both personal and educational required for progress in them; lack of basic work skills and experiences, inadequate secondary school services, unrealistic aspirations and lack of interest on job taken. These can be a result of lapses in the educational system to provide enough vocational guidance to students.

This study also revealed that understanding of occupational informational information calls for vocational guidance. This may be because the literature of this study revealed that when students understand vocational information, the students build job confidence. This is so because vocational guidance will give students the job requirements which will equip them for proper functioning in the job.

Lastly, this study revealed that vocational guidance helps students in occupational decision-making in secondary school students in Imo state. This finding may be so because so many graduates of secondary schools in Nigeria have made wrong vocational decisions due to a lack of vocational guidance. It is therefore important that vocational guidance should be provided



adequately in secondary schools in Imo States. Hence, this gap causes the researcher to go into this study.

CONCLUSION

Based on these findings, it concluded that there is a need for occupational information and maturity in occupational guidance with the assistance of guidance conclusion in secondary schools in Imo state. Technological changes call for vocational guidance; vocational guidance counsellors should make secondary school students understand occupational information, and vocational guidance counsellors should help secondary school students in occupational decision-making.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

- i. There is a need for vocational guidance in secondary schools in Imo state.
- ii. The vocational guidance should assist secondary school students in understanding occupational information to avoid a lack of maturity in occupational choice.
- iii. Technological changes call for vocational guidance in secondary school in Imo state.
- iv. Understanding occupational information calls for vocational guidance.
- v. Vocational guidance counsellors should help students in secondary schools in Imo state in occupational decision-making.

Funding: This study received no specific financial support.

Competing interests: The authors declared that they have no competing interests.

Contributing/Acknowledgement: The authors contributed equally to the completion and design of the study.



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