

A Study of Perception of Secondary School Students on the Impact of School Counselors in Career Choice: A Case Study of Yauri Local Government Area of Kebbi State

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Abstract

The study assessed students' perception on the role of school Counselors in Career Choice in Some Secondary Schools of Yauri Local Government Area in Kebbi state, Nigeria. Consequently, two hypotheses were developed in null form for testing. The study sampled students of five Secondary Schools in Yauri Kebbi state. Copies of questionnaires were distributed to the sampled schools using proportionate stratified sampling and purposive sampling techniques. Data collected for the study were analyzed on Statistical Package for Social Sciences (SPSS) using mean, standard deviation and z-test. Based on the empirical analysis of the study, all of the null hypotheses of the study were accepted. Hence, the study concludes that there exists no significant difference between sampled schools as regarding the perception of students on the role played by school counselors in assisting them make a career choice.

Keywords: Secondary School, Students, School Counselors, Career Choice.

Introduction

The basic purpose of career advice and counseling is to help a person to perceive and develop their immense unlimited possibilities. Educational advice and counseling, which assists students in their career choices, vocational guidance and counseling, which assists the individual in selecting and practicing for work that is compatible with his interests and aptitudes, and personal and social guidance and counseling, which assists the individual in behaving responsibly in relation to other members of society are the primary service areas of guidance and counseling (Owino, 2013). Supporting literature on career development give insight to the fact that career counseling is being challenged to match the expectations of a society that is through tremendous changes in the work environment that is increasingly becoming more varied (Zaichenko & Vinokurov, 2018). (The adjustments in counseling criteria have occurred since there is the demand for exceptional work performance which is as pervasive in the lives of individuals as it affects all our life responsibilities. As a result, the work of a career counselor has expanded beyond simply helping people get a job. Career Choice today handles a larger variety of difficulties, such as mental health illnesses that limit a person's career to work, upheavals in the workplace, and satisfying the needs of employees in a globally competitive market. These issues and many

more create harsh environment to the school career counselors in the modern world (Yesilyaprak, 2012).

The role(s) of the counselors is accordingly to plan career development with appropriate interventions to assist students make informed judgments. These activities can enable the student to cope successfully with career development tasks (Lai-Yeung, 2014), it can be an intentional act aiming at enhancing certain portion of students career growth in relation to career maturity and career decision making (Mapfumo & Nkoma, 2013). As a consequence, the counselor is more ready to provide career development services such as career counseling, career information, and career coaching (Isaacson & Brown, 2014).

All of these approaches assist people build personality, professional consciousness, gain blueprint to achieve better skills, job hunting skills, and adjustment to employment stress, problem-solving abilities, and more (Kozlowski & Huss, 2013). As a consequence, the student will ultimately acquire the essential abilities to be offered to such elevated amenities. In this way, career counselors may be able to assist students in better understanding and exploring their career alternatives. According to Stefaniak and Tracey (2015), school counselors may assist promote family collaboration by engaging partnership with families to enhance family-school communication and by training parents with the skills and behaviors needed to enable their children to pick viable career options. Higher-level mathematics classes and school careers can both benefit from students developing a more positive self-efficacy belief in their own talents as school counselors. Only a small number of studies have looked at the impact that guidance counselors have on secondary school students' job choices, and none have focused on the state of Kebbi in the Nigerian economy specifically. So this research will examine how students see the function of school counselors in helping them make career decisions.

Research Objectives

- i. Evaluate whether appraisal services of school counselors influence students' career choice in senior secondary schools in Yauri, Kebbi State.
- ii. Examine senior secondary school students' perception of the role of school counsellors' in the career choice.

Research Questions

- i. To what extent does an appraisal service of school counselors influence students' career choice in senior secondary schools in Yauri, Kebbi state?
- ii. What are Senior Secondary School Students' perceptions of School counselors' role in the choice of career?

Research Hypotheses

The following hypotheses were formulated in null form to be tested by the study:

- i. There is no significant difference in the effect of appraisal services of school counselors on students' Career choice in senior secondary schools in Yauri, Kebbi state.
- ii. There is no significant difference among senior secondary school students in their perception of the role of school counselors' in the choice of career.

Significance of the Study

- i. This study is of great importance to students as the time during and after high school is marked by important career decisions for many youths. The need for schools to assist all students in making career decisions to thrive in the economy is greater now more than ever. This problem has called for teachers, administrators, and school counselors to be held more accountable. Knowing how high school students select their career and if their decision is dependent on guidance from their school counselors is pertinent and very important. Without this insight, most school counselors may be unaware of how to effectively help students struggling with career indecision. As a result of this career indecision, students may struggle with their future careers, arising from the uncertainty of the major they chose. The uncertainty during high school graduation may have undecided students questioning their choice of career, potentially resulting in a lifetime of un-fulfillment. Hence, carrying out a study as this is important in empirically assessing the perception of school students on the role of school counselors in their choice of career.
- ii. As a result of this study, parents may be able to plan the future of their children in collaboration with school counselors of their children. Parents will be able to know the role school counselors play in the career choices of their wards. More so, parents as a result of this study may recognize whether their wards have any perception of the roles played by counselors in their respective schools.
- iii. More so, schools as a result of this study will understand the roles played by school counselors in career choices of their students. That is to say, school management will be able to know whether school counselors are actually performing the job they were paid to do. Having this knowledge will make school management make informed decisions as regarding effective management of their counselors. To this end, school management will be able to develop policies that will be effective in ensuring school counselors performed as they should.
- iv. Finally, the state government will be able to understand how effective school counselors have been in ensuring effective career choices of their students. The government is the one responsible for employing these school counselors, hence; having this knowledge will help them in employing individuals that are actually capable in effective discharge of their duties. More so, the state government will be able to map out key performance indicators for the school counselors and may also develop effective policies in this regard.

Concept of Career Choice

When career gurus talk about someone determining what they want to do for a job, they typically mean the person themselves (Dawn, 2013). It is the process of deciding on a topic of study that involves certain information and abilities, which may be obtained through a specialized educational programme that results in a certificate or degree attesting to your achievement (Powers, 2013). The typical individual works 45 to 50 years in his or her lifetime, so selecting a rewarding career rather than merely a job is essential. Today, career preparation and extensive study are required before selecting a professional decision in order to keep up with the constantly changing social and economic landscapes (wattles, 2009). Most secondary school students, on the other hand, lack correct knowledge about job options that may aid them in making sound career decisions. Personality, passion, self-concept, cultural identity and globalization, as well as social support and accessible resources such as knowledge and money, all have a part in determining a person's job path, according to Kerka (2010). Individuals are impacted by a variety of elements, including their personal aptitudes, social interactions, and educational achievement.

Kayode (1999) defined career choice as an individual's expression of his intention to enter a particular occupation. The author maintains that career choice has different meaning at different age level because decisions made at tender age levels are not highly related to reality as those made at old age because he or she may not consider such factors as psychological and non-psychological that may affect his/her choice, choice normally based upon considerations of various factors which are likely to affect future occupational satisfaction and success.

Achebe (1983) opines that career choice is the choosing of a job by an individual. He further stated that choosing a job should be taken seriously; this is because a wrong choice may have everlasting consequences on the person and his dependents. This is why there is need for career guidance. One's career has a tremendous impact on his life. Patterson (2001) observes that it determines his social class, his homework and hours at home, his interests, attitudes and opinions, his goals and values including the way he feels about education, life, relation and politics. If career exerts so much influence on an individual's life, then care should be taken by those who wish to or enter into any of them.

According to Kayode (1999), career choice is made based on several factors which include one's interest, possession of mental or physical ability and skills, nature of the career in terms of job mobility, success and job satisfaction and environment, good pay, the social value attached to such a career, possession of academic qualifications and skills, one's readiness to do such a job and individual's aptitude or ability, in line with the career. Ortese (1997) observed that, the situation on the ground shows that, especially among the youths, career selection is based on parental, religious, peer group and big brother or background influence. It is observed that, many people do not achieve their career choices.

Ortese (1997) identified various careers as follows: engineering, teaching, medical services, agriculture, food preparation and services, journalism, computing, law, sales, metallurgies,

building/architecture, armed forces, carpentry and woodwork and aviation. It can be concluded that choice of career is dependent on motivation to attain the career.

Environmental Factors Affecting Career Choices

Throughout a career, a person tries to cope with the external variables while simultaneously integrating themselves into the surroundings (Kroll, Dinklage, Lee, Morley, and Wilson, 2009). While balancing one's self-identified and met needs with the reality of life, a person's career choice is an act of self-determination. According to some, job choice is influenced by two sets of factors: the individual and the workplace. As a person in a career, one's objectives and how they've adapted to the realities of the job have always been balanced. The type of person a person becomes is largely determined by his or her job, as a person's self-perceptions, desires, and objectives, as well as their interpersonal reactions, are all formed throughout the course of their lives (Kroll et al., 2010).

Knowledge that has been imparted to us by our culture as well as our surroundings has been geared at acquiring, retaining, and using information about the world. As a result, it may be concluded that the construct includes both the individual and the environment. Profession theorist Krumboltz (2010) asserted that contextual influences play a role in one's career choice. In Sear and Gordon's book (2009), Krumboltz claims that sociologists have been studying how the social environment influences job decisions since the 1960s. Many of these influences include family, social economic standing, general economic situations, the general public's perception of certain professions and the public's attitudes about multicultural communities (Sears and Gordon, 2008). According to Khallad, (2009) and Watson, Quatman, and Edler, (2009), a person's risk of developing cancer depends on their genetics (2002) Career choices are influenced in part by characteristics such as socioeconomic position, gender, race, parents' career and education, and family expectations. A number of scholars have looked at whether or not these characteristics influence job choice and how they influence one's professional behaviour and how they affect one's career choice (Osipow and Fitzgerald, 1996; Rojewski and Yang, 2000). Recent years have seen a growing awareness of the influence socioeconomic position, race, and gender have on a person's ability to make good professional decisions (Stitt-Gohdes, 1997).

Gender

While previous research on the relationship between gender and career maturity has produced unreliable outcomes, gender differences as examined through the career decision making process has been documented although inconsistent (Cassie & Chen, 2012; Patton & Creed, 2001). However, as demonstrated by Betz, Klein, and Taylor (1996) with gender as the variable among college students, there have been few significant differences in either the total score or subscale scores in CDSE (Betz & Taylor, 2012). Cassie and Chen (2012) explored the research stating the differences in the levels of career maturity and their relationship to the discrepancy between gender-role perceptions and their effect, and to what extent these perceptions promote the individual's ability to cope with the

environmental demands of the setting (Super, 1990). Betz and Fitzgerald (1987) reported significant consequences for women as a result of the fewer traditional female occupations that were typically limited to salary and opportunities for growth. Additionally, in a study completed by Vermeulen and Minor (1998), it was found that 95% of women respondents suggested that every potential career choice they considered included the potential impact on their opportunity to be a mother.

Ethnicity

The impact of ethnicity on career indecision and school engagement may stem from a lack of minority faculty members or the lack of influence from other minority peers or family members (Womack, 2014). When ethnic minorities were compared with white populations, it was found that the white or Caucasian people held a higher CDSE (Gloria & Hird, 1999). More recent studies have produced conflicting results.

In a study completed by Chaney, Hammond, Betz, and Multon, (2007), data was gathered demonstrating that the CDSE scores of 200 African Americans were significantly higher than those of 1400 Caucasian students. The researchers found statistically significant differences with the African American sample across every sub-scale of the CDSE-SF except the problem-solving scale. Also, concerning effect size, the researchers measured the African Americans as having a mean of 4.0 on the goal selection scale compared to a 3.7 for the Caucasians. Due to this reasonably small effect, Betz and Borgen (2009) reported the CDSE on a large sample of 960 undecided college students at a large university. The researchers employed a CAPA system which was based on an integration of Bandura's self-efficacy theory. The mean scores across the ethnic groups were significant. The mean for the African Americans ($M=3.8$) was found to be significantly larger than that of the Asian Americans ($M=3.6$) and the white students ($M=3.4$).

Parents

Career development methods can only be effectively implemented if they are linked to a student's academic performance and school involvement. Parental participation is one of the best indicators of a student's academic success (Levine & Sutherland, 2013). A student's likelihood of dropping out of school due to lack of interest in schoolwork is decreased when parents are actively involved in conversations about career options with their children (Perry, Liu, & Pabian, 2010). The current study reveals that parents' educational and income levels are major determinants of their children entering higher education or finding a career (Belley, Frenette, & Lochner, 2011). In other words, there is a strong case to be made for children following in the footsteps of their parents, as evidenced by research. Career interests, self-esteem, values and talents of parents have a direct impact on their children's career exploration (Levine & Sutherland, 2013).

There is a strong correlation between socioeconomic position and whether students prioritize job exploration and postsecondary education (Levine et al., 2013). Due to social expectations based on socioeconomic class, kids' job ambitions constrict as they mature

(Gottfredson, 1996). Students make judgments based on what they see and experience in their own community or family system. Academic and social issues can lead to low academic performance in students (Eccles, Roeser, Wigfield, & Freedman-Doan, 1999). Parents who have less education or who originate from poorer socioeconomic origins are assumed to lack the motivation or capacity to support their children's career development (Levine et al., 2013).

Outcomes Expectation

A study conducted by McWhirter, Rasheed, and Crothers (2000) advanced the notion that career decision making self-efficacy can influence the high school student's outcome expectations, perceived barriers, the shift in educational plans and career expectations. Contributing to previous research, career education was demonstrated to increase the student's career confidence compared to a health education class. The study sought to discover the effects of a career education class on 166 high school sophomores through a pretest, posttest and follow-up data using the health education class as the control. The researchers reported that there was no significant change in outcome expectations from pretest to posttest ($p = .73$). The studies also cited no significant main effects for the between-subjects' factors of treatment regarding outcome expectations, however, follow-up t-tests suggested that the career-health participants' outcome expectation rose significantly ($p = .003$). The studies further revealed, after a chi-squared analysis conducted for the two groups regarding the pre-post change in career expectation at $p < .001$, that the career-health conditions were significantly more likely to change their career expectations than those students in the health-career condition. This study proved adequate in building on research efforts to support the value of career education on post high school transition and within the context of improving career readiness; this study warrants the value of career education.

School Engagement Strategies

Factors that promote academic engagement and student motivation are considered the most fundamental part of a career and technical education program. Providing students with employability and technical skills during adolescence aids their transition into adulthood (Loera, Nakamoto, YounJoo, & Rueda, 2013). The potential for enhancing a student's academic engagement by combining academic curricula and technical experience could translate into the acquisition of new skills needed for success in the new economy (Stone & Lewis, 2012). While there is limited research on these factors and their abilities to influence academic engagement and motivation, it has been found that by combining career preparation with academic preparation and "college knowledge," the student's educational and career aspirations are improved (Rowan-Kenyon, Perna, & Swan, 2011). Research indicates that students are more capable of making educational and career choices when adult role models are more engaged and encouraging (Loera et al., 2013). In a study conducted on 267 students from the eleventh and twelfth grades, the adult impact

on college enrollment factor was found to be significant ($p < .01$). The results suggest that the youth interviewed in the study reported a positive impact the adult mentors had on their academic engagement and overall satisfaction with school life (Loera et al., 2013). The teachers in this study played a significant role in assisting in the students' career and educational choices. When students felt supported by teachers, they were inclined to be more engaged in their schooling and were concerned about post high school career decisions, consistent with the findings from Fredericks, Blumenfeld and Paris (2004) on student engagement, solidifying the importance of the interactions between teacher and student regarding educational aspirations (Lapan et al., 2003).

Theoretical Framework

Social Cognitive Career Theory

The social cognitive career theory (SCCT) has grown out of Albert Bandura's social cognitive theory and attempts to address issues of culture, gender, genetic endowment, social context and unexpected life event that may interact with and supersede the effects of career related choices. The SCCT proposes that career choice is influenced by the benefits the individual develops and refines through four major sources: personal, performances, accomplishment, vicarious learning and social persuasion. How these aspects work together in the career development process is through a process that reinforces one's self-efficacy or belief, future continued success in the use of this ability/expertise. As a result one is likely to develop goals that involve continuing involvement in that activity/endeavour. Social cognitive career theory relates extensively with the study hence the study seeks to investigate the effect of guidance and counseling on career choice. The theory therefore can help to investigate the effect of guidance and counseling on career choice of gender rural and urban students.

Krumboltz's Learning Theory of Careers Choice and Counseling Theories

According to Krumboltz's learning theory of vocations choice and counseling theories and research, job counselors communicate with important persons to assist students choose the career of their aspirations. As a guide for career counselors, Krumboltz's Learning Theory of Careers Choice and Counseling (LTCC), which he founded in 1996, might be used. Mitchell and Krumboltz (1996) identified four primary current cultural inclinations that people face while deciding on a professional path and that career counselors must help with. First, people need to expand their horizons by learning new talents and expanding their worldview. For example, counselors should encourage their clients to try new things rather than relying on their limited prior experiences to steer them. It is also necessary to prepare employees for the possibility of having to adapt to new job responsibilities in the future. Because learning new skills for a rapidly changing labour market might be difficult for clients, it can be advantageous to provide assistance that is centered on practicality. A counselor's responsibility is to assist them in coping with stress while they continue to gain new abilities. As a last point, people must be given the ability to act. As a result, many

important considerations for professional selections (for example, the reaction of a family to accepting a certain job) are typically disregarded in guiding practice. As Krumboltz refers to it, "zeteophobia" (fear of the decision-making process), this might lead to indecision. In order to help with these challenges, counselors must be prepared to participate and provide appropriate support during the exploration process. As a last point, career counselors play an important role. As a result, career and personal counseling should be combined. It is important to seek the assistance of a career practitioner when dealing with issues such as job role conflict and its impact on other facets of a person's life such as burnout or career change.

Research Design

A descriptive survey research design was used for this study. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon (Kothari & Garg, 2014). This data aims to know the extent to which different conditions can be obtained among these subjects. In its essence, descriptive studies are used to describe various aspects of the phenomenon. Since this study is focused on describing the perception of school students as regarding school counselors, the descriptive survey research design was used for the study.

Population of the Study

The population of this study comprised of five senior secondary schools in Yauri local government area of Kebbi state. The five senior secondary schools are: in the local government are: Government Secondary School Yelwa, Government Girls Science College Yelwa, Murtala Secondary School Yauri, Abarshi Secondary School (boys) and Government Secondary School, Tondi. Consequently, the population of this school comprises all senior secondary school students of the school. That is to say, the population composed of students in classes SS₁ to SS₃. Table 3.1 gives information on the total number of senior secondary school students in each school. The total number of students in the sampled Secondary Schools are 1059.

Table 1

Number of Students

School	Number of Students
Government Secondary School, Ylewa	234
Government Girls Science College	134
Murtala Secondary School Yauri	245
Abarshi Secondary School (boys)	203
Government Secondary School, Tondi	243
Total	1059

Ministry of Education Kebbi State

Sampling

Dillman's method was used to establish the sample size for the investigation (2007). The formula is shown in the following equation.

$$\frac{(Np) (p) (1- p)}{(Np - 1) (B/C)^2 + (p) (1 - p)}$$

Where:

Np = Size of population, that is the total number of students in sampled secondary schools

p = the population proportion expected to choose among the two response categories

B = sample error. A sampling error is a statistical error that occurs when an analyst does not select a sample that represents the entire population of data.

C = confidence level. The confidence level tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval.

p is set at 0.5, B will be 0.05 and finally C is set at 1.96, which represent 5% level of significance (Dillman, 2007). Substituting this into the formula we have:

$$(1059) (0.5) (1 - 0.5)$$

$$(1059 - 1) (0.05/1.96)^2 + (0.5) (1 - 0.5)$$

$$\frac{529.5 \times 0.5}{1058 (0.026)^2 + 0.5 \times 0.5}$$

$$\frac{264.75}{1058 \times 0.00067 + 0.25}$$

$$\frac{264.75}{0.70886 + 0.25}$$

$$\frac{264.75}{0.95886}$$

$$\underline{\underline{276}}$$

Therefore, the sample size of the study is 276

Proportionate Stratified Sampling

Proportionate stratified sample means that size of sample strata is proportional to the size of population strata; in other words, probability of unit being selected from the stratum is proportional to relative size of that stratum in population. Formula = (stratum size/population)*sample size. Table 3.2 provides explanation on the details of the calculation of how the proportionate sampling was carried out.

Table 2
Proportionate Stratified Sampling

School	No of Students	Proportionate Sampling	No of Questionnaires
Government Secondary School, Yelwa	234	$234/1059 \times 276$	61
Government Girls Science College	134	$134/1059 \times 276$	35
Murtala Secondary School Yauri	245	$245/1059 \times 276$	64
Abarshi Secondary School (boys)	203	$203/1059 \times 276$	53
Government Secondary School, Tondi	243	$243/1059 \times 276$	63
Total			276

Ministry of Education, Kebbi State

From Table 3.2, it is seen that a total of 61 copies of questionnaire was given to students of Government Secondary School, Ylewa, while 35 copies of questionnaire was given to the students of Government Girls Science College. In addition, 64 copies of questionnaire, 53 copies of questionnaire and 63 copies of questionnaire was given to students of Murtala Secondary School Yauri, Abarshi Secondary School (boys) and Government Secondary School, Tondi respectively.

Instrument for Data Collection

This study used primary data obtained through the use of questionnaires. The instrument used for the study was self-developed.

Validation of Questionnaire

A senior member of the guidance and counseling department was tasked with reviewing the instrument. The purpose of this is to guarantee the questionnaire's validity. Pilot testing was conducted with a group of thirty students from Kebbi state to establish construct reliability and convergent validity. Cronbach's Alpha was used to measure the questionnaire's validity. Tested instruments were found to be reliable since Cronbach's Alpha coefficient exceeded 0.7 (Tabachnick & Fidell, 2013). Three research assistants helped with the distribution and collecting of the surveys from respondents, but the questions were self-administered by the respondents. Purposive sampling was employed to acquire data from only pupils in the sampled secondary schools' senior high school classes. According to Sections A and B, the questionnaire was arranged. Section A was used to gather demographic information about the respondents. – Section B contained remarks on the study's variables. On a five-point Likert scale, the survey asked participants to indicate how strongly they agreed or disagreed with a statement (SA). Interval scale Likert allows researchers to analyses questionnaire replies and provide respondents the choice of selecting from a variety of possibilities.

Technique for Data Analysis

The data collected for the study were analyzed frequencies such as mean distribution, standard error and standard deviation. The hypotheses of the study were tested using z-test. The study will reject the null hypotheses if the z calculated is higher than the z critical and vice versa. The data was processed on SPSS.

Data Analysis

Objective One

Objective one of the study sought to evaluate whether appraisal services of school counsellors influence students' career choice in senior secondary schools in Yauri, Kebbi state. Analysis of the objective is presented on Table 4.5.

Table 3

Mean and Standard Deviation on how appraisal service influence students' Career choice in secondary school

Item Statements	Mean	Standard Deviation
The counsellor assists the students to choose the right subject combination in line with their trait	3.08	1.06
Students are not tested through continuous assessment.	3.38	0.98
Counsellor helps students discover occupations that suit their abilities through personality traits.	3.04	1.00
Personal information about students are not always collected.	3.35	0.88
Grand Mean & Standard Deviation	3.21	0.98

Table 3 which represented the first study aim, revealed that all of the elements were in agreement.

Objective Two

Objective two of the study is to examine senior secondary school students' perception of the role of school counselors' in the choice of career. Result of the analysis is presented on Table 4.

Table 4

Students' Perception of Counselor's Role in Career Choice Instruction

Statement	SA (%)	A (%)	D (%)	SD (%)
My guidance counsellor at school can assist me in making educated decisions about my future.	33.3	37.5	20.6	8.3

My school counsellor is useful because she responds quickly to my requests for information.	18.6	22.3	40.3	18.5
My guidance counsellor is skilled enough to assist me in making a solid career decision.	11.6	33.6	28.5	26.0
My guidance counsellor is trustworthy enough to talk to about my job options.	22.3	33.3	18.6	22.3
My guidance counsellor respects me as a distinct individual.	30.3	42.0	12.6	15.0
My guidance counsellor at school is always ready to help me make career decisions.	25.0	35.0	19.3	20.6
When it comes to counselling, my school counsellor is quite friendly to me.	26.0	42.6	14.3	17.0
When it comes to counselling, my school counsellor is quite friendly to me.	26.0	42.6	14.3	17.0

Questionnaire on the perception of students on the role of school counselor in Career choice

Less than 30 percent of the respondents in Table 4 said they didn't feel that counselors could help them make future decisions.

Test of Hypotheses

Hypothesis One: There is no significant difference in the effect of appraisal services of school counselors on students' career choice in senior secondary schools in Yauri, Kebbi state.

Table 5

Test of Hypothesis Three using Z-test

Std Error	DF	A	z-cal	z-crit	Decision
0.07	220	0.05	1.14	1.96	Accepted

It is clear that the computed value of 1.14 is lower in significance than the crucial value of 1.96 at 0.05 levels of significance and with 550 degree-of-freedom in the z-test (Table 5). The null hypothesis is accepted for this reason. As a result, there appears to be no substantial difference in the impact of school counselors' assessment services on students' profession choices in Yauri, Kebbi.

Hypothesis Two: There is no significant difference amongst senior secondary school students in their perception of the role of school counselors' in the choice of career.

Table 6
Test of Hypothesis Three using Z-test

Std Error	DF	A	z-cal	z-crit	Decision
0.07	220	0.05	1.36	1.96	Accepted

It is possible that the computed value of 1.36 is less than the z-critical value of 1.96 at 0.05 levels of significance with 550 degrees of freedom according to Table 4.9's z-test. In this instance, the null hypothesis is accepted. There is no significant variation in the opinions of school counselors' effect on students' employment choices among high school seniors.

Discussion

Counselors, according to the respondents, assist students in discovering careers that match their strengths based on personality factors. Counselors aid students in selecting the appropriate academic mix based on their personality traits. With a grand mean of 3.21 and a standard deviation of 0.98, the confirmation was obtained. This finding indicated that students thought school counselors had a good impact on their job choices.

This statement was endorsed by 78% of students. Among high school students in the study area, belief in their counselors' ability to help them make sensible life decisions is common. Counselors may have students' trust, but when they don't respond to their questions in a timely manner, students don't see them as helpful. Only 40.3% of students agreed that counselors react promptly to their inquiries, showing that counselors' impact over students' decision-making is minimal. There were just 22.3 percent of students who disagreed with this statement.

More over half of the students who disagreed, or 54.5 percent, also said that their counselors were not competent enough to help them. This is consistent with respondents' prior statements that counselors are not sufficiently equipped to give them with the attention they require. Many of the students in the survey would like to talk with counselors about their career choices. They account for 55.6 percent of all responders. This viewpoint emphasizes the critical influence that counselors may have in students' career decisions if they are viewed as trustworthy. Students may give counselors a top score for engaging them in career decisions despite their lack of confidence that they are informed enough to help. This could be because counselors are the second most significant adult contacts that students turn to for information regarding their career choices after parents.

Students took the counselor's respect for each individual's individuality seriously while deciding whether or not to include counselors in their job decision. 72.2 percent of students believe that counselors have a different insight on pupils during the counseling process. A better understanding of the importance of the counselor's role would allow students to feel more comfortable incorporating them in their future career plans.

Counselors were also ready to give crucial career counseling when needed, according to the respondents. Sixty percent of those who agreed made up the total number of responders. However, the number of people who disagreed was significant, accounting for nearly 40%

of the total number of people who responded. This indicates that a sizable proportion of students disagree. The lack of availability of the counselor hinders these students' desire to include them in their job choice decision-making.

Conclusion

The study concludes that students positively appraised the influence of school counselors in their career choice. However, it is concluded that there is no significant difference among sampled schools as regarding the effect of appraisal services of school counselors on students' career choice in senior secondary schools in Yauri, Kebbi state

Recommendations

The following recommendations are made based on the result of the study:

- i. Students should be encouraged to seek career guidance and counseling in order to share their problems and obtain assistance in Career choice
- ii. It is imperative that the Ministry of Education highlight the significance of school counseling and ensure that all schools have an effective counseling programme.

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