Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369

www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: **https://doi.org/10.64348/zije.2026670**

Influence of Guidance and Counselling Services on Choice of Occupation among Secondary School Students in Bomadi Educational Zone of Delta State, Nigeria

CHUKWU, Comfort
Iynuella@gmail.com
+234 808 069 7071
Department of Educational Psychology, Guidance and Counselling, Faculty of Education, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, River State, Nigeria

Abstract
This study examined the influence of guidance and counselling services on secondary school students' choice of occupation in Bomadi Educational Zone, Delta State, Nigeria. The study adopted a descriptive survey research design. The population comprised 10,524 senior secondary school students across 40 public schools in Bomadi, Patani, and Burutu Local Government Areas. A sample of 385 students was determined using Taro Yamane's formula, with 366 respondents (160 male, 206 female) successfully completing the questionnaire. A 28-item validated instrument titled "Effect of Guidance and Counselling Services on Secondary School Students' Choice of Occupation Questionnaire (EGCSSSCOQ)" was used for data collection. The instrument's reliability was established using Cronbach's alpha, which yielded a coefficient of 0.82. Data were analyzed using mean scores and standard deviations to answer research questions, while the independent samples t-test was used to test hypotheses at 0.05 significance level. Findings revealed that educational and vocational guidance services enhanced students' occupational choice to a high extent (grand mean = 2.70) and information services supported students in choosing occupations to a high extent (grand mean = 2.72). The study concluded that guidance and counselling services significantly influence students' occupational choices.

Keywords: *guidance and counselling services, educational and vocational guidance, occupational choice, students*

Introduction
Career choice represents one of the most critical developmental tasks for adolescents, as the occupations individuals pursue often determine their life chances, socio-economic mobility, and long-term wellbeing. At the secondary-school stage, students are expected to begin forming realistic occupational aspirations, yet this process is rarely straightforward because it is shaped by personal interests, abilities, parental influences, school experiences, labour-market conditions, and cultural expectations. As a result, educational systems globally have institutionalized guidance and counselling services as a structured support mechanism designed to help students make informed, self-directed, and developmentally appropriate career decisions (Mogbana et at 2022). These services typically include career information, appraisal procedures, group and individual counselling, placement services, follow-up services, and career seminars. International evidence consistently demonstrates the significance of school-based guidance and counselling in shaping students' occupational decisions. In recent studies, career-guidance interventions have been linked to improvements in adolescents' career maturity, self-beliefs, and decision-making confidence (Wang, 2024). Empirical research from Europe further shows that structured workshops and counselling sessions significantly improve clarity in career aspirations among senior secondary school students, helping them connect personal strengths with labour-market opportunities (Jemini-Gashi, 2023). Longitudinal findings from South Africa also indicate that early exposure to career guidance contributes to smoother transitions into the world of work or further education because it helps students develop realistic expectations and adaptable skills (Motsepe, 2024). Globally, however, scholars also note persistent structural constraints that hinder effective guidance delivery. Time limitations, shortage of trained counsellors, and inconsistent access to information materials have been identified as factors that reduce the overall quality of career guidance in many school systems (Reid, 2022). The emergence of digital tools, such as mobile counselling applications, has offered alternative pathways to support career development, and studies show that such technologies can significantly enhance students' career decision-making self-efficacy when properly integrated into school programmes (Masi et a. 2025).). These international trends underline the need for contextualized and well-resourced guidance programmes, particularly in regions experiencing socio-economic disparities. Within Nigeria, guidance and counselling is officially recognized in the National Policy on Education as a core component of secondary schooling. The policy mandates career counselling to assist learners in understanding themselves, exploring

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

occupational opportunities, and making informed future choices. Despite the policy emphasis, implementation across states remains uneven. Research shows that many schools lack professionally trained counsellors, designated counselling rooms, updated career information, and funding support for counselling activities (Jesuorobo, 2022). Yet, when such services are functional, studies in Delta State show positive outcomes. For instance, Egbule (2023) found that students who had access to consistent counselling services demonstrated better academic and behavioural adjustment, which indirectly supports career-related decision-making. Similarly, Ovri (2024) reported that counsellor workload, training, and institutional support significantly determine the effectiveness of counselling programmes in Delta State secondary schools. Furthermore, teachers within the state increasingly recognize the need for counselling as a mental-health and developmental support system for adolescents, particularly in environments where students face stressors related to socio-economic instability (Ndakara, 2024).

The Bomadi Educational Zone comprises three Local Government Areas such as Patani, Burutu, and Bomadi which are predominantly riverine, with several communities accessible only by water. The zone is characterized by modest economic activities such as fishing, petty trading, small-scale farming, and artisanal work. Educational infrastructures vary across these LGAs, with some schools enjoying better staffing and resources than others. Socio-economic realities in these communities often influence students' aspirations, with some learners gravitating toward occupations traditionally dominant in their environments, not necessarily because of interest or ability, but due to limited exposure to wider occupational possibilities. Studies on riverine and rural school environments in the Niger Delta indicate that restricted access to information, limited career role models, and infrastructural constraints often shape students' career outlooks (Odionye, 2022). These factors reinforce the importance of school-based guidance and counselling as a mechanism for expanding students' perspectives and supporting informed career decisions. Despite the nationally documented value of guidance and counselling, there is limited empirical evidence specifically addressing how these services influence career decision-making among secondary school students in Patani, Burutu, and Bomadi LGAs. Understanding this gap is crucial because local realities such as cultural norms, parental expectations, environmental constraints, availability of counsellors, and exposure to career information may shape the effectiveness of guidance services differently than in urban or more resource-rich areas of Delta State. Given the importance of career choice in shaping students' educational and occupational trajectories, an empirical investigation into the Effect of Guidance and Counselling Services on Secondary School Students' Choice of Occupation in Bomadi Educational Zone is both timely and necessary. Such a study will not only contribute to academic literature but also provide insights that can inform policy decisions, improve counselling practices, and support the long-term socio-economic development of the zone.

Statement of the Problem

Choosing an occupation is a critical developmental task for secondary school students, shaping their future opportunities, economic mobility, and overall well-being. Guidance and counselling services are intended to help learners understand their abilities, interests, and career possibilities to make informed decisions. However, in the Bomadi Educational Zone of Delta State, which includes Bomadi, Burutu, and Patani Local Government Areas, there is growing concern that students are not receiving adequate support in this important process. Across many schools in the zone, guidance and counselling services are weak, irregular, or poorly structured. A key issue is the shortage of professionally trained counsellors. Although policy mandates qualified personnel in each school, several operate without counsellors or rely on teachers with limited counselling knowledge. Even where counsellors are present, their activities are constrained by limited time, heavy workloads, and administrative responsibilities. The absence of dedicated counselling periods and structured programmes prevents students from systematically exploring career options. Limited access to accurate and up-to-date career information further compounds the problem, as many schools lack functional counselling offices, career libraries, or digital resources, leaving students to make decisions based on incomplete knowledge. The perception of counselling among school stakeholders also undermines its effectiveness. Counselling is often seen as peripheral rather than central to student development, and counsellors are sometimes assigned general classroom or disciplinary duties, leading students to associate counselling with punishment rather than guidance. Geographical and socio-economic factors, including the riverine nature of many communities, limit opportunities for career fairs, mentorship programmes, or exposure to

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

professionals, restricting students' occupational aspirations. Socio-cultural expectations and parental influence further complicate career decision-making, as families may pressure students toward traditional careers regardless of individual interests. Without professional guidance, learners may select occupations misaligned with their strengths. In addition, the lack of structured individual counselling, aptitude assessments, and personality evaluation means many students make choices without clear self-awareness, while peer influence and social media portrayals often mislead them. Finally, the weak implementation, monitoring, and evaluation of counselling programmes limits their effectiveness. Counselling activities are rarely documented or assessed, resulting in inconsistent and fragmented services that fail to meet students' developmental needs. Collectively, these challenges indicate that guidance and counselling services in the Bomadi Educational Zone are insufficient to help students make realistic and informed occupational choices. This study, therefore, seeks to examine the extent to which educational, vocational, informational, individual counselling, and placement services enhance secondary school students' occupational choices in Bomadi Educational Zone, while identifying factors that undermine their effectiveness.

Objectives of the Study

The main aim of this study is to examine the influence of guidance and counselling services on secondary school students' choice of occupation in Bomadi Education Zone of Delta State, Nigeria. The study was guided by the following specific objectives to:

1. examine the extent to which educational guidance and counselling services enhance students' choice of occupation in secondary schools within Bomadi Education Zone.
2. assess how information services influence students in the choice of occupation in secondary schools in Bomadi Education Zone

Research Questions

The following research questions guided the study:

1. To what extent do educational guidance and counselling services influence students' choice of occupation in secondary schools within Bomadi Educational Zone?
2. How do information services influence students in choosing occupations in secondary schools in Bomadi Educational Zone?

Research Hypotheses

The study tested the following null hypotheses at a 0.05 level of significance:

Ho_1: There is no significant difference between the mean ratings of male and female students on the influence of educational guidance on counselling services enhance students' choice of occupation in secondary schools within Bomadi Education Zone.

Ho_2: There is no significant difference between the mean ratings of male and female students on how the information services influence students in choosing occupations in secondary schools in Bomadi Education Zone.

Scope of the Study

This study focused on investigating the influence of guidance and counselling services on secondary school students' choice of occupation. The content scope encompassed several key aspects of guidance and counselling services provided within the secondary school system. These included educational guidance, vocational guidance, career counselling sessions, individual counselling, group counselling, information services, and placement/follow-up services. Geographically, the study was confined to the Bomadi Education Zone of Delta State, Nigeria, an administrative zone under the supervision of the Delta State Ministry of Education. The Bomadi Educational Zone comprised three Local Government Areas, namely Bomadi, Patani, and Burutu, all located in the southern part of Delta State within the Niger Delta region. The zone was largely riverine, with many communities surrounded by rivers, creeks, and mangrove swamps, which significantly influenced school accessibility, administration, and the teaching and learning processes. The Bomadi Educational Zone comprised forty public senior secondary schools spread across these three Local Government Areas.

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

Review Of Related Literature

Conceptual Review

Concept of Guidance and Counselling Services

Guidance and counselling services are integral components of modern educational systems, designed to facilitate the holistic development of learners by assisting them to understand themselves, make informed decisions, and navigate personal, social, educational, and vocational challenges. Broadly, guidance is viewed as a developmental process that helps individuals acquire the knowledge, skills, and attitudes necessary for effective decision-making, while counselling is more intensive, focusing on assisting individuals to resolve specific personal, academic, or vocational issues through professional interaction. Together, guidance and counselling constitute a proactive support system that ensures students' psychological, emotional, and occupational well-being is nurtured within educational settings (Audu & Umoru, 2020). The concept of guidance and counselling extends beyond mere advice or informal support; it encompasses structured, systematic programmes implemented by trained professionals to address students' developmental needs. In the context of secondary education, guidance and counselling services aim to assist students in understanding their abilities, interests, values, personality traits, and socio-cultural influences that shape their choices. This process equips learners with the necessary tools to make informed and realistic decisions regarding their academic pursuits, career paths, and personal development (Iheanacho & Ugwu, 2023). The importance of such services has been widely acknowledged globally, with numerous studies highlighting that access to effective guidance and counselling positively influences academic achievement, career awareness, and overall student well-being.

Educational guidance focuses on helping students make informed decisions regarding their learning experiences and academic progression. This includes providing information on course selection, study habits, examination preparation, and strategies for managing learning challenges. Educational guidance ensures that students align their abilities and interests with appropriate learning pathways, thereby enhancing their academic potential. It also involves helping students develop self-awareness, self-efficacy, and adaptive skills necessary for coping with academic stressors and achieving educational objectives. Counsellors, in this regard, play a critical role by administering aptitude tests, conducting academic assessments, and guiding students to identify areas of strength and improvement, which ultimately informs their career exploration and choice processes (Okolie et al, 2022). Vocational or career guidance, a fundamental aspect of guidance and counselling services, is concerned with assisting students in making informed occupational choices. It involves helping learners understand the world of work, available career options, the skills required for various professions, and the alignment of these options with their personal traits and aspirations. Effective vocational guidance enables students to navigate the complex interplay between personal abilities, labour market realities, and societal expectations. It also prepares learners to anticipate future career challenges, adapt to changes in the employment landscape, and make career choices that are sustainable and personally fulfilling (Audu & Ahmed, 2023). In secondary schools, vocational guidance may include activities such as career talks, industry visits, mentorship programmes, aptitude testing, and individualized counselling sessions to foster informed decision-making.

Information services refer to the systematic collection, organisation, and dissemination of essential data that assist students in making decisions about their academic, personal, and career lives. Such information includes educational policies, subject requirements, scholarship opportunities, occupational trends, and available training programmes (Emeh & Ekpoh, 2020). Counsellors typically use information bulletins, workshops, digital platforms, and career resource centres to deliver this service. Recent evidence suggests that students' decision-making improves when they have access to reliable, timely, and comprehensive information (Okafor & Nnadi, 2022). With digital technology increasingly integrated into school systems, many institutions now use online counselling portals and virtual career guidance tools to enhance access to credible information (Adeosun & Ojo, 2023).

Influence of Guidance and Counselling Services on Students' Occupational Choice

Guidance and counselling services constitute a critical component of the educational support framework that shapes students' readiness for meaningful occupational decisions. In contemporary secondary school education, especially within

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

developing contexts such as Nigeria, these services have evolved from peripheral interventions to structured programmes designed to equip learners with the knowledge, skills, and attitudinal dispositions necessary for making informed career choices. Empirical studies increasingly affirm that the availability, quality, and utilisation of guidance and counselling services significantly determine the extent to which students develop clarity regarding their vocational aspirations, evaluate occupational alternatives, and align educational pathways with long-term career goals (Audu & Umoru, 2020; Iheanacho & Ugwu, 2023).

Theoretical Review: Trait and Factor Theory

Trait and Factor Theory, pioneered by Frank Parsons in 1909 and expanded in contemporary career development research, is one of the foundational theories in vocational guidance. The central premise of the theory is that career success and satisfaction are achieved when an individual's personal traits---such as abilities, interests, values, personality characteristics, and aptitudes---are closely matched with the requirements and conditions of an occupation (Parsons, 1909; Hansen & Leung, 2020). The theory emphasizes a rational and systematic approach to career decision-making, highlighting the importance of self-knowledge and accurate occupational information in guiding individuals toward suitable career paths. Trait and Factor Theory is built on several key assumptions:

1. Individuals possess measurable traits that remain relatively stable over time, including intellectual abilities, skills, interests, and personality characteristics.
2. Occupations have defined requirements and environmental factors that can be evaluated objectively.
3. Career satisfaction and performance are optimized when there is a close alignment between an individual's traits and the occupational factors.
4. Guidance and counselling are essential, as many individuals, particularly adolescents, lack sufficient self-knowledge or exposure to occupational information necessary for effective career decision-making.

These assumptions underscore the importance of a structured, evidence-based approach to career guidance, in which counsellors systematically assess students' traits and provide them with accurate information about occupational demands to facilitate informed choices.

In educational settings, Trait and Factor Theory informs the design and implementation of guidance and counselling services. Counsellors employ assessment tools such as aptitude tests, personality inventories, interest surveys, and skill evaluations to identify students' traits. These assessments allow counsellors to match students with occupations that align with their natural abilities and preferences. For example, a student with strong analytical and numerical skills may be guided toward careers in engineering, mathematics, or accounting, while a student with strong interpersonal and communication skills may be encouraged to pursue education, law, or social work. Additionally, the theory emphasizes the role of occupational information services in enabling students to make rational career choices. This includes providing detailed insights into job requirements, educational pathways, skill acquisition, labour market trends, and future prospects. The integration of assessment and occupational information ensures that students' career decisions are grounded in both self-awareness and realistic understanding of occupational demands. Trait and Factor Theory is highly relevant to this study because it provides a conceptual framework for understanding how guidance and counselling services influence students' choice of occupation in secondary schools within Bomadi Educational Zone. The study investigates the effectiveness of key counselling interventions---such as individual counselling, educational and vocational guidance, information provision, and placement services in helping students align their traits with suitable careers. In Bomadi Education Zone, where students often face limited exposure to career opportunities, inadequate counselling resources, and socio-cultural pressures, the principles of Trait and Factor Theory offer a structured approach for evaluating whether students' occupational choices are informed and congruent with their abilities and interests. By applying this theory, the study can examine how effectively guidance and counselling services help students achieve occupational alignment, mitigate mismatches, and enhance both academic engagement and career readiness. Furthermore, the theory provides a basis for identifying gaps in counselling practices. For instance, where schools lack qualified counsellors, adequate facilities, or up-to-date career information, students may make decisions based on peer influence, parental pressure, or societal stereotypes rather than rational assessment. Understanding these gaps through the lens of Trait and Factor Theory allows for evidence-

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

based recommendations to improve the delivery and impact of career guidance services in secondary schools. Trait and Factor Theory serves as a critical foundation for this study, emphasizing the importance of systematic assessment, occupational knowledge, and rational matching in supporting students' career development. Anchoring the research on this theory ensures a robust conceptual framework for evaluating the effectiveness of guidance and counselling services and understanding the factors that influence students' occupational choices in the Bomadi Educational Zone.

Empirical Review

Salihu (2024) investigated the impact of career counselling on Nigerian secondary school students' occupational goals. The research was named Influence of Career Counselling on Choice of Future Occupation. Three hundred pupils from six public high schools in the states of Kaduna and Niger were selected by Salihu to participate in the descriptive survey. We used multiple regression to examine data collected from the Career Decision-Making Inventory (CDMI). The results showed that students with more career counselling sessions reported considerably better career goal clarity and self-concept congruence ($p < 0.01$). In order for students to make career choices that are in line with their interests and abilities, the research found that continuous and age-appropriate counselling sessions are crucial. To combat rising rates of students not settling on a career path, the report urged the federal ministry of education to fortify advising programs in all public schools. Investigating the Effect of a Career Intervention on Students' Vocational Interests in Jigawa State's Secondary Schools, Isah and Abdullah (2023) used a comparative quasi-experimental design. Two hundred forty students made up the sample, with half placed in the experimental group and half in the control group. Session topics included aptitude testing, career exploration, and decision-making skills; the intervention lasted six weeks. Researchers discovered a statistically significant improvement in the stability of occupational preferences within the experimental group when they used a pre-test-post-test strategy ($t = 5.47$, $p < 0.01$). After being under-represented in their interest profiles, students gained confidence in pursuing STEM and technical careers. This research lends credence to the idea that organised advice should be a part of the secondary school curriculum in Nigeria as it shows that students' vocational preparation and lack of indecision are both improved by such interventions.

Research Methodology

The study adopted a descriptive survey research design to examine the effect of guidance and counselling services on secondary school students' choice of occupation in Bomadi Education Zone, Delta State. The population comprised 10,524 students in 40 public secondary schools across Bomadi, Patani and Burutu Local Government Areas, according to the 2024 Annual School Census Report. A sample of 385 students was selected using a multistage sampling technique. Schools were selected proportionally from the three LGAs, while students were stratified according to SS I, SS II and SS III before simple random sampling was applied. Data were collected using a 28-item self-developed questionnaire titled Effect of Guidance and Counselling Services on Secondary School Students' Choice of Occupation Questionnaire (EGCSSSCOQ). The instrument contained two sections covering respondents' demographic information and items on guidance and counselling services and occupational choices. Responses were measured on a four-point scale ranging from Very High Extent (4) to Very Low Extent (1). Three experts in Measurement and Evaluation, Guidance and Counselling, and Educational Psychology validated the instrument. A pilot test was conducted in two schools outside the study area, producing a Cronbach's alpha reliability coefficient of 0.82. The researcher obtained permission from relevant school authorities before administering the questionnaires to selected students. Of the 385 questionnaires distributed, 366 were correctly completed and retrieved, representing a 95.1% response rate. Data were analysed using SPSS version 27. Descriptive statistics, including frequency, percentage, mean and standard deviation, answered the research questions, while the independent samples t-test tested the hypotheses at the 0.05 significance level. Mean scores were interpreted

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

using established decision limits: 3.50–4.00 (Very High Extent), 2.50–3.49 (High Extent), 1.50–2.49 (Low Extent) and 0.50–1.49 (Very Low Extent). The findings were presented using tables and narrative explanations.

Presentation of Results

Research Question One: To what extent do educational and vocational guidance and counselling services enhance students' choice of occupation in secondary schools within Bomadi Educational Zone?

Table 1: Mean ratings and standard deviation of the respondents on the extent educational and vocational guidance and counselling services enhance students' choice of occupation in secondary schools within Bomadi Educational Zone

S/N	Item Statements	Male Students (N = 160)		Female Students (N = 206)		Mean Set (N = 366)		Remark
		X̄	SD	X̄	SD	X̄	SD	
1	Educational guidance helps me understand subjects related to my future career.	2.72	.75	2.68	.62	2.70	.69	High Extent
2	Vocational guidance exposes me to different occupational options.	2.72	.71	2.72	.71	2.72	.71	High Extent
3	Guidance programmes help me link school subjects with possible careers.	2.64	.70	2.67	.63	2.66	.67	High Extent
4	Counselling services influence the type of occupation I intend to pursue.	2.68	.69	2.67	.63	2.68	.66	High Extent
5	Career talks organised in my school guide my occupational decisions.	2.61	.66	2.72	.71	2.67	.69	High Extent
6	Guidance services help me make realistic career plans.	2.78	.78	2.69	.63	2.74	.71	High Extent
7	Educational and vocational counselling reduces confusion about my future occupation.	2.65	.65	2.72	.75	2.69	.70	High Extent
Grand Mean Set & Standard Deviation		**2.69**	**.71**	**2.70**	**.67**	**2.70**	**.69**	**High Extent**

X̄ = Mean; SD = Standard Deviation; Dec. VHE (3.50–4.00), HE (2.50–3.49), LE (1.50–2.49) and VLE (0.50–1.49)

Table 1 presents the mean ratings and predictable difference of the accused on the magnitude instructional and mechanics counseling and giving advice aids embellish undergraduates' choice of profession in subordinate schools inside Bomadi Educational Zone. The study bestowed in duplicate table displayed the following range ideas for articles 1 to 7: Educational counseling helps me appreciate cases had connection with my future course (Mean = 2.70 and SD = .69), Vocational counseling exposes me to various pertaining to work alternatives (Mean = 2.72 and SD = .71), Guidance programmes help me link school cases accompanying likely courses (Mean = 2.66 and SD = .67), Counselling aids influence the type of possession I determine to chase (Mean = 2.68 and SD = .66), Career talks organised in my school guide my pertaining to work resolutions (Mean = 2.67 and SD = .69), Guidance duties help me create sensible course plans (Mean = 2.74 and SD = .71) and Educational and pertaining to work advising reduces disorientation about my future possession (Mean = 2.69 and SD = .70). These marked that the accused' ideas for parts 1-7 presented High Extent, as their mean ratings fall inside the range of 2.50 -- 3.49. Furthermore, the table granted a noble mean and predictable difference (Mean = 2.70 and SD = .69), that is above the test mean of 2.50, and the mean ratings fall inside the range of 2.50 -- 3.49. This further indicates that, to a High Extent instructional and pertaining to work counseling and enjoining duties improved scholars' choice of possession in subordinate schools inside Bomadi Educational Zone.

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

Research Question Two: How do information services support students in choosing occupations in secondary schools in Bomadi Educational Zone?

Table 2: Mean ratings and standard deviation of the respondents on how information services support students in choosing occupations in secondary schools in Bomadi Educational Zone

S/N	Item Statements	Male Students (N = 160)		Female Students (N = 206)		Mean Set (N = 366)		Remark
		X̄	SD	X̄	SD	X̄	SD	
8	I receive adequate information about different occupations in my school.	2.70	.70	2.69	.70	2.70	.70	High Extent
9	Career information provided helps me understand job requirements.	2.71	.71	2.69	.69	2.70	.70	High Extent
10	Counselling information exposes me to emerging careers.	2.65	.68	2.74	.75	2.70	.72	High Extent
11	Information services help me know the qualifications needed for my chosen career.	2.81	.80	2.72	.71	2.77	.76	High Extent
12	I receive guidance on career opportunities after secondary school.	2.69	.67	2.78	.80	2.74	.74	High Extent
13	Career information influences my occupational preference.	2.73	.75	2.71	.71	2.72	.73	High Extent
14	Lack of career information affects my career decision negatively.	2.74	.75	2.73	.71	2.74	.73	High Extent
Grand Mean Set & Standard Deviation		**2.72**	**.72**	**2.72**	**.72**	**2.72**	**.72**	**High Extent**

X̄ = Mean; SD = Standard Deviation; Dec. VHE (3.50–4.00), HE (2.50–3.49), LE (1.50–2.49) and VLE (0.50–1.49)

Table 2 presents the mean ratings and predictable difference of the accused on in what way or manner sciences concerned with information support undergraduates in selecting possessions in subordinate schools in Bomadi Educational Zone. The study bestowed in duplicate table accompanied the following range ideas for parts 8 to 14: I endure enough news about various takeovers in my school (Mean = 2.70 and SD = .70), Career facts determined helps me learn task necessities (Mean = 2.70 and SD = .70), Counselling news exposes me to arising courses (Mean = 2.70 and SD = .72), Information services help me experience the restrictions wanted for my line of work (Mean = 2.77 and SD = .76), I sustain counseling on course hope later preparatory school (Mean = 2.74 and SD = .74), Career news influences my pertaining to work inclination (Mean = 2.72 and SD = .73) and Lack of course news influences my course resolution otherwise (Mean = 2.74 and SD = .73). These marked that the accused' ideas for articles 8-14 demonstrated High Extent, as their mean ratings fall inside the range of 2.50 -- 3.49. Furthermore, the table presented a noble mean and predictable difference (Mean = 2.72 and SD = .72), that is above the test mean of 2.50, and the mean ratings fall inside the range of 2.50 -- 3.49. This further indicates that, to a High Extent sciences concerned with information financed graduates in selecting takeovers in subordinate schools in Bomadi Educational Zone by providing course counseling, expounding task necessities and restrictions, revealing bureaucracy to arising courses and doing their pertaining to work options and conclusion.

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

H_{01}. There is no significant difference between the mean ratings of male and female students on the extent educational and vocational guidance and counselling services enhance students' choice of occupation in secondary schools within Bomadi Educational Zone.

Table 3: Summary of t-test analysis result on the significant difference between the mean ratings of male and female students on the extent educational and vocational guidance and counselling services enhance students' choice of occupation in secondary schools within Bomadi Educational Zone

Respondents	N	X̄	STD	Df	t-value	Sig. (2-tailed)	Remark
Male Students	160	2.69	.71	364	.601	.548	Accepted
Female Students	206	2.70	.67				

Table 3 presents the summary of t-test reasoning result on the important dissimilarity 'tween the mean ratings of male and female graduates on the magnitude instructional and pertaining to work counseling and admonishing duties embellish undergraduates' choice of control in subordinate schools inside Bomadi Educational Zone. The result of the table above displayed t-worth of .601 and Sig. (2-tailed) of (.548) is more (>) p-advantage of 0.05 at df 364. Therefore, the valueless theory is endorsed. This indicates that skilled was no important distinctness 'tween the mean ratings of male and female undergraduates on the magnitude instructional and concerning details counseling and charging duties improved pupils' choice of seizure in subordinate schools inside Bomadi Educational Zone

H_{02}. There is no significant difference between the mean ratings of male and female students on how information services support students in choosing occupations in secondary schools in Bomadi Educational Zone.

Table 4: Summary of t-test analysis result on the significant difference between the mean ratings of male and female students on how information services support students in choosing occupations in secondary schools in Bomadi Educational Zone

Respondents	N	X̄	STD	Df	t-value	Sig. (2-tailed)	Remark
Male Students	160	2.72	.72	364	.790	.430	Accepted
Female Students	206	2.72	.72				

Table 4 presents the summary of t-test study result on the important distinctness middle from two points the mean ratings of male and female graduates on in what way or manner sciences concerned with information support juniors in selecting professions in subordinate schools in Bomadi Educational Zone. The result of the table above demonstrated t-worth of .790 and Sig. (2-tailed) of (.430) is higher in amount (>) p-worth of 0.05 at df 364. Therefore, the ineffectual theory is recognized. This means that skilled was no important distinctness middle from two points the mean ratings of male and female graduates on by means of what sciences concerned with information backed graduates in selecting seizures in subordinate schools in Bomadi Educational Zone.

Discussion of Findings

Secondary school students in the Bomadi Educational Zone and the Impact of Educational Services on Their Career Choices

The study's results showed that secondary school students in the Bomadi Educational Zone benefited greatly from educational and vocational counselling and guidance services while deciding on a career path. Additionally, the results demonstrated that when comparing the average ratings of male and female students in Bomadi Educational Zone secondary schools, there was no statistically significant difference in the degree to which students' use of educational and vocational counselling and guidance services influenced their career choice. In line with this discovery, a study by Audu and Umoru (2020) found that counselling and guidance services are essential parts of contemporary educational systems. These services help students develop holistically by guiding them through self-discovery, decision-making, and overcoming obstacles in their personal lives, social circles, classrooms, and careers. Counselling is more intense and focuses on helping individuals resolve specific personal, academic, or vocational issues through professional interaction, while guidance is

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: https://doi.org/10.64348/zije.2026670

seen as a developmental process that helps individuals acquire the knowledge, skills, and attitudes necessary for effective decision-making. As a whole, guidance and counselling provide a preventative framework for students' mental, emotional, and occupational health in the classroom. Moreover, this study's results are in line with those of Iheanacho and Ugwu (2023), who found that counselling and guidance go beyond providing students with informal advice and instead involve structured, systematic programs put in place by qualified individuals to meet their developmental needs. Guidance and counselling services at secondary schools work to help students gain insight into their own strengths, areas of interest, core beliefs, character attributes, and the social and cultural factors that impact their decision-making. Learners are given the tools they need to make informed and practical decisions about their academic pursuits, career paths, and personal development through this process. Research by Audu and Ahmed (2023) confirms that guidance and counselling programs take a multi-faceted approach to student development, touching on their emotional, social, vocational, and cognitive aspects. Because of the fast physical, emotional, and social changes that adolescents go through, which can affect their academic performance and career readiness, it is essential to take a multi-dimensional approach. For example, there is often a rise in academic pressure, increased peer impact, and the need to make career-related choices as students go from junior to senior year of high school. A sense of direction, purpose, and self-confidence can be fostered through the use of guidance and counselling services, which offer a structured framework for students to navigate these developmental challenges.

Effects of Bomadi Educational Zone's Secondary School Information Services on Students' Career Choices

The study's results showed that information services helped secondary school students in Bomadi Educational Zone make better occupational choices by guiding them through the process of career exploration, outlining the skills and experience needed for various jobs, highlighting new job opportunities, and swaying their preferences. Furthermore, the results demonstrated that when it came to the use of information services to assist students in making career decisions in Bomadi Educational Zone secondary schools, there was no statistically significant difference between the means of male and female students. Adeosun and Ojo (2023) found that students may get structured help in making informed career choices via educational, vocational, and personal-social counselling services. This finding is in line with that. To help students comprehend the needs and consequences of different jobs, guidance counsellors give career information, conduct aptitude tests, provide group and individual counselling, and host career fairs. Students who make use of counselling services are more likely to be job ready and to make reasonable choices about their careers, according to research.

Conclusion

This study examined effect of guidance and counselling services on secondary school students' choice of occupation in public secondary schools within the Bomadi Educational Zone, Delta State. These services enhanced students' understanding of their strengths and interests, guide informed career decisions and shaped realistic aspirations. The results underscored the importance of consistently implementing comprehensive guidance and counselling programmes in schools. Through doing so, schools can create an environment that supports career awareness, informed decision-making and personal development. Such an environment not only improves students' career readiness but also contributes to their long-term occupational success and overall educational effectiveness.

Recommendations

In light of the study's findings, the following recommendations are presented:

1. The government should make it mandatory for all secondary schools, both public and private, to employ a minimum of three qualified guidance counsellors (with additional counsellors for larger schools) to ensure all students have adequate access to continuous career guidance and support.
2. School administrators and principals should fully embrace and support guidance counsellors by providing the necessary resources, authority and recognition to enable them to perform their roles effectively.
3. The government, in collaboration with schools, should implement holistic awareness programs involving students, parents, teachers, and the community to highlight the importance of educational and vocational guidance and counselling services in supporting informed occupational choices.

Zamfara International Journal of Education (ZIJE)
The Official Journal of the Faculty of Education
Federal University Gusau, Zamfara State, Nigeria
Volume 6, Number 6, October, 2026
pISSN: (Hard Copy): 2814 – 1377
eISSN (Online): 2814 – 1369
www.foefugusau.com.ng
Reviewed Date: 24-10-2026
Publication Date: 31-10-2026
DOI: **https://doi.org/10.64348/zije.2026670**

References

Abubakar, I. A. (2019). Career guidance services in public senior secondary schools in Kano, Nigeria. *Asian Journal of University Education*, 15(2), 27--35.

Adeosun, O., & Ojo, A. (2023). Digital approaches to career guidance in Nigerian secondary schools. *Journal of Educational Technology and Counselling*, 5(1), 44--59.

Audu, S., & Ahmed, F. (2023). Parental influence on adolescents' career choices in secondary schools. *Journal of Career Development in Education*, 6(2), 33--49.

Audu, S., & Umoru, F. (2020). Guidance and counselling in Nigerian secondary schools: Challenges and prospects. *International Journal of Education and Counselling*, 4(1), 22--38.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Delta State Ministry of Basic and Secondary Education. (2024). *Annual school census report*. Planning, Research and Statistics Department.

Emeh, J., & Ekpoh, U. (2020). Information services and students' decision-making in secondary schools. *Journal of Guidance and Counselling Studies*, 6(1), 88--103.

Eremie, M., & Ekwe, C. (2020). The role of guidance and counselling in enhancing students' social adjustment in Nigerian secondary schools. *African Journal of Career Development*, 2(3).

Eze, U., & Okwu, A. (2023). Placement services and employability readiness among senior secondary students. *African Journal of Career Development*, 2(1), 40--52.

Hansen, J., & Leung, S. (2020). Trait-factor approach to career counselling: Contemporary perspectives. *Journal of Career Development*, 47(3), 291--305. <https://doi.org/10.1177/0894845318803468>

Ibrahim, M., & Dauda, A. (2023c). Socio-economic determinants of adolescents' career decisions. *Journal of School Psychology and Counselling*, 4(1), 33--48.

Iheanacho, M., & Ugwu, C. (2023). Career counselling services and students' occupational readiness in Nigerian secondary schools. *Journal of Career Development in Education*, 6(1), 44--60.

Isah, U., & Abdullah, S. M. S. (2023). *Impact of career intervention on vocational preference among secondary school students in Nigeria: A comparative quasi-experimental study*. Unpublished manuscript.

Kpolovie, P., & Iderima, C. (2021). Academic support strategies for improving students' learning outcomes. *International Journal of Educational Research*, 12(3), 87--104.

Masi, L. M., Apriliana, I. P. A., Saba, K. R., & Dami, Z. A. (2025). Impact of a mobile career counseling app on career decision-making self-efficacy in students' transition to higher education. *Discover Psychology*, 5, Article 127. <https://doi.org/10.1007/s44202-025-00468-8>

Momoh, G. O., & Longbap, N. B. (2024). Exploring the influence of career awareness counselling on occupational goals of junior secondary students. *South--Federal Journal of Education and Guidance Studies*, 3(1), 21--38.

Motsepe, A. (2024). Effects of school career guidance on career choices among high school students. *South African Journal of Education and Human Development*, 44(1), 91--107.

Okafor, C., & Nnadi, F. (2022). Access to guidance information and students' career planning. *Journal of Education and Human Development*, 11(1), 92--105.

Okeke, P., & Adiele, E. (2023). Vocational guidance and entrepreneurship intentions of secondary school students. *Journal of Entrepreneurship and Counselling*, 2(2), 48--62.

Okolie, I., Igwe, N., & Nwosu, P. (2022). Self-concept and vocational interest among adolescents: Implications for career guidance. *Journal of Educational Psychology and Counselling*, 8(2), 67--85.

Okonkwo, I., & Igwe, N. (2021). School environment and career development among senior secondary students. *Journal of Educational Practice and Research*, 14(2), 22--38.

Okorie, C., & Nwachukwu, G. (2021a). Career counselling and students' occupational readiness. *Journal of Educational Guidance*, 6(4), 77--90.

Otwine, A. T. (2022). Awareness and utilisation of career guidance services in Ugandan secondary schools. *RIMA Journal of Education*, 8(2), 22--41.

Parsons, F. (1909). *Choosing a vocation*. Houghton Mifflin.

Salihu, M. N. (2024). Influence of career counselling on choice of future occupation among secondary school students. *Rima Journal of Education*, 12(2), 14--26.

Ugwu, H. (2024). *Effectiveness of guidance services on students' academic and career performance: Evidence from Abuja secondary schools*. SSRN Working Paper Series.