

THREE GROUP CAREER GUIDANCE PROGRAMMES ON CAREER MATURITY AMONG NIGERIAN YOUTHS

Babatunde Joseph Ojo

Guidance and Counselling Department,
Faculty of Education,
Ekiti State University, Ado-Ekiti
NIGERIA
jobabatunde18@gmail.com

ABSRTACT

The paper investigated the effectiveness of group career guidance and counselling programme at promoting career decision making and skills among youths in Nigeria. The purpose of the study is to find out the effectiveness of group career guidance, group career counselling and group, career guidance and counselling put together. The study employed the use of guasi-experimental design of pre-test and pos test of three experiment groups. Two questions were raised to guide the study and one null hypothesis tested as 0.005 level of significant. Research instruments were two namely, Career Development Inventory (CDI) and group, career guidance and counselling strategies(package used for treatment) treatment procedure look place in three different school locations where students were pre-tested and post-tested before and after treatment with group career guidance (GCG), Group Career Counselling (GCC) and Group, Career Guidance and counselling (GCG+GCC). The results of the study revealed a general low career maturity and decision making skills before treatment. This study revealed improvement of the maturity and the skills after the treatment. it is then recommended that the group, career guidance should be made compulsory made to be part of secondary school curriculum in Nigeria.

Keywords: Career Maturity, Career Decision Making, Group Guidance, Group Counselling.

INTRODUCTION

Promoting the career-decision making skills of students in secondary school is one of the cardinal goals of school career guidance. Crite (1974) identified the goal of facilitating career decision as the unifying theme among various career guidance approaches. The need for career decision making is very prevalent in the human lives. The democratic nature of Nigeria society coupled with the increasing complexity of schools and labour market system often confront the adolescents with unlimited array of educational and career options.

The school owe the students the responsibility of providing specialized assistance through the school guidance and counselling programme for a career decision making. A variety of approaches to career decision making exists in the various therapeutics model of career guidance but this paper is out to contribute to the existed techniques so as to meet the present situation of over dependent of Nigerian graduates of secondary school on government employment. It is noticed as observed that students in the nation's secondary schools are always facing with problems of career choice toward the tail end of their secondary school education. It is of the opinion of the paper to stress the importance of career programme which is to be organised in schools especially toward the end of junior secondary school or at the starting point of senior secondary schools level so as to facilitate in the students the idea of career readiness that will eventually transform to career decision making of all these

students. For this to be accomplished, there is need for a programme like group guidance and counselling to be sponsored by the school administration in collaboration with the school guidance counsellor on career planning, at least once in a year for the students in senior secondary school level.

Since the problem of career decision making appeared to be a general problem among the Nigeria youths, the group guardians and counselling seem to the researcher as appropriate technique to embark upon by the school counsellor to facilitate career maturity. This point was buttressed by Odebunmi (1978) who asserted then that among the various types of groups work available, the most important to the Nigeria counsellors is group counselling for vocational exploration. Also (1981) also remarked on the group as the medium for helping individual, and the readiness to work in group will help in fostering vocational maturity among secondary school students.

Counselling through group was a programme designed as an introductory experience for preparing students or youths to work with various groups. The process forms the foundation for the understanding of group process and acquisition of basic skills in human relations, effective communication and overall leadership skills necessary for working with various groups. Group counselling, the strategies and skills provide an in depth work at group counselling with an emphasis on practical knowledge and techniques for effective group leadership. This prayer will therefore bridged the group between theory and practice with group guidance, group counselling and the combination of the two approached to counselling, that is, group guidance and counselling for a set of students in senior secondary school for career choice and decision making skills.

Everyman is expected to take to one occupation or another in pursuit of livelihood, satisfactions and contribution to the up-keep of the society .Vocational guidance therefore, aims at helping students make right choice of career with the result that they are happy, useful to themselves and the society in which they live. Vocational guidance therefore was designed to provide prior to train students for career maturity and decision making. Olayinka (1993) holds the opinion that the students should be assisted to have realistic career orientation. The basic aim of vocational guidance in school is to encourage students to grow and realize their full potentials, vocational counselling therefore, is to assist the students at individual level or group in integrating the information about self and the world of work and to have plan for career development. This involves a face –to-face encounter between the facilitator or counsellor and client. The student is assisted before any occupational selection and adjustment. Adedibu (1986) emphasized that vocational counselling is a need that is not appeared properly handled by the career teachers and the school guidance counsellor. The purpose of this study is to determine the efficiency of these group vocational guidance and counselling techniques on career decision making among Nigerians youths.

Based on the researcher observations and other people opinion as reviewed in the literature, the following research question were raised to guide the study

Research questions:

- (1) would there be any difference between the career decision making skills among student in experimental groups
- (2) Would there be any difference among the students exposed to group guidance, groups counselling and that of group guidance and counselling.

Based on the research questions raised these hypothesis was formulated and tested at 0.05 level

Hypothesis: there would be no significant difference between the career decision making skills of students exposed to group career guidance (GCG) group career counselling (GCC) and the two technique put together in a setting, that is group career guidance and counselling (GCG) and (GCC).

METHODOLOGY

The study employed the use of quasi experimental design of pre test, post test of three experimental groups. Each group were exposed to treatment with different group technique. The first group were treated with group career counselling method, while the second group were treated with group career guidance and the third group were treated with the combination of the two group method early used in different school. In a school, that is, group career guidance plus group career counselling were used to treat the third group of student in another separate school. The population for the study consisted of all the senior secondary schools students in Ekiti State in Nigeria. The sample for the study were drawn from the entire population, 360 students were selected through stratification and purposive techniques. There are three experimental groups for the study with 120 students in each group.

RESEARCH INSTRUMENTS

The instrument for the study were two. The first was a treatment package named “Group Career Guidance and Counselling programme”. The second instrument was titled “The Career Development Inventory” adapted from Kuti (1979). The inventory was of three scales (1) planning orientation scale, (2) use of resources for career exploration information, (3) decision making scale.

The first two sales measure the student attitudinal components, while the third scale measures the cognitive component of career maturity.

VALIDATION OF THE RESEARCH INSTRUMENT:

The instrument has been validated by Kuti in 1979 with the validity co-efficient of 0.72, 0.62 and 0.69 based on the sub scale of the inventory respectively. However, since the instrument was adapted the validation was re-established by test-re-test method on a set of twenty student outside the sampled subject for the study twice within two weeks interval. The sub-scale co-efficient of 0.62, 0.71 and 0.60 respectively were recorded when the two sets of scores were correlated using Pearson Product Moment formula.

THE PROCEDURE FOR EXPERIMENT

There are three groups as earlier indicated. The three were experimental groups with 120 students in each group. The pre-test of career development inventory was administered on all the students in senior secondary school in the schools selected for use. All the students that score between 81 marks to 323 marks were regarded as vocationally matured students. The students in these categories were excepted from treatment. But those students those scored 80

marks and below were prepared for treatment. The treatment took place in the student various school locations according to their treatment package. Some students were treated with group career guidance (GCG). Some were treated with group career counselling (GCC), while the third group were treated with the combination of the two techniques in group 1 and 2, which is group career guidance and counselling (GCG+GCC). All these treatment were done in different school. Post test of career development inventory was administered at each group treatment school location. The data collected from the three groups were analysed using descriptive and inferential statistics.

RESULTS

Question 1: Would there be any difference between the career decision making skills among students in the experimental groups at pre test and post test?

To determine the level of career decision making skills among the students in the experimental groups. Career development inventory (CDI) was administered on the students in their various school locations. The scores collected were describe using frequency table and relative percentage for each groups

TABLE1

Frequency counts and percentages of student level of career decision making skills at pre and post test.

Pre-test and pre-post difference by level.

Level	Score	Frequency	%	Frequency	%
High	162- 323	60	16.20	75	20.83
Moderate	81- 161	90	25.00	113	31.25
Low	80- 53	210	58.30	172	47.92
		360	100	360	100

The table revealed the level of career maturity of students before and after treatment. The students at high level increase from 16.20% before treatment to 20.83% after treatment while at moderate level there was also increase of students career maturity from 25.00 before treatment to 31.25% after treatment ,on the other hand, students in the low level decreased from 58.30 to 47.92 before and after treatment respectively. The analyses clearly revealed that there was improvement in the career maturity for career decision making of students based on the treatment

Questions Two: Would there be difference the among the students exposed to Group Career Guidance (GCG), Group Career Counselling (GCC) and the Group Career Guidance and Counselling (GCG+GCC) training?

Pre-test and post test mean scores of students based on training with the three group career guidance and counselling were computed.

Table 2: pre-test and post test scores of GCG, GCC and GCG+GCC.

Group	N	PRE-TEST		POST- TEST		
		\bar{x}	SD	N	\bar{x}	SD
GCG	120	74.03	20.39	72	90.54	16.99
GCC	120	73.93	201.17	68	101.10	18.42
GCG+GCC	120	73.29	17.80	64	127.89	34.76

Career Development Inventory CDI (scores)

Table two revealed that the GCG means scores of experimented groups exposed to treatment increased from 74.03 to 90.54. The GCC means scores of the group increased from 73.93 to 101.10. The group career guidance and counselling (GCG+GCC) increase from 75.29 to 127.89. From the analysis, it is clearly revealed that GCG, GCC and GCG+ GCC improved the students career maturity and decision making skills.

HYPOTHESIS

The hypothesis was set to find out if the three techniques for treatment GCG, GCC and GCG+GCC would be effective in improving the career maturity and decision making skills of the students. Analysis of variance was used to test the hypothesis at 0.05 level of significance

Table 3: one way ANOVA summary of career maturity of GCG, GCC and GCG+GCC groups

Students	Sum of squares	df	Mean sum of square	F-cal	F-tab
Between groups	24008.804	2	12004.402		
Writing groups	64792.536	100	647.925	18.527	3.09
Total	88801.340	102			

$P < 0.05$ (significant)

Table 3 revealed that the F-calculated was 18.527, which is greater than the F-table value of 3.09 at 0.05 level of significance.

Thus, the null hypothesis was rejected. This implies that the career maturity and decision making skills of student among the experimental groups were significantly different. To determine where the significantly difference occurred, a post hoc test of one way ANOVA was carried out using Turkey's multiple comparisons test. The result of the post hoc is presented on the table 4 below.

Table 4: post hoc test turkey's multiple comparisons' test of students among the experiment group

Students	Mean	GCG	GCC	GCG+GCC
GCG	87.58			
GCC	102.86	*		
GCG+GCC	125.13	*	*	

P<0.05 (significant)

Table 4 revealed that the mean scores of students treated with GCC (102.86) mean contributed than those treated with GCG (87.58) mean. The students exposed to GCG+GCC (125.13) mean contributed more than other two groups. The results revealed that, GCG+GCC with the highest mean score is the best contributor, followed by GCC, while the least contributor is GCG with the lowest mean scores

DISCUSSION AND CONCLUSION

The result of the study revealed a general low career maturity and decision making skills of students before treatment. This implies that majority of Nigeria youths were in matured as regard career choice and decision making skills. This finding is in line with the work of Okon (2001) that students in secondary schools were vocationally immature in term of occupational knowledge.

The study also revealed a general improvement in career maturity and decision making skills of the sample after being treated with career guidance and counselling methods. This result is consistent with Salami (1997) who applied some career education programme to improve the career maturity of some secondary school students differs from group. As revealed in the analysis that students in GCG + GCC performed better than students in GCG group. This is an indication that student's responses were favourable to group career guidance and counselling GCG+GCC than other treatment. This finding is in line with Egbochuku (1998) who worked on effect of three guidance techniques and initial entry behaviour on set appraisal of secondary school students.

Conclusively, the three group career guidance and counselling methods were effective to improved the career maturity and decision making skills among the secondary school students. Any of the three guidance is able to helps in the improving of career counselling combined GCG+GCC is the most effective therapy for career maturity and decision making skills for students.

RECOMMENDATIONS

On the basis of the finding of the study, it is recommended that, group, career guidance and counselling should be provided to help students, acquire skills in career maturity. Group career guidance and counselling be should be made compulsory for secondary schools and included in the nation's secondary school curriculum. School counsellor to carry out group work among the students since they are the personal equipped with strategies for behaviour change and modification.

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