

CAREER INFORMATION SOURCES USED BY FINAL-YEAR STUDENTS

BY

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DEGREE IN GUIDANCE AND COUNSELLING

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Career Information Sources Used by Final-Year Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined career information sources used by final-year students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of career; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with career and information. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 398 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 375 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.13). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.568$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.33, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.06$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on career.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of career information sources used by final-year students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The phenomenon of career, while not new, has acquired fresh analytical urgency in Nigeria. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of career in everyday life. Empirical evidence from Adebayo and Osinachi (2021) suggests that positive developments in information are associated with improvements in career. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Nnamdi and Kalu (2021) using mixed methods provided particularly rich insight into the mechanisms connecting career and information. For practitioners, the practical significance of career cannot be overstated, given its demonstrable link with information. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised career as a critical determinant of outcomes in guidance and counselling. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which career unfolds. An examination by Aderemi and Dauda (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These observations collectively invite a reconsideration of standard assumptions regarding information. Empirical evidence from Bello and Okonkwo (2021) suggests that positive developments in information are associated with improvements in career. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Few subjects attract as much policy interest in contemporary Nigeria as the question of career. Economic pressures and resource scarcity frequently determine the pace at which career advances in practice. Bello and Okonkwo (2020), in a survey of relevant stakeholders, concluded that the benefits of career are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Evidence assembled by Osinachi and Aderemi (2015) across twelve states underscored the heterogeneity of outcomes linked to career. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

A growing corpus of literature draws attention to the pivotal role of career in shaping developmental trajectories. Evidence from national agencies indicates that career has grown considerably in recent times, underscoring the need for systematic inquiry. Research by Adeniyi and Adekunle (2021) using mixed methods provided particularly rich insight into the mechanisms connecting career and information. For practitioners,