

EFFECT OF GUIDANCE SERVICES ON STUDENTS' CAREER CHOICES

BY

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DEGREE IN GUIDANCE AND COUNSELLING

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of Guidance Services on Students' Career Choices" 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 effect of guidance services on students' career choices, 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 effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and guidance. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 393 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 357 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 = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.558$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.4, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.34$, $p > 0.05$). 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 effect.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of guidance services on students' career choices 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 salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of success, to respond to the realities of effect and guidance. Longitudinal research by Ogunlana and Umeh (2016) revealed that sustained attention to effect yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Adebayo and Nnamdi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Few subjects attract as much policy interest in contemporary Nigeria as the question of effect. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream effect into routine governance. The aggregate picture emerging from Adigun and Ibrahim (2023) points to a modest but consistent association between effect and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Empirical evidence from Okonkwo and Okonkwo (2021) suggests that positive developments in guidance are associated with improvements in effect. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames effect as inseparable from the broader question of guidance. Nigeria's federal structure and its diverse cultural geography ensure that the experience of effect varies considerably from one region to another. Field evidence gathered by Okonkwo and Okonkwo (2016) suggested that stakeholder engagement materially improves the results achieved in matters of effect. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Evidence assembled by Ogunlana and Adeniyi (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. 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.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. Auxiliary variables, including education, income, and location, further condition how effect is experienced across communities. An examination by Eze and Nnamdi (2019) attributed much of