

Influence of Vocational Guidance on Occupational Preference of Secondary School Students in Enugu State

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ABSTRACT : These researchers determined the influence of vocational guidance on the occupational preference of secondary school students in Enugu state. Three research questions and three research hypotheses were raised and formulated to guide the study. The design for this study was descriptive survey research design. The study was carried out in all the secondary schools Enugu State. The population for the study was 15,264 students of senior secondary school from the six education zones of Enugu state as at the time of the study. The sample for the study was 389 secondary school students in Enugu State. Proportionate and simple random sampling techniques and Yaro Yamane formula were used to draw the sample. The instrument used for data collection was a 35-item self-structured questionnaire. The self-structured questionnaire was subjected to face validation by three experts, two in Guidance and Counselling one in Measurement and Evaluation all from the Faculty of Education, ESUT, Agbani. Reliability coefficient obtained for the various parts of the instruments using Cronbach's Alpha method were: Part 1= .95, Part 2= .98, and Part 3= 0.84 the reliability coefficient for the entire instrument stood at .92. The scores of the data collected were analyzed using mean with standard deviation for the research questions and t-test was used for testing null hypotheses. The major findings are: Interest played a vital and effective role in vocational guidance on occupational preference of secondary school students in Enugu State, Ability increases student's performance in vocational guidance on occupation preference and Aptitude influences the vocational guidance on occupational preference Based on the findings the implications were highlighted. Recommendations made in the study included secondary school guidance counsellors and teacher counsellors should be trained through seminars, workshops, in-service trainings on vocational guidance on occupational preference and the recruitment of professional counsellors should be done to bridge the gap of small number of professional counsellors in the field.

KEYWORDS: INFLUENCE, VOCATIONAL GUIDANCE OCCUPATION PREFERENCE

I. INTRODUCTION

Education is the process of teaching, training, and learning especially in Schools, Colleges etc to improve knowledge and develop skills. Education is a rational activity; a socialization process which consists of cultural aspects and instructions that generate skills, habits and attitudes necessary for participation in one's historical process (Nwokedi, 1997) in (Anyagou, 2010). It is conceptualized as social service provided for the training and development of innate abilities of an individual so as to make him useful to himself and his society. This education is a potent instrument for preparing the young generation for learning and integrating themselves into the world systems and to nurture those human factors that can make the learners more flexible, responsive and adaptable to the challenges of life in this contemporary time and for jobs in the future. Education have the answer to virtually all human problems. It is the pivot of every human development. Education does not only equip one with the powers to read and write, it also broadens the minds of people on affairs of the society and enables them to be able to decide for themselves. Eze (2012) noted that education exposes learners to acquisition of knowledge designed to develop broad range of abilities and skills of general application. It has the ability of empowering people for a living and equips one with the desired vocation for a sustainable living. In fact, education is concomitant with life. This is because there is education in virtually all facets of life and living one continues to learn as long as he lives. In Nigeria, one of the levels of education is secondary education which is the focus of this study. Secondary education is the education children receive after primary education and before tertiary education. Secondary education is divided into two stages as provided by the National Policy on Education (FRN, 2013): Upper Basic and Senior Secondary School.

Upper Basic Level of Education: It is the stage of education that teach basic subjects which enables pupils to acquire skills and further knowledge which is provided within the last three years of basic education. It is free and compulsory; prevocational and academical. Senior Secondary Education: It is the comprehensive education designed to broaden students' knowledge and outlook within the stipulated three years. According to Musa (2014), secondary education is the engine room of knowledge acquisition, a stage at which students come in contact with various subjects which determine the field of study they will like to pursue in higher schools. It is targeted towards developing knowledge, skills and attitude as well as a wide range of career prospects for young boys and girls (Ezekwesili, 2006) in (Echebe, 2018). At this stage of education, the student need to be properly guided hence the need for vocational guidance. Vocational guidance is very important, because it will expose all these to the students. A student is primarily a person enrolled in a school or other educational institution and who is learning to achieve a stipulated goal. Students have a number of desires like the desire of economic independence, selecting and preparation for an occupation and developing intellectual skills and concepts necessary for good living (Sherter and Stone, 1981) in (Ezenibe, 2011). The attainment of physical maturity by the students and his increasing self-consciousness are likely to result in his given more thought to his future roles and status in the society. He is therefore likely at this stage to exhibit greater awareness of his desires and aspiration for the future most especially in area of preference for his occupational choice and pursuit. This can only be made manifest and possible through vocational guidance as it will help the students to be directed and guided aright.

The term vocational guidance is an important issue in human life as it affects person from childhood to maturity. It is the process of helping clients to choose an occupation, prepare for it, enter into it and develop in it so as to become full responsible not just to themselves but to the society in general. Vocational guidance is the assistance given to students to choose and prepare for a suitable occupation of their choice. Vocational guidance according to Nwamuo (2011) is the process by which all the various factors affecting individual occupational preferences are sorted out, weighted and brought into focus by which students are helped to make their choices in the full knowledge of the facts about their own potentials for them. The National Vocation Guidance Association that was set up in American in 1924 went on to state that vocational guidance is regarded as choosing an occupation, preparing for it, entering into it and progressing in it for the good of the individual concerned and for the betterment of the society in general. With regard to Nigeria, vocational guidance was instituted in 1959 at St. Therese's college Oke-Ado, Ibadan for their graduating students taking the students' occupational preferences in consideration. Occupational preference is a continuous process that is not made abruptly. Occupational preference is a term used to describe peoples' liking and choice for one career or job over another one. Occupations play a very fundamental and significant role in the life of students not only because they incentives but broadens the network of social relation (Gini, 2010). determine the pattern of income, but also because they affects the students' personality and concepts in life Shuaibu (2010) considers occupational preference as the occupation with the highest positive valence among alternative form of work value. He posited that motivational factors for occupational preference include societal prestige, financial rewards, personal reputation, social status and parental expectations for their children. The process of preferring an occupation involves estimating one's values as well as skills and abilities required for success in the given occupation and identifying the work values that will be satisfied by the various occupational alternative available (Brown, 2012). Vocational guidance was designed to help the students analyze their occupational preference (Nwamuo, 2011). Nwamuo identified that this will be done by taking cognizance of the individuals' interest, ability, aptitude, personality trait, parents knowing the occupation values, educational achievement in school, teacher ,peer group, sex difference, religious orientation, societal rating of career, information service, salary package and condition of service. Nwamuo hinted that the prevalent and most workable factors for the secondary school students include their interest, ability, aptitude and achievement.

Interest serves as a motivator or likeness that propels the students to preferring an occupation against others. Interest has been defined as the likes and dislikes of an individual (Shertzer, 1987) in (Anyago , 2010). Interest can be intense feeling, concern, or curiosity about some objects. Interest is important when an individual is preferring an occupation. This is so because it has been found that people in particular occupations have similar sets of like and dislikes. It also calls for adequate exposure of children to the world of work so that they will be able to choose among occupations those that are likely to satisfy their interest. This is what this research work tends to achieve. Apart from having interest in the occupation there is also need to determine the ability of the individual to take up the occupation. Ability is being able to perform a task well and act purposefully which can be applied in occupational preference in all levels especially in secondary school level. Onyejiaku (2019) reveals that many adolescent are interested in occupations which demand many intellectual and physical abilities of which they possess little skill. For example following the JAMB yearly results of admission

examination into the universities, a lot of students who chose medicine, law, accountancy, pharmacy, score lower marks than the acceptable cut-off marks for these occupations in various universities. Students should be helped to first assess their mental and physical abilities for their course/occupations of interests before they make their preference of such occupations. This is what the researcher tends to address in this research work. Aptitude requires the special performance the student has in a given occupation before preferring it. Okojide, Adekaye & Bakare (2018) noted that there were students who insisted on studying courses that were obvious that they do not have what it takes to study them in terms of academic abilities and aptitude. They end up preferring courses, dropping out of school and most often become frustrated, because they are not given enough and needed vocational and occupational information that will help them when they graduate from school to a suitable occupation. The individual and the society will not benefit economically and in the development of the nation.

Akan (2012) stated that gender refers to the socially, culturally constructed characteristics and roles which are ascribed to male and females in any society. Gender is a major factor that influences occupational preference and students' interest in subjects Nweke (2013). According to Okeke (2013), gender or sex refers to those characteristics of males and females which are biologically determined such as possession of the male and female reproductive genital organs. Akan (2012) continued that in schools, males are more likely to take difficult subjects like sciences, while females take to careers that will not conflict with their marriage choices, responsibilities and motherhood. This may influence their occupational preference. However, there are conflicting finding on the influence of gender on the occupational preference of secondary school students. This study therefore attempts to bridge this gap. That is why it is not uncommon for student to get into occupation that is not quite to their abilities. Most secondary school students are inexperienced, ignorant and are not well guided. They opt for occupations mainly because of the prestige attached to it without considering personal factors with regards to their interest, ability, aptitude, attitude and achievement that would enable them to maximize their potentials. Unfortunately, studies based on influence of vocational guidance on occupational preference on secondary school students have yielded conflicting findings, while some research evidences found secondary school students to have excellent vocational guidance influence on occupational preference, other researchers reported the contrary. In the same vein, research evidences have. The problem of this study therefore is the influence of vocational guidance on occupational preference of secondary school students in Enugu state.

Purpose of the Study . Specifically, the study sought to find out the extent to which:

1. vocational guidance influence the occupational preference of secondary school students based on their interest in Enugu state.
2. vocational guidance influence the occupational preference of secondary school students based on their ability in Enugu state.
3. vocational guidance influence the occupational preference of secondary

Research Questions

The following research questions were raised to guide the study:

1. To what extent does vocational guidance influence the occupational preference of secondary school students based on their interest in Enugu State?
2. To what extent does vocational guidance influence the occupational preference of secondary school students based on their ability in Enugu State?
3. To what extent does vocational guidance influence the occupational preference of secondary school students based on their aptitude in Enugu State?

Research Hypotheses

The following research hypotheses were formulated and tested at .05 level of significance:

1. There is no significant difference between the mean responses of male and female on the extent to which vocational guidance influence the occupational preference of secondary school students based on their interest in Enugu State.
2. There is no significant difference between the mean responses of male and female on the extent to which vocational guidance influence the occupational preference of secondary school students based on their ability in Enugu State.
3. There is no significant difference between the mean responses of male and

Female on the extent to which vocational guidance, influence occupational preference ,in Enugu state.

II. METHOD

The researcher adopted the descriptive survey research design. Survey research design according to Nworgu (2015) is that in which the results of data analyzed on samples of a population are generalized over the entire population. He stated that the design of a study can be classified as a survey if it involves the study of samples drawn from a chosen population which is considered to be a representative of the entire population. The survey design is suitable for this study because it permits the collection of original data and describes their condition as they exist in their natural setting. The study was conducted in Enugu state. Enugu state is located on the latitude of 60° 30' north and on the longitude of 70° 30' east. It is one of the states in South East Nigeria..Enugu state also has schools like primary, secondary, technical and tertiary schools both private and public (government owned). There are 294 public secondary schools excluding technical schools spread across her seventeen local government areas. Educationally, it is grouped into six education zones namely: Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi zones (Planning, Research and Statistics Unit, Post-Primary Schools Management Board (PPSMB), Enugu, 2020). The research was carried out in all the government owned secondary schools where guidance and counseling programme is being implemented. Enugu state is most suitable because any contribution made towards improving the secondary education had positive multiplier effects on at least other South Eastern States of Nigeria as they have similar educational administrative system.

The population for the study is 15,264 SSS3 students who are about to write their Senior Secondary School Certificate Examination in all the 294 Public Secondary Schools in the six education zones of Enugu State. The students' populations were spread as follows: Agbani 2627, Awgu 2082, Enugu 2393, Nsukka 2772, Obollo-Afor 3419, and Udi 1971. Technical schools were not included in this study. These Students are made up 6482 males and 8782 females The sample for the study is 389 students. The researcher employed the simple random sampling. Firstly, Enugu State is stratified into six education zones namely; Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi Secondary, the SS3 Students in each zone were stratified into male and female students. Secondly, the Yaro Yamane formula was used to determine the sample of SS 111 Students that was used in the study. This resulted to a total of 389 students, made up of 165 males and 224 females drawn from secondary schools in Enugu State. Thirdly, proportionate random sampling was employed in each stratum to get the number of students that was used in each zone. Then simple random sampling using balloting system was applied to get the respondents that were used. A self-structured questionnaire titled "Influence of Vocational Guidance on Occupation Preference of Secondary School Students (IVGOPSSS)" was used as instrument for data collection from the students. The questionnaire has two sections that is section A and section B. Section A dealt with information on the demographic variables of the respondents about gender. Section B has 3 parts with a. A four point scale response options with nominal values were assigned to the items that was used as shown below:

1. Very High Extent (VHE) - 4 points
2. High Extent (HE) - 3 points
3. Low Extent (LE) - 2 points
4. Very Low Extent (VLE) - 1 point

The respondents were required to place a tick (✓) in the response column that best describe their level of agreement. The instrument was face validated by two experts from Department of Guidance and Counselling and one from Department of Mathematics and Computer Education Measurement and Evaluation option all from Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu. guide the study. Their constructive criticisms, corrections and suggestions were used to modify the instrument. Specifically, the validators made some grammatical corrections, reframed some items, purpose two was replaced with appropriate purpose and research question. These helped to produce the final instrument. Consequently, the validators recommended that the instrument be used for the study. In order to determine the reliability of the instrument, the validated instrument was trial – tested using 20 SSS 3 Students in Public (Government owned) secondary schools in Ebonyi State. Ebonyi State was chosen because it is a sister state to Enugu State and they share the same characteristics, ideology and administrative pattern in secondary schools. They also have similar educational policy. As a result of the fact that the instruments is in sections, the researcher used Cronbach Alpha reliability estimate to ascertain the reliability coefficient of each part which yielded .95 for part 1, .98 for part 2, .84 for part 3 and .90 for part 4 . The overall reliability index was 0.92 which made the instrument more reliable, as the value is above .50 Cronbach Alpha is appropriate because it is administered once and it measures the internal consistency of the instrument, item by item and question by question. It is best suited for determining the internal consistency of items that are polychotomously scored and they did not require right or wrong answer nor true or false (Uzoagulu, 2013).

The researcher employed the services of six research assistants for the distribution and collection of the questionnaire. The research assistants were briefed in a one-day constitutive meeting where they were given guidance on how to guide the respondents in answering the questions. The research questions were answered using mean score and standard deviation. A cut off point was applied by finding the mean of the nominal value assigned to the response options as follows:

Very High Extent	VHE	4.
High Extent	HE	3.
Low Extent	LE	2.
Very low Extent	VLE	1.

$$\bar{X} = \frac{\sum X}{N} \quad \text{Where } X = \text{mean}$$

$\sum X$ = Summation of scores

N = No of responses

$$\therefore 4 + 3 + 2 + 1 = 10$$

$$\bar{X} = \frac{10}{4} = 2.50$$

t – test was used to test the hypotheses at .05 level of significance and at the appropriate degree of freedom ($n_1 + n_2 - 2$).

Decision Rule : A decision was taken by applying the benchmark of 2.50 of the scale values 1 – 4 on a 4 points scale for the research questions. Thus, benchmark numbers were used to interpret the respondent’s data as follows:

Very High Extent	3.50 – 4.00
High Extent	2.50 – 3.49
Low Extent	1.50 – 2.49
Very low Extent	0.50 – 1.49

Any mean with 2.50 and above were regarded as ‘high extent’ while any mean below 2.50 were regarded as ‘low extent’. For the research hypotheses, the decision rule was that if the calculated t – value is equal to or more than the critical value, the hypothesis was rejected, but if the calculated t– value is less than the critical value, the hypotheses was not rejected.

III. RESULTS

Research Question 1:

To what extent does vocational guidance influence the occupational preference of secondary school students based on their interest in Enugu State?

Table 1: Mean Rating on the Extent to which Vocational Guidance Influence Occupational Preference of Secondary School Students based on their interest in Enugu State

S/N	Item Statement	VHE		HE		LE		VLE		\bar{X}		SD		Decision	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Your interest means your like or dislike.	151	190	14	24	-	-	-	-	3.90	3.80	0.25	0.36	HE	HE
2	Interest is the most important dominant factor for occupational preference.	124	44	41	90	-	90	-	-	3.75	2.80	0.18	0.74	HE	HE
3	You cannot choose any occupation that is not your interest.	124	101	28	45	13	78	-	-	2.70	3.10	0.98	0.88	HE	HE
4	With the help of vocational guidance you can relate interest to occupational preferences.	97	156	55	45	13	22	-	-	3.50	3.60	0.40	0.66	HE	HE
5	Vocational guidance helps the students to realize they can explore other	07	157	55	45	13	22	-	-	3.40	3.60	1.20	0.62	HE	HE

	occupational interest apart from popularly known ones.														
6	Vocational guidance helps students make occupational preference that are in line with their interests.	96	79	69	78	-	67	-	-	3.58	3.00	0.49	0.81	HE	HE
7	You can always change your interest in occupation to make life more exciting.	124	45	28	179	13	-	-	-	3.70	3.20	0.62	0.40	HE	HE
8	You can change your interest in occupation as you experience life and meet more people.	110	56	55	168	-	-	-	-	3.70	3.25	0.47	0.43	HE	HE
9	Lack of interest in one's chosen occupation can break down desire to succeed.	69	179	69	144	27	-	-	-	3.25	3.80	0.71	0.40	HE	HE
10	Lack of interest in one's chosen occupation can ruin talent.	110	134	28	34	27	56	-	-	3.50	3.30	0.76	0.85	HE	HE
11	Lack of interest in one's chosen occupation can reduce one's ambition.	152	78	13	112	-	34	-	-	3.90	3.20	0.27	0.68	HE	HE
	Grand mean									3.54	3.42	0.58	0.62	HE	HE

N:

M=Male students =165

F=Female students =224

The data presented in Table 1 showed that the respondents agreed with items 1-11 that vocational guidance influence the occupational preference of secondary school students based on their interest in Enugu State as male students recorded mean scores of 3.90, 3.75, 2.70, 3.50, 3.40, 3.58, 3.70, 3.70, 3.25, 3.50 and 3.90 while female counterparts recorded mean scores of 3.80, 2.80, 3.10, 3.60, 3.60, 3.00, 3.20, 3.25, 3.80, 3.30 and 3.20 for items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11 respectively for research question one. The standard deviations are low signifying that respondents' responses were homogeneous. It was tightly clustered around the mean. A grand mean of that 3.54 and 3.42 were recorded by male and female secondary school students for all the items, indicating that the respondents agreed to great extent that vocational guidance influence the occupational preference of secondary school students based on their interest in Enugu State.

Research Hypothesis 1

There is no significant difference between the mean responses of male and female students on the extent to which vocational guidance influence the occupational preference of secondary school students based on their interest in Enugu State.

Table 2: t-test of Differences Between the Mean Rating of Male and Female on the Extent to which Vocational Guidance Influence the Occupational Preference of Secondary School Students based on their Interest in Enugu State

Respondents	N	\bar{X}	SD	df	t-cal	t-crit	Decision
Male Students	165	3.54	0.58	387	1.50	±1.96	Do not reject HO1
Female Students	224	3.42	0.62				

Data in Table 2 showed that t-calculated is less than t-critical; therefore there is no significant difference between the mean responses of male and female students on the extent to which vocational guidance influence occupational preference of secondary school students based on their interest in Enugu State.

Research Question 2

To what extent does vocational guidance influences the occupational preference of secondary school students based on their ability in Enugu State?

Table 3: Mean Rating on the Extent to which Vocational Guidance Influences the Occupational Preference of Secondary School Students based on their Ability in Enugu State.

S/N	Item Statement	VHE		HE		LE		VLE		\bar{X}		SD		Decision	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
12	Ability is being able to perform a task very well.	82	146	55	78	28	-	-	-	3.30	3.60	0.75	0.48	HE	HE
13	Vocational guidance helps students make occupational preference that are in line with their abilities.	83	179	82	23	-	22	-	-	3.50	3.70	0.50	0.64	HE	HE
14	Choosing an occupation below your level of ability will lead to frustration.	50	11	115	190	-	23	-	-	3.30	2.90	0.45	0.39	HE	HE
15	Choosing an occupation above your level of ability will lead to frustration.	138	112	27	112	-	-	-	-	3.80	3.50	0.66	0.50	HE	HE
16	Choosing subject that requires more ability above your level of intelligence will bring discouragement to you.	69	170	83	44	13	5	-	5	3.30	3.69	0.62	0.62	HE	HE
17	Ability helps you to act purposefully in your occupational preference.	151	168	14	56	-	-	-	-	3.90	3.75	0.28	0.42	HE	HE
18	Ability in vocational guidance helps you to think rationally.	100	112	60	101	5	11	-	-	3.58	3.45	0.55	0.58	HE	HE
19	Your ability will help you to adapt in your preference occupation.	138	146	27	69	-	1	-	-	3.80	3.60	0.37	0.57	HE	HE
	Grand mean									3.56	3.50	0.52	0.53	HE	HE

N:

M=Male students =165

F=Female students =224

The data presented in Table 3 showed that the respondents agreed with items 12-19 that vocational guidance influences the occupational preference of secondary school students based on their ability in Enugu State as male students recorded mean scores of 3.30, 3.50, 3.30, 3.80, 3.30, 3.90, 3.90 and 3.58 while their female counterparts recorded mean scores of 3.60, 3.70, 3.90, 3.50, 3.69, 3.75, 3.45 and 3.60 for items 12, 13, 14, 15, 16, 17, 18 and 19 respectively in research question two. The standard deviations are low signifying that the respondents' responses were homogeneous. It was tightly clustered around the mean. A grand mean of that 3.56 and 3.50 were recorded by male and female secondary school students for all the items, indicating that the respondents agreed to great extent that vocational guidance influences the occupational preference of secondary school students based on their ability in Enugu State.

Research Hypothesis 2

There is no significant difference between the mean responses of male and female students on the extent to which vocational guidance influences the occupational preference of secondary school students based on their ability in Enugu State.

Table 4: t-test of Differences between the Mean Rating of Male and Female on the Extent to which Vocational Guidance influences the Occupational Preference of Secondary School students based on their Ability in Enugu State

Respondents	N	\bar{X}	SD	df	t-cal	t-crit	Decision
Male Students	165	3.56	0.52	387	0.92	±1.96	Do not reject HO2
Female Students	224	3.50	0.53				

Data in Table 4 revealed that t-calculated is less than t-critical; therefore there is no significant difference between the mean responses of male and female students on the extent to which vocational guidance influences the occupational preference of secondary school students based on their ability in Enugu State.

Research Question 3

To what extent does vocational guidance influences the occupational preference of secondary schools students based on their aptitude in Enugu State?

Table 5: Mean Rating on the Extent to which Vocational Guidance influences the Occupational Preference of Secondary School Students based on their aptitude in Enugu State

S/N	Item Statement	VHE		HE		LE		VLE		\bar{x}		SD		Decision	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
20	Aptitude in vocational guidance is the special ability in you to perform task.	151	112	14	112	-	-	-	-	3.90	3.50	0.28	0.50	HE	HE
21	Vocational guidance helps students make occupational preference that are in line with their aptitude.	124	146	41	78	-	-	-	-	3.75	3.65	0.43	0.48	HE	HE
22	Aptitude helps you not to do what you know best.	83	22	55	56	27	90	-	56	3.30	2.20	0.75	0.38	HE	LE
23	Aptitude enables you to dismantle and assemble objects like radio, electric fan, clock, iron without being trained.	110	146	55	67	-	1	-	-	3.70	3.60	0.50	0.57	HE	HE
24	Aptitude will help you reach your desired goal in time	55	56	96	157	14	11	-	-	3.20	3.20	0.60	0.51	HE	HE
25	Aptitude is a natural gift from God	124	135	41	78	-	1	-	-	3.75	3.50	0.43	0.59	HE	HE
26	Aptitude helps you to be your real self and avoid being copy cat	69	34	28	179	41	11	27	-	2.80	3.10	1.10	0.44	HE	HE
27	Vocational guidance aptitude gives the proper sense of direction as regards to the suitable occupation for one to choose.	151	146	14	78	-	-	-	-	3.90	3.65	0.28	0.48	HE	HE
	Grand mean									3.54	3.30	0.55	0.49	HE	HE

N:

M=Male students =165

F=Female students =224

The data presented in Table 5 showed that the male students agreed with items 20-27 that vocational guidance influences the occupational preference of secondary school students based on their aptitude in Enugu State as male students recorded mean scores of 3.38, 3.90, 3.75, 3.30, 3.60, 3.20, 3.75 and 2.80 while their female counterparts recorded mean scores of 20, 21, 23, 24, 25, 26 and 27 that vocational guidance influences the occupational preference of secondary school students based on their aptitude in Enugu State, but disagreed with item 22 with mean value of 2.20 that aptitude helps you not to do what you know best. The standard deviations are low signifying that the respondents' responses were homogeneous. It was tightly clustered around the mean. A grand mean of that 3.54 and 3.30 were obtained for all the items, indicating that the respondents agreed to great extent that vocational guidance influences the occupational preference of secondary school students based on their aptitude in Enugu State.

Research Hypothesis 3

There is no significant difference between the mean responses of male and female students on the extent to which vocational guidance influences the occupational preference of secondary school students based on their aptitude in Enugu State.

Table 6: t-test of Differences Between the Mean Rating of Male and Female on the Extent to which Vocational Guidance influences the Occupational Preference of Secondary School Students based on their Aptitude in Enugu State

Respondents	N	\bar{X}	SD	df	t-cal	t-crit	Decision
Male Students	165	3.54	0.55	387	3.40	±1.96	Do not accept HO3
Female Students	224	3.30	0.49				

Table 6 showed that t-calculated is greater than t-critical; therefore there is significant difference between the mean responses of male and female students on the extent vocational guidance influences the occupational preference of secondary school students based on their aptitude in Enugu State.

Summary of Findings

The findings of this study can be summarized thus;

1. Vocational guidance influences the occupational preference of secondary school students based on their interest to a great extent in Enugu State.
2. Vocational guidance influences the occupational preference of secondary school students based on their ability to a great extent in Enugu State.
3. Vocational guidance influences the occupational preference of secondary school students based on their aptitude to a great extent in Enugu State.
4. The mean influence of vocational guidance on occupational preference of male and female secondary school students in Enugu State did not differ significantly except in achievement.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions were made; Vocational guidance influences the occupational preference of secondary school students based on their interest to a great extent in Enugu State. Vocational guidance influences the occupational preference of secondary school students based on their ability to a great extent in Enugu State. Vocational guidance influences the occupational preference of secondary school students based on their aptitude to a great extent in Enugu State. students in Enugu State did not differ significantly.

Recommendations : Secondary school counsellors should plan systematic programmes to provide the students with abundant occupational opportunities and learning experiences to develop more. Secondary school education policy makers and planner should recognize the relevancy of vocational guidance and counseling programme for secondary school students irrespective of the class, gender, type of school and locations. In secondary school education, vocational guidance should be an integrated component of the curriculum considering the students need on occupational preference at hand. Secondary school counsellors should identify students' potential (interest, ability, aptitude and achievement) through vocational guidance; this will help them in the occupational preference placement of students in classes. Secondary school counsellors and teacher counselors should be trained through seminars, workshops, in-service training and recruitment of professional counsellors and teacher counsellors should be done to bridge the gap of small number of professional guidance counsellors in the field.

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