IMPACT OF EXPOSURE TO COUNSELLING SERVICES ON CHOICE OF DEGREE PROGRAMMES AMONG SECONDARY SCHOOL STUDENTS IN KATSINA STATE

1DR. TALATU I. UMAR & 2MURJA LAWAL MUSA
1&2Department of Education, Faculty of Education, Umaru Musa Yaradau University, Katsina, Katsina State.

Abstract
This study assessed the effectiveness of counselling services in choice of degree programmes among secondary school students in Katsina State, Nigeria. The study set three objectives, answered three research questions and tested three hypotheses at 0.05 level of significance. This study used two research designs namely descriptive survey design and pre-test post-test quasi experimental and control group design. The population of the study covered a total number of 38,379 SSII Science students’ from 125 senior secondary schools in Katsina State, Nigeria. Data were collected using validated questionnaire with reliability coefficient of 0.72 Research questions were answered using percentage, Mean and standard deviation while Hypotheses were subjected to independent t-test and Kruskalwallis H-test with the aid of Statistical package for social science software (SPSS) version 21.0 at 0.05. Findings of the study revealed that the level of exposure of students to choice of degree programme is extremely low; Female students participated in the Training demonstrated slight difference in exposure to choice of degree programme than male students; urban students that participated in the Training demonstrated slight difference in exposure to choice of degree programme than rural students. The study recommends the need of training, re-training and orientation programmes to students’ issues at stake related to degree programme, subject choice as well as career opportunities. The study further recommended for the need of providing adequate training to teachers on counselling processes through organising workshops, conference and seminars at least twice termly.

Keywords: Evaluation, Level of Exposure, Effectiveness, Counselling Services

Introduction
The National Policy of Education of the Federal Republic of Nigeria (FRN, 2014) described secondary education as a level of education children attend after primary education and in preference to university education. The broad aim of secondary education within the overall national objectives is the preparation of students for useful living within the society and for higher education. Thus, Secondary education should: equip students to live effectively in the modern age of science and technology; raise a generation of people, who can think for themselves, respect the views and feeling of others, respect the dignity of labour, and live as good citizens; foster the Nigerian unity with an emphasis on the common ties that unite within diversity; and foster the desire for achievement and self-employment. Secondary education lasts six years and is divided into two three-year cycles: junior secondary and senior secondary.
Counselling is an interpersonal and mutual relationship in which a trained person attempts to help a disturbed person to recognize and cope with his problems in the area of education, vocation social and family relationship. To ensure that the discipline, counselling have a national outlook, the National Policy on Education of the Federal Republic of Nigeria (FRN, 2014) made it clear that counselling services should be rendered to students in schools. The aforementioned policy document noted that—in view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among students in all school levels, career officers and counsellors will be appointed in institutions (Federal Republic of Nigeria, 2014). The above information gives an idea that all students in the school system should be the beneficiaries of counselling services. This makes it to become widely recognized as an important aspect of the educational services. It was to fulfill the National policy and as a way of implementing the policy statement, that professional counsellors are posted to virtually all schools in Nigeria.

According to Egbochukwu (2008) the aims of school guidance and counselling services, which are based on a developmental hierarchy, are to provide student, with opportunities to develop knowledge and appreciation of themselves and others; develop effective relationship skills, ethical standards and a sense of responsibilities; acquire skills and attitude necessary to develop educational goals which are suited to their needs, interest and abilities, and values; Acquire information that would enable them to make decisions about life and career opportunities available.

Students and individuals who go to counsellors for career counselling usually have little or no work experience, have partial understanding of their interests, values and aptitudes and a very limited understanding of the skills needed to secure and successfully perform a job. Hence school counsellors are required to discuss with Students current educational objective when engaging in course selection or long term educational planning. Career counsellors need to be well equipped to work with a wide variety of situations including those that are cognizant of physical disabilities, mental and artistic genius, lack of motivation and educational achievement. The placement services are part of very essential counselling at the end of secondary school education, when students need to decide on the next step of action after secondary school Education. These services also assist students in selecting subject combinations required for particular courses and choosing of the right careers. It is designed to aid an individual to select and utilize opportunities within the school and in the labour market. Follow-up services are to needed follow or trace a student after school and to the world of work.

In Nigeria, the services started to be incorporated into some school systems way back in 1959. The essence was to eliminate overwhelming ignorance of many young people on choices of career prospects and personality maladjustment among school Students. Due to these and more, career officers and counsellors were appointed to take the responsibilities in sensitizing and equipping students on the needs for effective career decision-making. Although these were untrained counsellors, their efforts brought remarkable development in guidance and counselling in Nigeria that led to organized body of counsellors (Oye, Obi, Mohd and Gwadabawa, 2012).

The objective of guidance and counselling programme in any setting is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society at large.
Makinde (1984) opined that the school counsellor is concerned with facilitating the optimum development of all learners. This is supported by Bennars (1994) and Mutie and Ndambuki (1999) who argue that the programme is supposed to develop the learner’s intellectual abilities, develop a well-adjusted personality and to have a whole person mentally, spiritually, morally and socially. Guidance and counselling programme is therefore aimed at assisting students to synchronize their abilities, interests and values, thereby enabling them to develop their potentiality fully. Self-knowledge helps one to formulate life goals and plans that which are realistic. According to Njeri, (2007), guidance and counselling programme in a school assist students to harmonize their abilities, interests and values and thereby develop their full potential. All this is geared towards improving the self-image of the students and facilitating better achievement in academic performance.

In secondary schools, there is need for students to make proper subject combinations and career choices after the four year course. Borrow (1983) believed that it is the role of guidance and counselling programme is to provide the students with the necessary information and documents about the courses availability as well as the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities and make proper decisions. Lack of and inadequate guidance and counselling during adolescence has resulted to increase in unpleasant outcomes in the society. These include school dropouts, drug abuse, cultism, crimes, and even failure to secure jobs.

Guidance and counselling programme also help undergraduates choose and pursue achievable careers. According to Borrow (1983) the world is highly complex and dynamic which makes career decision very difficult. He reckons that time change, people change, technology progresses and these challenges everyone to change to new ways of living and working. The students need guidance and counselling programmes to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals.

The issues and challenges facing counsellors are not peculiar to Nigerian alone, but it is at global level. In most countries in the world today counselling has moved from the confinement of the school to industries, remand homes and other settings due to unemployment distress and economic problems (David, 2012). The growth of guidance and counselling in most countries like Ethiopia, South Africa, Japan, China and Nigeria is rather very slow due to insufficient counsellors (Heart, 2011). Watanable and Herr (2006), Daniel (2009), Udom (2010) and Joseph (2012) in their researches discovered that, professional counsellors are faced with serious challenges like lack of acceptance, lack of instruments for psychological tests for appraisal and placement purposes, lack of vocational information, economic, cultural and language barriers.

Some factors affecting counselling services in schools include inadequate funding (Kafwa, 2005); Shortage of Guidance and Counselling Materials (Njeri, 2007); shortage of Trained Teachers (UNESCO, 2006); Sexual Abuse of Students by Teachers (Human Rights Watch, 2007).

Choice of degree programme is an aspect of educational guidance and counselling which assists students in their curriculum and school life choices. Choice of degree programme is one of many important choice students will make that determines future plans. According to Bello and Halilu (2016),

FUDMA JOURNAL OF EDUCATIONAL FOUNDATIONS (FUJEF) VOL. 2 NO. 3, DECEMBER, 2019
decision is so significant because it has the capacity of affecting the entire life of the individual. If the choice is properly made, it will guarantee some level of career success or satisfaction. However, if the opposite becomes the case, there will be no career satisfaction, and this will ultimately affect the entire life of the individual in a negative way. Such situations abound today among adults and young adults who do not find fulfilment in what they are doing at the moment. The implication is that a student, who understands himself or herself in relation to what they will want to do in life, will make a choice of subject and career that revolves around their personality. In an individual’s work therefore, we can understand the personality and values of such a person. In thrust of this, the research examine the effect of counselling services on choice of degree programme among secondary school students in Katsina state.

Statement of the Problem
The educational system in Nigeria has failed dreadfully to launch the nation in to technologically advancement as predicted by the Education policy makers. Many Nigeria students leaving secondary schools have neither the awareness of the diversity of careers available nor the one to develop interest in. It is more problematic when students lack somebody to help them know how to study, how to choose courses of study that are in keeping with their personal qualities and which career to choose at the end of their educational pursuit. In most of these schools, there are insufficient counsellors to assist the students make appropriate subject choice and Career awareness based on their interest. Counselling services have been introduced in Nigerian Secondary Schools in order to enhance the personal, social and academic development of students and assist them to make realistic career choices and decisions. However, the success of this service in Nigeria has remained in doubt since there are limited studies and the existence of lack of awareness on choice of subjects in degree programme among secondary school students. This is evident by recent screening exercise conducted by Umaru Musa Yar’adua University Katsina which indicated that despite students having five required credits in O level, a lot of candidates have either wrong combination in their Jamb or prevalence of inconsistency between their JAMB score and O’level which cause denial of students from getting admission in the University. There is a need to provide counselling services to secondary school.

Furthermore, the Federal Ministry of Education (2016) give the Joint Admissions and Matriculation Board, (JAMB) autonomy to admit students into degree programmes in the Public Universities based on their capacity and the cut-off points for the respective programmes without post UTME Examination. JAMB usually allows all candidates to revise their degree programmes made earlier before they sat the examinations. This situation then divides the students between those who chose degree programmes, qualified for them and got admitted, those who otherwise qualified for degree programmes but were not admitted because of not making them the first choice, and those who chose degree programmes for which they did not qualify and hence have to be placed in any available degree programmes. Similarly, other students who failed to be admitted into University will be placed into colleges of Education or Polytechnics. This study therefore, examine the effect of counselling services on choice of degree programme among secondary school students in Katsina state.
Objectives of the Study
The study has the following objectives to:

1. Identify the level of exposure of students to counselling services for choice of degree programme in Katsina state.
2. Determine the effect of exposure to counselling services/Training on choice of degree programme among Male and Female Secondary School students in Katsina state.
3. Determine the effect of exposure to counselling services/Training on choice of degree programme among Rural and Urban Secondary School students in Katsina state.

Research Questions
The study answered the following research questions;

1. What is the level of exposure of students to counselling services for choice of degree programme in Katsina state?
2. What is the effect of counselling services/Training on choice of degree programme among Male and Female Secondary School students in Katsina state?
3. What is the effect of counselling services/Training on choice of degree programme among Rural and Urban Secondary School students in Katsina state?

Research Hypotheses
The following null hypotheses were formulated to be tested at 0.05 level of significance:

1. There is no significant difference in the level of exposure of students to counselling services for choice of degree programme in Secondary Schools of Katsina state.
2. There is no significant effect of exposure of male and female students to counselling services/Training on choice of degree programme in Secondary Schools of Katsina state.
3. There is no significant effect of exposure of rural and urban students to counselling services/Training on choice of degree programme in Secondary School of Katsina state.

Methodology
This study used descriptive survey design and pre-test posttest quasi experimental and control group design. A correlational study can be used to know if a relationship exists between variables but does not indicate causation. The pretest posttest quasi-experimental control group design used two groups; experimental and control. Experimental group were exposed to experimental treatment (training using manual for choice of degree programme) for six weeks, while, control group receives no any kind of training. Posttest \((O_2)\) was administered after treatment to determine the effect of the training on students’ choice of degree programme.

The population of the study covered a total number of 38,379 SSII Science students from one 125 senior secondary schools in Katsina State, Nigeria. The sample of this study covered a total number of 383 SS II students from 10 secondary schools in the study area. The study utilised one validated instrument with reliability coefficient of 0.72 namely effectiveness of counselling service in choice of degree programme questionnaire (ECSCDPQ). Research questions were answered using Frequency, percentage, bar chart, and Mean and standard deviation while Hypotheses were subjected to independent t-test and Kruskalwallis H-test with the aid of Statistical package for social science software (SPSS) version 22.0 at 0.05.
Results

Research Question 1: What is the level of exposure of students to counselling services for choice of degree programme in Katsina state?

Table 1: Frequency and Percentage scores of Students Exposure to Degree Programme

<table>
<thead>
<tr>
<th>SN</th>
<th>ITEMS</th>
<th>RESPONSES</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you aware of the existence of the guidance and counselling department in your school?</td>
<td></td>
<td>83</td>
<td>300</td>
<td>383</td>
<td>100.0</td>
</tr>
<tr>
<td>2</td>
<td>Is there any counselling master assigned to provide counselling service to students in your school?</td>
<td></td>
<td>68</td>
<td>315</td>
<td>383</td>
<td>100.0</td>
</tr>
<tr>
<td>3</td>
<td>If yes, are you aware of the services being offered by this department?</td>
<td></td>
<td>23</td>
<td>360</td>
<td>383</td>
<td>100.0</td>
</tr>
<tr>
<td>4</td>
<td>Stating at least two services provided by counselling Department of your school correctly</td>
<td></td>
<td>114</td>
<td>269</td>
<td>383</td>
<td>100.0</td>
</tr>
<tr>
<td>5</td>
<td>Have you ever sought for the services of this department?</td>
<td></td>
<td>61</td>
<td>322</td>
<td>383</td>
<td>100.0</td>
</tr>
<tr>
<td>6</td>
<td>Did you feel comfortable discussing your problem with the teacher counsellor?</td>
<td></td>
<td>300</td>
<td>83</td>
<td>383</td>
<td>100.0</td>
</tr>
<tr>
<td>7</td>
<td>Has the department ever organise any counselling programme related to choice of degree programme in your school?</td>
<td></td>
<td>60</td>
<td>323</td>
<td>383</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 1 presents frequency and percentage scores of students’ exposure to degree programme from the analysis of seven items. Item number one seeks to examine the awareness of students on the existence of the guidance and counselling department in their respective schools. Result revealed that 83 students representing 21.3% stated that they are aware of the existence of the guidance and counselling department in their respective schools while 300 respondents representing 78.7 % are of the contrary. Item number two examine the perception of students on counselling master assigned to provide counselling service to students in their schools. Result revealed that 68 students representing 17.8% stated yes while 315 respondents representing 82.2 % are of the contrary. In item number three, respondents expressed their opinions on awareness of the services being offered by this department. Result revealed that 23 students representing 6% stated yes while 360 respondents representing 94 % are of the contrary. From the analysis of item number four, respondent were asked to state two services offered by Counselling Unit. In this regard, respondents who correctly stated the two services were recorded yes while those who failed to do so were recorded n. Result revealed that 114 students representing 29.8% state two services offered by Counselling Unit correctly while 269 respondents representing 70.2% cannot correctly state two services offered by Counselling Unit. Analysis of item 5 shows that 61 students representing 15.9% stated yes while 322 respondents representing 84.1% are of the contrary on issue at stake that if they ever sought for the services of this department. Item number six established that respondent’s feels comfortable discussing problem with the teacher counsellor as opined by 78.3% of the respondents. Item number seven indicated that 84.3% of
the respondents opined that the department never organise any counselling programme related to choice of degree programme in the school.

**Research Question 2:** What is the effect of counselling services/Training on choice of degree programme among Male and Female Secondary School students in Katsina state?

**Table 2: Mean and Standard Deviations of Difference in the Counselling Effect between Male and Female trained students on choice of degree programme**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>70</td>
<td>42.37</td>
<td>2.57</td>
<td>0.30</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>42.46</td>
<td>2.37</td>
<td>0.26</td>
</tr>
</tbody>
</table>

Table 2 presents Mean and Standard Deviations of Difference in the Counselling Effect between male and female trained students on choice of degree programme. From the result, male trained students scored a mean of 42.37 and standard deviations of 2.57; while female trained students scored a mean of 42.46 and standard deviations of 2.37. Female Trained students demonstrate slight difference in exposure to choice of degree programme than male students.

**Research Question 3:** What is the effect of counselling services/Training on choice of degree programme among Rural and Urban Secondary School students in Katsina state?

**Table 3: Mean and Standard Deviations of Difference in the Counselling Effect between trained students in rural and urban secondary schools on choice of degree programme**

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>61</td>
<td>42.4590</td>
<td>2.39843</td>
<td>.30709</td>
</tr>
<tr>
<td>Rural</td>
<td>92</td>
<td>42.4022</td>
<td>2.50739</td>
<td>.26141</td>
</tr>
</tbody>
</table>

Table 3 presents Mean and Standard Deviations of Difference in the Counselling Effect between Urban and Rural trained students on choice of degree programme. From the result, urban trained students scored a mean of 42.45 and standard deviations of 2.39; while rural trained students scored a mean of 42.40 and standard deviations of 2.50. Urban Trained students demonstrate slight difference in exposure to choice of degree programme than rural students.

**Hypotheses Testing**

**Hypothesis One:** There is no significant difference in the level of exposure of students to counselling services for choice of degree programme in Secondary Schools of Katsina state.

**Table 4: Kruskalwallis H-test of Difference in the level of exposure of students to counselling services for choice of degree programme**

<table>
<thead>
<tr>
<th>Participant</th>
<th>N</th>
<th>Mean Rank</th>
<th>H-Value</th>
<th>DF</th>
<th>p-value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>10</td>
<td>72.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>74</td>
<td>96.76</td>
<td>99.707</td>
<td>2</td>
<td>0.00</td>
<td>Sig</td>
</tr>
<tr>
<td>Low</td>
<td>299</td>
<td>219.59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>383</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4 presents Kruskalwallis H-test of Difference in the level of exposure of students to counselling services for choice of degree programme. The Kruskalwallis observed was 99.707 and the p-value observed was 0.00. Since the p-value is less than the alpha value of 0.05, there is significant difference in the level of exposure of students to counselling services for choice of degree programme in Secondary Schools of Katsina state. Therefore the null hypothesis that states that there is no significant difference in the level of exposure of students to counselling services for choice of degree programme in Secondary Schools of Katsina state was rejected.

**Hypothesis Two:** There is no significant effect of exposure of male and female students to counselling services/Training on choice of degree programme in Secondary Schools of Katsina state.

**Table 5: t-test analysis of Difference in the Counselling Effect between Male and Female trained students on choice of degree programme**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t-value</th>
<th>Df</th>
<th>p-value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>70</td>
<td>42.3714</td>
<td>2.57170</td>
<td>0.246</td>
<td>151</td>
<td>.806</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>42.4699</td>
<td>2.37023</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 presents the t-test analysis of Difference in the Counselling Effect between Male and Female trained students on choice of degree programme in Secondary Schools of Katsina state. Result indicated that t-value computed is 0.246 and p-value observed is 0.806 at degree of freedom of 151. Since p-value is greater than the alpha value, the difference is not significant. In consequence, null hypothesis which stated that there is no significant difference in the effect of exposure of male and female students to counselling services/Training on choice of degree programme in Secondary Schools of Katsina state is retained.

**Hypothesis Three:** There is no significant effect of exposure of rural and urban students to counselling services/Training on choice of degree programme in Secondary School of Katsina state.

**Table 6: t-test analysis of Difference in the Counselling Effect between rural and urban trained students on choice of degree programme**

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t-value</th>
<th>Df</th>
<th>p-value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>61</td>
<td>42.45</td>
<td>2.39</td>
<td>0.140</td>
<td>151</td>
<td>.889</td>
<td>Not significant</td>
</tr>
<tr>
<td>Rural</td>
<td>92</td>
<td>42.40</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 presents the t-test analysis of Difference in the Counselling Effect between rural and urban trained students on choice of degree programme in Secondary Schools of Katsina state. Result indicated that t-value computed is 0.140 and p-value observed is 0.889 at degree of freedom of 151. Since p-value is greater than the alpha value, the difference is not significant. In consequence, null hypothesis which stated that there is no significant difference in the effect of exposure of rural and urban students to counselling services/Training on choice of degree programme in Secondary Schools of Katsina state is retained.
Discussions of Findings
The finding number one of the study revealed that there is significant difference in the level of exposure of students to counselling services for choice of degree programme in Secondary Schools of Katsina state. The level of exposure of students to choice of degree programme is extremely low. This finding is in agreement with the finding of Muzongondi (2012) which revealed that out of the 300 students sampled, only 8% of them had received counselling on career planning, preparedness and decision-making, 82% had not received any special counselling in school while the remaining 10% had received types of counselling other than career counselling but mostly outside the school setting. However, the finding is in disagreement with the finding of Ibu and Maliki (2010) who found that there was counselling awareness among the undergraduate students. The reason for the apparent disagreement in the findings of these two studies is that Ibu and Maliki’s (2010) study was conducted in tertiary institutions with sample of 30 undergraduate students. Some of these institutions offer courses in guidance and counselling. This study was conducted in secondary schools where there was no deliberate effort towards posting counsellors to schools. Thus, the students scarcely encounter counsellors let alone knowing the roles of the counsellors.

There is no significant difference in the effect of exposure of male and female students to counselling services/Training on choice of degree programme in Secondary Schools of Katsina state. Female Trained students demonstrate slight difference in exposure to choice of degree programme than male students. This finding is similar to the finding of Oluwatimilehin and Owoyele (2009) which revealed that students had low level of awareness of contemporary career. This trend was the same among male and female, rural and urban students. The low level of awareness or lack of awareness of counselling services between male and female students can be explained from the fact that most of the students irrespective of gender lacked the awareness of counselling services of the counsellors as practising counsellors are never part of school staff.

There is no significant difference in the effect of exposure of rural and urban students to counselling services/Training on choice of degree programme in Secondary Schools of Katsina state. Urban Trained students demonstrate slight difference in exposure to choice of degree programme than rural students. It was also found that though the students from schools located in urban centres had a higher mean value for counselling awareness when compared to the students from schools located in rural areas, the difference in mean awareness between these two groups of students is not significant. The finding that there was no significant difference in counselling awareness between students from rural schools and students from urban schools is similar to the finding of Ibu and Maliki (2010) which revealed that though, students from schools located in urban centres are more aware of counselling services than those from schools located in rural areas, location has no significant influence on counselling awareness among the students. Absence of awareness of counselling services among students from schools located in both rural areas and urban centres is because counsellors are recruited for neither schools in rural areas nor schools in urban centres in the study area.

Conclusion
The study concluded that there is significant difference in the level of exposure of students to counselling services for choice of degree programme in Secondary Schools of Katsina state. There is
no significant difference in the effect of exposure of male and female students to counselling services/Training on choice of degree programme in Secondary Schools of Katsina state. There is no significant difference in the effect of exposure of rural and urban students to counselling services/Training on choice of degree programme in Secondary Schools of Katsina state. Thus, the exposure of students to counselling services/Training significantly influenced their choice of degree programme in Secondary Schools of Katsina state regardless of gender or location.

**Recommendations**

Based on the findings of the study, the researchers recommend the following:

1. Since the level of exposure of students to choice of degree programme is extremely low, there is a need for school principals to organise orientation programme to students right from Junior to Senior level. The training will aimed at orienting students on issues at stake related to degree programme, subject choice as well as career opportunities.

2. Although result presented indicates that Female Trained students demonstrate slight difference in exposure to choice of degree programme than male students, analysis of hypothesis indicates no difference between male and female students in their choice of degree programme as a result of training received. It is recommended that counselling centres and professional counsellors in the state such as CASSON, should as a matter of emergency, create counselling clubs in both Male and Female schools with a view of sensitization and creating awareness among students in areas related to choice of degree programme.

3. The study established that Urban Trained students demonstrate slight difference in their exposure to choice of degree programme than rural students. The difference might perhaps be due to location of schools. For instance, students located in the main Katsina metropolis has access to University and University students than students located outside the metropolis. Consequently, the researchers recommended for the need of teachers to be taking their students for excursion to nearby Universities such as FUDMA, UMYU or KUK so that they can have first-hand information regarded to choice of degree programme as well as establishing counselling centres in all schools regardless of location. Such centres should be equipped with facilities to boost counselling.

**References**


