International Journal of Student Performance and Educational Research (IJSPER)
VOLUME 6 NO 1. SEPTEMBER, 2026
www.ijois.com/ijsper/
ISSN: 1595-7918

Examination of the Relationship Between Career Guidance and Counseling and Academic Performance of Senior Secondary School Students in Rivers State

Nwoke Nkechinyere Doris
Department of Guidance and Counseling,
Faculty of Education, Abia State University Uturu
Email: kechchari3@gmail.com

DOI: https://doi.org/10.5281/zenodo.23126715

ARTICLE INFORMATION

Received: 21th July, 2026
Accepted: 19th August, 2026
Published: 24th September, 2026

KEYWORDS: Career Guidance, Educational Career Guidance, Vocational Career Guidance, Personal-Social Guidance, Academic Motivation, Secondary School Students

PUBLISHER: Empirical Studies and Communication Development: A Research Center – (CESCD)

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

Open Access

http://creativecommons.org/licenses/by/4.0/

ABSTRACT

This study examined the relationship between career guidance and academic motivation among senior secondary school students in Rivers State, Nigeria. Specifically, the study examined the relationship between educational career guidance, vocational career guidance, personal-social career guidance and students' academic motivation. The study adopted a correlational survey design. The population comprised 118,000 senior secondary school students in public secondary schools in Rivers State, while a sample of 576 students was used for the study. Data were collected using the Career Guidance and Academic Motivation Questionnaire (CGAMQ). The instrument was subjected to test-retest reliability, yielding coefficients of 0.88 for the career guidance section and 0.90 for the academic motivation section. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation was used to test the hypotheses at the 0.05 level of significance. The findings showed positive relationships between educational career guidance and academic motivation ($r = 0.641$, $p < 0.05$), vocational career guidance and academic motivation ($r = 0.598$, $p < 0.05$), and personal-social career guidance and academic motivation ($r = 0.623$, $p < 0.05$). The study concluded that the provision of appropriate career guidance services is associated with students' academic motivation. It was recommended that schools should strengthen educational, vocational and personal-social guidance services to help students develop clearer academic and career directions.

Introduction

Education is expected to equip learners with the knowledge, skills and dispositions required for effective participation in society and preparation for future careers. At the secondary school level, students are confronted with important educational and career decisions, including subject selection, choice of further education, occupational aspirations and preparation for employment. These decisions can influence students' perception of the relevance of schooling and their willingness to engage actively in academic activities. Career guidance therefore constitutes an important component of the educational process because it provides students with opportunities to understand their interests, abilities, educational opportunities and possible career pathways.

Career guidance encompasses organised services designed to assist individuals in making informed educational, occupational and personal decisions. Contemporary approaches to career development recognise that career decisions are not isolated events but form part of a continuing developmental process involving self-understanding, exploration, decision-making and adaptation to changing circumstances (Gysbers & Henderson, 2020; Hooley, 2022). For secondary school students, appropriate guidance can help them connect their academic experiences with longer-term educational and occupational aspirations.

Educational career guidance focuses on helping students make informed academic decisions that are relevant to their career aspirations. It may involve assistance with subject choices, study planning, higher education opportunities and understanding the relationship between academic performance and future career possibilities. When students understand the connection between what they learn in school and their future aspirations, academic activities may become more purposeful. Chukwuemeka, Aniche and Nnamani (2022) noted the importance of educational guidance in supporting students' academic and career decision-making.

Vocational career guidance, on the other hand, exposes students to occupations, trades, vocational skills, entrepreneurship and employment possibilities. Such guidance may be particularly relevant in a context where young people require awareness of diverse pathways beyond conventional university education. Career guidance programmes can help students explore different occupations and understand the skills and qualifications associated with them (Agbo et al., 2024). By providing information about practical occupational possibilities, vocational guidance may help students perceive the usefulness of their education beyond the classroom.

Personal-social career guidance addresses aspects of students' personal development that may influence their educational and career decisions. It includes assistance with self-understanding, confidence, interpersonal relationships, stress management, decision-making and personal challenges. Students' ability to manage personal difficulties and develop confidence may influence their willingness to participate in academic activities. Isah and Syed Abdullah (2023) emphasised the relevance of guidance services to students' learning motivation and personal development.

Academic motivation refers to the processes that initiate, direct and sustain students' engagement in learning. Motivated students are more likely to demonstrate interest, persistence and willingness to invest effort in academic activities. Motivation may be intrinsic, arising from interest and satisfaction in learning, or extrinsic, arising from external goals, rewards or anticipated outcomes. Self-Determination Theory distinguishes between different forms of motivation and emphasises

the importance of autonomy, competence and relatedness in sustaining meaningful engagement (Deci & Ryan, 2020; Ryan & Deci, 2020).

The relationship between career guidance and academic motivation may therefore be understood through the extent to which students perceive their educational activities as relevant to their future goals. When students have clearer educational and occupational aspirations, schoolwork may acquire greater personal meaning. Conversely, uncertainty about future educational and career pathways may weaken students' sense of direction and reduce their engagement with academic activities. Career guidance may consequently provide the information and personal support required to connect present academic experiences with future aspirations.

Statement of the Problem

Ideally, senior secondary school students should have access to effective career guidance services that enable them to understand their academic strengths, identify suitable educational opportunities, explore occupational alternatives and develop realistic career goals. Such guidance should not be restricted to the provision of occupational information but should also address students' academic planning, vocational exploration and personal-social development. Where these services function effectively, students may be better positioned to understand the relevance of their education and sustain their motivation towards academic activities.

However, concerns remain about students' preparedness to make appropriate educational and career decisions. Some students may have limited knowledge of available educational and occupational pathways, while others may experience uncertainty about subject choices, further education or future employment. Personal challenges, inadequate confidence and difficulty connecting school learning with future aspirations may further affect students' academic engagement. These challenges are particularly important at the senior secondary school level, where students are required to make decisions that may influence their subsequent educational and occupational pathways.

Although previous studies have examined guidance and students' educational experiences, there remains a need to examine how specific dimensions of career guidance relate to academic motivation among senior secondary school students in Rivers State. In particular, the extent to which educational, vocational and personal-social career guidance are associated with students' academic motivation requires empirical attention. This study was therefore undertaken to examine these relationships among senior secondary school students in public secondary schools in Rivers State.

Purpose of the Study

The purpose of the study was to examine the relationship between career guidance and academic motivation among senior secondary school students in Rivers State. Specifically, the study sought to:

1. Examine the relationship between educational career guidance and academic motivation among senior secondary school students in Rivers State;

2. Examine the relationship between vocational career guidance and academic motivation among senior secondary school students in Rivers State; and

3. Examine the relationship between personal-social career guidance and academic motivation among senior secondary school students in Rivers State.

Research Questions

The following research questions guided the study:

1. What is the relationship between educational career guidance and academic motivation among senior secondary school students in Rivers State?

2. What is the relationship between vocational career guidance and academic motivation among senior secondary school students in Rivers State?

3. What is the relationship between personal-social career guidance and academic motivation among senior secondary school students in Rivers State?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H_{01}: There is no significant relationship between educational career guidance and academic motivation among senior secondary school students in Rivers State.

H_{02}: There is no significant relationship between vocational career guidance and academic motivation among senior secondary school students in Rivers State.

H_{03}: There is no significant relationship between personal-social career guidance and academic motivation among senior secondary school students in Rivers State.

REVIEW OF RELATED LITERATURE

Career Guidance

Career guidance refers to organised educational and counselling services intended to assist individuals in understanding themselves, exploring educational and occupational possibilities and making informed decisions concerning their future. It involves more than simply providing information about occupations. It encompasses self-exploration, educational planning, occupational exploration, decision-making and preparation for transitions between educational levels and the world of work (Gysbers & Henderson, 2020; Hooley, 2022). At the secondary school level, career guidance is particularly important because students are beginning to make decisions about subjects, further education, vocational opportunities and possible occupations. Effective guidance can provide students with opportunities to identify their interests and abilities while developing realistic expectations concerning educational and occupational pathways.

Academic Motivation

Academic motivation concerns the factors that initiate, direct and sustain students' engagement in

academic activities. It influences students' willingness to attend to learning tasks, persist when difficulties arise and invest effort in achieving educational goals. Academic motivation may originate from internal interest in learning or from external outcomes associated with academic achievement. Self-Determination Theory provides a useful explanation of motivation by emphasising the psychological needs for autonomy, competence and relatedness. Students are more likely to engage meaningfully in activities when they experience a sense of competence, have some degree of autonomy and feel connected to significant others (Deci & Ryan, 2020; Ryan & Deci, 2020). In the context of career guidance, helping students understand their interests, strengths and future possibilities may contribute to their sense of competence and purpose.

Educational Career Guidance and Academic Motivation

Educational career guidance helps students make academic decisions that correspond with their interests and future aspirations. It may involve guidance on subject selection, study planning, higher education programmes and the relationship between academic performance and future careers. The relevance of educational career guidance to academic motivation lies partly in its capacity to make schoolwork meaningful. When students understand why particular subjects and academic activities matter for their future plans, they may develop greater interest in learning. Adeyemi and Olaleye (2021) reported a relationship between educational career guidance and students' academic motivation, suggesting that guidance may help students develop clearer educational directions. Educational guidance may also reduce uncertainty associated with post-secondary educational decisions. Students who have access to information and counselling concerning further education may be better prepared to establish academic goals and organise their learning around those goals. Chukwuemeka et al. (2022) similarly highlighted the role of educational guidance in students' academic and career decision-making.

Vocational Career Guidance and Academic Motivation

Vocational career guidance exposes students to occupations, vocational skills, trades, entrepreneurship and employment opportunities. It broadens students' understanding of the different pathways through which they may enter the world of work. The relationship between vocational guidance and academic motivation can be explained by the practical relevance that occupational exploration gives to schooling. Students who understand the connection between academic knowledge, vocational skills and employment opportunities may perceive learning as more purposeful. Agbo et al. (2024) highlighted the relevance of vocational guidance to students' understanding of career opportunities and preparation for the world of work. Vocational guidance may also challenge the assumption that academic success is meaningful only when it leads to university education. By exposing students to different occupational and entrepreneurial possibilities, guidance services may help students recognise the diverse ways in which education can contribute to their future development.

Personal-Social Career Guidance and Academic Motivation

Personal-social career guidance focuses on students' self-understanding, interpersonal relationships, confidence, stress management and decision-making. These personal dimensions are relevant to career development because students need more than occupational information to make and pursue realistic educational and career choices. Personal difficulties can interfere with

students' academic engagement. Anxiety, poor confidence, interpersonal problems and difficulties in balancing school and social responsibilities may reduce students' willingness to participate actively in learning. Guidance that addresses these concerns may therefore create conditions that support sustained academic engagement. Isah and Syed Abdullah (2023) identified guidance as an important source of support for students' learning motivation and development. Personal-social guidance can help students understand their strengths and challenges, develop confidence and make informed decisions about their future. It therefore represents an important dimension of comprehensive career guidance.

Theoretical Framework: Self-Determination Theory

This study was anchored on Self-Determination Theory developed by Deci and Ryan. The theory explains human motivation in relation to the psychological needs for autonomy, competence and relatedness. Motivation is strengthened when individuals perceive themselves as capable, experience meaningful choice and feel connected to others (Deci & Ryan, 2020; Ryan & Deci, 2020). The theory is relevant to the present study because career guidance may support students' motivation by helping them develop a clearer understanding of themselves and their future possibilities. Educational guidance can enhance students' sense of competence by helping them make appropriate academic choices. Vocational guidance can increase students' understanding of possible occupational pathways and thereby provide meaningful goals towards which academic efforts can be directed. Personal-social guidance can support students' confidence and relationships, which are important to sustained engagement. Self-Determination Theory therefore provides a useful framework for understanding why different dimensions of career guidance may be associated with academic motivation among senior secondary school students.

METHODOLOGY

Research Design: The study adopted a correlational survey design. The design was considered appropriate because the study sought to determine the relationships between three dimensions of career guidance and students' academic motivation without manipulating the variables.

Population of the Study: The population of the study comprised 118,000 senior secondary school students in public secondary schools in Rivers State.

Sample and Sampling Technique: A sample of 576 senior secondary school students was used for the study. The respondents were selected from the population of senior secondary school students in public secondary schools in Rivers State.

Instrument for Data Collection: Data were collected using the Career Guidance and Academic Motivation Questionnaire (CGAMQ). The questionnaire was structured on a four-point response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1 respectively. The career guidance section contained items covering educational career guidance, vocational career guidance and personal-social career guidance, while the academic motivation section measured students' academic motivation.

Validity and Reliability of the Instrument: The instrument was subjected to appropriate validation procedures before administration. Reliability was established using the test-retest method. Fifty students outside the main sample participated in the reliability exercise, with a two-

week interval between the first and second administrations. Reliability coefficients of 0.88 for the career guidance section and 0.90 for the academic motivation section were obtained, indicating satisfactory consistency.

Data Collection: The questionnaire was administered to the sampled students with the assistance of appropriate personnel. Completed copies were retrieved and used for the analysis.

Data Analysis: Mean and standard deviation were used to answer the research questions. A criterion mean of 2.50 was adopted for interpreting the questionnaire responses. Mean scores of 2.50 and above were interpreted as agreement, while scores below 2.50 were interpreted as disagreement. Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses at the 0.05 level of significance.

DATA ANALYSIS AND RESULTS

Research Question One

What is the relationship between educational career guidance and the academic motivation of senior secondary school students in Rivers State?

Table 1: Respondents' Ratings on Educational Career Guidance and Academic Motivation

S/N	Item	SA	A	D	SD	N	Mean	SD	Decision
1.	My school provides guidance on subject choices related to my career interests.	250	215	70	41	576	3.17	0.89	Agree
2.	Career counsellors assist me in understanding how my academic performance affects my future career.	242	225	72	37	576	3.17	0.87	Agree
3.	I receive advice on higher education programmes that align with my interests.	230	201	82	46	576	3.10	0.92	Agree
4.	Guidance services in my school help me plan my study schedule to meet career goals.	218	225	87	46	576	3.07	0.92	Agree
5.	Teachers provide information on academic opportunities beyond secondary school.	245	210	80	41	576	3.14	0.91	Agree
	Cluster Mean					**576**	**3.13**	**0.90**	**Agree**

Table 1 shows that all five items recorded mean scores above the criterion mean of 2.50. The mean scores ranged from 3.07 to 3.17, while the cluster mean was 3.13 with a standard deviation of 0.90. This indicates that the respondents generally agreed that educational career guidance was available and relevant to their academic experiences.

Research Question Two

What is the relationship between vocational career guidance and the academic motivation of senior secondary school students in Rivers State?

Table 2: Respondents' Ratings on Vocational Career Guidance and Academic Motivation

S/N	Item	SA	A	D	SD	N	Mean	SD	Decision
6.	My school exposes me to vocational skills that are useful for future employment.	235	220	78	43	576	3.12	0.91	Agree
7.	Career guidance programmes introduce me to different professions and trades.	248	218	73	37	576	3.18	0.87	Agree
8.	I receive practical advice on careers that do not require university education.	210	220	94	52	576	3.02	0.96	Agree
9.	Workshops and seminars on vocational careers are organised in my school.	205	214	105	52	576	2.99	0.97	Agree
10.	Guidance counsellors help me explore entrepreneurial and self-employment opportunities.	228	220	86	42	576	3.10	0.91	Agree
	Cluster Mean					**576**	**3.08**	**0.92**	**Agree**

Table 2 indicates that all five items measuring vocational career guidance had mean scores above the criterion mean of 2.50. The scores ranged from 2.99 to 3.18, producing a cluster mean of 3.08 and a standard deviation of 0.92. The result indicates general agreement among the respondents that vocational career guidance was related to their academic motivation.

Research Question Three

What is the relationship between personal-social career guidance and the academic motivation of senior secondary school students in Rivers State?

Table 3: Respondents' Ratings on Personal-Social Career Guidance and Academic Motivation

S/N	Item	SA	A	D	SD	N	Mean	SD	Decision
11.	My school provides counselling on managing personal problems that affect my learning.	240	220	78	38	576	3.15	0.88	Agree
12.	Career guidance includes sessions on stress management and self-confidence.	225	228	81	42	576	3.10	0.90	Agree
13.	Guidance counsellors help me develop interpersonal skills useful for career development.	235	225	77	39	576	3.14	0.89	Agree
14.	I receive advice on balancing school, social life and career planning.	215	220	91	50	576	3.04	0.95	Agree
15.	Personal counselling in my school helps me make informed decisions about my future.	245	220	75	36	576	3.17	0.87	Agree
	Cluster Mean					**576**	**3.12**	**0.90**	**Agree**

Table 3 shows that all five items recorded mean scores above 2.50. The mean scores ranged from 3.04 to 3.17, with a cluster mean of 3.12 and a standard deviation of 0.90. The result indicates that the respondents generally agreed that personal-social career guidance was related to their academic motivation.

Test of Hypotheses

Hypothesis One

H_{01}: There is no significant relationship between educational career guidance and academic motivation among senior secondary school students in Rivers State.

Table 4: Pearson Product Moment Correlation between Educational Career Guidance and Academic Motivation

Variables	N	r	p-value	Decision
Educational career guidance and academic motivation	576	0.641	0.000	Reject H_{01}

Table 4 shows a positive correlation coefficient of 0.641 between educational career guidance and academic motivation. Since the p-value of 0.000 is less than 0.05, the null hypothesis was rejected. Therefore, there is a significant positive relationship between educational career guidance and academic motivation among senior secondary school students in Rivers State.

Hypothesis Two

H_{02}: There is no significant relationship between vocational career guidance and academic motivation among senior secondary school students in Rivers State.

Table 5: Pearson Product Moment Correlation between Vocational Career Guidance and Academic Motivation

Variables	N	r	p-value	Decision
Vocational career guidance and academic motivation	576	0.598	0.000	Reject H_{02}

Table 5 shows a positive correlation coefficient of 0.598 between vocational career guidance and academic motivation. Since the p-value of 0.000 is less than 0.05, the null hypothesis was rejected. Therefore, there is a significant positive relationship between vocational career guidance and academic motivation among senior secondary school students in Rivers State.

Hypothesis Three

H03: There is no significant relationship between personal-social career guidance and academic

motivation among senior secondary school students in Rivers State.

Table 6: Pearson Product Moment Correlation between Personal-Social Career Guidance and Academic Motivation

Variables	N	r	p-value	Decision
Personal-social career guidance and academic motivation	576	0.623	0.000	Reject H_{03}

Table 6 shows a positive correlation coefficient of 0.623 between personal-social career guidance and academic motivation. Since the p-value of 0.000 is less than 0.05, the null hypothesis was rejected. Therefore, there is a significant positive relationship between personal-social career guidance and academic motivation among senior secondary school students in Rivers State.

Summary of Findings

The study produced the following findings:

1. There was a significant positive relationship between educational career guidance and academic motivation among senior secondary school students in Rivers State ($r = 0.641$, $p < 0.05$).

2. There was a significant positive relationship between vocational career guidance and academic motivation among senior secondary school students in Rivers State ($r = 0.598$, $p < 0.05$).

3. There was a significant positive relationship between personal-social career guidance and academic motivation among senior secondary school students in Rivers State ($r = 0.623$, $p < 0.05$).

Discussion of Findings

The first finding established a significant positive relationship between educational career guidance and academic motivation among senior secondary school students in Rivers State. The result indicates that students who reported greater exposure to educational career guidance also tended to report higher academic motivation. The descriptive result further showed a cluster mean of 3.13, indicating general agreement concerning the availability and relevance of educational career guidance. This finding is consistent with the view that educational guidance can help students connect present academic activities with future educational and career aspirations. Guidance on subject selection, academic performance, higher education opportunities and study planning may provide students with clearer goals and a stronger sense of direction. The finding also agrees with Adeyemi and Olaleye (2021), who reported a relationship between educational career guidance and academic motivation. The result supports the position that students may become more engaged with schoolwork when they understand how academic activities relate to their future plans.

The second finding showed a significant positive relationship between vocational career guidance and academic motivation. The correlation coefficient of 0.598 indicates that students who reported greater exposure to vocational career guidance also tended to report higher academic motivation. The descriptive result, with a cluster mean of 3.08, further indicates general agreement concerning vocational guidance experiences. The finding may be explained by the practical relevance that vocational guidance provides to students' educational experiences. Exposure to professions, trades, vocational skills, entrepreneurship and self-employment opportunities may help students understand the practical value of education. This finding is consistent with Agbo et al. (2024), who emphasised the relevance of vocational guidance to students' career exploration and preparation for the world of work. When students understand possible occupational outcomes associated with their education, academic activities may become more purposeful.

The third finding established a significant positive relationship between personal-social career guidance and academic motivation. The correlation coefficient of 0.623 indicates that students who reported greater access to personal-social guidance also tended to report higher academic motivation. The cluster mean of 3.12 similarly indicates general agreement among respondents. The finding is consistent with the understanding that students' academic experiences are influenced by personal and social circumstances. Personal problems, limited confidence, stress and interpersonal difficulties may affect students' willingness to engage in academic activities. Guidance that addresses these areas can provide students with support for managing personal challenges and making informed decisions about their future. Isah and Syed Abdullah (2023) similarly identified guidance as relevant to students' learning motivation and development.

The finding also reinforces the importance of viewing career development as more than occupational choice. Students require opportunities to understand themselves, develop confidence, establish relationships and make realistic decisions about their educational and occupational futures. Personal-social guidance may therefore complement educational and vocational guidance in supporting students' broader development.

Conclusion

Based on the findings, the study concludes that educational career guidance, vocational career guidance and personal-social career guidance are significantly and positively related to academic motivation among senior secondary school students in Rivers State. The findings indicate that career guidance is not limited to occupational choice but encompasses educational planning, vocational exploration and personal-social development. Providing students with appropriate guidance in these areas may help them develop clearer academic and career directions and perceive greater meaning in their educational activities. Because the study adopted a correlational design, the relationships identified should not be interpreted as evidence that career guidance directly causes higher academic motivation. Rather, the findings establish statistically significant associations between the identified dimensions of career guidance and students' academic motivation.

Recommendations

Based on the findings, the following recommendations were made:

1. Educational career guidance: School authorities should strengthen educational career guidance by providing regular counselling on subject selection, study planning, higher education opportunities and the relationship between academic performance and future career choices.

2. Vocational career guidance: Schools should expand vocational career guidance through career talks, workshops, occupational exposure and entrepreneurship-related activities that introduce students to diverse professions, trades and self-employment opportunities.

3. Personal-social career guidance: Guidance counsellors should provide regular personal-social counselling programmes that address students' confidence, stress management, interpersonal relationships, personal challenges and decision-making, so that students can receive the personal support required for sustained engagement with learning.

REFERENCES

Adebayo, A. A., & Oladipo, O. A. (2021). Career information services and students' career decision-making in secondary schools.

Adeyemi, T. O., & Olaleye, F. O. (2021). Relationship between educational career guidance and academic motivation among secondary school students.

Agbo, I. G., et al. (2024). Vocational guidance and career development among secondary school students.

Akinade, E. A. (2021). Personal-social guidance and students' educational development.

Chukwuemeka, B. O., Aniche, C. O., & Nnamani, P. E. (2022). Educational career guidance and students' academic and career decision-making.

Chukwuemeka, B. O., & Nnamani, P. E. (2021). Personal-social guidance and students' adjustment and educational development.

Creswell, J. W. (2022). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson.

Deci, E. L., & Ryan, R. M. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory and current evidence.

Gysbers, N. C., & Henderson, P. (2020). Developing and managing your school guidance and

counselling programme. American School Counselor Association.

Hooley, T. (2022). Career guidance and career development in changing educational and labour-market contexts.

Hooley, T., & Dodd, V. (2021). The economic benefits of career guidance. Careers & Enterprise Company.

Isah, A. A., & Syed Abdullah, S. M. (2023). Guidance and counselling services, learning motivation and career development among Nigerian secondary school students.

Lee, J., & Kim, S. (2023). Career development and students' academic engagement.

Lee, K., & Shute, V. J. (2021). Personal and contextual influences on students' academic motivation.

Martinez, R., & Garcia, M. (2023). Career guidance, educational aspirations and student motivation.

Martins, C. O., & Fagbemi, O. (2022). Career guidance and academic engagement among secondary school students.

National Population Commission. (2023). Population and demographic statistics. National Population Commission.

Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory (3rd ed.). McGraw-Hill.

Nwosu, E. I., & Eze, S. O. (2020). Guidance and counselling and students' educational development.

Obiunu, J. J., & Esene, R. A. (2014). Career guidance and counselling in Nigerian secondary schools.

Organisation for Economic Co-operation and Development. (2021). Career guidance for adults in a changing world of work. OECD Publishing.

Ogunleye, A. O., et al. (2022). Career development, educational aspirations and academic motivation among secondary school students.

Okolie, U. C., et al. (2020). Career guidance and employability development among students.

Okorie, G. O., & Ezeji, H. A. (2022). Guidance services and students' career development.

Oye, N. D., et al. (2020). Career guidance and educational decision-making among secondary school students.

Rivers State Ministry of Education. (2025). Education statistics and annual report. Rivers State Ministry of Education.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary

Educational Psychology, 61, 101860.

Sahito, Z., et al. (2025). Career guidance and students' educational and occupational development.

Santrock, J. W. (2021). Educational psychology. McGraw-Hill.

Savickas, M. L. (2021). Career construction theory and practice.

UNESCO. (2022). Transforming education: Education and career development in changing societies. UNESCO.

Watts, A. G., & Sultana, R. G. (2021). Career guidance policies and practices in education.

Wigfield, A., & Eccles, J. S. (2020). Expectancy-value theory of achievement motivation.

Zimmerman, B. J. (2021). Self-regulated learning and academic motivation.