**INTRODUCTION**

Man in search of comfort ability struggle to meet up with good career and for this to be achieved, it has to be started as early as possible. From time man is born, he is been studied to know what likely he will be able to do as he grows up. This has to do with his natural behaviour and mental exercise display. This continues in family parents and other relaxation acting as counselling unit until the child goes in to school. In school the teacher takes over the counselling, it is a continuous exercise until one finds his feet, then he can continues from there and equally be in a position to guide and counsel others.

Harthony (1990) stated that communication system carries a mixture of voice, data and image signals that are used effectively as intelligent rods in communication system acting as switches, multiplexes, demultiplexens protocol converters.

The stages where much work is carried out on counselling is in secondary schools .This is a stage when a child is grown to be able to understand maturely and when the child’s attitude is fully studied in line with academic performance . In all secondary school across the country, there exist guidance and counsellor office where people knowledgeable in the area of psychology are employed in order to help advice the younger ones in school which way forward to their future career. There people through class visitation, Observing students during recreation and calling on them at intervals for questioning, came to know the students betters and be able to guide and counsel them in their future career probably in university or in any other area of endeavour.

The job of counselling in secondary school is not an easy job to be taking into consideration the number students involved with respect to the number of staff involved. It is always very difficult to handle all the students and to remember everything about the students. This Counselling exercise needs a sophisticated system for the operation of counselling alliterates some of the problem associated with exercise.

Personal behaviour and area of interest, they keep very close marks with the students to make sure that no stone is left unturned. This aspect of ones life is taken very seriously in schools because that is mainly the reason people go to school for the academics tests and examination only. The battle of career choice is handed over to individual when he/she attain a stage of being able to duct for himself what he/she really wants and how best possible to get such height. The person can steer the wheels directly to his destination or deviate in the other way due to carelessness or youthful exuberance; but the end justifies the means. Also, sometime due to laxity and incapability on the side of the career guidance and counsellor in schools, most of the students are led astray. This is mainly due to human approach towards the implementation the exercise which can be based at anytime. In his own recommendation, Hook advised the computerization of the career guidance department for effectives and reliable react on the department activities.

Holyfield (1997) argues that a good career in life makes a lot of meaningful process in life. He made this assertion that what without comfort and where is comfort without a good career; In his own views, it takes a long and rough way to arrive and clinch a good career but when one finally gets to it, life comes to be what nature made it be, life remains unstable like a wondering man in the career is achieved through carefulness and hard work, desire of sentiments and other side effects which can thwart the smooth direction of ones futures. Holly field (1997) made it clear and that life is associated with a good career and that such a career is what can give full meaning of life a priceless gift of nature.

Statistics shows that people who find good career are enjoying high standard of living and while the people who find good career are enjoying, the unlucky ones cry of frustration and negatives social factors that limits life.

**Overview**

According to Watts and Fretwell (2004), career guidance and orientation services have been defined as services intended to assist individuals of any age and at any point throughout their lives, empowering them to make educational, training and occupational choices and to manage their careers.

They include three main elements:

1. Career Information
2. Career Counselling, and
3. Career education (Watts & Fretwell, 2004, p.2).

Career guidance in schools usually focuses on career information that provides information on courses, occupations and career paths. It also includes labour market information. The aim of Career counselling in schools is to hold one-on-one or small group interviews focused on the distinctive career issues faced by individuals, such as career in education. Being part of the educational curriculum, attention is paid to help groups of individuals to develop their competence to manage their career development. The role of Career Guidance is not only limited to education process but it also affects the national social and economic development. According to Watts (1977), formal Career guidance services are derived from economic and social development, playing a crucial role in helping to coordinate the education system and the labour market, in order to realize their goals successfully. Generally, the aim of career guidance is to help students make decisions based on their interests, passion and abilities, while taking into account current and future career opportunities. Students are encouraged to learn more about the world of employment across different industries, so that they may take right steps to obtain their objectives, goals and aspirations (MoE, Singapore). Another perspective indicated that career guidance can be referred to as services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their career (OECD, 2004). “Career guidance” denotes systematic programs that facilitate individual career development and career management (Herr & Cramer, 1996).

As discussed above, career guidance renders services and activities that are geared towards helping individuals of any age at any point throughout their lives to make their educational training and occupational choices in order to manage their career OECD (2004).

As it is pointed out by Herr and Cramer (1996), career guidance offers systematic programs that facilitate individual career development and career management. Career guidance is much more than mere face to face interviews: SCAGES (Standing Conference of the Association for Guidance in Education Settings UK 1992) recognized eleven different activities of career guidance, such as informing students about the current and future opportunities of job market advising, assessing, teaching, enabling, advocating, networking, giving feedback, managing and innovation or systems change.

Education and career guidance is aimed at such goals as:.

1. Fostering students’ self-awareness, self-directedness as well as skills to determine workable goals, and to learn consistently in order to add value to their future workplace.
2. Assisting students to explore and make decisions based on valid information towards their education and career oriented directions.
3. Instilling in their minds the value of utility for all sort of careers and how all these contribute towards the smooth and healthy functioning of the society; and last but not least.
4. Equipping students with the skills and means by which they may be able to positively engage their parents and other career influencers (MoE, Singapore).

**The Roles Of Career Guidance In Socio-economic Development.**

It has been highlighted by researchers that career guidance has greatly contributed to national educational and labour market policy goals in terms of raising people’s interest in education and training as well as boosting their participation in formal and non-formal learning, which has positive effects on the overall learning outcomes. It empowers students by equipping them with better decision-making skills and making them well aware of learning opportunities (Killeen, White & Watts, 1992; Rosen, 1995; Watt, 1996).

Furthermore, an American study found that providing comprehensive guidance services to students at schools can have a positive impact on the quality of their educational and professional decisions, and also on their educational performance and the overall climate of the school (Lapan, Gysbers & Sun, 1997).

It Supports Key Policy Objectives Ranging from Lifelong Learning to Social Equity In terms of learning goals, career guidance is important for it supports lifelong learning for both youth and adults and develops human resources to support national and individual economic growth. It also supports the development of a more flexible education and training system, strengthening the linkages between education/training systems and the labour market (Watts & Fretwell, 2004). Many countries across the globe acknowledge the value and importance of career guidance for it effectively supports education systems, establishes good curriculum and enhances the quality of human resources. Yet another important hallmark of career guidance is its role in fostering social equity. In some countries such as Finland, Germany and Norway, It is believed that career guidance is an important agent of the social integration of migrants and ethnic minorities, by bringing harmony between them. It can support the integration of the disadvantaged and the poorly qualified, and in employment it can address the growing polarization of the labour market, enhance the presence of females in the work force and address the issue of gender segregation in the labour market. Educational qualification and employment are important determinants of social mobility, and access to them is a key indicator of social equity (OECD, 2003).

It Builds Human Capital and Employability throughout the Lifetime Career guidance is not limited to providing information about jobs and guidance to students in their decisions, but it also helps the youth in selecting their skills needed for developing and executing their long-term goals as a fundamental element of human capital (Gazier, 1999).

**Career Guidance Approach Around The World**

**Asia:.** In Singapore, the Minister for Education, Mr Heng Swee Keat, indicated in 2014, that “Our education system must… nurture Singapore citizens of good character, so that everyone has the moral resolve to withstand an uncertain future, and a strong sense of responsibility to contribute to the success of Singapore and the well-being of fellow Singaporeans.” Education career guidance in Singapore is based on appropriate activities for students from primary to postsecondary school levels. The model shows education and career development as a process that takes place throughout one’s life. It is a framework that guides schools in coming up with a developmental span that contains three progressive phases, namely, career awareness, career exploration and career planning.

The process of discovering one’s identity involves clarification of interests and values, understanding one’s strengths, developing abilities, and formulating life roles in the context of one’s life experiences. All these work towards building social and emotional competencies that help students become proactive, resilient and adaptable. Research by Perry, Liu and Pabian (2010) shows that when students see that there is a relevance between their studies and future career aspirations, they tend to exhibit more involvement and motivation in school. The ECG lessons will provide students with opportunities to explore and investigate various industries, jobs and possible further education options, enabling them to see the relevance between their studies and aspirations.

In secondary school, the phase of education guidance career is to deepen students’ understanding of self and relate schooling to different education and career pathways. Students would (1) explore the world of careers; (2) understand the relevant courses of study; and (3) develop awareness of their skills, interests and values.

The curriculum of career guidance in Singapore is divided in several main themes, including:.

1. Self-awareness and self-management.

2. Awareness of relational support and decision influencers.

3. Exploring the education landscape and planning pathways and

4. Career sectors exploration. It is an important policy goal to deliver the career guidance approach to all students including both individuals and groups.

**AFRICA**:. In South Africa, according to Angels (1994: 2) in Zunker (2002) career development is defined as “the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total life span of any given individual”. It reflects individually developed needs and goals associated with stages of life and with tasks that affect career choices and subsequent fulfilment of purpose. Some current literature on career development (Zunker 2002; Stern 2003; Plant 2004; du Toit 2005; Bernes et al. 2007; ) suggest that the career counselling movement is at crossroads, the movement is increasingly challenged to meet the needs of a society that is experiencing vast changes in the workplace and that is rapidly becoming more diverse (Zunker 2002). The life of a typical high school learner is one full of uncertainty and turmoil, it is a time of increasing stress with influences of accountability from high stakes test taking to pressure from their peers. It is also a period of life changing transition that can wreak havoc on the learners’ abilities to make informed decisions for the welfare of themselves and others. High school learners are often looking for a place to belong. As a result, they rely heavily on their peer groups to learn what types of behaviours are rewarded with reactions they feel to be positive, often at the expense of reason and good judgement (Zunker 2002).

In the early 1950s, according to Zunker (2002), Super (1957), Ginsberg et al. (1951), and Roe (1956) are said to have published a career development and occupational choice theories that have become landmarks in the career guidance movement. These theories have led to numerous research projects and subsequent methods for delivering career guidance programmes.

Theoretical perspectives on career development also contributed a great deal to career guidance programmes by providing insights into developmental stages and tasks associated with transition between stages, identification of personality types and corresponding work environments, and decision making techniques (Zunker 2002). Furthermore, these theories also provided special insights into career development of women, ethnic minorities, and other groups, and clarified aspects of social learning theory and its relationship to career development. Interest in career development theories continues to expand and generated lots of data and new theories of career development continue to emerge.

**How Career Information Management Works?**

The diversity that characterized students entering higher education is multilayered and complex (van Schalkwyk 2007). Career guidance programmes should aim at developing important skills for life and work and, to assist with immediate decisions. If this is true, first, career guidance programmes must adopt a learning entered approach and this means building ca91 able to discuss their future with parents, teachers or guardians. This would involve not merely to improve the quality of career guidance in those previously disadvantaged schools which offer career guidance, but establishing the service in schools which has no such tradition. Rear education into the curriculum.

In some countries, career education is neither mandatory nor included in the curriculum however; it is included in curriculum frameworks as an optional element. Where it is included in the curriculum, the way in which it is delivered, for example, as a separate subject or integrated into other subjects, the time devoted to it, and the school grades in which it is delivered, can vary widely from school to school within a country as well as between countries. Secondly, schools must adopt a developmental approach, tailoring the content of career education and guidance to the learners’ developmental stages. Incidentally, some universities have in place, support mechanisms such as mentoring, tutoring, academic literacy to support the underprepared student (van Schalkwyk 2007; Makura et al. 2011). Schools must also incorporate a universal approach with career education and guidance forming part of the education of all learners not just those in particular types of school or programme (Euvrard 1996). Career guidance programmes ought to be designed and implemented to meet the needs of the learners and society. This means that career guidance in whatever form has a positive effect on intention to enter higher education. This has implications for the Department of Education, the department has to increase its support for career guidance initiatives in schools particularly when learners are not in a position or feel themselves unable to discuss their future with parents, teachers or guardians. This would involve not merely to improve the quality of career guidance in those previously disadvantaged schools which offer career guidance, but establishing the service in schools which has no such tradition.

**Problem In Career Development Among The Youth**

According to developmental theorists, career development goes awry when individuals fail to keep pace with the demands of their culture or their age mates (Osipow 1968).

Several behaviours must develop in order for mature career behaviour to occur. According to Ginzberg et al. (1951) cited in Osipow (1968) the ability to perform reality testing task, the development of a mature time perspective, the ability to delay the gratification of desires, the ability to compromise, and the ability to identify with appropriate adult models are all important. These authors further state that career indecision will be inadequate if these abilities fail to develop during adolescent stage and the individual will continue to be employed in a career in which he’s dissatisfied or will engage in numerous unsatisfying occupational pursuits. The authors agreed that if the psychological development of the individual fails to progress adequately, career development will not progress smoothly however, many theories failed to show how career development can become misdirected in theoretical terms (Osipow 1968).

**Computerized Cognitive Information Processing Perspective (CCIP)**

Computerized Cognitive information processing perspective (CCIP) views career development in terms of how individuals make a career decision, use information in career problem solving and decision making as well as improve the design and delivery services for individuals in educational settings (Zunker 2002; Sampson et al. 2010). According to this approach, the major strategy of career intervention is to provide learning events that will develop the individual’s processing abilities. Zunker (2002) further stresses that clients develop capabilities as career problem solvers to meet immediate as well as future career problems. As such, information-processing stages begin with the screening of information, translating and encoding input in short term memory; then information get stored in the long-term memory and later activating, retrieving, and transforming the input into a working memory to arrive at a solution. The advocates of this theory believe that career problem solving is primarily a cognitive process that can be improved through generic processing skills such as communication, analysis, synthesis, and execution. This approach emphasizes the notion that career information counselling is a learning event.

**Conclusion**

In this seminar paper, a computerized career information management system was designed and implemented using CN.Net and Query language (Ms Access) with Microsoft Visual studio 2010 and Window operating system. The developed system was also evaluated based on Accessibility and usability.

From the result generated shown that the developed system was adjusted to be accessible and efficient. It is then concluded that the objective of the study were achieved and the system developed is capable counselling student on their career in the absence of counsellor.

**Recommendation**

It is recommended that the secondary school student are adequately trained on the use of the Computerized career information management system computer literacy program should be organized for the students at various level. This can be carried out set by set. At the end of training, it is recommended the new system is to be used to counsel student in secondary school at various level from JSS3 to SSS3.

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