VOCATIONAL GUIDANCE AND COUNSELLING IN NIGERIAN SECONDARY SCHOOLS

A Case of the Imo State

by

Enya Nwachi

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presented to the University of Manitoba
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ABOUT THE AUTHOR

Name: Enya Nwachi

Address: 4-599 St. Anne's Road, Winipeg, Manitoba. R2M 5K3

Home: 33 Central School Road, Amaseri
Afikpo Local Government Area
Imo State, NIGERIA

Education:

1984 Bachelor of Education, Vocational-Industrial Education
University of Manitoba, Winnipeg, Manitoba, Canada

1984 Diploma, Vocational-Industrial Education
Red River Community College, Winnipeg, Manitoba, Canada

1982 Diploma, Mechanical Engineering Technology
Red River Community College, Winnipeg, Manitoba, Canada

Academic Scholarships:

1979-1982 Federal Government of Nigeria Scholarship

1982-1984 Federal Government of Nigeria Scholarship

Work Experience:

To date Technical Instructor
Osu Community Trade Centre, Mbano
Imo State Schools Management Board, Imo State, Nigeria

1983 Inventory Management and Production Planning
Sperry, 200 Souteaux Cresent, Winnipeg, Manitoba, Canada

1981 Safety Inspection of Pressure Vessels and Elevators
Department of Labor and Manpower, 401 York Avenue
Winnipeg, Manitoba, Canada

1981 Designing of Template for Blower Fan Production
(National Research Council of Canada Project)
E. H. Price Ltd., Winnipeg, Manitoba, Canada

1980 Maintenance and Control of Ventilation Systems
(at the Red River Community College)
Department of Government Services
Winnipeg, Manitoba, Canada

Leisure Activities:

Enjoys Choral Singing and Dancing

ABSTRACT

The purpose of this study was to describe the status of vocational guidance in Nigerian secondary schools by providing an analysis of the school guidance services in the Imo State. This study also sought to identify the potential sources of guidance for Nigerian students, uncover the career orientations of the students and the factors that influence these students' occupational and educational decisions, and lay groundwork for subsequent testing of hypotheses in future studies. The study sought to answer the following questions:

1. What are the potential sources of guidance for students?
2. What are the career orientations of secondary students, and factors that influence their occupational choices?
3. What form do vocational guidance services take in secondary schools?
4. What are the roles of school Principals and teachers in the implementation of guidance services?
5. What are the problems faced by schools in the implementation of vocational guidance.

The design of the study followed a descriptive survey method. In this regard, two survey instruments were adapted from previous studies. Data collection was delegated to three designated on-site researchers who followed this investigator's written guidelines. A sub-population consisting of 50 model secondary schools was chosen from a population of about 390 post-primary institutions in the Imo State. Further, a random sample of 20 schools was drawn from this sub-population. Two samples:

a stratified random sample of 360 senior secondary students and all 20 school Principals from these secondary schools were selected. Data were collected using the two self-administered interview schedules (survey instruments)--one for the students and another for the Principals.

Two processes--descriptive and Cross-tabulation--were employed in the analysis of the data. Frequency counts were used for scoring or rating of variables, and the inferential statistic, Chi-Square, was employed in determining differential responses among the students with respect to certain variables. From the analysis of the data the following conclusions were drawn:

1. Vocational guidance is still largely a family matter in the Imo State.

2. The students generally preferred their parents, who in most cases were not vocationally well-informed, and readily turned to them for vocational advice.

3. Gender, family social status, self-perception, and value orientations of the students were highly influential on vocational decisions among the students. The students' work motivators were such extrinsic and intrinsic values as "good pay", "enjoyment of work", "rapid promotions", "nice colleagues", and "neatness of/or on the job".

4. There was need for formal vocational guidance and counselling in Nigerian secondary schools.

5. Vocational guidance in the Imo State was mainly of the information dissemination service form.

6. There were not enough trained guidance counsellors to handle school guidance and counselling services. There were career officers in most of the schools but only about 10% of these officers had some type of formal training in Guidance and Counselling. Student/counsellor ratio for these schools stood at 2,880 students per trained counsellor.

7. There was lack of print resources to help the career officers discharge their guidance duties.

8. Vocational teachers and vocational training resources were lacking in most of the schools.

9. Although education policy required that vocational guidance be an integral part of the education services, there was no written guideline for the provision of school guidance services.

10. Against all odds, however, the concept of vocational guidance had spread to most of the schools in the Imo State. There was evidence of remarkable efforts by the Imo State government and its school staff to enforce the guidance requirements of the national Education Policy.

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Chapter I

INTRODUCTION

In most of the industrialized countries of the world, the functions of education as preparation for work and/or as a life-long necessity for coping with life and the environment have become prominent topics for describing the relationships of work to other social institutions (Herr, 1974). As societies develop, the concomitant magnitude of opportunities poses decision problems for young people and for displaced individuals. However, in the less developed countries, the problems tend to be that of how to fit people within limited economy and opportunities (Herr, 1974). This suggests that the form and focus of education and guidance will vary in country after country. Super (1974) observes that as emphasis in guidance changes, some significant issues tend to conflict with one another, namely, manpower distribution vs human development, information dissemination vs counselling, professional vs lay counselling.

In most African countries and particularly in Nigeria, it has been recognized that vocational education is a major investment in human capital--investment which yields relatively high returns for the entire nation in general and the individual in particular. Fapohunda (1976) claims that the growth of a nation depends on a number of factors of which one is "efficient allocation of its manpower resources" (p. 73). This, the author believes, entails deployment of the individual in a job

at which he can be most productive; also, work productivity is in turn a function of the individual's job satisfaction which can be accomplished by realistic occupational choice through vocational guidance.

1.1 BACKGROUND OF THE STUDY

The development of Nigerian manpower (human) resources has seemingly progressed without proper planning, often resulting in a mismatch between skills needed in the workplace and those provided by the educational institutions. Adesina (1981) observes that huge under-utilization of human resources, shortage of critical skills, misdirection of formal education, and reverse transfer of technology are among the many overriding developmental problems of Nigeria.

The inappropriateness of the vocational guidance services available to Nigerian students (or the complete absence of such services) has been particularly traumatic as young adults grope for vocations and frequently dabble in nonprofitable occupations or occupations for which they are not suited (Fapohunda, 1976; Iheagwam, 1981). Nonprofitable occupations are those vocational skills for which employment may not be easily available (see Souch, 1971, for example).

A study carried out by the Human Resources Research Unit of the University of Lagos in 1973 (Fapohunda, 1976) found that there was a near absence of guidance and counselling services in Nigerian secondary schools and universities. The primary sources of advice for these students were their parents. Of the 2,852 university undergraduates (about 34.5% of the whole population of Nigerian university undergraduates at the time) surveyed in that study, an overwhelming

majority (62%) received no advice at all; about 14% were advised by their parents; about 8% got their advice from previous employer or teaching authority, 3% from the universities, less than 1% from government council offices, and no indication of advice from previous secondary schools attended.

So far, the main factors influencing occupational choice among Nigerian students are the family or parental wishful thoughts (Fapohunda, 1976; Super, 1983); parent's occupation or level of education or socioeconomic status (Fapohunda, 1976; Idowu & Dere, 1983); perceived status or prestige of an occupation, sex or interest of the student, student's academic ability, and ecological (urban/rural) factors (Achebe, 1982; Osuji, 1976).

It is interesting to note that family influence is a major factor in the career decisions of adolescents (Otto & Call, 1985). Rutter (1980) infers that young people tend to share their parents' values and also turn to their parents for guidance on the major concerns in life. The central role of parents in the vocational development of their children was illustrated by Noeth, Engen and Noeth's (1984) study of Washington Pre-College Test-takers. About 39% of the students (N=1,200) in this study reportedly rated 'Family' as 'Very Helpful' for decisions about occupations. And 90% rated Family as either Very Helpful or 'Somewhat Helpful'. However, 'Interesting Class(es)' received the highest rating (92%) among the ten help-factors of the study. Among the help-factors that received highest overall ratings were Interesting Class(es), Family, 'Grade', and 'Friend.'

The students whose parents are educated have an obvious advantage with regard to career and educational guidance. According to a study by the University of Lagos (1973), less than one per cent of the Nigerian population had university degrees or equivalent professional qualifications by 1973. Yet 12% of the Nigerian university students were of parents with university degrees or equivalent qualifications. In essence, more children of literate parents attend universities than than those of the illiterate parents. It should be mentioned that knowledge about careers varies with level of education, and parents who have college or university education are probably better informed vocationally than those who have only secondary education or less.

Accentuating the voices calling for organized formal vocational guidance programmes in secondary schools is rapid social change (Okon, 1983). The Nigerian government ranks high among the most unstable ones in Africa--it has had six successful military coups, a civil war, and several abortive coups since independence in 1960 (Agbese, 1985; Babarinsa, 1985). Its education system is drastically expanding, reflecting corresponding growth in student population (Aluko-Olokun, 1985; Omotunde, 1985). As a result of the economic crisis of the 1980s, the industrial sector is rapidly shrinking, creating massive unemployment among secondary school and university graduates (The Economist, 1986; Mohammed, 1985). Unemployment among Nigerian secondary school and university graduates grew from 13,500 in 1970 to 16,879 in 1980 and 30,963 in 1983 (United Nations, 1986). The lack of statistics from Nigeria makes it difficult to estimate the rates of unemployment. Finally morality and social values are degenerating (Adana, 1984; Okon, 1981, 1983).

With these daily complexities of life and the increasing sophistication of the world of work, the need to properly guide and effectively counsel the novice youngsters through their vocational decisions becomes vital.

In a review of the Nigerian scene, one observes that:

1. There is a dearth of educational research on guidance and counselling.
2. The Federal Government's National Policy on Education (Nigeria, 1981) emphasizes comprehensive education. This has promoted growth in the number of vocational programmes and academic courses offered in Nigerian secondary schools and, as a result, the students are facing increasing difficulty in selecting a proper study route.
3. There have been persistent calls (Adesina, 1981; Awokoya, 1981) for educational institutions in Nigeria to establish guidance and counselling as an integral part of their school services. However, for political reasons coupled with economic constraints, guidance and counselling have received a back seat.

Vocational guidance and counselling are important in the secondary schools not only for aiding the students in making realistic occupational choices in this increasingly complex society, but also for the personal development of the individual. Above all, the present high rate of unemployment in Nigeria is an indication that young people need to be prepared in job-searching skills and in career decision-making.

This study may have some implications for future vocational guidance development in Nigeria, by serving as an analysis of the current status of the Imo State of Nigeria school guidance services. This study also would be particularly pertinent now because Nigerian education is shifting to a more comprehensive model. The National Policy on Education (Nigeria, 1981) replaced the former five-year secondary

education with a two-tier six-year secondary schooling (effective 1982). This Policy places Nigerian education in a 6:3:3:4 structure, and eliminates the former two-year higher school (or post-secondary). The new system emphasizes technical education and consists of a six-year primary schooling; a three-year general and prevocational education (in junior secondary); a three-year senior secondary education, during which time the student acquires an occupational skill, and is exposed to humanities and sciences; and four years of post-secondary education in a college or university, studying professional courses in Arts, Sciences, and the Technologies.

It is believed that this system will produce citizens with national consciousness, academic excellence, and manual dexterity. Nigerian students will, on completing the senior secondary schooling, have university and college entrance qualifications as well as marketable skills in trades such as carpentry, fitting and machining, electrical and electronics, and so on. With this system it is likely that more students will need vocational guidance in a job market which has already been considerably reduced by the vagaries of the current international economic slump and downturn in oil prices.

All of these concerns and trends form the basis of the need for an investigation of the vocational guidance services in Nigerian secondary schools; they are also the fundamental reasons why this study may be particularly pertinent at this time.

1.2 NEED FOR THE STUDY

In recent years Nigerian leaders have expressed the need to incorporate vocational guidance and counselling into the country's educational services (Adesina, 1981; Awokoya, 1981; Okoye, 1978). There is no doubt that the absence of such vital services in Nigerian schools has contributed to the deterioration of social values and the decline of work attitude among Nigerians (Okon, 1981, 1983). Recognizing the critical need for vocational guidance and counselling in schools (this awareness apparently stemmed from the introduction of the Universal Primary Education (UPE) scheme), the Federal Republic of Nigeria (Nigeria, 1977, revised 1981) in its National Policy on Education stated:

> In view of the apparent ignorance of many young people about career prospects, and in view of the personality maladjustment among school children, career officers will be appointed in post primary institutions ... Guidance and counselling will also feature in teacher education programmes (p. 30).

The federal government has, since, sponsored several workshops to promote the idea of guidance and counselling in secondary schools. The proceedings of these workshops were published, reinforcing formally the need to establish this essential educational service (Adesina, 1981; Awokoya, 1981; Okoye, 1978). Okoye insists that, since a good job would bring a better life which in turn would enhance the individual's usefulness to the society, the pertinent issue is one of how to assist the student in discovering and developing his full potential so that he may adequately achieve optimum personal satisfaction and social usefulness. To accomplish this, Adana (1984) suggests that

> The unsatisfactory picture of the present must be shown so that people may be dissatisfied with the 'status quo'. A glowing picture of what the future can be must be painted, so that the masses may be moved to greater endeavour. This

> beautiful scenario of the future must be elaborated in details. To do so effectively it must be analyzed, the process of attaining it must be explained, the efforts to be made described, and the benefits of development known ... the objectives of a social change will be known as well as the process that will lead to it (p. 44).

The author asserts that this sequence translates to the deployment of trained personnel (called Counsellors) in the secondary schools to guide the Nigerian youth in the transition from school to work.

1.3 STATEMENT OF THE PROBLEM

This study sought to determine the current status of vocational guidance and counselling in secondary schools in Nigeria--focusing on the Imo State--and to discover significant factors that influenced occupational decisions among Nigerian secondary students. The scope of the study is, therefore, defined within the following research questions:

1. What are the potential sources of guidance for students?
2. What are the career orientations of secondary students, and factors that influence their occupational choices?
3. What form do vocational guidance services take in secondary schools?
4. What are the roles of school Principals and teachers in the implementation of guidance services?
5. What are the problems faced by schools in the implementation of vocational guidance.

1.4 ASSUMPTIONS

The following assumptions were made in relation to this study:

1. That the current status of vocational guidance and counselling in secondary schools in the Imo State of Nigeria can be adequately surveyed and described.
2. That secondary students and school Principals are the best source of data concerning the current status of secondary vocational guidance and counselling in the Imo State.
3. That schools in the Imo State do not differ significantly from those of other States.

1.5 DELIMITATIONS

The researcher imposed the following delimitations on the study:

1. The respondents selected for this study consisted of samples of:
   a) school Principals, and
   b) senior secondary students.
2. This study was further confined to 50 schools regarded as **models** (see Definition of terms) of the secondary schools in the Imo State of Nigeria, excluding teacher training institutions.

1.6 LIMITATIONS

Five limitations were recognized in this study:

1. The survey study relied entirely upon the assistance of three designated on-site researchers for data gathering.
2. The study was limited to the respondents' interpretation of the wording of the questionnaires.
3. Some schools or Principals might be missed out due to the lack of a directory (a documented listing) of all secondary schools and their Principals in the Imo State.
4. Although schools in the Imo State may not differ from those of other States of Nigeria, the sample used for this study may not be representative of Nigerian secondary schools.

5. Frame error--this study was further limited by measurement and design errors.

1.7 DEFINITION OF TERMS

The following definitions are made exclusively for the purpose of this study. Note: Where a term is contained in a quote, such a term retains the meaning intended by the original author.

Career: The sum total of one's occupations in life--career is a lifelong sequence of one's educational, work, and leisure experiences.

Career Fair: A **show** of occupations just as Trade Fair is a show of products. Career Fair refers to a display and dissemination of occupational information. This may involve guest speaker(s) addressing a student audience on occupational matters.

Career Officer or Guidance Officer: A person who directs or guides students in their occupational decision processes. A career officer provides occupational information to the students, and may or may not be a trained counsellor.

Counselling: Is a systematic, helping process in which the individual learns about his personal characteristics, potentialities, and interpersonal relationships. The counselling process is usually carried out in a simple one-to-one context, led by a counsellor (who is competent in psychology). Counselling is largely a verbal process in which a counsellor and counsellee(s) interact dynamically with the aim of bringing about self understanding and **action** (in the form of "decision") in the counsellee.

Counsellor: A person who makes a living by guiding and counselling people (students), who may or may not have academic qualifications in Guidance and Counselling.

Employment: A regular remunerative position; work in which one's labour or services are paid for by an owner of an enterprise (business) or by the enterprise itself. This may be public or private enterprise.

Guidance: This may have three strands:

1. Guidance is a concept which involves the use of a perspective to help an individual on the basis of certain assumption(s);
2. Guidance is an educational construct and, in this context, refers to the provision of experiences to help normal students; and
3. Guidance is a service--organized procedure designed to achieve a helping relationship. Guidance service may exist as an appraisal, informational, or counselling service; or as a planning, placement, or follow-up service.

Guidance differs from counselling in that it conveys a wider complex of services which may include counselling. Guidance is believed to produce a more effective, more productive, happier human.

Job: Job is the actual process of doing some work. For example, Fred's job is 'plumbing.' A job may consist of a group of similar tasks, for which the performer is remunerated, in a particular work setting.

Model Secondary School: All secondary schools originally established by the Government (Federal or State) of Nigeria, and all private secondary schools that rival these government schools in terms of staffing, learning resources, equipment, and space (laboratories or workshops, classrooms, and offices).

Occupation: A group of jobs so similar in nature that a person who is successful in one can move to another without much difficulty. For example, a person whose occupation is Sheetmetal Work can lay out patterns, fabricate ducts, fit pipes, make brass- or gold-ornaments, rivet, etc.

On-Site Researchers: These were school Principals, in the Imo State, who assisted this investigator in the collection of data for this study.

Post-Primary Institution: This includes all secondary grammar, comprehensive, and commercial schools, trade schools/centres, and teacher training institutions.

Professional Counsellor: A counsellor who has formal training in Guidance and Counselling.

Programme: A course of study comprising a main or major subject and several allied subjects. For example, the vocational programme **Welding** may consist of Welding Theory and Practice and other subjects like Technical Drawing, Mathematics, English Language, and Industrial Management.

Vocation: An occupation to which the worker has a strong personal commitment.

Vocational Counselling: Similar to vocational guidance, but usually entails one-to-one close interaction between the counsellor and the client. Vocational counselling is designed to aid people in understanding themselves, learning about the world of work, making decisions about jobs and careers, developing within the jobs and careers, and utilizing their jobs to better their personal lives.

Vocational Guidance: The service or assistance given to individuals in solving problems related to occupational choice and progress, with due regard for individual characteristics and their relation to occupational opportunity (International Labour Organization Recommendation 87). Vocational guidance is greatly concerned with the study and analysis of occupational distribution and trends.

Youth: Young adults in secondary schools or out of school, but who are not attending a university or college.

1.8 ORGANIZATION OF THE THESIS

Chapter I of this thesis introduces the subject: rationale for the study, statement of the problem, purpose and limitations of the study, and definition of terms are presented. An overview of the current political, economic, and educational situation in Nigeria is presented in Chapter II. In Chapter III is a review of related literature, discussing the origin of vocational guidance and counselling, the vocational development theories, and the development of vocational guidance in Nigerian education. The methodology of the study is presented in Chapter IV. Chapter V is the presentation of the data, analyzing the sources of guidance for Nigerian students, career orientations of the students and factors that influence their occupational decisions, and the status of vocational guidance in the Imo State secondary schools. Each section of this chapter is concluded with a summary. Chapter VI contains the conclusions and recommendations based on results of the survey.

Chapter II

NIGERIA - AN INTRODUCTION

The purpose of this chapter is to present an overview of the current political, social, economic and educational situation in Nigeria. By the terms of the Nigeria Constitution (Nigeria, 1963, 1979), the official name of the country is the **Federal Republic of Nigeria.** Nigeria is located along the coast of West Africa, between latitudes 4° and 13° north of the Equator, and between longitudes 3° and 14° east of the Greenwich Meridian. Nigeria has a land area of 980,000 km^2 and an estimated population of about 102,000,000 people (Ajayi, 1987), with an annual population growth of about 2.5%.

Nigeria has a tropical climate, with average annual temperatures varying from 22°C to 32°C in the south, and from 6°C to 44°C in the north. The average rainfall is about 3800 mm per year in the south and 500 mm in the north. Nigeria shares frontiers with the United Republic of Cameroon in the east, Chad in the north-east, the Niger Republic in the north, Benin (Dahomey) in the west, and the Atlantic Ocean in the south (see Figure 1).

Figure 1: Map of Africa Showing the Location of Nigeria

2.1 THE GOVERNMENT

Nigeria operates a federal Presidential system of government in which the central (federal) government shares legislative powers with state governments (Nigeria, 1979; Nwagwu, 1984). The 1979 Constitution of the Federal Republic of Nigeria, modelled after the American presidential system, is currently suspended and replaced by Constitution (Suspension and Modification) Decree No. 1 (Nigeria, 1984), promulgated by a military government which currently runs the country (Fagbohun, 1985).

Since independence from Britain in 1960, Nigeria has had a total of nine years of civil rule--1960 to 1965 and 1979 to 1983, nicknamed **First and Second Republics** respectively (Fagbohun, 1985). Development has been severely hindered by a Civil War, and coups and counter coups. The First Republic of Nigeria which survived between October 1, 1960, and January 15, 1966, followed a British parliamentary model of government, while the Second Republic (October 1, 1979 to December 31, 1983) took the form of the American presidential model (Cameron & Hurst, 1983; Fagbohun, 1985; Nwagwu, 1984).

For administrative purposes, Nigeria is divided into 19 states (see Figure 2). The National Government of Nigeria (Ajayi, 1987) is run by a 28-member Armed Forces Ruling Council (AFRC). The army General who leads the Council is also the head of the government and commander-in-chief of the Armed Forces. He is in the person of Ibrahim Babangida, designated **President.** Each state is headed by a military Governor. Second in authority to the AFRC is the Council of State whose membership comprise the military Governors. At the bottom of the hierarchy is the Council of Ministers which consists of Federal Ministers (military men

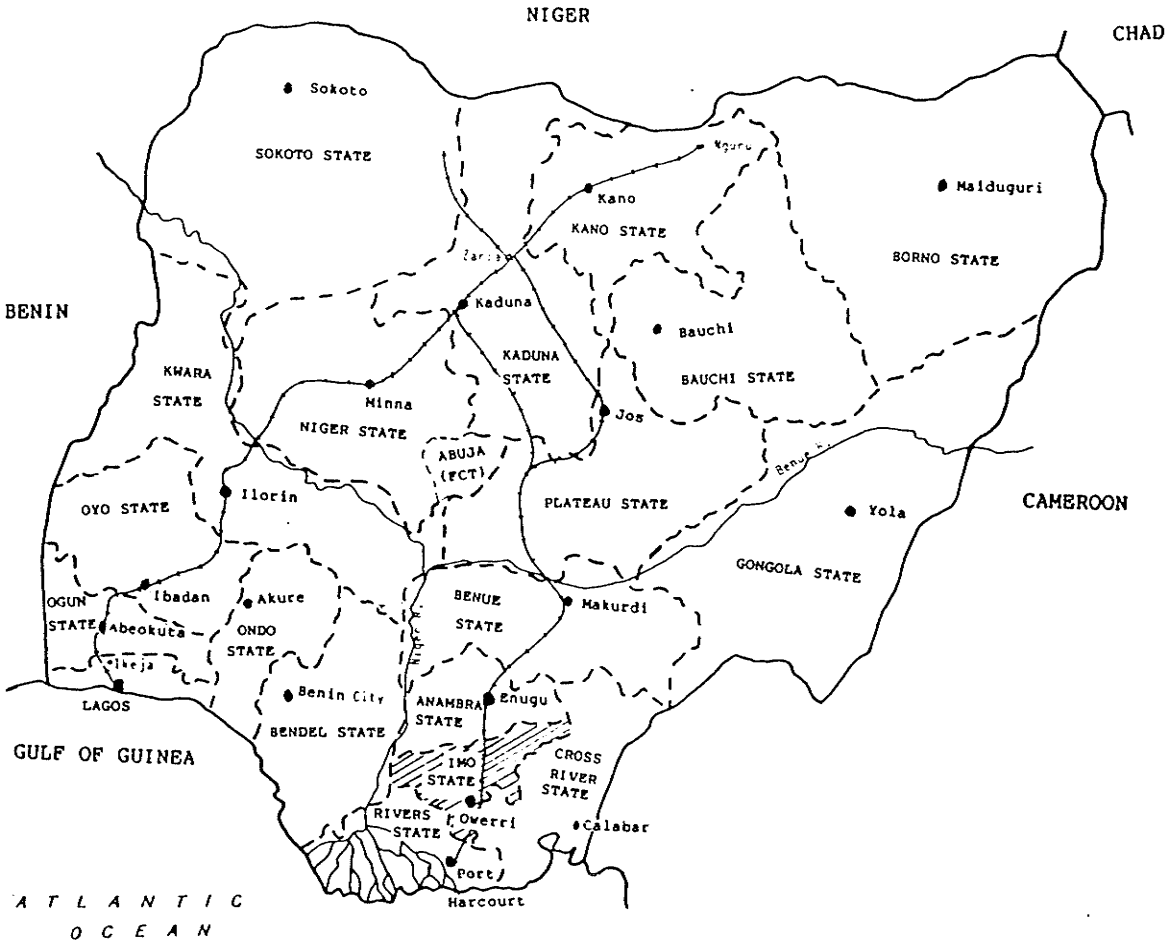

Figure 2: Regional Map of Nigeria Showing the States

and civilians). Further, the states are subdivided into Local Government Areas headed by Secretaries and traditional rulers.

2.2 THE PEOPLE

The Nigerian population is made up of more than 250 ethnic (cultural) groups, correspondingly speaking more than 250 different languages (Agbese, 1985); however, English is the lingua franca and only 9 of the 250 languages are recognized as national languages. They are (alphabetically): Edo, Efik, Fulani, Hausa, Igbo (also Ibo), Ijo, Kanuri, Tiv, and Yoruba (Time, 1980). The most populous of these ethnic groups are the Hausa, Igbo, and Yoruba. These three groups constitute about 60% of the whole population (Ajayi, 1987).

Rural population constitutes about 70% to 80% of the populace (Ajayi, 1987; Aluko-Olokun, 1985; Ogundimu, 1985). The Hausa live in the north, the Igbo in the east, and the Yoruba in the western part of Nigeria. The Imo State, with a population of 5,334,100, is inhabited by a mainly Igbo speaking people. The chief religions of Nigeria include the Traditional Religions, Christianity, and Islam (Time, 1980). Christianity is the dominant religion in the Imo State. The Nigerian constitution guarantees freedom of worship.

Education laws do not require mandatory school attendance and only about 20% to 30% of the whole population can read and write (Ajayi, 1987; Omotunde, 1985). About 55% of the population are 14 years of age or under, while only about 8% are 50 or over (United Nations, 1986). In 1971, about 33% of all primary school-age children were in schools, while only 6.3% of the children of secondary school age were enrolled in secondary schools (Ogundimu, 1985). Current statistics were not available to this researcher at the time of this review.

2.3 THE EDUCATION SYSTEM

In a highly centralized system of administration, the Federal Ministry of Education has complete jurisdiction over all levels of education. However, secondary education is administered at States levels through the States Ministries of Education. The administration of primary education is delegated to the Local Government Areas. The main source of educational finance in Nigeria is the Federal Government through whose grants the States and the Local Governments run the schools (Cameron & Hurst, 1983).

In the Imo State, the Ministry of Education and the State Schools Management Board centrally share responsibilities in the running of the schools. Further, the State is divided into Education Zones, and secondary school administration is delegated to the Zonal Schools Management Committees. The Local Schools Management Commitees are responsible for the administration of primary schools.

Education in Nigeria consists of six years of primary schooling, followed by a three-year junior secondary, a three-year senior secondary, and four years of post-secondary education at a university or college (Nigeria, 1981, 1985). Official age for entry into primary school is six. At the end of the sixth year of primary education students write a local examination (for a First School Leaving Certificate) conducted at the State Government level.

Secondary school age is 13 to 18; however, it is not uncommon to find 11-year-olds and up to 23-year-olds in the secondary schools. Entry into secondary schools is by entrance examinations conducted by

individual State Governments. However, admission into the **unity schools** (federal government secondary schools) is the prerogative of the Federal Government. There is continuous assessment at the secondary level. At the end of junior secondary, students receive the Junior Secondary School Leaving Certificates which qualifies them to proceed to senior secondary. Senior secondary graduates receive Secondary School Education Certificates (SSEC) which qualifies them for direct entry into universities (Alapini, 1984), based on individual performances. The new secondary school structure will complete its first full cycle in 1988.

The two-tier, six-year secondary education system is expected to prepare students in specific job market skills, as well as for entry into colleges and universities. This, in theory, suggests a comprehensive education for the Nigerian youth. The national goals of Nigerian secondary education are (Nigeria, 1981, 1985):

1. to provide an increasing number of primary school pupils with opportunity for education of a higher quality irrespective of sex, social, religious or ethnic background;
2. to equip students to live effectively in the modern age of science and technology;
3. to develop and project Nigerian culture, art and language as well as the universal and cultural heritage;
4. to raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims so as to enable them live and function as good citizens;
5. to foster Nigerian unity with emphasis on the common ties that unite us in our diversity;
6. to inspire students with a desire for achievement and self-improvement both at school and later in life.

Summing these up, Nigeria aspires to achieve egalitarianism, unity, freedom, self-reliance, and a dynamic economy through the education of its citizens. The provision of the unity schools by the Federal Government, and the emphasis on technical education are steps toward attainment of these goals (Omotunde, 1985). There were 41 unity schools across the country in 1985. The aim of the unity schools is to provide an atmosphere in which children from different parts of the nation can mix freely while learning. These unity schools are of comprehensive, grammar, technical, and teacher training orientations.

Teachers are trained at both the secondary and post-secondary levels for the primary and secondary schools, respectively. Guidance counsellors are trained at the universities--the older of the Nigerian universities have Counselling Sections in their Education Faculties for counsellor education.

There are neither sufficient numbers of schools for all school-age children nor enough teachers (qualified or not) for the existing schools (Cameron & Hurst, 1983). As a result, overcrowding is a chief characteristic of most Nigerian educational institutions. Currently, teacher requirement ratios are calculated at 1.5 teachers per class of 40 students (Aghenta, 1984); however, the author observes that, in many cases, there can be 50 students in a section of a class of up to five sections.

School enrolment has grown dramatically in the past 30 years. Primary school enrolment rose from 2.9 million in 1960 to 16.8 million in 1984/85 (Adesina, 1984; Omotunde, 1985), while secondary school

enrolment figures jumped from 135,000 to 2.6 million in the same period. In the Imo State, secondary school enrolment stood at about 300,500 in the 1984/85 school year (Adesina, 1984). This represents about 11.6% of the national figure. The National Policy on Education Implementation Committee (Omotunde, 1985) estimated that a 100% participation in primary education and 40% at the junior secondary level should have been achieved by the 1984/85 school year. Yet, as of 1988, this assumption is still far from being attained (Omotunde, 1985).

2.4 THE ECONOMY

The Nigerian economy is based on agriculture (Ajayi, 1987; Cameron & Hurst, 1983; Ogundimu, 1985). Over 75% of the Nigerian labour force is engaged in peasant farming; yet low production volume calls for mechanized agriculture. Nigeria's major agricultural produce include cocoa, palm oil/kernel, groundnuts, rubber. Although most Nigerians currently work in the agricultural sector, the country does not export much agricultural produce. Rather, its chief export is crude oil which accounts for more than 75% of the government's revenue and 80% of the nation's foreign exchange earnings (Ogundimu, 1985).

Mineral resources include petroleum, coal, iron ore, lead, lime stone, columbite, tin, zinc. Not much is known about the extent of the mineral wealth of Nigeria; however, oil reserves are estimated to last for another 30 years at the extraction rate of just less than 2 million barrels per day (Cameron & Hurst, 1983). As well Nigeria has an undetermined volume of natural gas reserves. On the whole, Nigeria's heavy dependence on oil wealth is illusory, since oil is a perishable (non-renewable) resource.

2.5 SUMMARY

The geographical entity known as Nigeria is a tropical country located along the coast of West Africa. Nigeria runs a federal presidential system of government modelled after that of the United States of America. Currently, Nigeria is under a military rule, and the head of state and commander-in-chief of the armed forces is an army General who has been designated "President". The population of the country is estimated at 102 million, consisting of more than 250 ethnic groups speaking more than 250 different languages of which only 9 are recognized as national languages. They are: Edo, Efik, Fulani, Hausa, Igbo, Ijo, Kanuri, Tiv, and Yoruba. The chief religions include the Traditional religions, Christianity, and Islam.

About 20% to 30% of all Nigerians are literate. The education system consists of six-year primary schooling, a three-year junior secondary schooling, a three-year senior secondary schooling, and a four-year post-secondary studies at a university or college. Secondary education is comprehensive in theory. The goals of Nigerian secondary education may be summarized as egalitarianism, freedom, unity and economic dynamism. About 75% of the labour force is engaged in peasant farming; however, the chief export of the country is petroleum. Nigeria's oil reserves are estimated to last, at least, for another 25 years.

Chapter III

REVIEW OF THE LITERATURE

The purpose of the review of the literature is to explore and present an overview of the origin and development of the institution of vocational guidance and counselling, forms of guidance and counselling, and the development of vocational guidance in Nigerian education.

3.1 VOCATIONAL GUIDANCE AND COUNSELLING - INTRODUCTION

The life-time of the human being is filled with a series of situations in which decisions, choices, and adjustments must be made (Jones, 1963; Meyers, 1941). Selecting a vocation or an occupation is one of these situations. Vocational guidance is concerned with matters of occupational decision, planning, placement, and adjustment. It is desirable that an occupation be chosen in which employment can be found or, at least, hoped for. Vocational training that does not result in employment in a related occupation has been viewed by London (1973) as a "disservice to the individual and to the manpower needs of the country" (p. 5). Some authors (Hoyt, 1985, for instance) propose 'productivity education' as a means of achieving this. Productivity education, Hoyt says, is an educational reform (concept) that would marry vocational education programmes with vocational guidance.

The defined purpose of vocational guidance (Hansen et al., 1986; Herr & Cramer, 1979; London, 1973; Peters & Shertzer, 1974), therefore, is to

assist the individual in making realistic choices among occupational and educational options, securing the employment for which he was trained, and advancing and adjusting on the job. The need for vocational guidance is a critical problem in education (Worthington, 1973) because

> realistic occupational selection is a problem of top priority ... and because a person's occupation is so much a part of his total life, some forms of vocational guidance, including actual work experience, must have continuous emphasis during a large part of a person's educational career (p. 9).

Harvey (1983) advocates that "Vocational counselling should be part of much of the student's experience" (p. 39) in addition to the course content and manual skills of vocational programmes. Taking this further, Tiedeman and Miller-Tiedeman (1985) assert that "life is career unfolding and, conjointly, career is life empowered" (p. 223). To these authors the two (life, career) are inseparable. This, in effect calls for all educational experiences to be geared toward preparing the students for economic independence and appreciation of the 'dignity of man through labour'. In fact, today, the focus of vocational education is gradually shifting toward "empowering individuals to make their own lifework for their own satisfaction and society's advancement" (Tiedeman & Miller-Tiedeman, 1985, p. 244), away from its traditional 'get a job' focus. Hansen (1987) contends that "we need to help youth and adults learn a process of not only occupational choice but creating their own career" (p. 40).

Guidance and education (London, 1973) are "generally recognized as two different though closely related social and individual services" (p. 2). However, vocational guidance and vocational education are bonded (Hoyt, 1977) by the fact that both are concerned with helping people

recognize and capitalize on relationships between education and work. More so, both are based on the philosophy that career development is a part of human growth. In many cases, both vocational guidance and vocational education are organized within the framework of career development, Hoyt observes. Thus such terms as career awareness, career exploration, career motivation, career preparation, and career maintenance are appropriately used whether one speaks of vocational guidance or vocational education. Herr and Cramer (1979) also discuss the relationship between vocational education and vocational guidance.

The main difference between vocational guidance and vocational education may be explained as follows (London, 1973): Bona fide vocational programmes involve the development of the skills and job procedures, the personal and social traits necessary to perform the duties involved in a particular occupation, while guidance takes care of the deciding and the choosing in the first place, and the necessary adjustments on the job. Operating within education, vocational guidance focuses on the youth in the context of the individual. Vocational education is neither a synonym nor a substitute for vocational guidance, Hoyt (1977) argues.

However to illustrate the strength of the bond between vocational guidance and vocational education, Hoyt (1985) declares that of all components of productivity education, vocational education is "the most compatible with the goals and objectives of career guidance" (p. 12). More recently the terms "which formerly were more identified with career guidance and career counselling (e.g. self-awareness, value identification, creating your own career)" (Hansen, 1987, p. 31) have been included among vocational education topics.

3.2 HISTORICAL DEVELOPMENTS

The concept of guidance and counselling is not new. It is probably as old as "teaching and learning," for it can be traced to the days of Socrates and even Thales. These people attempted to explain the nature of man and society, and the relationship of man to society (Shertzer & Stone, 1974). As is evident in some ancient writings (Smith & Roos, 1941), Thales asserted that the most difficult thing was "To know thyself" (p. 1), while the easiest was "To advise another" (p. 1). In Aristotle (Ulich, 1963), Hesiod spoke: "Best is the man who can himself advise; He too is good who hearken to the wise; But who, himself being witless, will not heed Another's wisdom, is worthless indeed" (p. 72). Plato (Hoppock, 1976) believed that no two people were born exactly alike, but each differed from each in natural endowments, one being suited for one occupation and another for another.

Such statements not only illustrate how old the concepts of guidance and counselling are, but also man's perceived universal need for assistance in life decisions. What is new, however, is the conceptualization of the vocational development theories, and the institutionalization of guidance. This form of theorization apparently resulted from earlier developments in psychology (Ginzberg, 1971), following the realization by scholars that the study of human behaviour could help mankind by providing a standard for the measurement, explanation, and prediction of developments in human progress (see also Polster & Polster, 1973).

The origins of interest in career development and vocational guidance are similar throughout the world: Africa, America, Asia, Europe (Keller

& Viteles, 1937). However, institutional guidance is said to have evolved in America (Shertzer and Stone, 1966). Responsible for this evolution was the the child-centered nature of the American society (Shertzer & Stone, 1774) and the industrial revolution (Osipow, 1983) which brought about growth of technology, division of labour, and extension of vocational education. More recently, the launching of Sputnik I by Russia in 1957 prompted the passing of the National Defence Act of 1958 by the U. S. A., providing fund for strengthening of school guidance programmes and for preparation of school counsellors (Shertzer & Stone, 1974).

It all happened at the beginning of the twentieth century in those cities (Detroit, Boston, Chicago, New York) where industrialization had occurred along with associated social problems such as unemployment, and pollution. The need arose to assist the underprivileged young school leavers find employment in the expanding new industries, improve their safety and sanitation, for the purpose of maximizing person-job fit. There is no doubt, therefore, that the early years of guidance and counselling (Smith & Roos, 1941) were characterized by "job emphasis" (p. 6) such that all guidance and vocational education programmes were job-centered. During the 1st quarter of the 20th century, vocational education programmes tended to substitute specific skills training for the usual academic/cultural education. While no one person may be said to be the founder of guidance and counselling, there were some individuals who, working independent of one another, laid the foundation for the institution of guidance.

In about 1899 John Dewey, viewing pupils as **individuals** capable of learning by doing, set the trend for individual attention which probably led to one-to-one counselling (Adana, 1984). Herr and Cramer (1979) report that in about 1900, John Dewey advocated comprehensive education. Comprehensive vocational education programmes, Dewey noted, also served exploratory goals by providing an opportunity for students to learn about their vocations and the skills involved. Between 1898 and 1909 Jesse B. Davis, Eli Weaver, and Frank Parsons simultaneously (though independently) spent their times in active counselling of boys and girls in Detroit, New York, and Boston respectively (Shertzer & Stone, 1966). The objective of counselling (Ginzberg, 1971) at the time was to help the "armies of child labourers who were leaving the public schools to become wage earners under unfavourable conditions" (p. 23) adjust to social order.

Parsons, often viewed as the father of guidance (Ginzberg, 1971; Hansen et al., 1986; Shertzer & Stone, 1966, 1974), founded the Vocation Bureau in Civic Service House in Boston to advise young job seekers. Over the years guidance has undergone significant transformations (Ginzberg, 1971) and, today, the client population for vocational guidance "no longer consists of underprivileged youth, but includes all children" (p. 25). The scope of guidance has broadened to include vocational and educational planning, and decision-making. Diverse theories of vocational development have been established, with a multitude of test instruments correspondingly in place (Ginzberg, 1971).

3.3 VOCATIONAL DEVELOPMENT THEORIES

In trying to assist a person with career planning, some theory is implied (Osipow, 1983; Shertzer & Stone, 1966): a theory that expresses belief, expectation or hypothesis. The theories of vocational development are (or need to be) based on knowledge of human development, or derived from theories of personality (Hansen et al., 1987). Theories are useful as a basis for research, and possible explanation of how and why people develop vocationally. Theory is a framework for making systematic observations and explanations of natural phenomena. Theorizing in counselling is an effort to understand, explain, and/or evaluate human behaviour.

Vocational development theories serve as models or guide for helping human beings in solving career-related problems (Hansen et al., 1987). Good theories permit, by deduction, predictions about human behaviour (Hansen et al., 1986; Osipow, 1983; Shertzer & Stone, 1966). The diversity in theories of vocational development causes concern to many in the field of guidance and counselling (Hansen et al., 1986). Some counsellors adopt and cling to one particular theory, while others (the so-called pragmatic counsellors) believe that theories have no place in counselling. However, it is the belief of Hansen and others (1986) that counsellors should develop individual theoretical positions, by integrating ideas from different theories, as a framework for operating in their individual specialty areas.

Robinson (1965) describes the "eclectic" counsellor who examines various theories, extracts valid and testable ideas from them, and formulates a consistent working approach. This contrasts with the

"syncretistic" counsellor who merely uses ideas from various sources but does not integrate them. There is evidence (Hansen et al., 1986) "that different approaches are effective with different clients under different situations" (p. 223), theoretical position notwithstanding. Also, Herr and Cramer (1979) believe that "certain types of counselor behaviors are good in certain situations and are inappropriate in others" (p. 276). As complex as human troubles are, it will be wise that the counsellors consider the theories as tools each of which can be adapted for use in solving specific problems under varying conditions.

It appears that many efforts have been directed toward integration of the counselling theories since the mid-1960s. Evidence of this can be found in the works of Frey (1972), Gelso and Carter (1985), L'Abate (1981), and Patterson (1966). However, in spite of the perceived differences among the various counselling theories, there is also mounting evidence of their similarities, as demonstrated in several works, beginning with Fiedler's (1950a, 1950b, 1951) studies.

Traux (1966, 1968) suggests a relationship between self-concept theory and learning theory. Anderson, Douds, and Carkhuff (1967) demonstrate an overlap in counselling practices irrespective of theoretical differences; so does Elis (1977). At least there is a consensus among counsellors that certain human problems can be solved by counselling (Hansen et al. 1986); therefore, counsellors must strive to develop theories for themselves based on integration of various ideas from different theories. Souch (1971) sees no sense in fragmenting counselling services, and warns that "It is as disastrous for counsellors to neglect emotional growth as it is to completely overlook

employment data" (p. 13); rather, there should be counselling services for personal adjustment, the author contends.

However, Osipow (1983) warns that, the current career development theories are not yet fully developed. Therefore, for effective integration of ideas from different theories, it should be recognized that "it is the empirical and not the logical or philosophical difference between theories that is important" (pp. 2-3). Furthermore, the existing theory fragments attempt to systematize only portions of human behaviour with respect to specific human problem.

The following are some of the vocational development theories: psychoanalytic, trait-factor, sociological model (accident theory), self-concept, personality, and gestalt theories. These theories overlap in some aspects and have implications for counselling (vocational or otherwise); hence, they are synonymous with "counselling theories".

Psychoanalytic Theory: This is "a dynamic conception which reduces mental life to the interplay of reciprocally urging and checking forces" (Hansen et al. 1986, p. 25). Freud (1935), the pioneer of psychoanalysis claimed that human behaviours were directed by instincts and some basic biological needs. Thus, behaviour is determined by both inter-personal and intrapsychic factors. Stretching it further, Brill, another pioneer psychoanalyst said that normal human beings needed no advice in choosing their vocations since some psychic determinants laid the foundation for a later vocation, so that, left alone, the individual is unconsciously guided to express his sublimation in that particular form (Osipow, 1983). This theory does not name any behaviours or attitudes that are necessary for effective counselling.

Trait and Factor Theory: This theory assumes that the individual's abilities and interests can be observed and matched with the world's vocational opportunities and thereby solving the individual's problem of vocational choice (Osipow, 1983). The logic of this theory (Crites, 1969) is that individuals differ in aptitudes, interests, and personalities, and because different occupations require varying amounts of these traits and factors, different individuals are suited for different occupations. The Trait and Factor theory has been criticized (Herr, 1970) for being static and not providing for the dynamics of the individual and the environment.

Sociological Model or Accident Theory: Otherwise refered to as the Situational Approach, this theory suggests that the individual's career choice is significantly affected by societal circumstances beyond his control, and that the individual requires mainly to develop techniques to cope with his environment (Osipow, 1983). The individual can only choose from those options he is aware of or has access to. The socioeconomic status of the individual is an influential factor according to this theory (Hoppock, 1976). Yamamoto (1974 notes that able-bodied men and women of the lower social classes have no direct access to the job market except through longer formal education, and that educational avenues are less open to them irrespective of place of residence, ability, sex, or ethnicity.

Self-Concept Theory: May be called Developmental Theory--this theory purports that as individuals grow up, they develop more clearly defined self-concepts and images of the occupational world; the career choice of the individual is adequate only to the extent that his self-concept is

similar to the occupational image of the career he eventually chooses (Osipow, 1983). The key concept of this theory is that the individual can solve his problems provided that he can self-appraise and self-actualize. The individual strives to enhance himself (Shertzer & Stone, 1966) "by moving in the direction of wholeness, integration, completeness, autonomy" (p. 150).

Personality Theory: People choose occupations in which they perceive a potential for the fulfillment of their needs (Osipow, 1983). In turn the personality characteristic of the individual is gradually modified by exposure to the job, so that, eventually, teachers behave alike; secretaries behave alike; mechanics behave alike; and so on. This theory suggests (Hoppock, 1976) that "A person's behaviour can be explained by the interaction of his personality pattern and his environment" (p. 73). France (1985) confirms that behaviour is determined by interaction between personality and characteristics of the environment.

Gestalt Theory: This is a learning theory (Hansen et al., 1986) which states that "Parts have meaning only in relation to the whole in which they exist" (p. 130). In guidance terms, a specific concern of a person is only a representation of a more generalized problem: the self-awareness deficiency, the inability to be self-regulating. Thus, a basic understanding of oneself and the world of work will enhance a realistic career choice. Hansen and others (1986) note that "The overriding objective of Gestalt counselling is to bring about integration of the individual ... and organismic self-control" (p. 140).

All of these theories are related by the fact that they all revolve around human development and personality. Collectively these theories illustrate that career development, as human behaviour, "is complex and part of the total fabric of personality development" (Herr & Cramer, 1979, p. 99). Freud's (1935) concept of personality is that of a sequence of psychosexual stages whose structure consists of:

1. **Id** (the conscious): This is the original system of the personality, the make-up of the infant child, and a reservoir of sexual energy (libido).
2. **Ego** (the preconscious): This develops from the id, and functions to develop muscular and sensory control of the body.
3. **Superego** (the unconscious): The superego is a built-in mechanism whose function is to control the impulses of the id, and bring about the individual's adoption of acceptable values of the society.

The psychosexual stages of development, according to Freud, include:

1. the pregenital stage (from birth to five years of age) which consists of oral, anal and phallic phases.
2. the latency stage--age five to puberty.
3. the genital stage--puberty to adulthood.

Each of these stages of development has a potential for producing conflicts, frustration, and threats in the individual. Freud claims that the individual deals with the tension, for better or for worse, through identification, displacement, repression, projection, reaction-formation, fixation and regression.

Erikson (1963) views personality development as consisting of variety of factors and occurences which span the life of the individual. The fundamental premise on which personality development rests is the **epigenetic principle** which states that "anything that grows has a ground

plan, and that out of this ground plan the parts arise, each part having its time of special ascendency until all parts have arisen to form a functioning whole" (Erikson, 1968, p. 92). The human personality develops according to steps set in the growing person's readiness, and the society tends "to safeguard and encourage the proper rate and sequence of their enfolding" (Erikson, 1963, p. 270). There are eight psychosocial stages of ego development, according to Erikson.

Like Freud's psychosexual stages of development, each of Erikson's "eight ages of man" constitutes a critical period of development and occurs at both conscious and unconscious states. Each critical item of psychosocial strength is related to others, and they all depend upon the proper development of each item in the proper sequence. Also both Erikson and Freud view human as a sexual being. The sexual energy that constitute the id is later transformed or sublimated to non-sexual aims in adulthood. The eight ages of man, according to Erikson are:

1. **Trust vs Mistrust** (from birth to age of one): Trust derives from maternal care--affection and need satisfaction. Mistrust results from abuse or neglect; the child is conditioned to anticipate unpleasantness in the world.

2. **Autonomy vs Shame and Doubt** (from one to three years): This stage of development decides the eventual ratio of love to hate, cooperation to willingness, freedom to suppression, and reflects the reflects the dignity of the child's parents. Autonomy is fostered by a sense of self-control acquired through parental encouragement. Shame and doubt result when the child is made to feel inadequate and unworthy of respect.

3. **Initiative vs Guilt** (from age four to five): The child develops the prerequisites for masculine and feminine social goals, and the perseverance for approaching set-goals. However, secret fantasies may result in a deep sense of guilt due to established conscience.

4. **Industry vs Inferiority** (from age of six to eleven): The child develops a sense of duty and accomplishment by adjusting to the inorganic laws of the technology world. However, the outer and

inner hinderances in the use of new tools may lead to despair and a feeling of inferiority.

5. **Ego Identity vs Role Confusion** (age 12 to 20 years): The child develops a sense of self-concept. Falling in love may be a definition of identity, reflected in the diffusion of one's self-image on another. Otherwise, the child is confused about his role and relation to the world.

6. **Intimacy vs Isolation** (early adulthood): The individual is ready for intimate relationships, commitment and affiliation. Avoidance of such experiences for fear of ego loss may lead to isolation, self-absorption, and even antagonism toward people believed to be inimical to oneself.

7. **Generativity vs Stagnation** (middle adulthood): The individual is concerned with establishment of the next generation. Generativity incorporates productivity and creativity. Regression from generativity may lead to wandering, no real accomplishments, and stagnation.

8. **Integrity vs Despair** (late adulthood): The individual approaches state of self-actualization, belief in oneself and one's contributions to mankind. Loss of faith in oneself, fear of death, and self-contempt signifies despair.

Failure at one stage of development hampers but does not prevent full development at later stages. Erikson (1968) observes that there is always a tendency to develop a reasonable balance between the two extremes. The energies of the ego and superego (Freud, 1935) operate to meet the needs of the individual at the same time as they check the impulses of the id. Career development is an expression of personality and an attempt to implement an evolving self-concept, and as such, can be seen as part of the identity search (Herr & Cramer,1979).

3.4 FORMS OF VOCATIONAL GUIDANCE

There is a plethora of terminologies in the guidance literature with regard to models, methods and approaches (Hansen et al., 1986). Nevertheless, the goals and purposes of guidance remain the same irrespective of theoretical position of the practitioner, and research studies (Frey, 1972, for example) show similarities in counselling practices regardless of theoretical differences. In any case, vocational guidance activities comprise information dissemination, appraisal, decision making, and/or work placement. Some common forms of guidance include group guidance or information service, counselling, and psychotherapy. The evaluative characteristics of effective guidance and counselling services are presented in Appendix A.

Essential in guidance service is a solid appraisal and decision-making model (Harvey, 1983) to help clients realize a rational outcome at the end of a counselling session, and develop independent decision-making skills. Such a model should acquaint the student with the facts about job availability, income levels, possible family dislocation, and general work conditions (Jarvis, 1978). Increasingly work placement is being blended into vocational guidance services (Navon & Straeter, 1978). This facilitates the students' successful transition from school to work, and assists the students in job acquisition by exposing them to their potential employers.

> Indeed, career counselling without placement is an academic exercise in futility. In a period characterized by a shrinking job market this becomes even more obvious ... counselling nurtures the placement role because it aims to develop in students a self-awareness necessary to prepare for and implement an effective job search (p. 17).

In essence, there is need for school-industry cooperation not just in the vocational effort but also in the guidance effort. For the counsellors, teachers, and placement officers (Hughes, 1965), it is important to tour industries and businesses so as to learn, at firsthand, about work conditions, placement procedures, job requirements, salaries and opportunities

Shertzer and Stone (1966) believe that "Guidance within education represents society's expression of concern for the individual" (p. 36). Human beings differ from one to another in several significant ways that must be reckoned with in the interest of effective guidance. Individuals differ from each other in aptitudes, intelligence, interests, family background, needs, and values. It is on these premises that information about the student can be collected for use in his appraisal. However, even with all of this information on hand, Souch (1971) still asks: Are they "predictors of success that can be relied upon to guide students into various vocational education streams?" (p. 11).

Appraisal of the student's interests, values, abilities, aptitudes, achievements, and aspirations involves testing and systematic analysis of student information. This enables the counsellor to better understand and help the student (Hatch & Jotikasthira, 1966). Testing also helps the student in self-actualization (Bennett, 1985). Tests of various kinds are a major instrument of the appraisal service, and are used to describe, evaluate and classify students, and to predict student behaviour (Goldman, 1971; Pryor & Pryor, 1985).

As Souch (1971) observes, "similar occupations have employees of similar and rather characteristic patterns of interests and abilities" (p. 13). The counsellor must collect, analyze and use relevant student information to appraise the student. A cumulative record of the student, which consists of test scores and observed behaviors, would provide a deeper insight into the student's characteristics, and help the counsellor reach a more comprehensive and reliable appraisal. Student records can be accumulated through activities (Hansen et al., 1986; Hughes, 1965; Morrison, 1985; Navon & Straeter, 1978) ranging from class discussion to plant visitation to pre-occupational training, and from interpersonal interviews between the counsellor and the student to formal tests.

Anecdotes form a vitally important part of student cumulative record (Shertzer & Stone, 1966). An "anecdotal record is a specialized form of incidental observation. It is a description of the child's conduct and personality in terms of frequent, brief recorded observations of pupils" (p. 230). Anecdotal records are a continuous, cumulative, descriptive account of observed behaviours of the student. They contain the actions and reactions of the student, and the settings in which such actions and reactions occurred. Observation of student behaviour is, therefore, a useful appraisal technique (Prescott, 1957), and "provides the most practical way of testing the validity of all the hypotheses that have been made about him" (p. 212). As well, Hansen and others (1987) believe that theories vis-a-vis hypotheses about human behaviour are best verified or authenticated through observation.

Traxler (1949) lists seventeen possible good uses of anecdotal records some of which are: clinical service, curriculum or programme construction and modification, student self-appraisal, evaluation and validation of evidence for various evaluating instruments, and as supplement to information obtained from other methods. It is ideal that anecdotal reports be jotted on daily bases. Anecdotes and tests should be used only to the best interest of the student.

There are numerous resources on constructing, administering, scoring, interpreting and using standardized tests. Examples include: Aiken (1979), Cronbach (1970), Goldman (1971), Morrison (1985) MacLean (1985), Greenwood (1985), Hoffman (1962), Super and Crites (1962), and Anastasi (1976). Ready-made resources for measuring intelligence, aptitudes, interests, and personality traits are also available (see Appendix B).

Decision-making, as a guidance function, is done in situations in which differences exist among the individuals and among the alternatives to be chosen from (Herr, 1970; London, 1973; Shertzer and Stone, 1966). Many decisions involve some amount of risk or uncertainty (Brayfield & Crites, 1964). The possibility of loss or failure often scares people (especially youngsters) from making choices (Hansen et al, 1986), such that "risk" is made "a factor in decision making" (p. 422). It is the duty of the guidance personnel or counsellor to teach the student decision-making skills by helping him make decisions in the counselling process (Alberta Education, 1984; Hansen et al, 1986; Ontario Ministry of Education, 1984).

Information (or data) gathered about the student (Goldman, 1971) is organized to determine its relationship to the needs of the client. This requires compromises between goals and opportunities, values and needs, personal and social factors, and between reality and self-concept (Hatch & Jotikasthira, 1966; Hansen et al., 1986; Super, 1957). A plan of action is then made upon which the client can act. It is important that the student take part in every aspect of the decision process. The overall decision process is based on the analysis of the student cumulative record, therefore, it is not a one-day event but rather a long-term process.

Group Guidance is instructional in nature and assumes that several students share a common need for information which the counsellor can provide. Group guidance provides opportunity for the members of the group to interact among themselves, and is used primarily for dissemination of occupational information. Some schools in the United States and Canada (Andrews, 1978; MacKenzie, 1982) provide group guidance in the form of credit courses. Examples of such course titles are: Career Planning, Career Exploration, The World of Work, Creating a Career, and A Career Search.

Counselling is the keystone of guidance (Shertzer & Stone, 1966); it usually requires a close interaction between the counsellor and the client, and is aimed at enhancing self-acceptance and understanding of inter-personal processes on the part of the client. The technique of counsellor-client confrontation (Hansen et al., 1986) has been found to be the most readily adopted by most counsellors irrespective of theoretical affiliation. Vocational counselling helps the student to

develop accurate appraisal of himself with regard to the world of work. The student needs to know the facts about vocations and their relationship to his self-perception. The counsellor helps the student obtain and use information by selection and interpretation of tests, or by contact with outside agencies. The counsellor helps the student to evaluate his progress and performance, and to achieve a maximum success in his chosen career.

Psychotherapy is a process by which the client is re-educated (Shertzer & Stone, 1966, Peters & Shertzer, 1974), at both conscious and unconscious levels, to reorganize his personality, and device means of handling deep feelings from within himself. The goal of psychotherapy is to effect basic personality or intrapsychic change, and the therapist is primarily concerned with the irrational and unconscious aspects of the client's life. Psychotherapy is more concerned with ameliorating the more serious behaviour conditions. The success of psychotherapy (Adler, 1929; Alexander, 1963; Fiedler, 1950a; Hansen et al., 1986) is dependent upon the counsellor's understanding of, friendly interest in, warmth with, and sensitivity to the client. In psychotherapy change occurs in the client through therapeutic alliance (Gelso & Carter, 1985; Horwitz, 1974)--those aspects of interpersonal relationship by which the counsellor imprints psychological reactions on the client's inner and object world. The fundamental differences between psychotherapy and counselling, according to Peters and Shertzer (1974), "appear to be differences in degree rather than kind" (p. 39). Psychotherapy is mostly provided in hospital and clinical settings while counselling is usually carried out in educational and other non-medical settings.

3.5 DEVELOPMENT OF VOCATIONAL GUIDANCE IN NIGERIAN EDUCATION

Vocational guidance, both as an institution and as an educational service, is a new innovation in Nigerian education (Okon, 1983). Perhaps, it is a part of the fulfilment of Parsons' hope (Borrow, 1964) for the day when vocational guidance would "become a part of the public school system in every community" (p. 49). In many African countries vocational guidance has apparently developed along two lines. Firstly, there has been a tendency to allocate areas of general skills to certain categories of schools at the secondary level, as a form of guidance (Thompson, 1981). Thus Nigerian schools have been commonly of grammar, technical, commercial, agricultural, or domestic science orientation. By this arrangement trade schools and trade centres were established to cater for the vocational needs of the country; grammar schools for college- or university-bound students; commercial schools for administrative assistants; domestic science centres for homemakers; and agricultural institutes for agricultural research assistants.

Secondly, vocational guidance has been organized within the framework of career development programmes (Sheffield & Diejomaoh, 1972) in non-formal education. These authors define non-formal education to cover all training and instruction provided outside primary and secondary schools, teacher training colleges, universities, and government-run technical and agricultural schools. Mainly consisting of training for employment, such non-formal programmes range from individualized apprenticeships to nation-wide literacy programmes. The non-formal programmes described by Sheffield and Diejomaoh (1972) comprised industrial and vocational training in ceramic works, driving and vehicle

maintenance, agriculture, secretarial service, office machine repair, textiles, domestic sciences, citizenship and leadership.

Skill-upgrading programmes which mainly provided on-the-job training for employees were largely sponsored by the Federal and/or the State governments (Thompson, 1981), as were the Industrial Development Centres, Owerri (Imo State) and Zaria (Kaduna State). These Centres, and others across the country, were established in 1964/65 to assist local entrepreneurs by advice and training in order to stimulate the growth of small-scale industries.

The non-formal education in Africa (Wood, 1974) is simply youth programme(s) usually organized in the form of youth service: a low-level vocational training, mainly in agriculture and usually related to settlements; or youth programme(s) of a mainly social or recreational nature. The youth programmes are large- or medium-scale organizations wholly sponsored and financed by the governments of individual countries, or in some cases cooperatively supported by the government, voluntary agency, and community self-help, and supervised and/or managed by expatriates.

The Nigerian programmes (Sheffield & Diejomaoh, 1972; Wood, 1974) were designed for unemployed primary school leavers, and were usually based on simple tools and techniques--so-called intermediate technology. Some of such programmes identified with vocational guidance (Sheffield & Diejomaoh, 1972) included Ceramic Training Centres, Western State; Domestic Sciences Centre, Lagos State; Nigerian Drivers and Maintenance School, Lagos; Textile Training Centres, Western State; Opportunities

Industrialization Centre, Lagos; Citizenship and Leadership Training Centre, Lagos; Farm Institutes, Kano; Industrial Development Centres, Owerri and Zaria. The Opportunities Industrialization Centre, Lagos, was the project most closely related to vocational guidance. Details on these programmes are provided in Appendix C.

Although preliminary evaluation (Sheffield & Diejomaoh, 1972; Wood, 1974) showed that participants in these projects were more productive than traditional producers, and the farm settlers produced significantly more crop per acre than traditional farmers, the programmes have been generally unsuccessful. Several explanations have been offered as to the causes of failures of these assorted programmes: Lewis (1965) purports that, in the 1920s and 1930s, the variety of projects in agricultural education and the crafts failed in Nigeria due to the absence of opportunity to practice them profitably.

> The projects failed largely because there was no significant economic future for the young men on completion of their training, but at a deeper level they failed because they were designed without paying attention to the interrelationship between the training of people for their employment and the market for their skills (Lewis, 1965, p. 60).

The author warns that such projects will continue to fail unless job markets are duly considered in the planning of future programmes. In the 1960s and 1970s, Wood (1974) observes that continued efforts failed because farm institutes recruited primary school leavers whose interests were largely in opportunities to continue their education. The result was that a good number of the trainees, on completing the course in the farm institute, defected to pursue other possibilities for education or employment rather than proceed to settlement.

Such a predicament is not peculiar to Nigeria. In the United Republic of Cameroon, the National Civic Service for Participation in Development, a project aimed at training school leavers in agricultural occupations, is reportedly withering away (Nkemleke, 1985):

> ... Several other projects, like the manual labour prize (awarded to primary, secondary and post-secondary institutions which practise agriculture as part of the school programme) were also introduced ... These projects have unfortunately, failed to stem (sic) the flow of young people into the towns; the provision of social amenities such as electricity and pipe-borne water notwithstanding (p. 2571).

Even the famous Village Polytechnics in Kenya reportedly suffer from incidences of absenteeism among trainees (Sheffield & Diejomaoh, 1972; Thompson, 1981; Wood, 1974). In fact, one need only witness the high rate of drop-out from such assorted schemes as the Bumpe Farm in Sierra Leone, the Mahiwa Farmer Training Centre in Tanzania, the Chipembi Farm Institute in Zambia, and the "animation rurales" in Morocco, Senegal and Mali.

Marvin (1970) blames the failures of the agriculture education programmes on the assumption, on the part of most policy-makers, that farming is a simple occupation and does not call for educated workers. Perhaps, the fact that most farmers are illiterate should be taken as a problem of the agricultural occupations. For example, in Algeria where some agricultural vocational training programme (Project Algeria/30) is said to have succeeded to some degree, Gara & Boumaza (1973) report that most of the trainees are illiterate adults who have originally been farmers; that due to their illiteracy, it is extremely difficult to diversify specialty areas. The reported success may be attributed to the great interest of these farmers in the agricultural vocations, and their commitment to the Project Algeria/30.

Vocational guidance had been experimented upon in Nigerian secondary schools in 1959 (Adana, 1984; Okon, 1983) by groups of Reverend Sisters of St. Theresa's College, and St. Anne's (Secondary) School, Ibadan, when these Sisters realized the need to guide the final-year students in the transition from school to work. The Sisters invited career advisers from business establishments to talk to the students about careers and employment opportunities. However, for political reasons or for lack of guidance personnel, these efforts seemingly faded over the years.

One noted guidance effort in Nigerian education was the establishment of two demonstration Comprehensive High Schools (CHS): one in Port Harcourt in 1961, in what is now the Rivers State, and another in Aiyetoro in 1963, in what is now the Ogun State (Adana, 1984; Adesina, 1984). The CHS, Aiyetoro was established under the joint auspices of the Government of Western Nigeria and the United States Operations Mission in Nigeria (see also Lewis, 1965). The CHS, Port Harcourt, was established under the joint auspices of the Government of Eastern Nigeria and the United States Operations Mission. An open admissions policy was planned for these comprehensive secondary schools, and assessment was to be continuous (i.e. no national examinations). Overal guidance or supervision was provided by Harvard University of the United States.

However, the CHS, Aiyetoro, has continually been drifting from its original goals (Adesina, 1984). The CHS, Aiyetoro, has become selective rather than continue with its open admissions policy. Adesina (1984) reports that a high rate of student failures in the West African School Certificate examinations led to high dropout rates at the CHS, Aiyetoro.

Data indicated that, of 143 students admitted in 1963, only 33 completed Form V in 1967. Also, "the operational costs at Aiyetoro were particularly high to justify its outputs" (Adesina, 1984, p. 8). By the end of 1964 (after two years of operation) the United States sponsoring agency had already spent £861,060 on the project. Not much has been written about the CHS, Port Harcourt, but one cannot expect any better results, given that the CHS, Port Harcourt was interrupted by the Nigerian Civil War (July 19667 to January 1970).

3.5.1 Research Efforts

A large portion of the handful of studies involving guidance in Nigerian education focused on testing of specific constructs (Achebe, 1982; Osuji, 1976, Owuamanam, 1983, for example) in an effort to extend the application of the vocational development theories. Only a few studies (Fapohunda, 1976; Iheagwam, 1981) have attempted to estimate the extent of availability of guidance services in Nigerian secondary schools. However, some of these authors (Achebe, 1982; Idowu & Dere, 1983, for example) did acknowledge the relative absence of guidance services in most Nigerian secondary institutions.

Owuamanam (1983) found a statistically significant relationship between academic motivation and occupational aspiration of secondary students in the Imo State of Nigeria. The author used Hartley, Holt and Hogart's instruments to measure academic motivation and employment aspirations of a sample ($\underline{N}$=560) of high school seniors from 10 secondary schools in 10 Local Government Areas in the Imo State of Nigeria. Analysis of this study revealed that students whose goals were to gain

(or who aspired to) high prestige employment scored high on the academic motivation scale. While 'service to the community', rather than 'academic reasons', ranked highest as a reason for prefering certain occupations, 77.5% of the students in the Owuamanam's sample thought it was necessary to obtain a university degree. Also occupational aspiration varied with sex according to this study, and the girls reportedly still shied away from high prestige occupations. In a similar study, Duroajaiye (1970) had found that 47.7% of the Nigerian students surveyed aspired to their respective occupations for academic reasons.

Idowu and Dere (1983) concluded that occupational aspiration was associated with the socioeconomic status (SES) of secondary school seniors in the Kwara State of Nigeria. That is, the higher the SES of a student, the higher his occupational aspiration. However, this conclusion was based on the examination of a rather small sample (N=198) of students from five schools in one Local Government Area. This finding being in agreement with similar investigations that had been conducted in the United States, led these authors to suggest that "Vocational guidance practices and techniques employed in the United States could be adapted for use in Nigeria" (p. 190).

Achebe (1982) assessed the vocational maturity of 400 students in the former East Central State (now Anambra and Imo States) of Nigeria, using Crites' Career Maturity Inventory. The subjects of Achebe's study included 200 boys and 200 girls selected from Classes I to IV in four secondary (two urban and two rural) schools. This study "showed a prototypic pattern of progressive increase" (p. 160) in vocational

maturity of the Nigerian sample, by Class (Grade) and by age. In job knowledge and vocational attitude the boys seemed to be more mature than the girls. Achebe concluded that, subsequent to further investigation, the Crites' Career Maturity Inventory could be modified for use in Nigeria, since the scores of the Nigerian sample differed from Crites' standardization group by only two points.

Iheagwam's (1981) analysis of Nigerian youth problems of occupational choice supported the hypothesis that high occupational aspiration was related to high SES. This author concluded, among other things, that:

1. Urban students experienced less problems in occupational choice than rural students.
2. There was lack of vocational guidance and counselling for Nigerian students.
3. Boys had more definite plans for achieving their career goals than girls.

However, Osuji (1974) showed that family socioeconomic class might not be a useful factor in predicting or explaining the vocational behaviour of Nigerian students because students of low social class parents aspired to high status occupations in significantly high proportion. More so, Okeke (1973) found that the children of illiterate low class families aspired to better occupations and strove for better education than those of their parents. Olayinka (1973) explains that extrinsic reward is a significant motivation factor to low SES students in the Lagos area. Hence, low SES students view education and occupation as a means of improving their status and bettering their economic conditions. On another hand, the high SES students perceive education and occupation as an entrance to professions similar to their parents'.

Of particular interest is Osuji's (1976) study of the influence of ecological factors on occupational aspiration and job information among Nigerian students in the former East Central State (Anambra and Imo States) of Nigeria. The subjects of Osuji's study were a sample (N=317) of secondary students drawn from Classes IV and V in two Urban and three rural schools. Using Hall-Jones' scale of occupational prestige to categorize the status of jobs aspired to by these students, the author discovered that urban students more consistently aspired to category-one jobs (high prestige occupations) than their rural counterparts (80.5% compared to 31.8% respectively). This trend was more evident among girls than it was among boys, Osuji reported. Osuji (1976) noted that most of the students (50.7%) chose occupations of high prestige.

Sources of job information rated highest in the Osuji's study were 'Father', 'Career Books', and 'Friend' for urban students, and 'Friend', 'Brother', and 'Father' for rural students. The rural students rated 'Career Books' seventh, in descending order of importance of occupational information sources. This, Osuji (1976) interpreted as evidence of non-availability of amenities (libraries) in the rural schools, noting that Career Books are "the most reliable source of information about jobs" (p. 225). The lowest rated sources of job information for both rural and urban students were 'Career Teacher/Officer', 'Radio/Films', and 'Firms/Organization'.

The urban students also had easier access to job information than the rural students (Osuji, 1976). The author concluded that the disparity in economic and social development and the provision of modern amenities between urban and rural areas in Nigeria was differentiated enough to

reflect in the vocational aspirations of urban and rural students. The levels of vocational aspiration of urban students were superior to those of rural students in the Anambra and Imo States of Nigeria. The difference in levels of vocational aspiration was more pronounced among the girls than among the boys.

3.6 SUMMARY

The purpose of the review of the literature is to trace the origin of vocational guidance and counselling, the forms of guidance, and the development of vocational guidance in Nigerian education. Choosing an occupation is one of those situations in the life-time of a human being that require decisions and adjustments. The purpose of vocational guidance is to assist the individual in making realistic choices among the occupational and educational options, securing the employment for which he was trained, and advancing and adjusting on the job. The need for vocational guidance and counselling is a critical problem in education. Vocational guidance should be part of much of the students' experience, in addition to course contents and manual skills of vocational programmes. Vocational guidance and vocational education are two interrelated educational services.

The concept of guidance and counselling is not new. What is new is the conceptualization of the vocational development theories. Vocational guidance, as an institution, evolved in the United States of America at the turn of the 20th century following the industrial revolution. Of the several pioneer founders of the institution of vocational guidance, Frank Parsons is often referred to as the father of guidance.

The scope of guidance has broadened over the years, and diverse theories have been established. Theorizing in guidance and counselling is an effort to understand, explain, predict and/or evaluate human behaviour. Vocational development theories serve as models or guide for helping human beings in solving career-related problems. The diversity in theories of vocational development causes concern to many in the field of guidance and counselling. However, since the 1960s, efforts have been directed toward integration of the counselling theories. Several studies have demonstrated similarities among the various counselling theories. Moreover, counselling practices overlap irrespective of theoretical differences, and the goals of guidance and counselling remain the same regardless of the counsellor's theoretical patronage. At least counsellors commonly believe that certain human problems can be solved by counselling.

Some of the vocational development theories include psychoanalytic, trait and factor, sociological model, self-concept, personality, and Gestalt theories. These theories are related by the fact that they are all based on human development and personality. Each item of personality is related to others, and develops in steps predetermined by the individual's readiness. Each stage of personality development is defined by extremes of success and failure.

Essential in a guidance service is a solid appraisal and decision model. This model should acquaint the students with the facts about job availability, income levels, and general work conditions. Increasingly work placement is being blended into vocational guidance services for this purpose. Appraisal of students' interests, values, abilities,

aptitudes, achievements, and aspirations involves testing and systematic analysis of student information. This enables the counsellor to understand and help the student better. Testing also helps the students in self-actualization. A cumulative record of the student would provide a deep insight to the student's characteristics, and help the counsellor to reach a comprehensive and reliable appraisal.

Decision making, as a guidance function, involves some amount of risk or uncertainty. It is the duty of the guidance personnel or counsellor to carefully organize the student data to determine their relationship to the needs of the student, and teach the student decision-making skills. Some common forms of guidance include information service (or group guidance), counselling, and psychotherapy.

Vocational guidance, both as an institution and as an educational service, is new in Nigerian education. Also vocational guidance have been organized within the framework of career development programmes in non-formal education. The non-formal education programmes in Nigeria are nation-wide literacy or apprenticeship programmes comprising industrial and vocational training in ceramic works, driving and vehicle maintenance, agriculture, secretarial service, office machine repair, textiles, domestic sciences, citizenship and leadership. These programmes were mainly designed for unemployed primary school leavers, and based on simple tools and techniques.

The programmes were generally unsuccessful partly due to low value attached to manual skills by policy makers, partly due to lack of consideration of the job market for the skills in which people were

being trained, an partly due to lack of consideration of the interests of the trainees. One noted guidance effort in Nigerian education was the establishment of Comprehensive High Schools in Aiyetoro and Port Harcourt. This was also not successful because the administrators of these schools did not adhere to the instructional policies of the schools.

Much of the several studies on guidance in Nigerian education had focused on testing of specific constructs in an effort to extend the application of the vocational development theories. Only a few of these studies attempted to assess the status of school guidance services. In any case, several authors acknowledged the total absence of guidance service in Nigerian schools. Factors that needed to be given serious consideration in school guidance, according to these studies, were socioeconomic status, sex of the student, urban-rural situations, and value orientations of the student.

Chapter IV

METHODOLOGY

4.1 DESIGN OF THE STUDY

A descriptive survey design was employed in this study to explore school guidance services in the Imo State of Nigeria. The study sought to describe the status of school guidance and counselling in secondary schools, identify the potential sources of career information for students, discover significant variables that influence occupational decisions among Nigerian youth, and to lay groundwork for subsequent systematic testing of hypotheses in future studies. With respect to these research goals, the researcher adopted the following strategy:

1. Survey senior secondary students and school Principals.
2. Obtain information, from Canadian sources, which exhibit established **school guidance** organizational and administrative practices that could satisfy those of Nigeria.
3. Describe the general pattern of responses of Principals and students.
4. Prepare a comparative analysis of Principals' and students' responses to identical questions.

The descriptive research design may be justified for this study by the fact that while an exploratory study such as this seeks events that already occur rather than explain them (Kerlinger, 1964; Moore, 1983), the descriptive design describes (Borg & Gall, 1974) the existing phenomenon uncovered in the exploration. Moreover, a survey (cross-sectional) has an advantage of wide scope (Kerlinger, 1964), enabling

large populations to be examined with minimal expense relative to that of a census. It was borne in mind, however, that information obtained through survey is only accurate within the limits of sampling error, notwithstanding the unavoidable measurement and frame errors.

4.2 POPULATION AND SAMPLE

Senior secondary students and Principals were considered to be the most suitable source of information regarding the status of vocational guidance and counselling in the Imo State secondary schools. From a population of about 390 post-primary institutions in the Imo State, a (stratified) sub-population ($\underline{N}$ = 50) consisting of model schools including all government schools were selected. From these 50 schools, a stratified random sample ($\underline{N}$ = 20) was selected. Random selection was meant to enhance homogeneity. That is, to ensure that the various types of Schools--grammar, comprehensive, technical-vocational, commercial--from both urban and rural settings had a fair chance of being included in the sample.

The schools chosen for this study were regarded as models of Nigerian secondary schools. Obviously, this sample was not representative of the population of secondary schools in the Imo State and guidance services in these schools may be considered to represent the best that could be realized in any school in the State at the time of this study. The criteria of stratification were (see Figure 3):

1. **Model Schools:** Only the best equipped and staffed schools were selected. All government institutions met this criterion and formed the reference base for selection of private schools that were also included in the sample.

2. **Public:** There were five government-owned secondary schools in the sample. Note that there were less than 10 such schools in the Imo State at the time of this study.

3. **Private:** The rest of the sample was made up of private secondary institutions. Note again that there are so few well-equiped and staffed private schools in the Imo State to justify the selection of merely 15 private schools for this study.

4. **Class:** Only senior level secondary students were included in the student sample. This class of students would presumably be able to read and interpret the questionnaire better than students in the lower Classes. Also this group was the target population when guidance effort was first attempted in Nigerian schools.

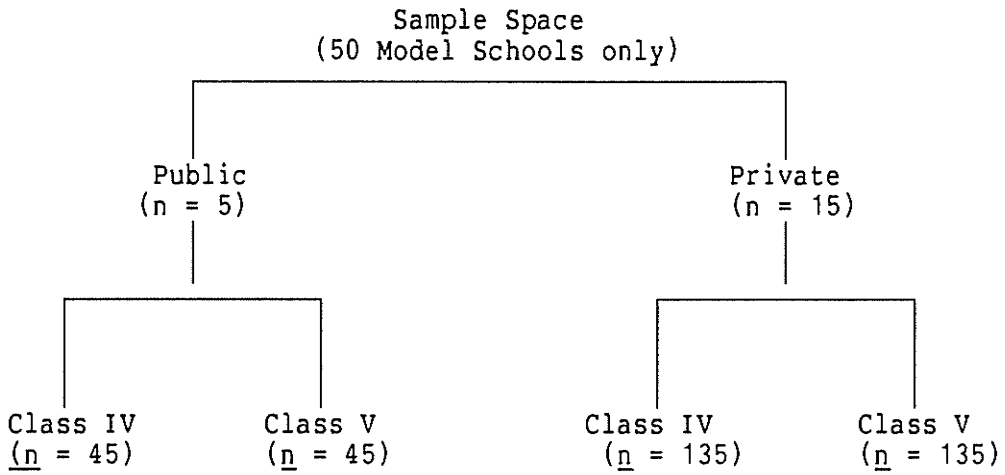

Figure 3: Stratification of the Sample

Eighteen students from each of the 20 schools (N = 360) were selected from Classes IV and V. It was originally intended to select six students from each of classes IV to VI. However, there were no Class VIs in the Imo State secondary schools at the time of the survey. So, nine students were selected at random from each of classes IV and V instead of six students per class as originally scheduled. Random selection was intended to insure that both sexes, as well as students of

various backgrounds, had fair chances of being represented in the sample. All the Principals from these schools in the sample (N = 20) were included in the survey.

4.3 INSTRUMENT DEVELOPMENT

To collect the data needed to answer the research questions of this study, two survey instruments (see Appendix D) were adapted: one questionnaire for the survey of students, and another for the survey of Principals. The items of these instruments were selected from Breton's (1972) study of Canadian youth, Curtis' (1970) survey of vocational counselling services in Metropolitan Winnipeg, Bailey's (1968) examination of available guidance for the Unit High Schools of Southern Saskatchewan, and Guest's (1951) study of need, methods and status of counselling in Winnipeg junior high schools. These items were chosen because they have been validated in major studies in Canada and the United States (Breton, 1972, and Coleman, 1961, for example).

The Student Survey questionnaire included questions about student's background, access to career officers and vocational information, career orientation, ideas and attitude about work, and educational and vocational plans. The Principals Survey questionnaire included demographic information, factors of vocational choice, guidance techniques and resources, counsellor characteristics, and needed change. Questionnaire items were selected and modified to reflect the Nigerian context. For example, the term **career officer** was used in place of **counsellor** and the word **Class** or **Form** was used in place of **Grade.**

4.3.1 Expert Reactions

To establish face validity of the research instruments used for this study, the instruments were appraised by a three-member panel of experts. The panel comprised members of the Faculty of Education, the University of Manitoba:

1. Dr. Orest Cap, Associate Professor of Vocational-Industrial Education.
2. Dr. George Porozny, Associate Professor of Business Education.
3. Dr. Harold E. May, Professor of Educational Administration.

This panel reviewed the questionnaire instruments in terms of content, structure, and length of questionnaire, and made suggestions for deletion of extraneous items.

Further the instruments were submitted to five practicing school counsellors in Winnipeg senior high schools for a similar appraisal. These counsellors were selected, by stratified random sampling, from a list of school Principals and counsellors obtained from the Manitoba Department of Education. These counsellors were heads of Counselling Departments in their respective schools. The first three vocational schools on the list, and the first two senior high schools from the first two school Divisions on the list, were selected. The researcher then contacted the individual counsellors by telephone to ascertain their willingness to participate (or assist) in this activity.

The instruments were mailed to the counsellors, along with a "Request for Critical Review" (see Appendix E). This was a letter which contained the research questions, and which required the counsellors to review the instruments in the light of these research questions, for relevance of items, length of questionnaires, and structure.

4.3.2 Pilot Testing

The survey instruments were not pilot tested due to the long distance between the researcher and the subjects of this study. Rather, the instruments were further reviewed in March, 1987, by a group of six Nigerian graduate students, all of whom were studying in Vocational-Industrial Education at the University of Manitoba. These students were asked to complete the questionnaire instruments and to comment on the relevance of questionnaire items with respect to the research questions, clarity of language with regard to secondary students in Nigeria, and the length of the questionnaires. They did not work in group; rather, each person completed and commented on the questionnaires independent of the other.

There was a consensus that the questionnaires were too long. Suggestions from the three parties--the panel of experts, the counsellors, the Nigerian students--helped the researcher to formulate the final draft of the instrument that was used for the study.

4.4 COLLECTION OF DATA

The two instruments developed for this study were mailed to three designated on-site researchers in Nigeria to collect the necessary data. A guideline (see Appendix F) for collection of the data was mailed along with the instruments. This guideline contained sampling procedure, definition of certain terms, and specified a deadline for return of completed questionnaires. However, this deadline was waived as two of the on-site researchers could not meet it due to their involvement in supervision and invigilation in the West African Examination Council school certificate examinations.

These on-site researchers administered the Student Survey instrument in person to intact audiences of the samples of senior secondary students during the months of May, June, and July of 1987. Completed questionnaires were collected from the students immediately. The Survey of Principals instrument was also administered in person to the Principals, but the Principals were allowed to complete the questionnaires at their convenient times. The on-site researchers then went around to collect completed questionnaires. Some of the Principals did not complete the questionnaires until after four visits by the on-site researchers--visits that spanned four to five weeks. This was an end-of-year examination season, a busy period for most of the school Principals.

Completed questionnaires were returned to this researcher, by mail, in small packages of about magazine-size to avoid total loss in case of any loss in transit. This whole procedure was designed to ensure maximum returns.

The administrative structure and management of school guidance, at the ministerial level, were considered as important elements of the status of vocational guidance in secondary schools. So, the researcher sought additional information from the Nigerian Federal Ministry of Education, the Imo State Ministry of Education, and the Imo State Schools Management Board to corroborate the data obtained from the survey of students and school Principals. A list of other sources of information used in this study is presented in TABLE 1; complete names and addresses are shown in Appendix G.

TABLE 1

Other Sources of Information Used for This Study

NIGERIAN SOURCES	CANADIAN SOURCES
Educational Institution	
Alvan Ikokwu College of Education	McGill University
Comprehensive Secondary School, Aiyetoro	University of Alberta
University of Ibadan	University of British Columbia
University of Ife	University of Manitoba
University of Lagos	University of Regina
University of Nigeria	University of Toronto
Ministry or Department of Education	
Nigeria High Commission, Ottawa	Department of Education, Alberta
Federal Ministry of Education, Lagos	Department of Education, Manitoba
State Ministry of Education, Owerri	Department of Education, Saskatchewan
State Schools Management Board, Owerri	Ministere de l'Education, Province of Quebec
	Ministry of Education, British Columbia
	Ministry of Education, Ontario

The availability of counsellor education programmes in local

institutions of higher learning was considered as a contingent measure of status of guidance services. The investigator therefore sent mail correspondence (see Appendix H) to four selected Nigerian universities and the Alvan Ikokwu College of Education, Owerri, requesting print information about counsellor education programmes. There was also mail correspondence to the Comprehensive Secondary School, Aiyetoro (see also Appendix H).

Letters (see Appendix I) were also sent to the Federal Ministry of Education, Lagos, and the Imo State Schools Management Board requesting print government guidelines for the implementation of school guidance in Nigeria. Also there was mail correspondence with the Nigeria High Commission in Ottawa (see Appendix J) through whom letters were as well sent to the Federal Ministry of Education, Lagos, and the Imo State Ministry of Education, Owerri.

To set a standard for a quasi assessment of Nigerian school guidance, but mainly to know how school guidance is operated in a more developed country than Nigeria, the researcher despatched correspondence (see Appendix K) to six Canadian provincial Ministries or Departments of Education, seeking government guidelines for secondary school guidance. Addresses of these Provincial Ministries were obtained from a previous study (Cap & Porozny, 1982). Letters were also sent to Faculties of Education of five Canadian universities (see Appendix L), identified in the Directory of Canadian Universities (1984-85) as offering Counsellor Education, to obtain counsellor training course outlines. The sixth university was visited--the university at which this researcher was studying. Only one university per province was chosen, for this study,

and the education ministry of the home Province of this university was automatically included.

The three designated on-site researchers to whom the responsibility of data collection was delegated were permanent Nigerian residents. It was necessary to assign this aspect of the research activities to a third party in order to reduce travel costs. Moreover, these designated researchers were heads of secondary schools, whose influence could enhance returns. All three were civil servants in teaching capacity (by Nigerian classification).

The delegation of such an activity is an acceptable research practice (Van Dalen, 1973) in a school survey such as this. These on-site researchers, who, in the following paragraphs, are referred to as delegates were intimately familiar with the local community, and were therefore in a position to identify the suitable schools for inclusion in the sampling population for this study.

Delegate #1 was a Principal Technical Instructor with the Imo State Ministry of Education, and had a Master of Science Degree in Technical Teacher Education from the Norfork State University, Virginia, USA.

Delegate #2 was a Senior Instructor with the Imo State Ministry of Education, had a Bachelor of Arts Degree from the University of Manitoba, Manitoba, Canada, and a Nigerian Teachers Certificate.

Delegate #3 was a Higher Technical Instructor with the Imo State Ministry of Education, had an Engineering Diploma and a Technical Teacher Diploma from the Institute of Management and Technology, Enugu, Nigeria.

4.5 ANALYSIS

The investigator analyzed the data collected for this study, applying two related analytical processes: descriptive and causal-comparative. The causal-comparative approach to data analysis was justifiable for this study for two reasons:

1. The variables involved in this study were measurement types of operational definition; that is, the variables were non-manipulated by the researcher.

2. By taking the causal-comparative approach, all the "ethical-non-ethical" questions associated with educational research of experimental design type (Moore, 1983) were avoided, yet permitting non-manipulated, independent variables to be compared with each other meaningfully.

The new Statistical Package for the Social Sciences (SPSS-X) computer software was employed in the analysis of the student data. The student data was analyzed in two stages--frequency counting and cross-tabulation. All items of the "student survey" questionnaire were alpha-numerically coded and fed into MANTES, the University of Manitoba main computer network, which incorporates and accesses the SPSS-X. The frequency counting technique allowed the mainly qualitative data of this study to be quantified and analyzed more objectively. The CROSSTABS (cross-tabulation) capability of the SPSS-X facilitated the application of the causal-comparative technique, so that the researcher was able to compare the independent variables **social status** with **self-perception, sex** with **occupational preference, social status** with **occupational aspiration,** and other like variables with one another.

The Principals data were analyzed manually, applying the frequency counting technique where necessary. No cross-tabulations of variables were required in the analysis of the Principals data, and no comparison of variables was necessary in the analysis of the Principals data.

A comparative analysis of student/Principal responses to identical questions was carried out to measure the consistency of the responses of the two groups. Frequency counting was used to score or rate the variables and to determine percentage responses for both students and the Principals. Frequency counts were particularly useful in determining which variables were more important for or influential on occupational decisions among the students.

The status of school vocational guidance and counselling was defined in terms of

* Forms of guidance,
* Percent of schools providing guidance,
* Number of career officers in a school,
* Availability of guidance resource materials in schools,
* Availability of guidance agencies in the locality,
* Involvement of school Principals and teachers,
* Amount of time allocated for guidance activities.

4.6 SUMMARY

The researcher employed a descriptive survey design to explore school guidance services in the Imo State of Nigeria. This study sought to determine the status of vocational guidance and counselling in secondary schools. Senior secondary students and Principals were the subjects of this study. A stratified random sample ($\underline{N}$ = 20) was chosen from a population consisting of 50 **model** secondary schools in the State. A sample of 360 students was selected from classes IV and V in the 20 schools. All Principals of the schools in the sample ($\underline{N}$ = 20) were included in the survey.

Two survey instruments used for this study were adapted from previous studies. These instruments were appraised by a three-member panel of experts from the Faculty of Education, the University of Manitoba, for face validity. Also a group of five Winnipeg senior high school counsellors appraised the instruments for face validity. Further, these instruments were reviewed by six Nigerian graduate students for relevance of questionnaire to research questions, and for clarity of language with regard to secondary students in Nigeria.

The collection of data was delegated to three on-site researchers in Nigeria. Completed questionnaires were returned to this researcher in July of 1987. Corroborative information was sought from other sources including selected Nigerian universities and education ministries, Canadian universities and education departments/ministries. This was done mainly by mail correspondence.

The investigator analyzed the data applying the descriptive and the causal-comparative approaches. The new Statistical Package for the Social Sciences (SPSS-X) was employed in the analysis of student data via MANTES, the University of Manitoba computer system. The inferential statistic--Chi-Square--was applied to determine differences in student responses due to certain variables: social status, sex, self-perception, or like variables. The Principals' data were analyzed without computer application; no Chi-Square tests were applied and no comparison of variables was required.

The status of school vocational guidance and counselling was defined in terms of

* Forms of guidance,
* Percent of schools providing guidance,
* Number of career officers in a school,
* Availability of guidance resource materials in schools,
* Availability of guidance agencies in the locality,
* Involvement of school Principals and teachers,
* Amount of time allocated for guidance activities.

Chapter V

ANALYSIS OF THE DATA

The information presented in this Chapter was obtained from senior secondary students and school Principals in the Imo State of Nigeria. The reporting of this information is itemized in accordance with the research questions of this study (see p. 8) rather than questionnaire items. This information is presented in the following order:

1. The population profile is described.
2. Sources of guidance available to the students are discussed.
3. The career orientations and the factors of occupational choice of the students are examined and described.
4. The status of vocational guidance in the Imo State schools is described covering its forms of existence, and the Principals' and teachers' involvement in its implementation.
5. Problems of vocational guidance in the Imo State secondary schools is examined briefly.

Readers should note varying numbers (N) of respondents. Some students did not respond to all the questions. This resulted in the differential totals that is to be observed in the various TABLES. Note also that variables for which Chi-square tests showed no significant difference at p-value of .10 are reported as having no influence on or relationship with the other.

5.1 PROFILE OF THE POPULATION

The schools (N = 20) selected for this study were considered to be among the best ones in the Imo State: best as measured by student/teacher ratio, available facilities--size of shop, laboratory or equipment--and space (infrastructure). By these criteria, government schools were the base of reference for the selection of all private schools included in this study.

These sample schools consisted of five government schools and 15 private schools. All the Principals of these schools were surveyed, and 19 completed questionnaires representing 95% return rate from the Principals were returned to this researcher. Of the 360 students (from these schools) who were surveyed, 322 returns were realized--constituting 89.4% returns.

The student enrolment in these schools ranged from 75 for the least populous to 800 for the most populous. The numbers of the teaching staff ranged from 15 to 45. Note that the school with the largest student population did not necessarily have the greatest number of teachers. Student/teacher ratio in these schools ranged from 5.0 to 25.8. A profile of student and teacher populations for the sample schools is shown in TABLE 2. The student sample represented that portion of the school population that was made up of Classes IV and V students. The sample was considered to be representative of this population in that the placement process had already randomized the general population with respect to student social background. The average student/teacher ratio was 18.9 students per teacher, based on the schools (N = 18) whose Principals supplied both their student and

TABLE 2

Population Profile of the Sample schools

	Total population	Mean	SD
Student	8,640	480.0	218.0
Teacher	458	25.4	8.5

teacher population figures. One of the Principals did not indicate the student population of his school.

The student sample consisted of 159 males, 161 females, and two students who failed to indicate their sex. By Class the students were distributed as follows: 173 Class IVs, 142 Class Vs, and 7 students who failed to indicate their Classes. TABLE 3 shows the sampling distribution for the students and Principals among the various types of schools. It can be observed that the population was not homogeneous with regard to type of school. The distribution of the student sample by course offerings is shown in (Appendix M, TABLE 29) with indications that more and more girls are getting into the "traditionally male occupations".

Corroborative information was obtained from the Nigeria High Commission, Ottawa, and the Imo State Schools Management Board. This information was contained in excerpts from or copies of government documents supplied by the High Commissioner, and a letter from the

TABLE 3

Sampling Distribution by Type of School (no./%)

	Student					
	male		female		Principal	
	no.	%	no.	%	no.	%
Type of school:						
Grammar	86	27.0	117	36.8	10	52.6
Comprehensive	44	13.8	33	10.4	6	31.6
Technical	21	6.6	--	--	2	10.5
Commercial	8	2.5	9	2.8	1	5.3
Total	159	50.0	159	50.0	19	100.0

Note: Four students failed to indicate either their sex(es) or their school-type, and are not included in this Table.
"--" = data not observed.

Director of Schools, Imo State Schools Management Board. The Federal Ministry of Education, the Imo State Ministry of Education, and all of the six Nigerian educational institutions did not answer their respective correspondences.

Additional information was obtained from Canadian sources. Among the Canadian sources, the University of Toronto, the Ministere de l'Education, Province of Quebec, and the British Columbia Ministry of Education did not answer the researcher's letters. A list of sources of

TABLE 4

Other Sources of Information Used for This Study

Nigerian (Institutional) Sources	
Ministerial	Educational
Nigeria High Commission, Ottawa State Schools Management Board, Owerri	None
Canadian (Institutional) Sources	
Ministerial	Educational
Department of Education, Alberta Department of Education, Manitoba Department of Education Saskatchewan Ministry of Education, Ontario	McGill University University of Alberta University of British Columbia University of Manitoba University of Regina

additional information is presented in TABLE 4. Information from Canadian sources formed part of the literature review, and is presented in Chapter 3. It was meant to acquaint the investigator with the organizational features of a basic school guidance service.

5.2 SOURCES OF GUIDANCE AVAILABLE TO NIGERIAN STUDENTS

The results of the career development or occupational decision-making process is significantly influenced by the environment in which the student functions. This environment is defined "within the boundaries of the family, the school as a formal organization, and peer group" (Breton, 1972, p. 384). This section was set out to identify the sources (within this environment) of influence on the occupational decisions of the students, with no regard to the associated environmental factors such as family characteristics, school activities, or the like.

Nigerian parents played a major role in their children's decision to attend school, or their children's choice of program of study. TABLE 5 presents important sources of guidance identified by the students in this study. The parents were overwhelmingly identified as the most helpful persons in the students' educational and vocational decisions. The presence of career officers or counsellors in the schools did not make a difference in the involvement of parents in the students' educational and occupational decisions (see Appendix M, TABLEs 30 and 31). It is highly evident that guidance of the student is still largely a parental responsibility in the Imo State of Nigeria, to say the least.

For all of the three items--choosing school, choosing programme of study, planning occupation--of TABLE 5 "parents" received the highest scores by wide margins. While the "counsellor" or "career officer" was least involved in the students' choosing of school, his role was certainly significant in the students' occupational planning and choice of program of study. It is interesting to observe that "friends" (or

TABLE 5

Sources of Guidance for Nigerian Secondary Students

Help-Person	Guidance Issue: Choosing School no.	%	Choosing Programme no.	%	Planning Occupation no.	%
My Parents	270	42.5	145	41.7	117	54.8
Myself~	203	31.9	--	--	--	--
Counsellor/ Career Officer	5	0.8	68	19.5	45	14.4
Teacher	26	4.1	66	19.0	22	7.1
Friend	27	4.2	29	8.3	23	7.4
Relative	45	7.1	21	6.0	8	2.6
Government~	60	9.4	--	--	--	--
Nobody~	--	--	--	--	39	12.5
Other~	--	--	3	0.9	1	0.3
Total*	636a	100.0	348a	100.0	312	100.0

"--" means data not observed for this variable. ~Response was not requested for the data not observed. "a" total responses is greater than actual number of cases due to multiple responses by the students. Valid cases are 314 and 308 respectively. *Totals vary according to the number of students who responded to the items presented in this Table.

peer group) and "relatives" were identified by the least number of students as a source of advice. "Myself" ranked second-highest for decision about school to attend.

TABLE 6

Student's Adviser Preference for Selected Issues

	Issue or Plan									
	job plan		school mark		further education		dropping out		personal problem	
Adviser	no.	%	no.	%	no.	%	no.	%	no.	%
Parent	151	60.2	28	12.1	154	54.8	86	38.4	114	46.2
Counsellor	53	21.1	40	17.2	41	14.6	28	12.5	37	15.0
Friends	20	8.0	19	8.2	9	3.2	42	18.8	49	19.8
Principal	--	--	54	23.3	39	13.9	22	9.8	5	2.0
Teacher	8	3.2	74	31.9	9	3.2	9	4.0	6	2.4
Relatives	16	6.4	9	3.9	24	8.5	27	12.1	14	5.7
Clergyman	2	.8	1	.4	--	--	5	2.2	18	7.3
Vice Principal	1	.4	7	3.0	5	1.8	5	2.2	4	4.4
Total*	251	100.0	232	100.0	281	100.0	224	100.0	247	100.0

Note: N = observed responses. "--" = data not observed.
*Total vary according to the number of students who responded to the items presented in this Table.

It is not only that Nigerian parents have been deeply involved in the educational and vocational guidance of their children, it is also evident that most of the students would seek guidance from their parents in most of their educational and occupational decisions, rather than consult anybody else (see TABLE 6). It is only school marks that these

TABLE 7

Students' and Principals' Prefered Persons for Selection of Students' Occupations

Person	Student	Principal	
	freq.	freq.	rank~
Student	203	18	2.33
Parent	65	11	0.94(3rd)
Counsellor	41	16	2.06(2nd)
Teacher	15	5	0.50
Principal	6	2	0.11
Government	2	--	--
Friend	1	1	0.06
Fortune teller	--	1	0.06
Total* responses	333	54	

*Total responses are greater than actual number of cases due to multiple responses by students; valid cases = 318 for students, and 18 for Principals. "--" means data were not observed. ~The higher the number the more preferred is the variable.

students would preferably discuss with the teacher. "Vice-Principal" and "clergyman" would be the least prefered advisers all-round.

However, despite their overwhelming choice of parents for advice on most issues, the vast majority of these students would prefer to choose their programmes of study by themselves (see TABLE 7). About 61.0% of 333 responses indicated that the student should be responsible for the

selection of his occupation or course of study; 19.5% would prefer that this selection be made by parents; 12.3% would like the counsellor to choose their programmes of study for them; 4.5% would prefer their programme(s) to be chosen for them by the teacher; 1.8% would elect the Principal's choice; 0.6% would prefer the Government to make the choice; and 0.3% would like to see a fellow student (or friend) make this choice. Also most of the school Principals agreed that the students should be responsible for choosing their own programs of study or, at least, participate in the decision. The Principals ranked the "student" 1st for responsibility in the student's occupational decisions; the "counsellor" was ranked 2nd; and "parent" was ranked 3rd (see TABLE 7).

A further illustration of the extent of parental involvement in the students life-decisions is the following: About 33.6% of the students ($\underline{N}$ = 318) would not continue their study beyond secondary education without the approval of their parents; 33.0% would not further their education unless they were financially supported by their parents. The rest would not further their education for other reasons including poor grades (18.9%), good paying job following completion of high school (13.2%), or marriage (1.3%).

5.2.1 Summary

The career development process is largely influenced by the environment as defined within the walls of the family, the school, and peer group. Most of the students in this study identified their parents as the most helpful source of advice on the students' educational and occupational decisions. Other important or preferred sources of educational and

occupational advice were the counsellor, friends, Principal, teacher, and relatives (in descending order of importance). However, the majority of these students would prefer to be allowed to choose their courses of study by themselves. Also all of the Principals agreed that the student is the most important person in the occupational decision process and should be allowed to choose the course of study he wanted to pursue. The parents, the counsellor, and the teacher were the other persons recognized, by the Principals and the students alike, as important in the student's selection of course of study.

5.3 CAREER ORIENTATION AND FACTORS OF OCCUPATIONAL CHOICE

The various theories of career development purport that certain variables such as family characteristics, gender, self-perception, and school experience, influence (inhibit or facilitate) the process of vocational decision (Harmon and Farmer, 1983; Osipow, 1983). The contention of this section, therefore, is that the problems of occupational choice may originate from any one or combination of the following: family social status or student socioeconomic background, sex, self-perception, school-societal experience, and certain value orientations. These factors (variables) have direct relevance for career guidance and counselling. This study did not measure elaborately the effects of these factors on the vocational decision of the Nigerian students. However, attempt was made to estimate the influences of these factors on the student's occupational preferences.

Thus the career orientation or preference of an individual should be related to his family social status, sex, self-concept, school-societal

experience, or some intrinsic or extrinsic values. It was necessary to include this aspect of career development in this study because it is the corner stone of effective vocational guidance and counselling. As a guideline for the development and evaluation of career guidance services, Olson and Robbins (1986) urge: "Let theory be your guide" (p. 65).

In the preceding section two points were made: a) That the Nigerian parent is a major influence on the educational and occupational decisions of his or her child(ren). b) That the majority of the students in this survey prefered to be assisted by their parents in most of their educational, occupational, and personal-life decisions. It is right, at this juncture, to examine the effects of family social status and other associated variables on the vocational preferences of these students.

In this study family social status was measured by the parent's level of education. Occupational status or income level is directly related to educational level (Breton, 1972; Idowu & Dere, 1983), and the two (level of education and status of occupation) are determinants of social status. However, parental level of education was chosen, over other measures of social status, on the assumption that education provides more and better understanding of the world around. Hence, the educated person is presumably more and better informed on educational and occupational matters than the uneducated person. In addition, it can be rightly assumed that the amount of information one has varies with his/her level of education.

Occupational status was classified using the International Standard Classification of Occupations (1968, Revised Edition). The students who chose administrative, managerial, or professional occupations were classified as 'aspiring to high status occupations'. Those who chose technical or clerical occupations requiring limited administrative know-how were classified as 'medium status occupational aspirants'. Those who chose service or production occupations which involved semi-skills or no skills were classified as 'low status occupational aspirants'. Examples: As adopted for this study, high status occupations were Engineering, Law, Medicine, Pharmacy, Dentistry, and Journalism. Medium status occupations were Craftsmanship (skilled grade), Foremanship, Nursing, Teaching (primary level), and office clerk. Low status occupations were Farming, Production (general duty), and Crafts (artisan grade).

The students in this study generally prefered high status occupations irrespective of any external influences. About 44.6% of the students (N = 289) prefered high status occupations; 37.0% prefered medium status occupations; and 18.3% prefered low status occupations. A Chi-Square of 31.7509 with 2 degrees of freedom (N = 289) shows a significant difference at p = .005.

Evidently there was a significant difference in the vocational preferences of the Nigerian students with respect to their parent's level of education. As shown in TABLE 8, a much larger proportion of students whose fathers had university or college education showed preference to high status occupations than did those whose fathers had secondary or primary education. Although a bigger proportion of those

TABLE 8

Fathers' Social Status by Students' Occupational Preference

Educational level (social status)	Occupational Preference							
	High		Medium		Low		Total	
	no.	%	no.	%	no.	%	no.	%
University/ College	27	52.9	10	19.6	14	27.5	51	100.0
Secondary	18	46.2	11	28.2	10	25.6	39	100.0
Primary or none	42	40.0	51	48.6	12	11.4	105	100.0
Don't know	6	35.3	7	41.2	4	23.5	17	100.0
Total	93	43.9	79	37.3	40	18.9	212*	100.0

$\chi^2(4, N = 195) = 16.2074, p < .005$.

Note: The "Don't know" were not included in the calculations of the Chi-square. All percentages are based on row totals. *Only students who stated their father's education level and responded to question 24 of the "Student Survey" are represented in this Table.

whose fathers had secondary education also aspired to high status occupations, this group showed a more proportionate distribution--$\chi^2(2, n = 39) = 2.9231, p > .10$. The influence of mothers' educational level on the occupational preferences of the students was similar to that of fathers' educational level (see Appendix M, TABLE 32). More of the students whose parents had primary education or less aspired to medium status occupations.

It should be mentioned that the number of parents who had university or college level of education (i.e who had high social status) was relatively low: Only 26.3% of the students (N = 213) who knew their fathers' level of education indicated that their fathers had university or college qualifications. The number of fathers who had some forms of secondary education (including teacher education) was even lower, 19.7%. The majority of the fathers (54.0%) had primary education or none at all. About 57.8% of the students' mothers (N = 199) had primary or no education; 23.6% had some forms of secondary education; 18.6% had university or college qualifications.

Data also showed that students' after-school plans were significantly related to parental social status. As shown in TABLE 9, almost all of the students with high social status fathers planned to attend university or college following graduation from secondary school. It was observed, however, that this relationship was weaker with mother's educational (see Appendix M, Table 33). Generally an overwhelming majority (83.8%) of the students (N = 314) planned to attend university or college after secondary schooling; 11.5% planned to look for work; 1.3% planned to acquire some teacher training before looking for work; less than 1.0% planned to marry immediately after secondary schooling; 2.5% did not know what they might be doing after secondary education.

TABLE 9

Educational Aspiration by Fathers' Social Status

Social Status (Educational level)	Educational Aspiration (End-of-School Plan)				
	University or College	Find a job	Marry	Don't know	Total
University or College	55	1	--	--	56
Some Secondary	37	2	1	1	41
Primary or None	90	20	1	2	113
Don't know	13	3	1	1	18
Total	195	26	3	4	228

$\chi^2(4, N = 207) = 13.3569, p \leq .01.$

Note: The "Don't know" were excluded from the Chi-square calculations. "--" means data not observed. *Only students who who stated their father's education level and responded to question 33 of the "Student Survey" are represented in this Table.

The sex of the Nigerian students was an equally big influence on occupational preferences. As shown in TABLE 10, a significantly higher proportion of the male students aspired to high status occupations. Among the female students, the biggest proportion aspired to medium status occupations.

TABLE 10

Sex of Student by Occupational Preference

Sex	Occupational Preference							
	High		Medium		Low		Total	
	no.	%	no.	%	no.	%	no.	%
Male	73	52.9	36	26.1	29	21.0	138	100.0
Female	55	36.9	71	47.7	23	15.4	149	100.0
Total	128	44.6	107	32.3	52	18.1	287*	100.0

$\chi^2(2, N = 287) = 14.2715, p < .005.$

Note: All percentages refer to row totals. *Only students who responded to both questions 2 and 24 of the "Student Survey" are represented.

Self-perception was another influential factor on the vocational aspirations of the students. This is demonstrated in TABLE 11 in which 50.3% of the "excellent" students ($n = 177$) aspired to occupations of high status. Comparatively only 38.5% of the "above average" students ($n = 52$) and 37.9% of the "average" students ($n = 29$) aspired to high status occupations. The distribution of the "below average" group may be deceiving due to its very low frequencies. The "don't know" group showed a near-normal distribution. In general these students displayed high self-esteem. About 59.8% of them ($N = 316$) perceived themselves to be of excellent ability; 18% saw themselves as above average; 11.1% rated themselves as average students; only 1.9% saw themselves as below average; while 9.2% were still confused about their abilities. The

TABLE 11

Self-perception by Occupational Preference

Self-Perception	Occupational Preference: High no.	High %	Medium no.	Medium %	Low no.	Low %	Total no.	Total %
Excellent	89	50.3	60	33.9	28	15.8	177	100.0
Above Average	20	38.5	17	32.7	15	28.8	52	100.0
Average	29	37.9	13	44.8	5	17.2	29	100.0
Below Average	3	60.0	1	20.0	1	20.0	5	100.0
Don't Know	8	32.0	14	56.0	3	12.0	25	100.0
Total	131	45.5	105	36.5	52	18.0	288*	100.0

$\chi^2(6, N = 263) = 16.2557, p < .025$

Note: The "Don't Know" were excluded from the Chi-square calculations.
Note: All percentages refer to row totals. *Only students who responded to both questions 24 and 40 of the "Student Survey" are represented.

relationship between parental social status and self-perception was not statistically significant at a p-value of .10 (see Appendix M, TABLEs 34 and 35).

There was no significant difference between the sexes, in the self-perception of the students. TABLE 12 shows that both the boys and the girls equally shared in high self-esteem.

Information was not available about school activities; however, data were obtained about 'peer group' which is one of the variables closely

TABLE 12

Self-perception by Sex of Student

Self-Perception	Sex		
	Male	Female	Total
Excellent	91	97	188
Above average	30	26	56
Average	13	22	35
Below average	4	2	6
Don't know	17	12	29
Total	155	159	314*

$\chi^2(3, N = 285) = 3.1771, p > .10$

The "don't know" were excluded from the calculations of the Chi-Square. Note: All percentages refer to row totals. *Only students who responded to both questions 2 and 40 of the "Student Survey" are represented.

associated with school-societal experience (Breton, 1972). In this study the students' friends were considered to be the same as peer group. Friends did not have strong influence on the vocational intent of the Nigerian secondary students in this survey. The correlation between what the students planned to do and what they said most of their friends intended to do was $r = .43$ (see TABLE 13). This correlation coefficient should be expected to be more than .50, to be significant. This was also observed in TABLE 6 which showed that relatively small percentages of the students would likely discuss their educational or occupational plans with friends.

TABLE 13

Influence of Friends on Students' Occupational Orientations

	Frequency	
Planned occupation:	Students	Friends
Medicine	55	24
Pharmacy	9	11
Engineering	23	12
Law	25	16
Journalism	7	7
Accounting	8	7
Nursing	41	21
Music/Arts	4	6
Teaching	8	12
Business	9	31
Farming	11	9
Industrial work	39	20
Force	3	6
Marriage	3	27
Total*	245	209

Note: The correlation coefficient (r = .43) calculated from this Table may not be reliable due to the disparity between the total responses (245 and 209) of the two groups. *Totals vary according to the number of students who responded to questions 24 and 38 respectively

TABLE 14

Work Incentive by Occupational Aspiration

Incentive factor	Occupational Aspiration							
	High		Medium		Low		Total*	
	no.	%	no.	%	no.	%	no.	%
Good pay	73	41.7	61	34.9	41	23.4	175	100.0
Joy of work	52	46.7	39	34.5	22	19.5	113	100.0
Rapid promotion	56	49.6	42	37.2	15	13.3	113	100.0
Nice colleagues	15	35.6	19	42.2	10	22.2	45	100.0
Neatness	14	35.9	24	61.5	1	2.6	39	100.0
Kind boss	10	43.5	10	43.5	3	13.0	23	100.0
Free recreation	13	59.1	4	18.2	5	22.7	22	100.0
Easiness	3	25.0	5	41.7	4	33.3	12	100.0
Total*	236	43.6	204	37.7	101	18.7	541	100.0

*Total responses is greater than actual number of cases due to multiple responses by the students; valid cases = 313. Only students who responded to both questions 24 and 30 of the "Student Survey" are represented in this Table.

Other factors that affected the educational and occupational aspirations of the students were extrinsic and intrinsic values such as the desire for high paying jobs, rapid promotions on the job, and the joy of working. As illustrated in TABLE 14, a large proportion (76.7%) of the students who aspired to high status occupations indicated that their best incentive to work was "good pay", "rapid promotion", or

TABLE 15

Work Motivation by Sex of Student (frequency)

Motivation factor:	Sex	
	male	female
Good pay	88	102
Enjoyment of work	71	52
Rapid promotions	60	61
Nice colleagues	23	27
Neatness on the job	13	29
Free recreation times	13	11
Kind boss	10	12
Easiness of job	7	5
Total* responses	285	299

*Total responses is greater than actual number of cases due to multiple responses by the students; valid cases = 311. Only students who responded to both questions 2 and 30 of the "Student Survey" are represented in this Table.

"enjoyment of work itself". For the medium and low aspirational students, these proportions were 69.6% and 77.2% respectively. It was interesting to observe that easiness of work, freedom or leisure at work, kind boss, and neatness at work were of very minor concern to these students.

There was no major differences in the motivation factors between the boys and the girls. TABLE 15 shows that the boys and the girls were about equally motivated by the same factors, with only some minor discrepancies: More girls (34.1% of the girls) said they were motivated

TABLE 16

Interest Factor: Choice of School Among Secondary Students

School Characteristic (Interest factor)	Freq. of response	Percent response
It has all the courses I like	224	38.1
It prepares me for University entrance	163	27.7
Its students get job easily	94	16.0
It is the most prestigious	56	9.5
People say it is a good school	35	6.0
Many of my friends are around	10	1.7
Only this school could admit me	6	1.0
Total* responses	588	100.0

*Total responses is greater than actual number of cases due to multiple responses by the students; valid cases = 314. Only students who responded to question 7 of the "Student Survey" are represented.

to work by "Good Pay" compared to boys of whom 30.9% were motivated by Good Pay. Also more girls (9.7%) showed preference to neatness on the job than the boys (4.6%). However, more of the boys (24.9%) were motivated by the 'Joy of Working' itself than the girls (17.4%).

The type of institution which interested these students most was (see also TABLE 16)

1. the school which offered all the courses the students liked;
2. the school whose students got into universities easily; or

3. the school whose students found jobs easily.

By the same token, the most desired programmes were those that led the students to further education, trained them in practical work, or led them to almost any job. TABLE 17 gives the details of the students' response pattern. It can be observed, from TABLEs 18 and 19, that the students not only desired academic education, but also they desired a "utilitarian" education (education that would improve their economic status most immediately).

So far, a good majority (80.7%) of the students (N = 275) were satisfied with their current programmes of study. Only 20.8% of the students (N = 260) had changed their courses prior to this study; however, some 33.0% (N = 221) indicated some intent to change their programmes of study. Reasons cited by the students for changing or wanting to change were mainly academic reasons, namely, "the course was too difficult; I could not cope with it". Other prominent reasons were: "There are no jobs for this course"; "My parents wanted/wants me to"; "There was too much drawing". The response pattern is shown in detail in TABLE 18.

TABLE 17

Factors of Students' Interests in Certain Programmes of Study

Reason	Freq of response	Percent response
It leads to further education	161	26.8
It trains me in practical work	157	26.2
It leads to almost any job	118	19.7
It is a prestigious one	46	7.7
I chose it myself	37	6.2
It is easy	25	4.2
I have no other choice	23	3.8
I get good marks	18	3.0
Most of my friends are doing it	7	1.2
It leads to self-employment	2	.3
It helps me understand my environment	1	.2
It makes me draw well	1	.2
I don't know	4	.7
Total* responses	600	100.0

*Total responses is greater than actual number of cases due to multiple responses by the students; valid cases = 236. Only students who responded to question 5b are represented in this Table.

TABLE 18

Why Students Drop out of Certain Programmes of Study

	Freq of response	Percent response
The course was too difficult	53	21.9
I could not cope with it	48	19.8
There are no jobs for the course	36	14.9
My parents wanted/wants me to	27	11.2
There was too much drawing	19	7.9
It leads to dirty job	16	6.6
There was too much calculations	14	5.8
The Principal advised me to	14	5.8
Emphasis is on technical education	6	2.5
I don't like the program	3	1.2
No teacher for the course	1	.0
The course is so technical	1	.4
It does not match my choice	1	.4
It is against my faith	1	.4
So as to get a nice job	1	.4
Doesn't lead to self-employment	1	.4
Total* responses	242	100.0

Note: Valid cases (N) was 129 only. Only students who responded to question 6c are represented in this Table.

5.3.1 Summary

The career orientations or aspirations of the individual may be related to his family background, sex, self-perception, school-societal experience, or value orientations. Family social status, as measured by parental level of education, was a big influence on the students' occupational aspirations or preferences; $\chi^2(4, N = 195) = 16.2074$, $p < .005$ for fathers' educational level; $\chi^2(4, N = 184) = 13.8604$, $p \leq .01$ for mothers' educational level. Also, parental social status had significant influence on the educational preferences of the students - $\chi^2(4, N = 207) = 13.3569$, $p \leq .01$ for fathers' level of education; $\chi^2(4, N = 197) = 7.4054$, $p \geq .10$ for mothers' level of education. The higher the the parents' level of education the higher the students' occupational or educational aspirations.

Sex of the students was another big influence on the occupational aspirations of the students; $\chi^2(2, N = 287) = 14.2715$, $p < .005$. The majority of the boys preferred high prestige occupations while most of the girls aspired to medium status occupations. Self-perception of the students also exerted a big influence on the occupational aspiration of the students; $\chi^2(6, N = 263) = 16.2557$, $p < .025$. The higher the students' self-esteem the higher their occupational aspiration. There was no relationship between self-perception and parental social status; neither was there any observed relationship between self-perception and sex of the students.

Peer group or friends did not have significant influence on the students' occupational decisions. It appeared that the work incentive or motivation factors for most of the students was "good pay", "joy of

working", or "rapid promotions on the job". These incentive factors were basically the same for both boys and girls. The students expressed great desire for comprehensive education--education that would prepare them for work as well as higher education.

5.4 STATUS OF VOCATIONAL GUIDANCE SERVICES IN THE IMO STATE

This section answers research questions #3 "What forms do vocational guidance and counselling services take in secondary schools?" and #4 "What are the Principals' and teachers' roles in the implementation of vocational guidance and counselling in the schools?"

Within a school setting, the sources of influence on the students' occupational decisions may be more or less organized. This may entail deployment of specialist guidance personnel to provide occupational and educational information to students, and a range of activities designed to diffuse education and occupational information. The status of vocational guidance and counselling services in the Imo State secondary schools is described as measured by:

1. forms of vocational guidance and counselling services.
2. percent of schools providing vocational guidance and counselling services.
3. number of career officers or guidance counsellors in a school.
4. availability of guidance resource materials: career handbooks and literature, Tests (aptitude, intelligence, personality, vocational interest, etc.).
5. availability of guidance agencies (other than the schools) in the State.
6. availability of government guidelines for the implementation of school guidance services.

7. involvement of Principals and teachers in the implementation of school guidance services.

8. amount of time (hours per week) spent on guidance and counselling activities.

9. percent of students reached by (or availing themselves to) these school services, and student awareness of the availability of these services.

From all indications there was little in the of organized guidance and counselling activities going on in these schools. As explained by some of the Principals, career weeks were organized at the end of school terms, and students were addressed with career talks by the Principal, career officer, teacher, or guest speaker from the Ministry of Education or State Schools Management Board. The Principals testified that school guidance did not exist (in any form) as a credit course.

Among the Principals ($\underline{N}$ = 19) representing the schools surveyed for this study, 42.1% (or 8) indicated that there were formal vocational guidance services in their schools. As of 1987, vocational guidance services had existed in one of these eight schools for five years; in another school, formal vocational guidance had been in effect for four years; in four of the eight schools, vocational guidance had survived for two years; and in two of the schools, these services were only one year old. However, there were 27 career officers in 17 of the 19 schools. About 47.1% of the schools ($\underline{N}$ = 17) had two career officers each; another 47.1% had one career officer each; and 5.8% had three career officers.

Of the 27 career officers in these schools, only 2 had Master of Education degrees in Guidance and Counselling. One of the career officers was a clergyman with a Bachelor of Education in Religion.

Others were distributed as follows: 11 career officers with Bachelors' degrees in Education, Arts, or Sciences; six career officers with National Certificates of Education (NCE); two career officers with Higher National Diploma (HND) qualifications; two officers with Teacher Education Certificates; one officer with a Master of Business Administration degree; one officer with an unspecified type of Masters degree; and one officer with an unspecified qualification.

It is important to point out that not one of these officers was a full-time career officer. They were either school Principals acting as guidance officers, or teachers appointed by the Principals of these schools to act as guidance officers. For the purpose of this study, therefore, they were all classified as part-time guidance officers.

Five of the Principals indicated that career weeks were held in their schools once per session. Four Principals said that they organized career fairs in their schools in the form of annual orientations, symposia, or seminars. Another four Principals said that they had work placement programmes. Any work placement programme in a Nigerian school is precious, in a time when unemployment is at its peak.

Guidance and counselling resources of one type or another were available in all of the 17 schools in which there existed at least a career officer. These included career handbooks which were used in 11 schools; Psychological Tests (mainly Aptitude Test and Interest Inventory) which were available in 10 schools. Two schools were using other kinds of unspecified resources. Although some psychological Tests were said to be available in 10 schools, only 6 of these schools

indicated that the individual students were actually tested, for programme placement purposes.

Educational research was barely practised by the school staff. Only four of the Principals indicated that their guidance staff engaged in some forms of research projects. Most (12) of the schools depended on the universities or the government as their research agency. Three of the Principals said they relied extensively on research for the improvement of their school guidance practices. Seven Principals said their schools made moderate use of research results. In four of the schools, research findings were barely heeded while four other schools cared little or not about research.

During guidance (career talk) sessions boys and girls were segregated in some schools, and integrated in others. For the two schools which practised separation of girls from boys during career talks, the rationale was that girls differed from boys in occupational interests. This difference was demonstrated in the career preferences of the students (earlier shown in TABLE 12) as most of the girls prefered medium status occupations (nursing or secretarial work) when the majority of the boys aspired to high status occupations (and not one of the boys aspired to nursing).

There were indications of other guidance institutions or agencies in the State to whom the students were refered for further vocational information. Four of the Principals cited the Ministry of Information as an agency their students were refered to for further vocational information. Another four Principals cited the Counselling Association

of Nigeria; while three Principals said they used the Government Council Offices for this purpose. One Principal said he sent his students to other "training and vocational institutions" for occupational information.

There was no government-set guidelines for the implementation of vocational guidance services in secondary schools, even though the Federal Government Policy on education required that vocational guidance and counselling be integrated into the regular educational services. In a mail correspondence (IM/SEB/G&C/50/Vol.1/1/9, 15th June, 1987) to this researcher, the Director of Schools, Imo State Schools Management Board, acknowledging the Government's responsibility for school guidance stated (see also Appendix I):

> ... Guidance and Counselling Units are centralized at the State Ministry of Education and the State Schools Management Board. Furthermore, Guidance and Counselling Units are decentralized at the Zonal Schools Management Committees and Local Schools Management Committees ... We do not have documents on this rather we organize regular Career Weeks/Days or Career exhibitions for secondary school students.

The Director went on to say that, by inviting professionals to talk to the students about career opportunities, job entry and physical requirements, the Government assured that every student experienced guidance and counselling before leaving secondary school. It appeared that this was the only headlight which the Principals and their schools were following at the time of this study.

By and large, there was evidence of efforts by the Imo State Government and its schools-staff to enforce the national government education policy that requires guidance to be integral part of the school services. The Principals claimed that, within the 1986-87 school

period, an average of 59 students per school per Principal were called in and counselled on disciplinary matters; 46 students were called in to discuss their educational plans; 44 students were called in for career talks; 43 were counselled for personal problems; and 41 were called in for mark related discussions (see also TABLE 19 for more details).

In the 1986-87 school year the school Principals (N = 16) spent an average of 14.7% of their work hours counselling students on career and educational matters, 20.3% of their work hours consulting with their teachers, 50.3% of their work hours performing administrative duties, and 13.8% of their work hours on other activities.

Although this study did not directly survey the teachers and other career officers to determine their effort-input in this regard, one can be sure that these groups (teachers, career officers) made their fair contribution (see TABLES 19 and 20). Students were asked if the Principal or teacher ever invited them to discuss their (students') school marks, job plans, educational plans, personal problems, or discipline, and/or if they ever went to the Principal or teacher on their own initiatives for the same. TABLE 19 presents Principals' and students' responses to the same questions, for comparison. Shown are the Principals' claims as described earlier in this section, and the students' responses. It appeared that educational planning was of utmost concern among the students: 152 (50.3%) of them went to the Principals on their own initiative to discuss their educational plans, compared to 25 (8.0%) who initiated their job-plan talks with the Principal.

TABLE 19

Percent of Students Who Have Had Personal Talks With the Principal

Discussion	Principal's estimate %	Student response	
		invited %	drop-in %
Discipline	25.3	15.9	10.6
Educational plan	19.7	50.3	48.7
Occupational plan	18.9	7.1	8.0
Personal problem	18.5	13.5	20.5
School marks/grade	17.6	12.2	13.2
Totals	100.0 (N = 233)	100.0 (N = 296)	100.0 (N = 312)

Note: Total for Principals' responses was the sum of five averages of Principals' estimates. Totals for students were based on observed responses questions 17 and 18 of the "Student Survey"; valid cases were 273 and 279 for 'invited' and 'drop-in' respectively.

Also the career officers were shown to be actively involved in the execution of school guidance. The majority of the students affirmed that they (students) had been invited by or gone on their own initiative to the career officer to discuss their school marks, job plans, educational plans, personal problems, or discipline. Student responses are shown in detail in TABLE 20.

It was indicated that most of the school teachers in the Imo State warmly welcomed school vocational guidance and counselling. Of the 19 respondents, 17 Principals said that their teaching staff reacted

TABLE 20

Students Who Have Had Personal Talks With a Counsellor or Career Officer

Discussion	Frequency of Response	
	Counsellor initiated	Student initiated
Educational Plan	134	---
Personal Problem	36	54
School Mark	27	25
Discipline	37	---
Job Plan	25	---
Total*	259a	79

Note: "a" Total is greater than actual number of cases due to multiple responses provided by the students. *Totals are based on observed student responses to questions 15 and 16 respectively. Valid cases = 251. "---" means data not observed.

"favourably" to the idea of guidance and counselling in secondary schools. Only 2 of these Principals said that their teachers "merely tolerated" this aspect of the educational services. There was no indication of any opposition to vocational guidance and counselling in schools.

The Principals also indicated that an average of two hours per week was allocated to guidance activities in 11 of the 19 schools. Five schools set aside 10, 12, 15, to 30 periods per week for guidance and counselling activities; while 3 of the schools had no time allocated to

TABLE 21

Guidance Personnel, Activities and Resources in Schools

Sign School Guidance	Principals' Response		
	Yes	No	Total
Have formal guidance services	8	11	19
Organize career fairs or work placement	17	2	19
Have career officer	17	2	19
Have professional counsellor	2	17	19
Use psychological Tests	6	13	19

guidance activities. It is not clear what 10 or 30 hours (periods) per week of guidance means when these same Principals had also indicated that guidance was not offered as credit courses. However, this study did not seek to determine the specific kinds of activities that took place during guidance periods, but it should be born in mind that there is one form of guidance activity or another in each of these schools--if only the term-end career seminars or annual orientations. TABLE 21 shows a summary of the evidence of vocational guidance and counselling services in the Imo State secondary schools.

Furthermore, it may be said that the Nigerian students had free access to career officers or guidance counsellors. About 65.4% of the student respondents ($\underline{N}$ = 312) said they could just "walk in" to see the career officer; 11.9% said they saw the career officer by appointment

only; 22.8% did not know when or how they could see a career officer. It was said by the Principals that, in special cases, students were also referred to the career officer or guidance counsellor by parents, teachers, or the Principals.

About 67.1% of the students (N = 310) said that their schools had occupational information resources; 30.3% said their schools did not have any such resources; while 2.6% did not know whether such resources or facilities existed in their schools. Of the 67.1% (or 208 students) who claimed that their schools had occupational information resources, 186 were able to name some forms of resources. As can be observed in TABLE 22, "library" is the information facility known to most of these students.

In addition to number of students reached by a given guidance service, students awareness of the availability of that service is an important aspect of its status. This awareness is, to some extent, an "indicator of vocational competence" (Breton, 1972, p. 334), for it is almost as important to know where to obtain information as it is to have that information. It should be recognized that the one-third of these students who said that their schools did not have occupational information facilities or who did not know of the existence of these facilities in their schools, or the 22.8% who did not know when or how they could see a career officer represents a large number that cannot be ignored.

About 79.0% of the students (N = 305) said they had career officers in their schools; 17.1% said they did not have career officers in their

TABLE 22

Occupational Information Resources in Secondary Schools

Resource	Students Response	
	Freq.	percent
Library	170	89.0
Showroom	4	2.1
Notice Board	4	2.1
General Office	3	1.6
Principal's Office	2	1.0
Career Office	2	1.0
Introductory Technology laboratory	2	1.0
Workshop	2	1.0
Information Centre	1	0.5
At Office Practice	1	0.5
Total	191	100.0

Note: Some students named more than one item; hence, a total of 191 responses is greater than actual number (186) of cases. Only students who named some occupational information resources are represented.

schools; and 3.9% did not know whether there were any career officers in their schools or not. This pattern of responses supports the Principals' responses earlier shown in TABLE 21 (that there were career officers in 17 of the 19 schools). Although there were career officers in most (89.5%) of the schools surveyed, there were no formal guidance

services in a majority of these schools. There is no doubt, therefore, that some students might not notice the presence of these career officers in their schools.

About 58.6% of the students (N = 309) said there were no career Tests in their schools; 32.0% affirmed the availability of these Tests in their schools; and 9.4% did not know whether there were any such Tests or not in their schools. Of the 32.0% (or 99 students) who admitted that there were career Tests in their schools, 86 said they had taken the Tests before. However, as shown in TABLE 23, most of these students did not really know what they were talking about. TABLE 23 presents the Tests which these students claimed to have taken, and which they claimed were to determine the occupations for which individual students were particularly suited. As it stands, there were only two students who probably wrote Aptitude Tests, while 22 of the students obviously had interview sessions (oral tests) with a counsellor or career officer.

The students consistently displayed optimism in their responses. Most of these students had already set their occupational goals before commencing their current educational and/or vocational programmes: About 42.1% of them (N = 311) said that, before entering their current programmes of study, they were quite sure of the kinds of occupations they wanted to have; about 29.9% had some idea of the kinds of occupations they expected to have; about 28.0% of them had no previous knowledge of or still did not know the kind of occupation they wanted to have. All the same, 51.1% of the students (N = 313) said that they were sure of the specialty area they intended to pursue at the post-secondary level; 21.7% said they were still considering some options; while 17.6%

TABLE 23

Some Psychological Tests Taken by the Students

Description	Freq of response	Percent response
Continuous assessment Test	32	52.5
Oral Test	22	36.1
Aptitude Test	3	4.9
Class Test	2	3.3
General Test	1	1.6
Entrance Examination	1	1.6
Total	61	100.0

Note: Continuous assessment, Class, and General Tests are understood to be the same. Only Aptitude and Oral Tests are directly related to guidance and counselling. Only those who named some Tests are shown.

had not made any choices so far, for whatever reasons; and 9.6% were still confused about the whole issue.

About 70.1% of the respondents (N = 308) thought that their knowledge about jobs had gotten much better over the previous years; 12.3% thought they knew better about jobs compared to previous years; 4.2% thought that things were just the same; 8.1% thought their knowledge about jobs had dwindled over the years; and 5.2% did not know the status of their knowledge about jobs. The ratings of their current knowledge about jobs followed the same optimistic pattern: About 36.4% of them (N = 308) rated their current knowledge about jobs as "very good;" 45.1% rated

their current knowledge as "good enough;" while 19.5% rated their knowledge about jobs as "not quite good" or "not good at all".

Despite these students' claims of good knowledge about jobs, an unreasonable proportion of them could not match their after-high school qualifications with realistic possible jobs: About 46.8% of those (n = 188) who said they were "quite sure" of the occupations they wanted to have still thought that their high school certificates (City & Guilds, Labour Trade Test, West African School Certificate, General Certificate of Education--Ordinary Level) would qualify them to work as Medical Doctors, Pharmacists, Engineers, Architects, Lawyers, Journalists, Accountants, or Managers. The observed proportion was much lower (29.2%) for those students (n = 96) who rated their knowledge about jobs as "very good". Probable qualifications of the students after secondary education are shown in Appendix M, TABLE 36. All of the victims of this ignorance were grammar and comprehensive secondary students 28.5% of whom (n = 235) made this miss-match of qualification to job. Also boys were more prone to this mis-match error than girls--25.2% of the boys (n = 127) vs 20.5% of the girls (n = 146).

TABLE 24

Knowledge About Jobs by Ability to Identify Potential Jobs

Self-Rating Knowledge About Jobs	Number of jobs Identified			
	One	Two	Three	Total
Very good	18	10	68	96
Good enough	18	18	86	122
Not quite good	4	11	32	47
Not good at all	1	--	2	3
Total	41	39	188	268

$\chi^2(6, N = 268) = 6.9657, p > .10$

"--" means data were not observed. Only students who responded to both questions 27 and 35 of the "Student Survey" are represented.

Moreover, the students' knowledge about jobs had no significant effect on the students' ability to identify possible job areas. As shown in TABLE 24, those students who claimed to have "very good" knowledge about jobs were not necessarily more able to identify possible alternative jobs with regard to after-high school qualifications than those who rated their knowledge as "not quite good". A Chi-square test showed no difference at a p-value of .10.

TABLE 25

Knowledge About Jobs by Ability to Identify Employers

Self-Rating of Knowledge About Jobs	Number of Potential Employers Identified				
	One	Two	Three	Four	Total
Very good	10	13	12	52	87
Good enough	17	19	10	61	107
Not quite good	6	8	3	14	31
Not good at all	1	--	--	2	3
Total	34	40	25	129	228

$\chi^2(9, N = 228) = 6.1084, p > .10$

"--" means data were not observed. Only students who responded to both questions 27 and 28 of the "Student Survey" are represented.

There was equally no significant relationship between expressed knowledge about jobs and ability to identify potential employers (see TABLE 25).

TABLE 26

Knowledge About Jobs by Sex of Student

Self-Rating of Knowledge About Jobs	Sex of Student		Total
	Male	Female	
Very good	60	52	112
Good enough	64	74	138
Not quite good	26	27	53
Not good at all	1	2	3
Total	151	155	306

$\chi^2(3, N = 306) = 1.5963, p > .10$

"--" means data were not observed. Only students who responded to both questions 2 and 27 of the "Student Survey" are represented.

There was no significant difference between the boys and the girls in their self-rating of their knowledge about occupations. TABLE 26 shows that both sexes were equally proportionately distributed in this regard. However, in practice, girls were more able to name possible occupations with regard to their after school qualifications than boys. A higher proportion (74.7%, $n = 146$) of the girls were able to identify three potential jobs as opposed to the boys of whom 64.6% ($n = 127$) were able to identify three potential jobs (see Appendix M, TABLE 36). Boys did not differ from girls in ability to name potential employers. Details are shown in Appendix M, TABLE 37.

TABLE 27

Occupational Goal Before Current Programme of Study by Sex of Student

Clarity of Occupational Goal	Sex of Student		Total
	Male	Female	
Was quite sure	75	55	130
Had some idea	39	53	92
Had no idea but sure now	21	37	58
No idea	16	13	29
Total	151	158	309*

$\chi^2(3, N = 309) = 9.7756, p \leq .025$

"--" means data were not observed. *Only students who responded to both questions 2 and 26 of the "Student Survey" are represented.

As demonstrated in TABLEs 27 and 28, sex differences favoured boys in the students' clarity of occupational goals. More boys than girls indicated that, even before they began their current programmes of study, they had clear views of the occupations they aspired to (TABLE 27). Similarly, more boys than girls expressed clear views of the special areas they intended to pursue at the post-secondary level (TABLE 28).

TABLE 28

Clarity of Educational Goal by Sex of Student

Knowledge of intended Specialty Area	Sex of Student		Total
	Male	Female	
Quite sure	94	66	160
Considering some options	23	43	66
Haven't made my choice yet	22	33	55
Still confused	16	14	30
Total	155	156	311*

$\chi^2(3, N = 311) = 13.2909, p < .005$

"--" means data were not observed. *Only students who responded to both questions 2 and 37 of the "Student Survey" are represented.

5.4.1 Summary

Vocational guidance in the Imo State is mainly provided in the form of information dissemination service--career weeks or seminars organized at the end of school terms. There were 27 career officers in 17 of the 19 schools surveyed. None of these career officers were full-time career officers, and only 3 of them were formally trained as guidance counsellors. Guidance resources available in these schools included career handbooks, Aptitude Tests, Interest Inventories. There were also other agencies--the Ministry of Information, the Counselling Association of Nigeria, Government Council Office--to whom students were referred for further vocational information.

There were no documented guidelines for the provision of school guidance services. However, there was evidence of efforts by the Imo State government and its school staff to enforce guidance in the schools. The State Ministry of Education, through the State Schools Management Board, sent professionals to address the students with career talks. The Principals and teachers evidently were actively involved in the enforcement of school guidance and counselling, playing the roles of guidance counsellors.

The students were generally optimistic, and some of them had even set their career goals before entering their current programmes of study. Most of these students claimed to have good knowledge about jobs; however, about one-third of them were not able to match their current education with realistic possible jobs. Moreover, the students' expressed knowledge about jobs had no significant effect on their ability to identify potential employers or areas of employment.

There was no significant difference between boys and girls in their expressed knowledge about jobs; however, girls were practically more knowledgeable about jobs in relation to end-of-school qualifications. Sex differences were manifest in the clarity of the occupational goals of these students, as illustrated in TABLEs 27 and 28. Boys expressed clearer view of their expected occupations or intended specialty areas.

5.5 PROBLEMS FACED BY SCHOOLS IN THE IMO STATE: NEEDED CHANGES

Schools may differ in certain ways with respect to the type and magnitude of the problems they face. In this study some specific problems were observed to be common among the 19 schools included in this study. These problems have direct implications for vocational guidance and counselling. They were:

1. Incidence of student changes from one programme of study, or school, to another;
2. The lack of books, testing facilities, and trained guidance personnel; and
3. The lack of qualified teachers and facilities (shops, equipment, material) for the vocational training of the students.

As reported by the Principals, in the 1986-87 school year, 283 parents protested the "misplacement" of their wards or children in schools or school programmes. Note that it is only the parent who determines what constitutes misplacement of his child. It should also be noted that, at the time of this study, placement of students in schools vis-a-vis programmes of study was by entrance examinations. The majority (91.7%, N = 303) of these students were so placed. Only 8.3% of the students (probably transferring from other schools) were placed by the Principals directly.

Depending on the student's performance in the State common entrance examinations, he was placed in one of his three choices of schools within the State and one of his three choices of vocational programmes within the school. Placement Officers ensured, as far as possible, that each student was placed in a school nearest his home. Placement in the Federal Government (secondary schools) Colleges was also by entrance

examinations conducted by the Federal Ministry of Education. Principals" description of the placement process is shown in Appendix N.1

A good number of students (686) reportedly changed from one school or programme to another in the 1986-87 school year. There is no doubt that such many incidences of changing constitutes not only administrative problems for the school Principals and teachers, but also instructional and counselling problems for the teachers and counsellors respectively. Still the Principals advised 707 students within that same period to make such changes for reasons including academic and administrative. This number (707) represents an average of 37.2 students per school per Principal ($\underline{N}$ = 19), and yet all came from 12 schools alone. Recall also that in Section 4.3, 19.3% of the students ($\underline{N}$ = 275) expressed dissatisfaction with their programmes of study. Another 20.8% ($\underline{N}$ = 260) had made programme changes prior to this study, while 33.0% ($\underline{N}$ = 221) intended to change their current programmes of study.

This is perhaps a guidance problem at hand. Its implication for counselling is/or may be even compounded considering the fact that there were not enough career officers in the schools. Moreover, about 90% of those career officers ($\underline{N}$ = 27) were not trained, and not one of them was a full-time practitioner.

There is no wonder, therefore, that all 19 of the Principals thought that the students needed vocational guidance and counselling (see Appendix N.2 for explanations offered by the Principals). Also all of the 19 school Principals agreed that a trained professional counsellor

was most suited for the educational, personal, and vocational counselling of the students. Parents were also considered suitable for the personal counselling of the students, and the Principals acknowledged their responsibility and suitability for the provision of vocational information to the students.

However, the Principals did not agree on just what educational level vocational guidance and counselling should be provided to students for enhanced effectiveness. Four of the 19 Principals liked to see vocational guidance and counselling made available to students at all levels of secondary education. Another four of the Principals wanted guidance to be restricted to secondary Class III and above; three Principals expected school guidance to be limited to Classes IV students and above; yet three other Principals wanted vocational guidance to be accessible to Classes III and IV students only; two prefered this services to be provided exclusively to Class V students; the other two reserved school guidance for Classes III and V or Classes III and VI; while one Principal was undecided.

knowledge to be able to make a wise choice of trade or programme of study". About 37.6% of the students (N = 311) said that a student was mature enough to make such choice at his first year in the senior secondary; 27.3% said a student could make this decision at his last (third) year of junior secondary; 14.5% said a student was mature enough for this decision in year-one or two in the junior secondary; 12.2% said a student was ready for this decision from day-one in secondary school; 3.2% said that a student never knows enough to make such a decision; and 5.1% were undecided.

Seventeen of the Principals believed that guidance counsellors needed teaching experience to enable them understand students and student problems. Details of the Principals reasons for this view is presented in Appendix N.3. Moreover, in the view of the Principals, the personal characteristics of an ideal guidance counsellor included wisdom, patience, confidentiality, understanding, honesty, objectivity, and approachability. Details on counsellor characteristics are presented in Appendix N.4. The expressed needs of the school guidance services in the Imo State are presented in Appendix N.5. Briefly these included the lack of trained guidance personnel, the lack of guidance resources and literature, and the need for qualified technical instructors, shop, equipment and industrial materials for the vocational training of the students. Note: The question to which the Principals responded was "What is lacking in the guidance services in your school?"

Chapter VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the status of vocational guidance and counselling in Nigerian secondary schools by analyzing school guidance services in the Imo State. This study also sought to uncover significant factors that might influence occupational decisions among Nigerian students, and lay groundwork for subsequent systematic testing of hypotheses. The scope of this study was defined within the following research questions:

1. What are the potential sources of guidance for student?
2. What are the career orientations of secondary students, and factors that influence their occupational decisions?
3. What forms do vocational guidance services take in secondary schools?
4. What are the roles of school Principals and teachers in the implementation of school guidance and counselling services?
5. What are the problems faced by schools in operating guidance and counselling services?

6.1 SUMMARY

The investigator surveyed 20 school Principals and 360 senior secondary students from 20 model secondary schools in the Imo State, using two self-administered interview schedules. Of the 20 Principals, 19 (95%) returned completed questionnaires, and of the 360 students, 322 (or 89.4%) returned completed questionnaires. The schools in the sample

consisted of model schools comprising five public secondary schools and 15 private ones. All of these students were selected from Classes IV and V. The student sample included 159 boys and 161 girls, and two students who did not reveal their sex(es).

6.1.1 Sources of Guidance Available to the Students

The career development of an individual is greatly influenced by the environment, as defined by the boundaries of the family, school, and peer group. The students in this study identified their parents as the most helpful source of guidance when making decisions about occupations. The next important sources were counsellor, teacher, friend, and relative--in descending order of importance.

Similarly, the students identified their parents as the most preferred adviser for educational, job, and personal matters. The next preferred advisers were counsellor, and friend. The most preferred adviser for school mark was, as would be expected, the teacher. Others were Principal and counsellor. However, the students thought that they (the student) should be allowed to choose their occupations and/or programmes of study by themselves. The Principals agreed that the student and his parents were the most important persons in decisions about the student's education or occupation.

It has been documented (Super, 1983) that, in Nigeria, occupations are decided by the family. Okon (1983) testified to the fact that, by tradition, the Nigerian depends on the family for his decisions and actions--a traditional value that tends to condition people to feel incapable of guiding or directing themselves. This was demonstrated

when the majority (33.6%, $\underline{N}$ = 318) of the students in this study indicated that they would not continue their education if their parents did not approve of any further educational ventures, and 33.0% would halt their educational pursuit if their parents did not offer them financial support.

Given that the family (parents) is so important in the occupational and educational decisions of the student, there should be no doubt that the students in this study generally looked up to or preferred their parents for advice on career matters. Poor grade was only a secondary factor that would halt the students' educational advancement, according to these students. It should be clear, therefore, that an effective guidance service in the Imo State should involve active parental participation. However, the students' desire to be allowed to choose their occupations or programmes by themselves was a revolutionary trend in perspective.

6.1.2 Career Orientation and Factors of Occupational Choice

The theories of career development suggest that problems of occupational decision originate from family social status, sex of student, self-perceptions, school experience, or value orientations. Although the majority of the students in this study were oriented toward high prestige occupations, parental social status, as measured by level of education, had a significant influence on the students' career orientations; $\chi^2(4, \underline{N} = 199) = 16.2074$, $\underline{p} < .005$ with respect to fathers' level of education, and $\chi^2(4, \underline{N} = 184) = 13.8604$, $\underline{p} < .025$ with respect to mothers' level of education. This is in agreement with Idowu

and Dere's (1983) study of Nigerian students in the Kwara State, and Iheagwam's (1981) study of Nigerian youth problems of occupational choice, both of which concluded that family socioeconomic status affects the aspirations of the students.

Also parental social status affected the educational aspirations of the students in this study. A Chi-square of 13.3569 with 4 degrees of freedom, (N = 207) showed significant difference at a probability level of .01 with regard to fathers' level of education. However, this effect was weaker with mothers' level of education; $\chi^2(4, N = 192) = 7.4054$, $p > .10$. The students in general showed desire for higher (university or college) education. An effective guidance programme schools in the Imo State would be one that is extended to educating those vocationally mal-informed parents whose influence evidently impact heavily on these students. Breton (1972) also reported a positive relationship between the educational plans of Canadian youth and their socioeconomic background.

However,the fact that the lower social status students in this study aspired to high status occupations in large proportions is an indication that family social class may not be relied upon in predicting the career orientations of Nigerian students. Osuji (1974) had concluded that socioeconomic status might not a useful factor in explaining or predicting the career behavior of Nigerian youth. Also the large proportions of the lower social status students that desired higher education testifies in favour of Olayinka's (1973) and Okeke's (1973) studies which revealed that Nigerian students of illiterate, low class families strove for better education as a means of improving their

status and bettering their economic conditions. In other words, the social class of the Nigerian student does not necessarily limit his ambitions but may deprive him of vital vocational information.

Although the proportion of university- or college-educated Nigerians may have (even) tripled to date, from one per cent in 1973 (University of Lagos, 1973), parental level of education (or social status) is still a critical guidance problem. The vast majority of the Nigerian secondary student population need the guidance of well-informed parents. As was shown in this study, the fathers of 26.3% the students (N = 213) had university or college education, and 19.7% had some forms of secondary education. This ratio was even lower for the mothers. Almost all of the students of university- or college-educated (high social status) parents aspired to university education. Moreover, the proportion of high social status students that attend secondary schools can be shown to be relatively far larger than that of low social status students. These calls for a guidance service that would reach out to non-school children of school age who still constitute a significant portion of Nigerian youth population. Guidance officers need to inform parents of sources of help (like scholarship programmes) for their needy children. The fact that good numbers of the high status students also chose occupations of medium and low prestige may indicate that these group of students were being simply realistic in their choices--due probably to the advices of their educated parents.

The sex of the students made a significant difference in their occupational preferences; $\chi^2(2, N = 287) = 14.2715$, $p < .005$. The majority of the girls preferred medium status occupations (mainly

nursing which no boy aspired to). This agrees with Owuamanam's (1983) and Achebe's (1982) studies which showed that secondary school girls in Anambra and Imo States were still shying away from high status occupations. This trend could be explained by a recent study in the Anambra State, commissioned by the State Governor. According to that study, Ezeh (1988) explains that while parents now avert their teenage daughters from home to school, the same parents still refuse to let these girls learn specific trades. Most parents prefer their sons to learn specific trades while the girls are pushed into secondary schools.

The result, Ezeh (1988) contends, has been a "volte-face" in secondary school enrolment in the Anambra State: The ratio of boys to girls in in the Anambra State secondary schools was 62.4% to 37.6% in 1976-77, 50.2% to 49.8% in 1981-82, and 38.4% to 61.6% in 1985-86. In a society where 'family union in marriage' is still the ultimate goal in life, the report concludes that "girls now see education as a prestige-booster which can enhance their chances of getting good marriages" (p. 17), just as boys see "learning a trade" as an economic-booster which would equally enhance their chances a good life vis-a-vis good marriages. These students and particularly the girls need to be educated on the changing roles of men and women both at home and at work.

The students generally demonstrated a sense of high self-esteem. However parental social status and self-perception of the students did not show any significant relationship--$\chi^2(6, N = 197) = 3.7124$, $p > .10$ for fathers' level of education; and $\chi^2(6, N = 180) = 7.0549$, $p > .10$ for mothers' level of education. Also, the self-perception of the

student did not differ with sex of student: $\chi^2(3, N = 285) = 3.1771$, $p > .10$. That the overwhelming majority of these students perceived themselves as "above average" is a testimony to the fact that they are a highly select group. These students have been screened through highly competitive entrance examination and they have survived subsequent screenings through school terminal examinations which determine eligibility for promotion from one Class (Grade) to the next. It is not unreasonable, therefore, if these see themselves as above average.

Peer group (friends) did not have much influence on the students' occupational decisions. The correlation between students' planned occupation and those of friends was $r = .43$. The other important factors in the students' career decisions were the students' value orientations. Three value-factors were identified by the students as major work incentives or motivators. These were **good pay, joy of working,** and **rapid promotions** on the job; others were **nice colleagues** and **neatness** on the job. However, there was no test of significance for these variables due to multiple responses provided by the students, which invalidated the use of inferential statistical tests. Work motivation factors did not differ between the boys and the girls. Again no test of significance was applied but a careful inspection of the frequency distribution in TABLE 19 revealed no apparent difference.

In counselling terms, this implies that the counsellor needs to be aware that value system poses risk in making choices. Hansen and others (1986) note that "As potential gain increases, risk taking increases" (p. 422), and that the thought of previous gains or losses affects a person's willingness to make decisions. The student needs a good

understanding of "gain and cost" factors so as to increase his chances of making meaningful decisions.

As a reflection of the factors that motivated most of the students to work, the type of education these students desired was the combination of academic and vocational education. Such an education would probably improve their social and economic status most immediately. It was observed that a good majority of the students were satisfied with their current programmes or courses of study. However, there was still a significant minority (33.0%, N = 221) who expressed dissatisfaction with their programmes.

6.1.3 Status of Vocational Guidance in the Imo State

From all indications vocational guidance services in the Imo State secondary schools had not reached any milestone at the time of this study. The basic form of guidance in the schools surveyed in this study was that of information dissemination service, conducted by way of career seminars or annual orientations. Although there were also counselling services, this obtained only in a few schools in which there were trained counsellors. Formally organized guidance services were still dreams in most of these schools. However, the concept of vocational guidance and counselling has reached most of these schools.

There were career officers in most of the schools, although less than a handful of them were trained in guidance and counselling, and all of them were part time career officers. Guidance and counselling resources (including career handbooks, Aptitude Tests, Interest Inventories) were available in many of these schools. However, only in a few of the

schools were these resources put to use. Educational research was still a rare event in most of these schools. However, there were indications of other guidance agencies to whom the students were sent for further vocational information.

The Imo State government and, presumably, the Federal Government of Nigeria did not have any written guidelines for the provision or implementation of vocational guidance in schools. However, the absence of written guidelines did not preclude efforts by the Imo State government and its school staff to execute the Federal Government school guidance policy. Owing to cooperative efforts of the State government and the school Principals, the concept of vocational guidance is no longer a fiction in many of the schools in the Imo State.

The state of school guidance at the time of this survey was, however, comparable to what moral instruction used to be when it was first introduced in the schools in the 1970s in place of religious instruction following government takeover of schools. Any teacher, regardless of his educational background or orientation could lead a moral instruction session then, just as any teacher (as revealed in this study) could head vocational guidance sessions.

Whoever the career officers were, the students seemingly had free access to them, though some significant few were neither aware of these officers nor knew when or how to see them. However, only very few of the students had actually taken some career tests or had counselling meetings with a career officer or counsellor. Moreover, the students could not differentiate between career tests and usual progress tests.

Remarkably, a good majority (58.6%) of the students (N = 309) said there were no career tests in their schools. This was probably due to the non-use of career tests even in some schools where these test instruments were available. Many of these students could easily be unaware of the existence of the tests in their schools. Moreover, the tests were not put to use because, as many of the Principals indicated, there was a lack of trained guidance personnel to administer the tests to needy students.

The students consistently claimed good knowledge about jobs, and a good number (42.1%) of them (N = 311) had even set their career goals before starting their current programmes. Also, a big percentage (51.1%) of these students (N = 313) claimed to already know the specialty areas they intended to pursue at the post-secondary level. However, despite their optimism and claims, a significant percentage (29.9%) of them (n = 96) could not match their high school qualifications with realistic occupations or jobs. Perhaps this is an evidence that vocational guidance is still at the embryonic stage in Nigerian secondary schools.

Boys and girls did not differ in their expressed knowledge about jobs, as shown in TABLE 28. However, the girls tended to be practically superior in ability to match their after-secondary school qualifications with realistic occupations and identify three related possible jobs. This was shown in Appendix M, TABLE 38; $\chi^2(2, N = 273) = 5.6927$, $p < .10$. This is inconsistent with Achebe's (1982) claim that boys knew more about jobs than girls. More boys than girls had set their occupational goals before commencing their current programmes of study.

$\chi^2(3, N = 309) = 9.7756, p \leq .025$. Also boys expressed more certainty of the areas in which they intend to specialize at the post-secondary level.

6.1.4 Problems Faced By Schools, and Needed Changes

This study identified four general problems which were shared by the 19 schools surveyed, and which may have direct implications for vocational guidance and counselling. They included:

1. Incidence of student changes from one school or programme of study to another.
2. The lack of books, testing facilities, and trained guidance personnel.
3. The lack of qualified teachers and facilities (shops, equipment, material) for the vocational training of the students.
4. The lack of guidelines for the provision of school guidance services.

Most of the newly established comprehensive secondary schools were apparently comprehensive on paper only. The Principals complained that the technical and commercial aspects of the school curriculum were not yet operational. One Principal commented in-passing "Note that some of the information you need are not yet introduced into the school system here in Imo State mostly and in Nigeria in general. We lack qualified and trained guidance counsellors and all students in Form I are never classified. They study the same subjects. Another Principal commented "We do not offer technical programmes in this even though we have got a technical workshop and equipment ... The problem lies on having qualified technical teachers to handle these subjects". Yet another Principal commented "Vocational subjects and Technical and Commercial

subjects [are] not fully taught because of lack of teachers. We hope to get a guidance counsellor when available".

It can be expected that these problems are even worse in the vast majority of the less privileged schools which were not included in this survey. Howevver, relative to previous studies (Fapohunda, 1976; Iheagwam, 1981) which reported lack of guidance services in secondary schools, it may be said that vocational guidance is now widely spread among secondary schools, considering the effort of the Imo State government and the involvement of some individual school Principals.

6.2 CONCLUSIONS

From the foregoing analysis the following conclusions were drawn.

1. Guidance is still largely a family matter in the Imo State of Nigeria.

2. The majority of the Nigerian students readily turn to their parents who, in most cases, are not vocationally well informed, for vocational advice. This attitude could change if the students had a better informed alternative source of occupational information, given that a significant number of the students in this study approached the career officers on self-initiative to discuss education- or job-related issues.

3. Although social status is a big influence on the occupational preferences of the students, and although the high social status students are a minority, an overwhelming majority of the Nigerian students aspire to high prestige occupations and strive for higher education irrespective of their or socioeconomic background.

4. Gender, family social status, sel-perception, and value orientations of the students are highly influential on vacational decisions among the students. The students' work motivators were extrinsic and intrinsic values such as "good pay", "enjoyment of work", "rapid promotions", "nice colleagues", and neatness of/or on the job.

5. The social status of the Nigerian students may not be relied upon for the explanation of their self-perceptions, since these students exhibit equally high self-esteem. Even the gender of the students makes no difference in the way these students perceive themselves.

6. There is need for formal vocational guidance and counselling in Nigerian secondary schools. The form of vocational guidance in the Imo State secondary schools is still mainly of information dissemination service form. Moreover, the high incidence of student changes from one programme to another and the reported high rate of indiscipline among the students call for well-designed school guidance and counselling services.

7. There are still not enough trained guidance counsellors to handle school guidance and counselling services. Although there are career career officers in most of the schools, only about 10% of these officers have some formal training in Guidance and Counselling. Student/counsellor ratio is about 2,880 students per trained counsellor--very far higher than can be imagined to be acceptable. There is a need for counselling literature, books, and psychological test materials for guidance use.

8. There is need for vocational teachers and training facilities. The lack of vocational teachers and vocational training facilities inhibit the skills preparation aspects of vocational guidance.

9. Although education policy requires that vocational guidance and counselling be an integral part of the education services, there was no written guideline for the provision of school guidance services.

10. Against all odds, however, the concept of vocational guidance and counselling is no more a fiction in most of the secondary schools in the Imo State. There is evidence of remarkable efforts by the Imo State government and its school staff to enforce the guidance requirements of the national Education Policy.

11. School Principals and teachers could be a big help if there were at least one trained guidance counsellor per school. The Principals and teachers apparently are committed to enforcing the school guidance policy.

6.3 RECOMMENDATIONS

The most startling discovery in this study is the absence of written guidelines for the provision and implementation of secondary school vocational guidance and counselling services. To attempt to operate a school guidance service without a written guideline is tantamount to trying to erect a building complex without a blue print. On this basis, one could assume that school guidance has not started in the Imo State, just as some of the school Principals interviewed in this study complained (see Appendix N.5): "Everything [is lacking]. The system

has not started, not to talk of the take-off-stage". The investigator, therefore, directs the following recommendations to the government of the Imo State, school Principals, and career officers and school teachers.

6.3.1 To the Imo State Government

It is the recommendation of this researcher that the following steps be taken to ensure success in the provision and implementation of school vocational guidance in the Imo State secondary schools.

1. There should be a written rationale incorporating vocational guidance and counselling in the education services.

2. There should be a comprehensive needs assessment of the students, counsellors, teachers, Principals, parents, and the Imo State as a community (see Appendix O, for sample, typical needs of the various groups.

* Though the main client group of school guidance and counselling are the students, assessment of the needs of other groups--teachers, counsellors, Principals, parents--is essential in designing and implementing an effective guidance and counselling service.
* A comprehensive needs assessment will enhance the relevance of the guidance and counselling services.
* The needs assessment instrument should be designed by the guidance and counselling team if a more useful purpose is to be served. However, well adapted instruments can be equally as good.

3. A guidance and counselling service (or programme) should be developed, with clearly defined objectives, strategies, resources, and expected outcomes.

4. Instruments should be developed or existing ones adapted for the evaluation of student-clients or the guidance service itself.

5. The results of the above steps should be compiled into a detailed, written guideline stating:

* the philosophy and goals of Nigerian education;
* the aims of vocational guidance relative to the philosophy and goals of Nigerian education;
* the delivery modes of instruction, guidance, and counselling;
* the liaison and co-ordination of instruction and counselling, and of teachers and counsellors;
* the guidance duties of the Principal, the counsellor, and the teacher;
* the administrative duties of the Principal, the counsellor, and the teacher;
* the schedule: time and facilities; and
* the criteria and process of evaluation of clients and the guidance service itself.

6. This study provides a fair view of the current status of vocational guidance and counselling services in the Imo State secondary schools. It also provides insight into the needs of schools and factors of direct relevance to vocational guidance and counselling in schools.

7. The Imo State Schools Management Board and the Ministry of Education should encourage counsellors and support aspiring candidates by providing inservice training and scholarships to them.

8. Training of technical teachers in the areas of critical need is essential to insure that the skills preparation aspects of the vocational efforts are not neglected.

9. Vocational skills training facilities (shop, equipment, materials), and vocational guidance and counselling resources (career books, test instruments) should be provided to schools that need them. Career books should be updated at least once every five years.

10. The State Schools Management Board and the Ministry of Education should publish resource documents to assist in the implementation of programme policies within secondary schools in the State.

11. A State-wide campaign should be launched inviting local business and industry to participate in the vocational skills training of students. This means that community facilities will be accessible to schools so that valuable cash could be saved from equipment acquisition and training supplies. Moreover, training the students in real-life work situation will add relevance to the students' educational and guidance activities at the same time as the students are being exposed to potential employers or prepared for self-employment.

12. It should be recognized that there is still a large proportion of the Nigerian youth that are missed by school programmes. This group of individuals needs to be reached.

A school curriculum should be developed that extends vocational guidance and counselling to elementary schools.

6.3.2 To School Principals

It is the recommendation of this investigator that school Principals

1. should assume stronger leadership role in the implementation of school guidance services, ensuring that government-established guidelines are followed by career officers and school teachers.

2. should organize and lead follow-up study teams in their schools to assess the impact of existing guidance services on the students. This should provide a guide for modification of and improvement on existing services, and should be done at regular intervals.

3. should ensure that time allocated for guidance activities is adequately scheduled in the school time-table so that every student can participate in the whole guidance programme.

4. should maintain liaison between career officers and teachers, by consultation with the guidance and the teaching staff, and coordination of guidance and instruction.

6.3.3 To Career Officers and Teachers

It is recommended that career officers and teachers

1. be conscious of the valuability of student records, and keep such records more cautiously.

2. engage in educational research within the schools. Students' cumulative records could be a valuable source of data for such in-school research to determine more accurately the relationships between self-perception and performance, gender and performance, motivation and performance, and so on.

3. base their guidance practices on research results, and formulate workable theories as a basis for modification of existing guidance services.

4. participate in the periodic evaluation of school guidance services.

5. establish and maintain guidance resource centres in their schools, with necessary up-to-date vocational information.

6. maintain liaison with primary schools and post-secondary institutions, parents, community agencies, business and industry.

7. study policies and programmes of other countries with the intent to formulate a workable package for the Imo State schools.

6.3.4 For Further Research

Literature of guidance and counselling in African schools, especially Nigerian secondary schools, is rare. This was evident in the review of the literature for this study. The researcher, therefore, recommends that:

1. More research on the career orientations of Nigerian students, and the systematic testing of factors that influence their occupational decisions, be carried out to enable practitioners to formulate theories that will be workable in the counselling of Nigerian youth.

2. It is necessary that a State-wide study be carried out on the influences of urban-rural conditions on the vocational development of secondary students, and the implications of such influences for

vocational guidance and counselling. Some studies (Achebe, 1982; Iheagwam, 1981; Osuji, 1976, for example) have been done in this area in the past. However, none of these studies covered enough area of the Imo State nor enough number of schools, making a more encompassing study necessary.

3. Studies similar to this one should be conducted in other States to determine the status of vocational guidance in those States

4. A national survey of vocational guidance and counselling services should be carried out to ascertain the national achievement in school guidance.

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APPENDICES

APPENDIX A

PSYCHOLOGICAL TESTS AVAILABLE IN THE UNITED STATES AND CANADA

Appendix A

EVALUATIVE CHARACTERISTICS OF EFFECTIVE GUIDANCE AND COUNSELLING SERVICES

The characteristics of effective guidance and counselling services, as described by Shertzer and Stone (1966), can be categorized under two headings--external and internal characteristics. These are outlined in sections A.1 and A.2 below. The requirements of a comprehensive guidance and counselling services, according to Alberta Education (1984), are presented in section A.3.

A.1 EXTERNAL EVALUATIVE CHARACTERISTICS

1. There should be one full-time counsellor for every 250 to 300 students. Clearly this ratio depends on individual government Standards.
2. A counsellor should have a formal training, preferably Graduate degree in Guidance and Counselling.
3. Maintenance of appropriate usable records, which reflect a body of information about the student.
4. Maintenance of current and accessible informational materials, which describe the changing character of educational and vocational opportunities and requirements.
5. Availability of appraisal data for use by the student and the counsellor for vocational and educational planning, self-exploration, and understanding of personal development.
6. Self-evaluative and research-oriented personnel.
7. Wide span of guidance services--from primary to secondary education level.
8. Availability of physical facilities to provide for space, privacy and accessibility.

9. Adequate financial support.

A.2 INTERNAL EVALUATIVE CHARATERISTICS

1. Recognition of student needs to understand one-self and environment, know personal characteristics, develop personal potentialities, and needs for orientation to present and future conditions. This can be achieved by listening to what students say or write.

2. Balancing of corrective, preventive, and developmental functions by providing cumulative learning experiences in which pupils can test and try themselves in exploratory situations.

3. Gearing guidance and counselling activities toward meeting realistic programme goals.
   .point Programme stability--systems should be able to fill positions quickly and satisfactorily.

4. Flexibility--in the sense of adaptability and future growth--enables the programme to expand or contract without loss of effectiveness.

5. High moral and cooperation among the guidance personnel--teachers, counsellors, and administrators.

6. Patience--counsellors in an effective guidance system do not search for quick answers. They are aware that students need help from a variety of sources which may represent different levels of competence.

7. The counsellor knows the student by name and face.

8. The guidance team is led by an intelligent individual formally prepared by a study of guidance, and experienced in the counselling of students.

A.3 REQUIEMENTS OF COMPREHENSIVE GUIDANCE AND COUNSELLING SERVICES

Comprehensive guidance and counselling services:

1. Serve the interest of the student by

   a) improving school performance.

   b) increasing understanding of the world of work, the school-work relationships, and general preparation for an occupation, trade, vocation or profession.

c) enhancing personal and social life.

2. Feature the following:

   a) teams approach.

   b) definite time assigned to student services.

   c) responsibilities for the assigned services.

   d) cooperation with community agencies an parents.

3. Require competent staff including:

   a) school counsellors who have Graduate training in counselling, and who are stable individuals.

   b) teachers, Principals and other administrators who understand, support and are involved in the services.

4. Provide for a wide range of appropriate outcomes, at both primary and secondary levels, by means of:

   a) direct contact between student and school counsellors.

   b) the school counsellor working with the teacher, parent, Principal or as part of a team.

   c) the school staff working with parents and the community.

APPENDIX B

PSYCHOLOGICAL TESTS AVAILABLE

IN CANADA AND THE UNITED STATES

Appendix B

PSYCHOLOGICAL TESTS AVAILABLE IN CANADA AND THE UNITED STATES

The following are some psychological tests currently available, or in use in Canada and the United States, and their sources.

1. Strong Vocational Interest Blank (SVIB), and Strong-Campbell Interest Inventory (SCII), (Stanford University Press).

2. Kuder Vocational Preference Record, and Kuder Occupational Interest Survey, (Science Research Associates).

3. Minnesota Teacher Attitude Inventory, Mooney Problem Checklist, Minnesota Multiphasic Personality Inventory (MMPI), Minnesota Counselling Inventory, and Edward's Personal Preference Schedule (EPPS), (Psychological Corporation).

4. Work Values Inventory (Houghton Mifflin).

Note that these instruments are usually modified for use in specific situations.

APPENDIX C

GUIDANCE AND VOCATIONAL EFFORTS IN NIGERIA

Appendix C

GUIDANCE AND VOCATIONAL EFFORTS IN NIGERIA

The following are a summary of some programmes identified with vocational guidance in Nigeria by Sheffield and Diejomaoh (1972):

a) Ceramic Training Centres, Western State: This project attempted to train young people in a rural setting for industrial activity geared at basic national needs. Courses included brick-making and pottery with a capacity of eighty trainees. Incentives comprised free tuition and subsistence allowance of $8.40 per person, and salary after training was $16.80 per month. A dropout rate of 25% in 1971 was blamed on the heavy manual labour involved in digging and lugging of clay. This project was entirely funded by the government of the Western State of Nigeria.

b) Domestic Science Centres, Lagos State: This consisted of a two-year course in needlework, dressmaking, laundry, house craft, cooking and child care. Although this was an out of school programme, attendance was compulsory for all elementary-six girls in Lagos. There was also two-year adult evening classes in dressmaking, millinery, machine embroidery, cookery and home management for a fee of $8.00 per subject per adult. The project was sponsored by the Lagos State government.

c) Nigerian Drivers and Maintenance School, Lagos: This programme offered a three-month course in driving and vehicle maintenance in

Theory and Practice. Graduates of this school could read road signs, meter and engine records of their vehicles, and handle minor mechanical breakdowns. Trainees paid fees of $10.00 and tuition of $56.00 per person. There were no dropouts partly due to the short duration of the course and partly because the graduates easily got good paying jobs as driver-salesmen. The project was sponsored by the Nigerian Motor Drivers and Allied Transport workers Union, the Austrian Federation of Labour, the International Transport Workers Federation, the African-American Labour Centre, and other interested agencies.

d) Textile Training Centres, Western State: These centres were based in rural settings and trained people in cloth and clothe making. Tuition was free and trainees received subsistence allowance of $8.40. This project absorbed 800 apprentices in 1970 and 1971, and proposed to take 120 more students annually in subsequent years. Salary after training was $16.80 per month. There was a dropout rate of 25%, and by 1971, 10% of the training centres was closed down as trainees deserted production units for larger mills which paid more. The project was funded by the Western State government.

e) Opportunities Industrialization Centre, Lagos: This included prevocational feeder programmes which consisted of orientation to specific training and job category, communication skills and remedial reading, computational skills, history of Africa and Nigeria, personal development, consumer education, the world of work, and examination techniques. There was vocational skills training in auto service mechanics, electronics, refrigeration, secretarial service, office and small machine repair, and service industries. Job development and

placement was a key element in the whole programme, and was aimed at familiarizing trainees with applications and interview techniques. The project was sponsored by the federal government of Nigeria.

f) Citizenship and Leadership Training Centre, Lagos: This offered courses in sailing, swimming, and navigation for students in secondary, military, craft and technical schools--aged 15 to 21. Senior courses were offered to men aged 21-35 years. Senior courses were usually two weeks long and specially organized for factory or company managers, police officers, and other public officials. Training consisted of

1. physicalal activities: climbing, swiming, canoeing, athletics, expeditions, and obstacles.
2. mental activities: emergency drills, debates, group discussions, lectures, diary writing, and educational visits.
3. technical activities: First aid, mapping and compass work, lifesaving, boat handling, fire fighting, care of tools, engine boat maintenance.
4. community development activities: road and bridge building.
5. religious activities: visiting churches and mosques, organizing and running prayer services.

This programme was aimed at helping participants rejuvenate their dormant potentialities, build self-confidence, physical fitness, and self-discipline, and at encouraging community cooperation and selfless leadership for the good of the nation. The training was tuition free but candidates sponsored by commercial firms or other countries paid $84.00 per course. This project was sponsored and funded by the Federal Government of Nigeria.

g) Farm Institutes, Kano: This programme was first started in the early 1960s and based on a British model. But it did not work because most graduates of the institutes did not remain in farming. The programme was re-established in 1964, assisted by the United States Agency for International Development, and drawing from American experience. This was also disappointing. The project was interrupted by the Civil War. The curriculum featured crop, livestock and poultry husbandry, horticulture, cooperative management and organization, hygiene, surveying, crafts, soils and soil conservation, farm management--30% theory and 70% practice and demonstration. No certificates were awarded to post-War graduates of these institutes for fear they might look for jobs elsewhere. Trainees paid no fees and received $1.00 per month in pocket money. Every student was also allowed to own all his produce worth up to $84.00. Successful graduates received up to $54.00 in grants to help them in purchase of fertilizer, plough deposite, and hiring weeding assistants. About 100 students were trained between 1969 and 1971. The project was sponsored by the Kano State government.

h) Industrial Development Centre, Zaria: This centre was established to provide technical and management assistance to owners, managers, and supervisors of small industries; provide information on specific industries; aid in the establishment and implementation of industrial projects; evaluate applications for private and government loans for creating new industries and expanding existing ones. However, this centre has been mainly assisting in the operation of the Small-Scale Industry Credit Schemes in the northern States of Nigeria.

Courses range from one week to three months training in management and technical information for loan applicants. The project was sponsored by Northern Nigeria Government and the United States Agency for International Development.

APPENDIX D

SURVEY INSTRUMENTS

VOCATIONAL GUIDANCE AND COUNSELING

IN NIGERIAN SECONDARY SCHOOLS

Appendix D

SURVEY INSTRUMENTS

D.1 SURVEY OF PRINCIPALS

The purpose of this survey is to determine the status of vocational guidance and counseling in Nigerian secondary schools after the Federal Government's highlights on the matter in 1977.

Please, complete this questionnaire instrument by filling the blank spaces or checking the boxes. Neither you nor your school will be identified in the subsequent report.

Background Information

1. Your educational orientation: [] Arts [] Science [] Technical

2. Student population of your school: boys _____ Girls _____

3. Number of your teaching staff _____

4. Indicate the category of your school:

   a) [] rural school [] urban school [] Government school

   b) [] grammar [] comprehensive [] trade school/centre
      [] commercial [] other (specify _____)

5. Please, list the technical and/or commercial education programs offered at the senior secondary level in your school, and the enrollment figures for each (eg. Technical: welding, carpentry, electrical, etc.; Commercial: secretarial studies, home economics, etc.). Also indicate the sexes in the enrollment figures (eg. 30/23 = 30 boys and 23 girls).

	Enrollment		
Program	Class IV	Class V	Class VI
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Factors of Vocational Choice

6. How many students indicate a desire to change, or actually change their program of study in a given school year?

Number of Students	Program Changed/Intended
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. What reasons do such students offer for wanting to change their program of study?
   - [] the course is too difficult
   - [] it does not led to a good job
   - [] my parents don't like the course
   - [] no prospects for educational advancement
   - [] other reasons

8. How many parents, so far in this school year, have protested the "wrong placement" of their wards/children? _____

9. Please, explain briefly the student placement process for the vocational or technical programs offered in your school:

_____
_____
_____
_____

Principal's Role in Vocational Guidance

10. To how many students have you recommended a change of program, so far in this school year for
    a) academic reasons? _____
    b) administrative reasons? _____
    c) other reasons? _____

11. How many students per school year do you call in to your office to discuss their:

marks? _____ career plans? _____ discipline? _____

personal problems? _____ educational plans? _____

12. In your opinion whose responsibility is it to choose a program of study for the student? (If you choose more than one, please, number them in order of importance: "1" being most important and "3" being least important)

[] His parents	[] The Principal	[] Vice Principal
[] His friends	[] His teacher	[] A school counsellor
[] A fortune teller	[] His relatives	[] A clergyman
[] The student himself		[] Govt Council Office

[] Other (_____)

13. In your school is the individual student tested to determine the occupation he is particularly suited for?

    a) [] Yes. [] No.
    b) If "Yes," describe briefly the kind of tests: _____

    _____

    _____

14. Which other agencies or institutions do you refer your students to for further vocational or career information?
    [] Christian missions [] Counseling Association of Nigerian
    [] Ministry of Information [] Government Council Office
    [] Other (_____)

15. What percentage of your work time is spent
    a) counseling students? _____
    b) performing administrative duties? _____
    c) consulting with your teaching staff? _____
    d) on other activities? _____

Guidance Techniques and Resources

16. a) Do you have a formal vocational guidance service in your school?
    [] Yes. [] No.

    b) If "Yes," for how long now? _____

17. Is vocational guidance offered in the form of credit courses in your school? [] Yes [] No

18. Describe the program, if any, in your school through which the student may explore (give program name only):
    a) the world of work _____
    b) the world of careers _____

19. Is any of the following a part of the vocational guidance program in your school?
    [] Career days/fairs; [] work experience

20. Indicate which of the following resources are currently in use in your school for vocational guidance and counseling purposes:
    [] Books (career handbooks)
    [] Tests (aptitude test or the like)
    [] Student Interest Inventory
    [] Others (Describe _____)

21. At what educational level is vocational guidance and counseling offered to students in your school (Circle the appropriate class-levels)?
    Junior Secondary: Class I, II, III.
    Senior Secondary: Class IV, V, VI.

22. How many members of your staff are involved in formal guidance activities in your school? _____

23. a) Which is your major educational research agency?
[] the Nigerian universities [] the government (State/Fed)
[] your guidance staff [] none
[] other (name _____)

b) Do you rely upon research findings for guidance and counseling activities in your school?

[] extensively [] moderately [] barely [] not at all

24. a) In your school, are students counseled in groups?
[] Yes [] No

b) If "Yes,"

(i) at Grade Levels: I, II, III, IV, V, VI.

(ii) vocational guidance classes are headed by (check more than one if necessary):
[] Principal [] Teacher [] Counsellor
[] Vice Principal [] Other (specify _____)

(iii) vocational guidance classes are:
[] segregated by sex [] mixed

Please explain the rationale for this arrangement:

_____
_____
_____

25. a) Are students also counseled individually as may be necessary?
[] Yes. [] No.

b) If "Yes,"
(i) at Grade Levels: I, II, III, IV, V, VI.

(ii) vocational counseling interviews are conducted by the (you may check more than one):
[] Principal [] Teacher [] Counsellor
[] Other (specify _____)

26. a) Students may see the counselor/career officer by:
[] Appointment [] Walk-in [] Referal

b) If by "Referal," indicate such a referee:
[] Teacher [] Principal [] Parent [] Other _____

27. How much time (periods per week) is allocated for guidance and counseling activities in your school? _____
_____

28. a) Does the student have to pay for any of the following?
[] Counseling interviews [] Special tests
[] Other guidance aspects (Describe _____
_____)

b) Why, if so, does the student have to pay for this/these service(s)? _____
_____

Counselor Characteristics

29. a) Do you have trained counselor(s) in your school?
[] Yes. [] No.

30. Please, list the highest qualifications of your counselors (trained counselors only):

Counselor #1 _____
major _____ minor _____

Counselor #2 _____
major _____ minor _____

31. If vocational counseling is handled by non-professional counselor (for example, Principal or teacher who has no formal training in counseling), indicate the highest qualification of such an officer:

Officer #1 _____
Officer #2 _____
Officer #3 _____

32. In your opinion what personal qualities should be required of a counselor in addition to academic qualifications (please, explain)?

_____
_____
_____
_____

33. Should previous teaching experience be a necessity for a vocational guidance counselor? [] Yes [] No
Please elaborate _____
_____
_____

Needed Change

34. Who (Principal, teacher, counselor, parent, etc.) do you think is most suited to conduct:
a) group vocational guidance instruction? _____
b) one-to-one vocational counseling? _____
c) educational guidance and counseling? _____
d) personal guidance and counseling? _____

35. Do you think that students need vocational guidance and counseling?
[] Yes. [] No.

36. Are your students getting enough of the vocational guidance and counseling services? [] Yes. [] No.

37. How do most members of your staff react to the idea of vocational guidance and counseling in secondary schools?

[] Favorably [] Only tolerate it [] Opposed to the idea

38. Should every student receive vocational guidance and counseling (explain)? _____

_____

_____

_____

_____

_____

_____

_____

39. At what grade level should vocational guidance/counseling be offered to students to enhance effectiveness?

Junior Secondary: Class I, II, III;

Senior Secondary: Class IV, V, VI.

40. What do you think is lacking in the guidance services in your school? _____

_____

_____

_____

_____

_____

_____

D.2 STUDENT SURVEY

The purpose of this survey is to determine the status of Vocational Guidance and Counselling in Nigerian secondary schools after the Federal Government's highlights on the subject in 1977. Only students in the senior secondary (i.e., those in class IV, V, or VI) may complete these questionnaire.

Please, sincerely attend to the following questions. Read a question and its answers carefully and completely before answering. This is not a test; therefore, no marks will be awarded. Take your time to answer all the questions. Your identity and that of your school will not be revealed in the subsequent report.

Your Family and School Background

1. Your Year in School: Class IV, V, VI.

2. Your Sex: [] Male [] Female

3. Classification of your school (check one only):
   [] secondary grammar [] commercial school
   [] technical school [] secondary comprehensive

4. a) Which of the following vocational and/or commercial programmes offered in your school?

[] fitting & machining	[] plumbing	[] block laying
[] block laying	[] welding	[] cabinet making
[] metal fabrication	[] autobody work	[] auto mechanics
[] painting & decorating	[] foundry practice	[] concrete practice
[] building construction	[] home management	[] domestic sciences
[] electrical installation	[] home management	[] beauty culture
[] radio/television repair	[] domestic sciences	[] carpentry
[] secretarial studies	[] auto-electric work	
[] others not in this list	_____	

b) In which of these programs are you studying now:

_____ _____

_____ _____

5. a) Do you like the program you are studying in now?
[] Yes. [] No. If "No," go to item 7.

b) I like my program because (check three or less)

[] it leads to almost any job
[] it leads to further education
[] most of my friends are doing it
[] it trains me in practical work
[] I chose it myself
[] other reason? _____
[] it is a prestigious one
[] I have no other choice
[] it is easy
[] I get good marks
[] I don't know

6. a) Have you changed your program of study before?
[] Yes. [] No.

b) If "No," do you intend to change? [] Yes. [] No.

c) If you have changed or intend to change, give two reasons why you changed or intend to change:

[] the course was too difficult
[] I could not cope with it
[] there was too much calculation
[] it leads to dirty job
[] I don't know
[] other reasons? _____
[] there was too much drawing
[] the Principal advised me to
[] no jobs for the course
[] my parents wanted/wants me to

7. I like my school because (check two only)

[] I have many of my friends around
[] it's the only one that could admit me
[] it has all the courses I like
[] it is one of the most prestigious
[] people say it is a good school
[] most students from this school get job easily
[] most students from this school get into universities easily

8. I don't like my program and I have discussed it with

[] my parents [] the teacher [] career officer
[] school counselor [] nobody [] the Principal

9. Indicate how you got into the program you are studying in now by checking the box beside the statement which best describes your opinion:

[] placement by common entrance examination;
[] direct entry (no exams);
[] I chose the course and was placed after I passed an entrance examination;
[] The Principal placed me in the course - no exams.

10. a) Indicate your parents' occupations by marking an "f" or "m" beside the box to identify your father's or your mother's occupation respectively; also check the box.

[] medical (doctor or dentist)	[] nursing
[] secondary school teaching	[] contracting
[] primary school teaching	[] electrical
[] secretarial	[] building
[] Law (lawyer)	[] driving
[] force (military or police)	[] mechanics
[] agriculture	[] trading
[] other (_____)	

b) Indicate your parents' highest level of education (repeat as in "a" above):

[] Some primary education.	[] School Certificate
[] Finished standard six.	[] Teacher training
[] University	[] None
[] Some secondary education.	[] I don't know.
[] Polytechnic, College of Education, or College of Technology.	

You and the Career Officer

11. When do students see the career officer or school counselor at your school?
    [] by appointment [] I don't know
    [] any time during his office hours, no appointment

12. Do students in your school take tests from the career officer to help find out what jobs or courses there are suited for?

    a) [] Yes. [] No. [] I don't know
    b) If "Yes," what kind of test? _____
    _____

13. Have you taken such a test before? [] Yes. [] No.

14. Does your school have a place where students can find books, and other information about jobs?
    a) [] Yes. [] No. [] I don't know
    b) If "Yes," name such a place: _____

15. Have you ever gone to the career officer or school counselor on your own initiative to discuss
    [] your school marks? [] your educational plans? [] discipline?
    [] your job plans? [] your personal problem?

16. Have you ever been called in by the career officer or school counselor to discuss
    [] your school marks? [] your educational plans? [] discipline?
    [] your job plans? [] your personal problem?

17. Have you ever gone to the Principal or a teacher on your own initiative to discuss
[] your school marks? [] your educational plans? [] discipline?
[] your job plans? [] your personal problem?

18. Have you ever been called in by the Principal or a teacher to discuss:
[] your school marks? [] your educational plans? [] discipline?
[] your job plans? [] your personal problem?

19. Do you have a career officer in your school?
[] Yes. [] No. [] I don't know

20. Who decided what school you should attend? (You can mark more than one)
[] Myself; [] My parents; [] The government;
[] Some friends; [] Some teacher; [] Some relative;
[] Some village counsellor.

21. Who helped you most in choosing your program of study?
[] My parents; [] Some relatives; [] Some teacher;
[] Some friends. [] The Principal;
[] Some school counsellor; [] Other

Your Career Orientation

22. My knowledge now about jobs compared to the previous years may be considered to be:
[] much better [] worse [] somewhat better
[] I don't know [] just the same

23. At the end of your study what kind of work will you be most qualified for? _____
_____

24. What kind of occupation do you expect to have after you have completed this course of study? _____
_____

25. Who helped you in planning your occupation?
[] your parents [] friends [] relatives [] Principal
[] career officer [] teacher [] nobody [] other

26. Before you entered your present program of study, did you already know what kind of occupation you want to have?
[] I was quite sure where I am heading;
[] I had some idea but not sure;
[] I had no idea;
[] I had no idea but I surely do now;
[] I had no idea and I still don't.

27. My knowledge about different kinds of jobs may be rated as;
[] very good [] not quite good
[] good enough [] not good at all

28. List four (in-all) Ministries and private Companies which you think could employ you after you have finished:

i. _____
ii. _____
iii. _____
vi. _____

29. How sure are you about the type of occupation you want to have?
[] very sure [] not sure
[] fairly sure [] I don't really know

30. What do you like most in a job? (check two only)
[] rapid promotion [] good pay
[] nice colleagues [] a kind boss
[] easiness [] neatness
[] enjoyment of work itself
[] having free time for recreation

31. When do you think a student has enough knowledge to be able to make a wise choice of trade or program of study?
[] When entering secondary school;
[] After one or two years in the secondary school;
[] In his/her third year in the secondary school;
[] In his/her first year in the senior secondary school;
[] Never knows enough whatever his/her class;
[] I don't know.

32. Who do you think should choose a course for the student?
[] Himself/herself; [] His/her parents; [] His/her teacher;
[] The Principal; [] A school counsellor; [] A fortune teller.
[] The government; [] Fellow students.

33. What do you intend to do just after you have graduated from the secondary school?
[] Get married; [] Go to teachers' college;
[] Look for job; [] I do not know;
[] Go to university; [] Go to polytechnic.

34. What qualification does the program in which you are studying now lead to?
[] West African School Certificate;
[] Federal Labour Trade Test;
[] City and Guilds (Part _____?);
[] Royal Society of Arts (stage _____?);
[] WAEC Craft Certificate;
[] Other (Describe _____)

35. List three kinds of job you can possibly get with this certificate:
i. _____
ii. _____
iii. _____

Your Educational Plan

36. I intend to further my education unless:
[] I get a good paying job [] my grades are not good enough
[] I do not have enough money [] I get married
[] My parents say no

37. Do you know the area you want to specialize in during your post-secondary education?
[] Yes, surely
[] I haven't made my choice yet
[] I am considering one of three options
[] I am still confused about it

38. What do most of your friends want to do after secondary education?
_____
_____

39. I don't intend to further my education unless:
[] I get enough money to continue
[] my parents say I must continue
[] I need education for promotion on my job

40. Based on your ability now, how well do you think you will do in a college of technology or university?
[] excellent [] just pass [] above average [] average
[] below average [] I don't know

41. With whom would you prefer to discuss your (choose from the list of persons on item "43a" below)

a) job plans when you finish schooling? _____
b) marks or grades? _____
c) plans to attend university? _____
d) plans to dropout of school? _____
e) personal problems? _____
f) plans to go to teachers' college? _____
g) plans to go to polytechnic? _____

41a List of persons:

my parents	my friends	the teacher
Principal	my relatives	clergyman
Vice Principal	school counsellor	

APPENDIX E

LETTER OF REQUEST FOR REVIEW OF THE INSTRUMENTS

Appendix E

REVIEW OF THE INSTRUMENTS

Request for Critical Review - Pilot Study

Please, critique the attached questionnaire instrument in terms of length, structure, and relevance of questionnaire items. This instrument is prepared for use in a study of vocational guidance services in Nigerian secondary schools.

The purpose of the study is to determine the current status of vocational Guidance and Counseling in secondary schools in Nigeria with the following objectives

1. To examine and describe the students' sources of guidance;
2. To examine and describe the career orientations of Nigerian secondary students, and the factors that influence their occupational choices;
3. To determine the extent to which vocational guidance and counseling has developed in Nigerian secondary schools in terms of techniques and resources, relative to standards identified in the literature;
4. To examine and describe the roles of Principals in the implementation of guidance services in Nigerian secondary schools;
5. To compare the views of Principals and senior secondary students with respect to factors of vocational choice; and
6. To analyze and organize the information gathered, with the intent of finding possible changes that may be required for the improvement of existing guidance services.

APPENDIX F

GUIDELINE FOR DATA COLLECTION

Appendix F

GUIDELINE FOR DATA COLLECTION

Dear Joe, Pius, and Uche

Guideline for Administering the Questionnaires

Group Action:

A. Sort out 50 most developed secondary schools in Imo State (Note that there are about 400 secondary schools in Imo State). Schools considered to be the most developed are

1. those famous, old private schools such as Holy Ghost Secondary School, Owerri; Aquinas Secondary School, Mbano; Akanu Ibiam Girls High School, Afikpo; etc.

2. all government secondary schools such as the Federal Govt College, Okposi; Govt Secondary School, Afikpo; Govt Sec School, Owerri; Federal Govt College, Okigwe; Govt Trade School, Ohafia; Govt Trade Centre, Owerri; etc.

B. Select 20 schools at random from these 50 most developed schools. This sample must consist of five government schools and fifteen private schools.

C. Distribute these 20 schools among yourselves.

Individual Action:

D. Administer the questionnaire designated "(Survey of Principals)" in person to the Principals of the selected schools.

E. Choose six students at random from Classes 4, 5, and 6, for a total of 18 students per school. Administer the questionnaire designated "(Student Survey)" in person to these students.

F. Collect completed questionnaires and return them in the enclosed University of Manitoba envelope to reach this destination by May 30, 1987.

Definition of Terms

The following definitions are exclusively made for the purpose of this study.They do not constitute an official definition of the respective terms.

Note that the pronouns **My, You, Your** have been used somewhat indiscriminately in the questionnaires; they all refer to the student or the Principal, depending upon which questionnaire is at hand.

Career: Career refers to the sum total of one's occupations in life--career is a life-long sequence of of one's educational, work and leisure experiences.

Career Fair or Career Day: Career Fair is a **show** of Occupations just as Trade Fair is a show of Products. Career Fair refers to a display and dissemination of occupational information; this may involve guest speaker(s) addressing a student audience on occupational matters.

Career Officer or Guidance Officer or Counsellor: A person who guides/counsels students in their career decision process. A career officer also provides occupational information to the students.

Counselling: Is a learning process in which the individual learns about himself and his interpersonal relationships; the counselling process is usually carried out in a simple one-to-one social atmosphere, led by a counselor (a competent psychologist).

Guidance: This may have three strands:

1. Guidance is a concept which involves the use of a perspective to help an individual on the basis of certain assumption(s);
2. Guidance is an educational construct and, in this context, refers to the provision of experiences to help **normal** students; and
3. Guidance is a service--organized procedure designed to achieve a helping relationship. Guidance service may exist as appraisal, informational, or counselling service; or as planning, placement, or follow-up service.

Guidance is believed to enhance a more effective, more productive, happier human.

Job: Job is the actual process of doing work. For example, Fred's job is "Plumbing." A job may consist of a similar tasks for which a performer is paid, in a particular work setting.

Occupation: Similar to vocation but does not imply commitment; occupation signifies the nature of one's work - what one does at his work time or place.

Professional or Trained Counsellor: A Career Officer who has a **formal** training in Counselling.

Programme: A course of study consisting of a major course and several other related courses. For example, the vocational program **Welding** may comprise welding "theory and practice" and several other subjects.

Vocation: A regular occupation or profession in which one makes a living. Vocation has a religious connotation implying life-time commitment to one's work.

Vocational Counselling: Similar to vocational guidance, but usually entails one-to-one close interaction between the counsellor and the client. Vocational counselling is designed to aid people in understanding themselves, learning about the world of work, making decisions about jobs and careers, developing within the jobs and careers,and utilizing their jobs to better their personal lives.

Vocational Guidance: The service or assistance given to individual in solving problems related to occupational choice and progress with due regard for individual characteristics and their relation to occupational opportunity. Vocational guidance is greatly concerned with the study and analysis of occupational distribution and trends.

APPENDIX G

NAMES AND ADDRESSES OF PARTICIPANTS

Appendix G

NAMES AND ADDRESSES OF PARTICIPANTS

Nigerian Sources:

F. N. Isoh
Nigeria High Commission
295 Metcalfe Street
Ottawa, Ontario
Canada. K2P 1R9

Dr. (Mrs.) S. A. Chukwu
Guidance and Counselling Unit
State schools Management Board
P.M.B. 1281, Owerri
Imo State, Nigeria

Canadian Ministries and Departments of Education

Bernard J. Shapiro
Ministry of Education
Mowat Block, Queen's Park
Toronto, Ontario. M7A 1L2

Mel R. Fenske, Assistant Deputy Minister
Student Programs and Evaluation
Alberta Education
Devonian Building, West Tower
11160 Jasper Avenue, Edmonton
Alberta. T5K 0L2

Al Schell, Associate Executive Director
Curriculum Development Division
Saskatchewan Education
2220 College Avenue, Regina
Saskatchewan. S4P 3V7

H. Mashal Draper, Acting Coordinator
Vocational Education
Curriculum Development and Implementation
Manitoba Education
1181 Portage Avenue, Winnipeg
Manitoba. R3G 0T3

Canadian Universities

William M. Talley, Ph.D
Associate Professor and Director of Counselling
Department of Educational Psychology and Counselling
Faculty of Education
McGill University
3700 McTavish Street, Montreal
Province of Quebec. H3A 1Y2

R. T. Henjum, Associate Professor
Department of Educational Psychology
Faculty of Education
University of Manitoba, Winnipeg
Manitoba. R3T 2N2

W. A. Borgen, Ph.D, Associate Professor and
Head of Department of Counselling Psychology
Faculty of Education
University of British Columbia
5780 Toronto Road, Vancouver
British Columbia. V6T 1L2

Harold J. Miller, Chairman
Educational Psychology
Faculty of Education
University of Regina, Regina
Saskatchewan. S4S 0A2

Department of Educational Psychology
University of Alberta, Edmonton
Alberta. T6G 2E1

APPENDIX H

CORRESPONDENCE WITH NIGERIAN EDUCATIONAL INSTITUTIONS

Appendix H

CORRESPONDENCE WITH NIGERIAN EDUCATIONAL INSTITUTIONS

Dear sir/madam,

Request for Educational Information

I am a Nigerian Graduate student at the University of Manitoba, and I am working with Dr. Orest Cap, Coordinator of Vocational/Industrial Education, Faculty of Education. I am doing a study on the status of the Vocational Guidance and Counseling services in Nigerian secondary schools, with a focus on the Imo State.

Vocational guidance in secondary schools is especially necessary now in view of the current wave of youth unemployment in Nigeria, and even more necessary as Nigeria education goes more or less comprehensive.

It will be of great help to know what effort your institution is making in the preparation of school guidance workers or counselors. Would you kindly send me your program outline for preparation of school guidance workers, and any pertinent print material (including research reports summaries). Please, indicate whether you would like to have a copy of my report of this study. I would appreciate your prompt action on this my request.

Yours for Vocational Guidance

Enya Nwachi

Dear sir/madam,

Request for Educational Information

I am a Graduate student at the University of Manitoba, and I am carrying out a study of the Vocational Guidance and Counseling services in Nigerian secondary schools. The Comprehensive High School (CHS), Aiyetoro, has been particularly identified, by several authors, as a Nigerian model for school guidance. Although my study focuses on schools in the Imo State, I would like to know more about what is going on in the CHS, Aiyetoro, with regard to vocational guidance and counseling.

Please, kindly send me some print information about the vocational guidance program in the CHS, Aiyetoro. Also I would specifically like to know

1. the student population of your school;
2. the size of your teaching staff;
3. the number of career officers or counselors (formally trained or not) in your school; and
4. the school level (Form 1, 2, ..., or 6) at which students receive vocational guidance.

This information is crucially important as a reference point in my study. Your response will be treated in confidence: your identity and that of your school will be protected. Please, indicate whether you would like a copy of my thesis sent to you at the end of this study. (It will be free of charge in appreciation of your assistance). I count greatly on your cooperation.

Yours for Vocational Guidance

Enya Nwachi

APPENDIX I

CORRESPONDENCE WITH NIGERIAN EDUCATION MINISTRIES

Appendix I

CORRESPONDENCE WITH NIGERIAN EDUCATION MINISTRIES

Dear sir,

Request for Educational Documents

I am a Nigerian graduate student at the University of Manitoba, and I am working with Dr. George J. H. Porozny, Coordinator of Business Education, Faculty of Education. I am conducting a research study on the current status of Vocational Guidance and Counseling in Nigerian Secondary Schools, focusing on the Imo State.

It will be of utmost help to know the role of the Federal Government in the implementation of vocational guidance in schools. Vocational guidance and counseling in secondary schools is particularly relevant now in view of the current wave of youth unemployment in Nigeria, and more so, as Nigeria education goes more or less comprehensive.

I would appreciate any pertinent print information that you could provide me. Please, your prompt reply to this letter is of particular importance for this study. You will be furnished with a detailed report of my findings on completion of the study.

Yours for Vocational Guidance

Enya Nwachi

To Nigerian Ministries and Boards of Education

(Also sent Through the On-Site Researchers)

Dear sir,

Request for Educational Documents

I am a Nigerian and a Graduate student in the Department of Curriculum: Mathematics and Natural Sciences, Faculty of Education, the University of Manitoba. I am conducting a research study on the current status of vocational guidance and counseling in select secondary schools in the Imo State of Nigeria.

Please, kindly provide me with the following documents:

1. A current Nigerian Secondary School curriculum (i.e. the curriculum designed for the new education system in Nigeria), and

2. A list of secondary schools (including teacher training colleges and trade schools/centres) in Imo State, with or without enrollment figures.

These documents are of crucial importance for the approval of my Thesis Proposal by my Department here at the University of Manitoba. I cannot come to Nigeria to obtain them, for it may be too expensive to take the trip; after all, I am still coming home to do the actual study. I will pay the cost of these materials, if necessary (please, refer to the bearer of this letter). Please, hand the documents over to the bearer of this letter for onward shipment to me.

Sincerely,

Enya Nwachi

GOVERNMENT OF IMO STATE OF NIGERIA

Telegrams:

Telephone:

*Your Ref*_____

STATE SCHOOLS MANAGEMENT BOARD
GUIDANCE & COUNSELLING UNIT
P.M.B. 1281

OWERRI

Our Ref IM/SEB/G&C/50/Vol.1/29
(All replies to be addressed to the Director of Schools.)

15th June, 1987

Enya Nwachi

Winnipeg, Manitoba
Canada, R

REQUEST FOR CAREER GUIDANCE AND COUNSELLING DOCUMENTS

I am directed to acknowledge the receipt of your letter requesting for printed information on career guidance and counselling in the secondary schools in Imo State. It may interest you to know that Guidance and Counselling Units are centralized at the State Ministry of Education and the State Schools Management Board. Furthermore, Guidance and Counselling Units are decentralized at the Zonal Schools Management Committees and Local Schools Management Committees.

2. With this structure in mind, you may be convinced that career guidance and counselling is an integral part of the new education policy known as 6-3-3-4 system in Imo State. We do not have documents on this rather we organize regular Career Weeks/Days or Career exhibitions for secondary school students. To implement this, professionals are brought to talk to students about their jobs, giving details about the entry qualification, nature of the job, areas of specialization and other details the speaker may like to pass on to the aspirants. There is a regular programme by which every child gets exposed to career Guidance and Counselling before he takes the West African School Certificate/General Certificate in Education final examination.

Dr (Mrs) S A Chukwu
for Director of Schools
State Schools Management Board
Owerri - Imo State
Nigeria.

APPENDIX J

CORRESPONDENCE WITH THE NIGERIA HIGH COMMISSION OTTAWA

Appendix J

CORRESPONDENCE WITH NIGERIA HIGH COMMISSION

The Nigeria High Commissioner
295 Metcalfe Street
Ottawa, Ontario
Canada. K2P 1R9

Dear sir,

Request for Educational Documents:
Nigerian Secondary School Curriculum,
Official List of Secondary Schools in Imo State

I am a Nigerian and a Graduate student in the Department of Curriculum: Mathematics and Natural Sciences, Faculty of Education, the University of Manitoba. I am conducting a research study on the current status of vocational guidance and counseling in select secondary schools in the Imo State of Nigeria.

Please, kindly provide me with the following documents:

1. A current Nigerian Secondary School curriculum (i.e. the curriculum designed for the new education system in Nigeria), and

2. A list of secondary schools (including trade centres and teacher training colleges) in Imo State with or without enrollment figures.

These documents are of crucial importance for the approval of my Thesis Proposal by my Department here at the University of Manitoba. I cannot go to Nigeria to obtain them, for it may be too expensive to take the trip. I will pay the cost of these materials, if necessary, plus the cost of shipping them to me.

Sincerely,

Enya Nwachi

TELEPHONE 236-0521 (3 LINES)

CABLE - 'NIGERIAN', OTTAWA

NIGERIA HIGH COMMISSION

295 METCALFE STREET,
OTTAWA, ONTARIO, CANADA
K2P 1R9

REF. NO. OT./INF/608/VOL.VII

February 4, 1987

Mr. Enya Nwachi

WINNIPEG, Manitoba
F

Dear Mr. Nwachi,

RE: REQUEST FOR EDUCATIONAL DOCUMENTS

I am directed to acknowledge receipt of your letter dated January 10, 1987 on the above-named subject and to inform you that the Mission does not have any data that specifically address your requests. We have, however, written on your behalf to the Federal and Imo State Ministries of Education to send the required materials to the mission.

You will be contacted as soon as they are received. We, however, enclose some documents on Educational Planning which you might find useful.

Yours sincerely,

F.N. Isoh
for High Commissioner

Encls.

APPENDIX K

CORRESPONDENCE WITH CANADIAN MINISTRIES OR DEPARTMENTS OF EDUCATION

Appendix K

CORRESPONDENCE WITH CANADIAN MINISTRIES OR DEPARTMENTS OF EDUCATION

Dear sir,

Request for Educational Information

I am a Graduate student at the University of Manitoba, and I am working with Dr. George J. H. Porozny, the Coordinator of Business Education, Faculty of Education. I am conducting a research study on the current status of vocational guidance and counseling in Nigerian secondary schools.

It will be of utmost help to know how this (vocational guidance in schools) is being done in your area: What role does your government play in this regard? I would appreciate any pertinent print information that you could provide me.

This correspondence may not have been accurately addressed; if so, would you kindly redirect it to the appropriate Department for proper and prompt treatment.

Yours for Vocational Guidance

Enya Nwachi

Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

May 14, 1987

Enya Nwachi

Winnipeg, Manitoba
R

Dear Enya Nwachi:

Your letter of April 30, 1987 to the Deputy Minister requesting information on guidance in Alberta, was forwarded to me.

In Alberta, guidance and counselling services are provided for students by local school boards. The determination of the number of counsellors required and the exact nature of the guidance program to be offered are therefore local matters and will vary considerably from school to school.

The role of Alberta Education is to establish provincial guidelines for guidance services and to provide information to schools regarding the most appropriate approach to developing local programs. This information is provided in, Guidance and Counselling Services in Alberta Schools. I am pleased to enclose a copy for your reference.

I trust that this information will be of assistance to you in your research on the status on vocational guidance.

Yours sincerely,

Mel R. Fenske
Assistant Deputy Minister
Student Programs and Evaluation
Division

Encl.

Manitoba

Education

Curriculum Development
and Implementation

Room 409
Robert Fletcher Building
1181 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T3

(204) 945-7975

May 20, 1987

Enya Nwacki

Winnipeg, MB
R

Dear Enya:

I am in receipt of your enquiry re. vocational guidance in Manitoba schools.

In this Province guidance is not considered as a formal subject - but as a cluster of services aimed at facilitating the educational, career and personal/social development of students. These services normally comprise the following: individual and group counselling in areas of career, educational or social/personal concern; providing information on matters related to career, educational or social/personal development; individual appraisal; placement and follow-up; guidance-related research and evaluation; consultation with parents and staff; referrals to sources of assistance outside the school.

Schools may also offer regularly scheduled group guidance sessions dealing with topics related to the developmental concerns of students. Examples include career exploration; school orientation; personal, vocational or educational decision making and planning; study skills and so forth.

To support the vocational guidance process Manitoba Education has developed a publication entitled Career Development: A Resource Guide. This publication provides counsellors with lesson plans on career development topics for grades 7-12. In addition the Department provides an extensive flow of current career related materials to support local vocational counselling initiatives. For example; Occupational Outlook for Manitoba, Occupational Profiles and Winnipeg Women's Business Directory were mailed out recently.

. . . . 2

Manitoba Education in cooperation with the Manitoba School Counsellors' Association supports three careers symposia. The symposia collectively were attended by 34,000 students and 12,000 adults last year and were held in Winnipeg, Brandon and Flin Flon.

The Department through its Career Development Consultant provides inservices on vocational guidance related topics for teachers throughout the Province. Recent inservices have included various computerized career information retrieval programs, job-search skills, Investigating the World of Work, planning your post-secondary education, and overcoming the effects of sex-role stereotyping.

The Career Development Consultant serves as a member of the Vocational/Practical Arts/Career/O.E.C and Work Education Team. Each team member in his or her own way facillitates the transition from school to work.

Members of the team may provide joint workshops, i.e., Vocational Industrial and Career Development work together in promoting work experience programs as a means of exploring the world of work.

I hope this letter gives you the flavour of how the Province supports vocational guidance. If more specific information is required please contact the writer or any other member of the team.

Sincerely,

H. Marshall Draper
Acting Coordinator
Vocational Education

HMD:sh

Attachment

Ontario

Deputy Minister
Sous-ministre

Ministry
of
Education

Ministère
de
l'Éducation

(416) 965-2605

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

June 3, 1987

Ms. Enya Nwachi

Winnipeg, Manitoba
R

Dear Ms. Nwachi:

Thank you for your letter of April 30, 1987, requesting information on vocational guidance in Ontario schools and the role of the Ontario Government in establishing school programs.

The Ontario Government sets out a framework for the development of courses of study in schools and school boards through its publication of subject curriculum guidelines and circulars. These documents define province-wide program policies and diploma requirements. In addition, the Ministry of Education publishes resource documents to assist in the implementation of program policies within Ontario schools.

In response to your request for curriculum policies and resource materials to support vocational guidance, I am pleased to enclose the following documents.

1. Curriculum policy:

- OSIS 1984, reference section 2.2
- Guidance Curriculum Document

.../2

2. Resource materials:

° One Step at a Time
° Work and Employability Skills Program

Yours sincerely,

Bernard J. Shapiro
Deputy Minister

Enclosures

APPENDIX L

CORRESPONDENCE WITH CANADIAN UNIVERSITIES

Appendix L

CORRESPONDENCE WITH CANADIAN UNIVERSITIES

Dear sir/madam,

Request for Educational Information

I am a Graduate student at the University of Manitoba, and I am working with Dr. Orest Cap, Coordinator of Vocational/Industrial Education, Faculty of Education. I am doing a study on the status of the Vocational Guidance and Counseling services in Nigerian secondary schools.

Vocational guidance for Nigerian secondary students is especially necessary now in view of the current wave of youth unemployment in Nigeria, and even more necessary as Nigeria education goes more or less comprehensive.

It will be of great help to know what your institution is doing in the preparation of school guidance workers or counselors. Would you kindly send me your program outline for preparation of school guidance workers, or any pertinent print material. I will readily share my findings from this study with you. I would appreciate your prompt action on this my request.

Yours for Vocational Guidance

Enya Nwachi

APPENDIX M

MISCELLANEOUS TABLES

Appendix M

MISCELLANEOUS TABLES

TABLE 29

Enrolment in Vocational Programmes

Programme	Enrolment		
	male	female	Total
Home Management	15	66	81
Carpentry and Joinery	34	20	54
Domestic Sciences	12	32	44
Secretarial Studies	11	27	38
Electrical Installation	26	3	29
Painting and Decorating	8	13	21
Building Constrution	12	4	16
Clothing and Textile	4	12	16
Auto Mechanics	11	--	11
Auto Electric Work	6	4	10
Metal Fabrication	3	3	6
Cabinet Making	5	--	5
Beauty Culture	--	5	5
Fitting and Machining	--	2	2
Radio & Television Repair	1	--	1
Concrete Practice	1	--	1
Welding	1	--	1
Autobody Work	1	--	1
Foundry	--	1	1
Total	151	192	343

Note: Some students were enrolled in more than one vocational programme. There were 205 valid cases.

TABLE 30

Student's Helper on School Choice by Availability of Career Officer in School

Help-Person	Have Career Officer			
	Yes	No	Don't know	Total*
My parents	204	45	10	259
Myself	155	34	7	196
Government	44	8	7	59
Some relative	33	11	1	45
Some teacher	24	2	--	26
Some friend	20	4	2	26
Some counsellor	2	3	__	5
Total*	482	107	27	616

Note: *Total responses is greater than actual number of valid cases due to multiple responses provided by the students. Valid cases = 302.

TABLE 31

Student's Helper on Programme Choice by Availability of Career Officer in School

Help-Person	Have Career Officer			
	Yes	No	Don't know	Total*
My parents	108	24	9	141
Some counsellor	57	8	2	67
Some teacher	51	10	1	62
Some friend	23	3	1	27
Some relative	14	5	1	20
Other	3	--	--	3
Total*	268	53	14	335

Note: *Total responses is greater than actual number of valid cases due to multiple responses provided by the students. Valid cases = 296.

TABLE 32

Mothers' Social Status by Students' Occupational Preference

Educational level (social status)	Occupational Preference: High no.	High %	Medium no.	Medium %	Low no.	Low %	Total no.	Total %
University/ College	18	51.4	7	20.0	10	28.6	35	100.0
Secondary	15	37.5	14	35.0	11	9.4	40	100.0
Primary or none	48	44.0	50	45.9	11	10.1	109	100.0
Don't know	6	31.6	8	42.1	5	26.3	19	100.0
Total	87	42.9	79	38.9	37	18.2	203*	100.0

$\chi^2(4, N = 184) = 13.8604, p \leq .01$.
Note: The "Don't know" were not included in the calculations of the Chi-square. All percentages are based on row totals. *Only students who stated their mother's education level and responded to question 24 of the "Student Survey" are represented in this Table.

TABLE 33

Educational Aspiration by Mothers' Social Status

Social Status (Educational level)	Educational Aspiration (End-of-School Plan): University or College	Find a job	Marry	Don't know	Total
University or College	34	3	--	--	37
Some Secondary	42	1	1	3	47
Some Primary or None	92	18	1	1	114
Don't know	16	3	1	1	21
Total	184	25	3	5	217*

$\chi^2(4, N = 192) = 7.4054, p \geq .10$.
Note: The "Don't know" were excluded from the Chi-square calculations. "--" means data not observed. *Only students who who stated their mother's education level and responded to question 33 of the "Student Survey" are represented in this Table.

TABLE 34

Students' Self-Perception by Fathers' Social Status

Self-Perception	Father's Social Status									
	High		Medium		Low		Don't know		Total	
	no.	%	no.	%	no.	%	no.	%	no.	%
Excellent	40	29.4	26	19.1	64	47.1	6	4.4	136	100.0
Above average	9	19.1	8	17.0	25	53.2	5	10.6	47	100.0
Average	3	11.5	4	15.4	13	50.0	6	23.1	26	100.0
Below average	1	20.0	1	20.0	3	60.0	--	--	5	100.0
Don't know	3	20.0	2	13.3	9	60.0	1	6.7	15	100.0
Total	56	24.5	41	17.9	114	49.8	18	7.9	229	100.0

$\chi^2(6, N=197) = 3.7124, p>.10$

Note: All percentages refer to row totals. "--" means data not observed

TABLE 35

Students' Self-Perception by Mothers' Social Status

Self-Perception	Mother's Social Status									
	High		Medium		Low		Don't know		Total	
	no.	%	no.	%	no.	%	no.	%	no.	%
Excellent	27	20.9	30	23.3	60	46.5	12	10.3	129	100.0
Above average	4	9.3	10	23.3	25	58.1	4	9.3	43	100.0
Average	2	8.0	4	16.0	14	56.0	5	20.0	25	100.0
Below Average	1	25.0	2	50.0	1	25.0	--	--	4	100.0
Don't know	2	11.8	1	5.9	14	82.3	--	--	17	100.0
Total	36	16.5	47	21.6	114	52.3	21	9.6	218	100.0

$\chi^2(6, N=180) = 7.0549, p>.10$

Note: All percentages refer to row totals. "--" means data not observe

TABLE 36

Students' Probable Qualifications After Secondary Education

Qualification	Frequency	Percent
West African School Certificate	220	68.1
West African Craft Certificate	33	10.2
City & Guilds certificate	22	6.8
Federal Labour Trade Test	16	5.0
General Certificate of Education Ordinary Level	16	5.0
Royal Society of Arts Certificate	16	5.0
Total	323	100.0

TABLE 37

Sex of Student by Ability to Identify Three Realistic Jobs

Sex of Student	Number of Jobs Identified			
	One	Two	Three	Total
Male	26	19	82	127
Female	15	22	109	146
Total	41	41	191	273

$\chi^2(2, N = 273) = 5.6927, p<.10$

TABLE 38

Sex of Student by Ability to Identify Four Potential Employers

Sex of Student	Number of Employers Identified				
	One	Two	Three	Four	Total
Male	20	22	14	66	122
Female	14	17	12	66	109
Total	34	39	26	132	231

$\chi^2(3, N = 231) = 1.1257, p > .10$

APPENDIX N

PRINCIPALS' OPEN-ENDED RESPONSES

Appendix N

PRINCIPALS' OPEN-ENDED RESPONSES

N.1 STUDENT PLACEMENT PROCEDURES - PRINCIPALS' DESCRIPTION

School Principals were asked to "explain briefly the student placement process for the vocational or technical programmes offered in" their schools. The following are their responses:

1. Performance in tests and examinations.
2. Interest.
3. Advice of teacher counselor.
4. Initially, the whole students are subjected to a general course. Interests are aroused as per impression of each course and performance of each student.
5. Students have three options of trades (courses) to choose from in the admission form. Priority consideration is given to their first choice of course. It is only rarely that a student is given the alternative course of his choice on release of common entrance result. But where a course of the student's choice does not obtain in a given school the student may be posted to read any other course in a school other than his first school of choice and course.
6. The programme is advertised, students purchase the forms from the ministry of education and fill any course of their choice. Only students who have attained class III in secondary school are eligible.
7. All students are placed in the same class, by common entrance examination by the State School Management Board. Students choose their courses as they see fit.
8. This is usually done through students choice and record of performance.
9. Here, we operate - continuous Assessment system. The teacher - counsellor goes through the students checklist and does placement. At times he asks them to indicate courses of their choice/interest but the ability of the students is mostly considered.

10. It is the student who decides which vocational subject to choose for the WASC. We do not offer technical programs in this school even though we have got a technical workshop and equipment since it has been made compulsory for all communities to build a technical workshop to be equipped by the government. The problem lies on having qualified technical teachers to handle these subjects. The building is estimated N65,000 with up to N150,000 worth of technical equipment.

11. Tests or exams scores that leads to 3-year cumulative average; Psycho-motor tests; Occupational History.

12. As a matter of fact our school is still inclined more to grammar type.

13. There is no special placement for vocational or technical program in my school. Students in their senior are instructed to choose four other programs in addition to the compulsory six core programs. At least one must be from the three broad areas - SCIENCE, ARTS, VOCATIONAL. They are expected to offer not less than 8 in their final senior secondary examination.

N.2 TEACHER EXPERIENCE FOR GUIDANCE COUNSELLORS

Should previous teaching be a necessity for a vocational guidance counsellor? Principals' responses follow.

1. Yes. The counsellor deals with human beings. His fore experience in dealing with individuals widens or equips him more in his counselling duties.

2. Yes.

3. Yes. This is necessary to enable the counsellor be appreciative of the students position.

4. Yes. It will serve as a foundation through which a thorough knowledge of the capabilities of students in academics, sports and otherwise could be gained.

5. No. Old order changes yielding place to the new. Course of studies is more important for the current students.

6. Yes.

7. Yes. For effective counselling, experience should be very necessary.

8. Yes. He requires that experience to understand the child better.

9. Yes. But where experience is lacking, he can improve on the job-training.

10. Yes.

11. Yes. This exposes him to be better off in dealing with students' problems having encountered such in past experience.

12. Yes.

13. Yes

14. Yes.

15. Yes. Teachers have been exposed to human psychology.

16. Yes.

17. Yes.

18. Yes. This will equip the counsellor further getting through his message to the counselled.

19. No.

N.3 PERSONAL CHARACTERISTICS OF A COUNSELLOR

School Principals were asked: "In your opinion what personal qualities should be required of a counsellor in addition to academic qualifications?" Their answers are as follows.

1. Should be very social and approachable; should not possess questionable character; should be morally sound; should possess good (time) experience.

2. Patience. Confidentiality.

3. He should be approachable and ready to hide his feelings from the closest observer. He should be radiating with confidence always.

4. He must be honest to himself and God. A sound educational background to enable him have insight into the career world of work, opportunities and behavioral patterns of adolescent.

5. Patience. Deep sense of understanding.

6. Reliability, patience, composed.

7. Personal integrity, cheerfulness, accommodating, diligence.

8. Approachable, understanding and patience with the students.

9. He should know himself, know the person he is counseling and know his subject matter. Be of proven integrity, have ability to keep secrets and respectful.

10. Approachable, considerate, a custodian of useful information, wise, keeper of secrets, knowledgeable, disciplined, etc.

11. He or she should have an enviable character worthy of emulation. God fearing and honest, Not to betray trust. Be objective, constructive and meticulous in his reasoning. Have good public relations.

12. Patience, Approachability, Personal Neatness.

13. He must be confidential and have a pleasant personality so that the students will not be scared.

14. Ability to create rapport; good listening, patience, tolerance, open mindedness, gentle, sympathetic, sound judgement, understanding.

15. Tactfulness, secretive.

16. the person should be tolerant and honest.

17. A good human relations, tactfulness, and sympathy. A knowledge of child's developmental psychology.

18. Training.

N.4 STUDENT NEEDS FOR VOCATIONAL GUIDANCE

Should every student receive vocational guidance and counselling?

School Principals' answers follow.

1. Yes. Most if not all have no pre-idea of what they yearn to do after their course. If well guided and counselled while in school, most of not all will benefit from making a good choice of career in life.

2. Yes. As youths with very little practical experience of life they need guidance and counselling.

3. Definitely every human being is a victim of bias environment, birth, educational upbringing and heredity. So these anomalies need smoothing out in every individual.

4. Yes. Students especially in their teens do not often-times know where a course or career may lead them to or what are required of them to say, enter a university polytechnic or institution of higher learning. But through guidance and counselling a student is geared and engineered toward the right subjects to read in order to really advance in the course of his choice.

5. Yes; to give them enough opportunity to choose from "wild" area.

6. To enable the student choose suitable subjects for the career she/he has in mind.

7. A great philosopher once said "A life not examined is not worth living". If vocational guidance is not given to students, most of them will be groping all their lives.

8. Yes. At school age the child should be properly guided if he is to bring out his best.

9. Yes, because it is a very important aspect which makes a child determine his future and pursue those areas of studies which will make his dream a reality.

10. It is necessary to enable them to pursue their career objectives.

11. They needed in order to expose them to areas that are likely to give them what they need in the near future when they leave school.

12. Of course they should.

13. Yes.

14. Yes. This should give them a sense of direction in life.

15. Since every student aspires to be engaged in one type of job or another after his or her education, there is need for every student [to be guided and counselled].

16. This is very necessary to enable students choose their ...

17. Yes, especially now our educational policy is going technological.

N.5 NEEDED CHANGE FOR SCHOOLS IN THE IMO STATE

School Principals were posed with the question: What do you think is lacking in the guidance services in your School? The following are their responses:

1. Trained/Professional guidance counsellors and the necessary equipment to counsel. Government encouragement needs not be overemphasized.

2. Qualified staff. Equipment.

3. Everything - Counsellor.

4. Proper qualified guidance counsellor who possibly could take up guidance and counselling services full-time. Guidance and

counselling services are not only lacking in my school alone. There is a general dearth of guidance counsellors in Imo State as a whole.

5. Lack of trained vocational and counselling unit in school.

6. The counsellor is not trained.

7. The expert is not there at all to handle this area.

8. Working tools for the counsellor.

9. Everything. The system has not started, not to talk of take-off stage.

10. A well qualified guidance and counselling. Recognition of its importance by the government by creating incentives to counsellors. Provision of books and material for counselling.

11. Staff, more time, books and testing facilities.

12. Students inability to realize the importance of guidance and counselling. Lukewarm attitude on the part of the counsellors.

13. Vocational guidance counsellor; Exposure to work situations by excursion.

14. Lack of amenities. Vocational subjects and technical and commercial subjects not fully taught because of lack of teachers.

15. Qualified counsellor. Time for guidance services bearing in mind time available for other school subjects.

16. No full-time guidance counsellor in the school.

17. No trained counsellor.

18. Lack of expert hands to take over the duties. Lack of equipment and absence of motivation to the teacher counsellor.

19. Trained staff.

APPENDIX O

NEEDS ASSESSMENT CHECK LIST

Appendix O

SAMPLE CHECK LIST FOR NEEDS ASSESSMENT INSTRUMENTS

Check lists are not definitive and need to reviewed regularly, and expanded.

O.1 STUDENT NEEDS

Some student needs that are very often ignored include: Students need

1. to learn or be taught learning skills.
2. information about other secondary schools and alternate schools.
3. information about programmes and requirements at universities an other institutions of higher learning.
4. information about job applications, interviews, and job searching skills.
5. to develop their interpersonal communication skills.
6. information about psychological tests--Aptitude, Vocational Interest, Verbal Skills, Intelligence--and to know all results from these tests.
7. information about agencies for particular concerns (vocational, educational, social-personal).
8. to know the orientations--work, higher education--of their current programmes.

O.2 TEACHER NEEDS

Teacher needs may be determined from staff meetings, or direct contact with individual teachers. Teachers need counsellors to:

1. Provide current information on social and personal conditions that may be affecting student performance.

2. See students on referal and provide feedback to the teachers concerned.

3. Familiarize students with school programmes and course sequences.

4. Assist in the identification of students for placement in special programmes.

0.3 PRINCIPALS NEEDS

School Principals need the cooperation of guidance counsellors or career officers to:

1. Develop, implement, maintain and evaluate effective guidance and counselling services.

2. Assure that students are studying in programmes based on their interests, aptitude, and achievement.

3. Provide educational and vocational information to students to facilitate decision making.

4. Provide opportunities for students to explore sources of career information.

0.4 GUIDANCE COUNSELLOR NEEDS

The needs of the guidance counsellors are important in the overall design of guidance and counselling services. Guidance counsellors need:

1. A comprehensive written guidance, programme guideline from which to operate.

2. Private office spaces or counselling suites where students could be counselled in privacy and confidence. These offices could also be used by teachers who need to meet with individual students, parents, or a small group for discussions in a non-threatening atmosphere.

3. To inform students, teachers, parents, and community agencies about school guidance programmes.

4. To be familiar with programmes offered by secondary schools and post-secondary institutions (universities and colleges).

5. An up-to-date vocational information resources centre (library).

0.5 PARENT NEEDS

Parents need:

1. to be informed of school guidance and counselling services.
2. accurate and current vocational information.
3. correct interpretation of their child(ren)'s test results in order to decide on appropriate programmes.

0.6 COMMUNITY NEEDS

The community needs:

1. an orientation to services programmes provided by guidance counsellors or career officers.
2. liaison between secondary schools and post-secondary institutions.

Note that community needs are basically the same as parent needs; however, there are some members of the community who may not be parents but who need to know how their tax money is spent.