THE COMPARISON OF GUIDANCE SERVICES IN THE EDUCATION OF WOMEN IN SELECTED SCHOOLS IN OYO DIVISIONS OF THE WESTERN STATE OF NIGERIA AND ZARIA DIVISION OF THE NORTH-CENTRAL STATE OF NIGERIA

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This thesis has been read and approved as meeting the requirements of the Department of Education, Ahmadu Bello University, Zaria.

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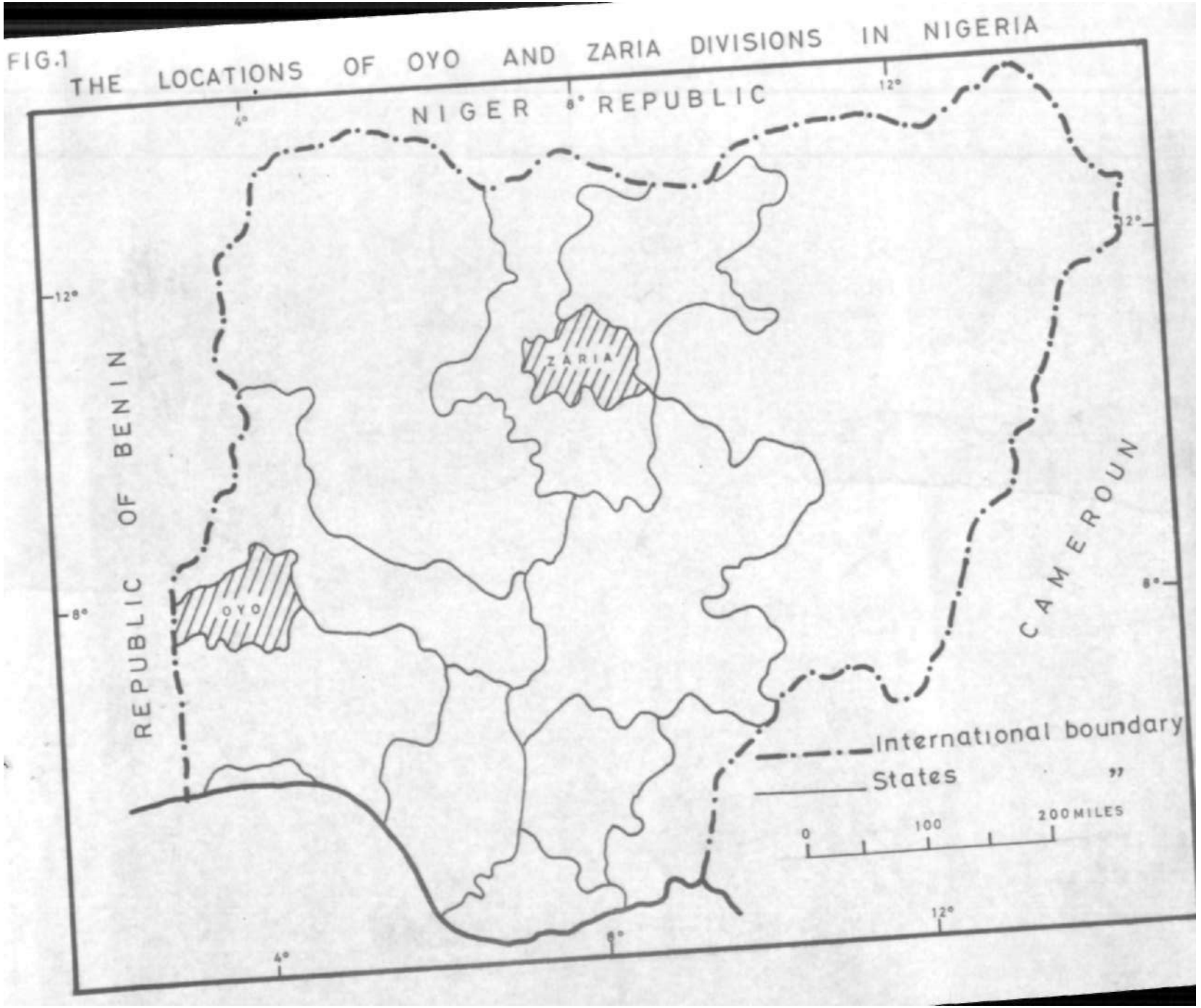
External Examiner

Date :- 2 June 1976

DEDICATION

This work is dedicated to my Mother

FIG.1


THE LOCATIONS OF OYO AND ZARIA DIVISIONS IN NIGERIA
NIGER REPUBLIC
REPUBLIC OF BENIN
CAMEROUN
ZARIA
OYO
4°
8°
12°
International boundary
States
0
100
200 MILES

A B S T R A C T

One thousand six hundred and forty three primary and post-primary school girls in Oyo and Zaria areas of Nigeria were studied to determine GUIDANCE SERVICES available to them. The main objective of the study is to compare GUIDANCE SERVICES available to girls in Zaria Division of the North Central State with those of Oyo Divisions of the Western State of Nigeria, The data and information for the study have been collected by using questionnaires, library facilities, personal interviews and observations, reports, studies and educational statistics in the two areas.

The study has revealed:

(i) that there are very limited guidance personnel to man GUIDANCE SERVICES in our schools,

(ii) that the time provided for GUIDANCE SERVICES (where they are rendered) are inadequate,

(iii) that GUIDANCE SERVICES are not reaching the girls especially those who need educational and vocational counselling. Lack of these services are contributing to the high dropouts rates of girls in schools, and

(iv) that illiterate parents unlike literate parents are sceptical about sending their daughters to schools.

One could conclude from the study that:

(a) the implementation and improvement of GUIDANCE

SERVICES in our schools demand the concern and attention of both the people and the government of Nigeria and

(b) GUIDANCE SERVICES are necessary in Nigerian School

ACKNOWLEDGEMENT

I am deeply grateful to Professor E.W. Graber, my advisor for his encouragement, advice and the great patience he displayed when dealing with my frequent enquiries.

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Chapter 1

INTRODUCTION

Many members of the Nigerian Society are expressing much concern about the very small number of women in institutions of learning all over the country. This indicates the tremendous value attached to formal education. It has been proved that a nation's Gross National Product (GPN) per capita depends to a large extent on the level of development of its human resources, that is, on the level of education of its citizens both men and women. It is necessary for a developing nation like Nigeria to develop all its human resources. In a modern society, a woman has also to play well her part as a wife, a homemaker, a mother and a citizen of her community. She is expected to carry on intelligent conversations with her husband and other people she interacts with. That means she is expected to think critically, make relevant judgements, understand and appreciate her cultural heritage, develop economic efficiency both as a consumer and a producer of goods, acquire vocational skill, recognise the dignity of labour and develop a scientific attitude towards problems. She should be able to cope with the changing society, cope with modern household appliances, keep a clean and tidy home and bring up her children to meet the challenges of the present day world.

A school child spends about six hours at school and about eighteen hours at home. The mother's influence on him is therefore very great during the formative years and a mother with a good general education can help a growing child immensely. The saying of Dr. Aggrey is therefore still as true as when he said it that: "If you educate a man, you educate an individual, but if you educate a woman, you educate a family".[1] With education, Nigerian women can demand their rights as evidenced in the most recent call by Mrs (Dr.) Bolanle Awe on the Federal Military Government of Nigeria to include women in the panel on the formation of the future of Nigerian Constitution. Educated mothers can plant seeds of national feeling in the minds of their children apart from infusing in them dignity of labour.

While women in many countries are keeping abreast with their male counterparts, in Nigeria, very few of them hold important posts while a great majority of them have no access to education and most of them who attend schools end up as dropouts. How could Nigerian woman participate effectively in the development of this fast growing country when they have little or no access to western education? It is necessary to encourage young girls and women with the necessary aptitudes to benefit from the fruits of education,

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1. Mason, R.J. (1959). British education in Africa. London: Oxf. Univ. Press, p.107.

2. Awe, B. (1975), "Why Leave Women Out", Daily Sketch Saturday, Oct. 11.

not merely for their own self improvement but also for national development. We must enfranchise the Nigerian girl fully through education. To train a girl for her role as a wife and mother and to ignore the training of her secondary role as of now is to hamper her full development as a mature, responsible person and so lessen the contributions she could make to the well being and progress of the society.

A change of attitude towards the education of the Nigerian woman is required of parents and the government. As of now, the percentage of girls in schools in Nigeria is very small. (See Appendices I and II). Many of these few girls in schools end up as dropouts either because they are not interested in learning or they are withdrawn from school and forced by local custom to get married at ages when they are not yet matured enough to shoulder home responsibilities. They are themselves children requiring parental care and guidance. It is the thesis of this study that enlisting the interest of girls in education and making them to stay on in schools calls for GUIDANCE SERVICES. It would be erroneous to assume that men have superior intelligence than women and therefore, women in schools are destined to end up as dropouts unlike their male counterparts without necessary investigations and measurements.

Overwhelming advantages can accrue to the nation from adequate GUIDANCE SERVICES rendered to girls in and out of schools at the right time. Such advantages include:

a) The elimination of future frustration of women since, they would enter into vocations in which they have interest and aptitudes;

b) There would be enough educated women out of school to meet the social needs of the educated men so that the number of dropouts from schools would be greatly reduced;

c) Women would not be relegated to the background in their homes and in the society;

d) Women would contribute immensely to the development of the nation;

e) They would also be better housewives, better mothers, they would realise the importance of medical care and sanitation and contribute to the family income.

Through GUIDANCE SERVICES, women would understand themselves, their abilities, and they would be motivated and guided to achieve goals commensurate with their abilities. Guidance in our schools would change popular misconceptions since it would deal directly with young people who are still flexible in outlook and from whose ranks future nation leadership

is expected to emerge. In a society that subscribes to the ideal of equality, guidance becomes a "welfare" item which all people should receive, it becomes not merely an end but a means to an end. The more the number of girls in school, the more certain it is that more girls will acquire the skills and compitencies to participate productively in the national economy.

THE PROBLEM

In Nigeria today, the rate of economic development is very rapid. This calls for skilled manpower, thus, the heavy investment in education by all the state governments and the Federal Government of Nigeria. In 1973 for example, the Western State Government budgeted ₦105.5m for its services out of which ₦35.6m or 33.7% went to education alone.[1]

It is therefore not surprising to find that the educational system has of recent been the subject of serious debates. These debates are due to the following reasons:

a) People want value for the huge investment in education.

b) The ambition of parents and enlightened members of the communities to see that the children, male and female, are educated and gain well-paid and responsible jobs.

c) The relatively few number of women in key posts and the very small proportion of girls presently in institutions of learning all over the country (Appendices I and II).

With exceptions, it is extremely difficult if not impossible for either man or woman to gain a responsible job without adequate and appropriate educational preparation.

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1. Western State of Nigeria Government Budget, 1973/74 Financial Year, Ibadan.

How could Nigerian women participate effectively in the development of this great country when they have little or no access to education? Too often, girls unwillingly dropout prematurely from schools and are pushed into the marriage market because of primitive customs and traditions. To claim equal opportunities with men is therefore out of the question since men have all the chances denied to women.

We cannot but realise therefore that the education of women is very vital for their emancipation since good education can be regarded as an asset for the development of an individual. Education helps an individual to discover himself, develop fully his inherent potentialities and adjust himself to his environment.

To achieve an all round education, students need GUIDANCE SERVICES. The overall purpose of this research is:

1) To examine, evaluate and compare the guidance facilities provided and GUIDANCE SERVICES rendered to girls in Zaria Local Education Authority area of the North Central State and Oyo Schools Board area of the Western State of Nigeria.
2) To find areas of strengths and weakness.
3) To offer suggestion for the improvement of guidance services rendered in schools.

DELIMITATION OF THE STUDY

This study - "THE COMPARISON OF GUIDANCE SERVICES IN THE EDUCATION OF GIRLS IN ZARIA L.E.A. AREA OF THE NORTH CENTRAL STATE AND OYO SCHOOLS BOARD AREA OF THE WESTERN STATE OF NIGERIA" is not intended to include all Primary and post-primary schools in the two areas of study, but is limited to six (6) primary schools and three (3) post-primary schools in Zaria L.E.A. area of the North Central State, five (5) primary schools and four (4) post-primary schools in Oyo schools Board area of the Western State of Nigeria.

This sample is considered adequate since the selection is random and the schools are also found in both rural and urban centres in the two areas of the study, so that both rural and urban influences on education could be observed. The study is limited to the academic year which ended in June 1974 as adequate records are available up to this time.

THE IMPORTANCE OF THE STUDY

The rapid development of the Nigerian economy mentioned earlier calls for the contribution of both men and women. Women in many countries are keeping abreast with their male counterparts unlike the Nigerian women. Majority of Nigerian women have no access to education, (See Table 8) most of the few who attend schools end up as dropouts. How could the few girls who attend schools be made to stay on in schools until they qualify for gainful employment? Does this call for GUIDANCE SERVICES?

According to Sir. R. North, on the study of the Laws - "A man has but one youth, and considering the consequence of employing that well, he has reason to think himself very rich, for that gone, all the wealth in the world will not purchase another". The Bible also supports this idea as evinced in Proverbs 22:6 "Train up a child in the way he should go and when he is old he will not depart from it". Through GUIDANCE SERVICES, women would have more understanding about themselves and their capacities or abilities and they would be motivated or guided to achieve goals commensurate with their abilities.

It is therefore very necessary to examine guidance facilities and services provided in our schools, evaluate the organisation and administration of such services and

see whether the services are effectively reaching the girls. Suggestions would be made on the basis of such evaluation with a view of making GUIDANCE SERVICES more efficient. Since guidance programme is new in Nigerian schools, the findings of this study would help the government and education authorities to see the implications of guidance services on the educational and economic development of the two areas in particular and Nigeria in general.

The result of this study may serve as pattern in assessing the implication of GUIDANCE SERVICES on individuals and their communities. It would also give education authorities insights into the effectiveness of the programme in the two areas and ways of rectifying some or all the shortcomings.

The next paragraphs deal with the objectives, basic assumptions and the hypotheses for this study.

OBJECTIVES OF THE STUDY

The following objectives are aimed at in this study:

1) To examine, evaluate and compare GUIDANCE SERVICES in both primary and post-primary institutions in Zaria L.E.A. and Oyo Schools' Board areas of Nigeria.

2) To find areas of strenghts and weaknesses of the GUIDANCE SERVICES rendered in schools and offer

suggestions for their improvement.

3) To offer suggestions which would improve the quality of education in the two areas of study and ways of reducing the number of girls dropping out of schools.

In order to achieve these general objectives, the following specific objectives are laid down.

a) To examine concisely the main characteristics of the GUIDANCE SERVICES rendered to girls in the two areas of study by looking at the roles played by parents, community, government, religion, teachers as well as the girls in making sure that girls derive maximum benefit from schools.

b) Examine the qualification of all guidance personnel, the training facilities and in-service training available to them.

c) To examine and compare Guidance Resources availabe in the two areas.

d) To examine other factors - social, or economic which influence the education of women.

BASIC ASSUMPTIONS

1) Guidance Services are necessary in Nigerian schools.

2) Parental attitudes affect girls education.

3) Educational standards can be determined and differ

from one school to another.

4) The formal education of girls in Nigeria lags considerably behind that of boys.

HYPOTHESES FOR THE STUDY

1) The level of academic attainment of girls in schools is affected by the religion of their parents.

2) The level of academic attainment of girls in schools is affected by the level of education of their parents.

3) Guidance Services are not reaching the girls especially those of them who need educational and vocational counselling.

4) The standard of the teaching-learning situations that prevails in the schools studied in Oyo area is higher than those of the schools studied in Zaria area.

The next chapter deals with the review of background literature.

Chapter 2

REVIEW OF BACKGROUND LITERATURE

This study - **COMPARISON OF GUIDANCE SERVICES IN THE EDUCATION OF WOMEN IN SELECTED SCHOOLS IN OYO DIVISIONS OF THE WESTERN STATE OF NIGERIA AND ZARIA LOCAL EDUCATION AUTHORITY AREA OF THE NORTH CENTRAL STATE OF NIGERIA** has some related precedents. These precedents deal particularly with the active roles that women have played in social, economic and political scenes of some countries and that which they would play if given the much needed education and its associated GUIDANCE SERVICES in all countries of the world. Related literature dealing with the problems of the education of girls are also reviewed as follows:

*Mary R. Beard, a renowned sociologist and historian made a comprehensive study of women's influence through the ages. She noted that there has been competition in conceptions of sex relations as shown by these opposing views (Beard: 14).[1]

i) woman's problem (i.e. her place in the society) can only be solved by complete equality with men, and that the equality can only be established under communism.

ii) Woman must find her greatest happiness and contribute most to the state by limiting her ambitions to domesticity (child-bearing) in order that the population rate may be high enough to keep a given

1.. Beard, M.R. (1945), Woman as force in History, Collier Books, U.S.A.

> nation secure against crowded societies on its boarders and also to maintain internal law and orders; this is the ideology of Fascism.

iii) Woman must have the right to choose her way of life even to the point of self-centred interests; this is one of the ideologies of Democracy.

The role woman can play in politics was demonstrated in Russia in 1917 when V.I. Lenin and his wife, Nadejda Krupskaya launched the Russian revolution. Both Lenin and Krupskaya knew that without the ardent support of women, the communist revolt would have a brief carrier if any at all. Women helped greatly to make Russia the supreme power in Europe and Asia.

Mussolini also gained the support of women in the war between Italy and Ethiopia. Margherita Sarfatti wrote in the New York Tribune of November 12, 1933:

> Italy is jealously guarding its women, it is giving them education, protecting their jobs, sponsoring fashions that will improve their health. ..... Back of it all is the realization that women hold the key to Italy's future. Woman! Woman! Everybody talks about her. Mainly as mother of a race.

Women raised money for Mussolini directly or sent him their rings and other ornaments of gold.

In Spain (1936) women also rallied round General Francisco Franco. The revolution in Germany dominated by Adolf Hitler attained its full force through an alliance of men and women around the flag. Hitler understood the force of women as an imperative in achieving and establishing a

a revolution. Women helped Hitler up every step of the ladder to his absolute dictatorship. When he was hard up Helena Bechstein, wife of a rich piano maker in Berlin, supplied him with money for his organizing plans and introducted him to persons who could help him financially, politically and socially.

American women voluntarily enlisted in the army and served with skill and courage as doctors, nurses as well as in gaining public support in the home-front against the Axis Powers in Europe during the second world war. They raised money in aid of the armed forces, entertained the men under arms, served as guerrillas and delivered keynote addresses and shared in manoeuvres behind the scenes.

Alfred Adler, doctor of medicine and specialist in psychology from Vienna declared that the idea of women's inferiority to men is an immortal myth which does not have any biological basis. He claimed that it is only promoted by men but the idea of woman's emancipation is so firmly established that nothing can shake it.

Herbert Spenser (Beard: 74)[1] on the subjection of women has this to say: "Women are regarded as property - habitually stolen, bought and sold, made beast of burden, inherited as property and killed at will".

1. Beard, M.R. Op. cit, p.74.

William Wheeler, Professor of Economic Entomology at Harvard University (Beard: 78)[1] said:

> Feminine societies are harmonious, but stationary and incapable of further development while the reckless questioning intellect, driven by the dominant impulses of the mammalian male, furnishes the necessary stimulus to progress in human societies.

Both Spencer and Wheeler have shown the attitude which majority of men have for the women. It is, however, disheartening that an intellectual like Wheeler should have such negative attitude about women as to attribute lack of incentive or motivation to progress to the generality of women.

Women have long recognised the attitude of men to them as envinced in the writings of the following:

Miss M. Carey Thomas (Cornell), Ph.D a widely acclaimed scholar and leader in the progress of women had this theory of the man-woman relationship (Beard: 32-40).[2]

> Women are born, living their lives, and dying without the justice which they have been waiting for since the time of the cavemen... Forever behind a woman's is the Medieval English common law which places upon her the stigma of inferiority and bondage... The world of trades and professions and of work of all kinds was a man's world. The laws were man's laws, the government, a man's government, the country a man's country ... The man's world must become a man's and a woman's world. Why are we afraid? It is the next step forward on the path toward the sunrise, and the sun is rising over a new heaven and a new earth.

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1. Ibid, p.78.

2. Beard, M.R. Op. cit. p.32-40.

Dr. Olga Knopf (Beard: 39-40)[1] said

> The freedom that women claim can only come when men and women realize in their hearts that they are equal and that their interest in this world are common interests.

Mrs. Pearl Buck (Beard: 45)[2], the Nobel Prize Winner announced in the Harper's Magazine (Summer 1938) that

> Men always suffer when women are ignorant. They suffer more than women, not only because women are stronger than men and more resistant, but because men are peculiarly vulnerated to the damage ignorant women can do at the periods of their life when they most need intelligent and wise care: in infancy, in adolescene, in times of illness and mental and emotional crisis and in old age.

It is very gratifying that women have long recongnised the need for education as a socializing force as well as a weapon to be used in claiming real equality with men since learning can provide creative guidance for civilization. Dr. Signe Svensson of Stockholm (Beard: 47)[3] said

> To succeed in putting women into public office we must educate the great body of women to take responsibility and to use their citizenship... With woman's feelings of inadequacy cast off and her potentialities released into full action, civilization will advance, for women have qualities necessary for the triumph of civilization.

Attitudes of men needed to change for them to be able to appreciate that women are in no way inferior to men. The school is one of the few institutions available for

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1. Beard, M.R. p.40.
2. Ibid, p.45.
3. Ibid. op. cit. p.47.

for changing popular misconceptions since it deals directly with young people who are still flexible in outlook and from whose ranks future nation leadership is expected to emerge. Mass education for men and women would improve communication gap not only between different sexes but also between people of different backgrounds and would also foster rapidly a sense of national identity.

R.J. Mason states that there is a much smaller proportion of African girls attending schools than boys and fewer of the girls completed their courses. This difference increases sharply at the middle, secondary and post-primary stages. He adduced the following reasons for this shortcoming:[1]

1. There is prejudice against the education of girls among majority of African men.
2. Girls are more useful to their mothers in the home.
3. Where school fees are concerned, preference is shown for boys.
4. Girls are more interested in marriage and family than in a career.

Some Nigerian women are now soliciting for the support of their unelightened women sisters in making the forthcoming

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1. Mason, R.J. Op. cit. p.105-125.

U.P.E. scheme a success. During the International Women's Year Celebration in Jos for example, the Benue Plateau State Women's Organisation's guest speakers remarked that the success of the U.P.E. lay very much in the hands of women "who are mothers of the nation" and who would treat their children best.[1] The association called for honesty, dedication and selfless services from the women for the success of the scheme in order to prove the that they could do anything like the men if they were given the opportunity.

Mrs. Chinyere Asika, wife of the ex-administrator of the East Central State urged educated women in the country to strive to ensure that education for both men and women is no longer a privilege.[2] She called for collaboration between women and men and not strife in order to promote the education of women.

The Nigerian Association of University Women founded in 1961 conducted a general survey of women's education with particular aim of discovering why so few women in Nigeria pass through university. They collected facts and figures by visiting schools, interviewing old students and making use of government records and also sent questionnaires to the headmistresses and principals of schools as well as to registrars of universities. The field of study was

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1. New Nigerian, Wednesday, 29 Oct., 1975 p.7.
2. Daily Times, Tuesday, Dec. 18, 1973. p.24.

restricted to women's education in Western Nigeria and Lagos and the then existing universities. They found out that:[1]

a) Due value is not given to female education with the result that the enrolment of girls at all levels of education is very low.

b) Wastage throughout the schools is very high and is consistently higher for girls.

c) Girls from towns and Christian homes seem to have a better chance of going to school.

d) The curricula in many of the girls Grammar Schools are neither adequate for nor conducive to higher studies, particularly in science.

e) The performance of the few female university students compares favourably with that of the men.

f) Too few girls get to the university level.

Although this survey is limited to the Western Nigeria and Lagos areas, all these problems of paucity of girls in institutions of learning, high dropout rates for girls and the education of boys in preference for girls still persist in the country as a whole and calls for a change of attitude of both girls and boys and parents to education.

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1. The Nigerian Association of University Women, Ibadan Branch (1963), Survey of Women's Education in Western Nigeria, Ibadan. p.25.

Lady Jibowu, Abimobola Omolulu and Hassau I. Kaita (all of them are educated Nigerian women) wrote on the education of women.[1] All of them agreed that women are lagging behind in education and that women should be educated in order to contribute their own quota to the development of the society. Mrs. Omolulu and Lady Jibowu made references to the United Nationa Universal Declaration of Human Rights - A Crusade Against Illiteracy. Lady Jibowu quoted Harbison and Myers in Education, Manpower and Economic Growth - 'If a country is unable to develop its human resources it cannot develop much else'. To achieve this, the development of human resources, she claimed that there must be:-

a) good but rational development of formal education.

b) provision of necessary incentives by way of employment for school leavers on the basis of the country's needs,

and c) provision of opportunity for in-service training and adult education.

When these factors are well balanced and co-ordinated, useful results can be achieved bringing with them improved economic, social and political conditions. She contended that a women with a good education will secure a job which will help her to meet her responsibilities. A.A. Omolulu

1. The Nigerian Educational Research Council (1972); A Philosophy for Nigerian Education, Report of the National Curriculum Conference 8-12 Sept. 1969. Ibadan: Heinemann Educational Books (Nig.) Ltd. pp.129-150.

maintains that education is the best legacy any parent can leave for his child. It is the most valuable possession a person can have ; with education, there is nothing a person cannot achieve. She prooosed seven different related purposes which education in a democracy ought to foster viz:-

i) Social status -, that an educated woman can fit well into the society, take part in debates and conferences.

ii) Cultural Value - An educated woman is in a better position to appreciate the culture of her country than non-educated woman. She will be gentle, polite and respectful.

iii) Economic development - with education, a woman trader can organise her business very well, keep good acoounts and not being cheated by unscrupulous people, a woman can also contribute towards the upkeep and the education of her children which in essence means she is contributing to the economic development of her country.

iv) Realization of the Importance of the care of children - educated mothers are in a better position to look after their children when they are sick.

v) Political Awareness - with education women will become alive to the fact that the happenings in the country were as much their concern as that of their husbands.

vi) National Unity - education has opened the eyes of our educated women to the importance of national unity.

vii) National Reconstruction - many educated women in attempt to put right what went wrong before and after the Nigerian civil war formed the Women's Auxilliary Corps which are helping to look after the welfare of wounded soldiers while the National Council of Women Association caters for the welfare of displaced people e.g. Ghana returnees. She also advocates for the education of girls from Nursery to the University level.

Malama Kassu Kaita maintains that the development of skills and the right kind of attitudes to achieve the maximum welfare in our society as well as the achievement of a sense of civic responsibility should be the purpose of education. This would lead to effective citizenship which in turn would lead to an improved society in Nigeria. No society can be fully developed without unity. She advocates for the full enfranchisement of the Nigerian girl, particularly

the Northern Nigerian girl, through education, she maintains that with wider and better education, it is possible to modernize some of the customs and traditions befitting the present society. She claims that girls must be equipped with the tools to live in the world of the future by acquiring moral uprightness, gaining knowledge and skills, courage and capacity for working hard in schools. Their education must not eliminate them from their kindred. Women's education lags behind men's education so also are the occupational opportunities. Education should therefore be made accessible to all men and women as a right and not as a privilege.

Memorandum on 'Women Education' published in the same book - A Philosophy for Nigeria Education submitted by the Women's Study Group, Benin City, Midwestern State of Nigeria (page 256-271) believes that:[1]

a) Education should be geared to developing the total personality of the individual and all children should have access to the same type of formal education at all levels irrespective of sex.

b) In this country education should be employed in a positive way to build Nigerian Nation.

c) Individuals are naturally endowed with varying

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1. The Nigerian Educational Research Council, Op. cit. pp.265-271.

talents, and it is the duty of the nation and state to vary and enlarge its education curriculum so as to give its citizens a sense of active participation in, and contribution to their country's development.

d) Basic education should be the inalienable right of every child.

The memorandum also made some recommendation on the purpose of education, the types of institutions, the curriculum, library facilities, training of teachers and the administration of schools.

From the above one could see how some educated Nigerian women have been making efforts for the emancipation of other women educationally bearing in mind that with education social, economic and political emancipation of women would be achieved. It is, however, worth noting that no mention was made of the immense contributions GUIDANCE SERVICES can render in making sure that girls achieve almost all the goal envisaged in these papers. This is not a deliberate omission but due to lack of awareness of the role of guidance in education.

The Regional Conference held in May, 1972 in Morocco

discussed the educational, vocational training and job opportunities for women in African countries.[1] The conferenced aimed at the integration and participation of women in all sectors of national economy. The conference recommended the acceleration and diversification of the educational and vocational training of girls and women within the assessed needs and potentialities of women labour force. The conference did not however see the need for finding the problems of women education and try to rectify the anomalies or shortcomings neither did the conference make the governments of developing countries realise that as a means of facilitating planning, training and mobilisation of feminine potentialities for development, girls have to be motivated and their interests and abilities have to be taken into consideration so as to give them the right type of education for maximum benefit to them and their countries. All these come under the umbrella of guidance services since women who develop assurance, values, pride and good feelings in their careers derive happiness and satisfaction in the end. In the words of A.M. Jordan (1954) [2]

> It is interest which accounts for those peculiar anomalies which a girl reaches in some understanding

1. Report of The Regional Conference of the Economic Commission for Africa and the German Foundation for Developing Countries, 1972, May.
2. Jordan, A.M. (1954) Measurement in Education, New York, McGraw-Hill Book Co.

> to a higher level of attainment that might be expected of her moderate capacity to attain only a mediocre success.

Mary Babalola in one of her articles[1] - woman graduate is still regarded as "a blue-stocking and the public are usually sceptical about her role as a wife". The Nigerian public assume that book-knowledge cannot be combined with good home management. The learned lady did not however, show the implication of guidance on both the public and the highly educated ladies. While some highly educated women make happy homes, majority of them end up by divorcing their husbands after some years of marriage.

While it is realised in vocational guidance that there are three stages of vocational choice according to Ginsberg - Fantasy, Tentative, and Realistic choice - that is, vocational interests fluctuate with mental and social maturity. The Nigerian society cast aspersion on the characters of unmarried women. This has a great influence on women who cannot withstand the comments of the society. Such women have little or no time to learn or try out jobs which are of interest to them and therefore make premature vocational decisions.

From the booklet titled: 'Some Background on

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1. Babalola, M. (1973), "Succeeding as An Acada Wife". Sunday Times, November 4.

Notes on Educational Guidance in the North Central State'[1] one could see the aspiration of the State Government's response to the conomic, social, cultural and political needs of the nation. The state has adopted a comprehensive form of education for every child. It recognises individual differences in personality, potential achievements, needs, interests, values and hopes. This programme apart from facing the perennial problems of:

a) shortage of teachers;

b) society's influence on various schools.

c) capital for school equipments, and

d) the inadequacy of curriculum will also face the problem of lack of qualified guidance workers.

It would also have been ideal if there were enough schools teaching commercial and technical subjects as well as domestic science and agriculture before the introduction of this gigantic programme. As of now, the comprehensive programme which have been meant for all the students in all secondary schools in the state is limited to fortunate ones sent to the very limited number of schools where the comprehensive

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1. North Central State Ministry of Education, (1973) an unpublished instruction for the guidance of Career Masters in the State's post-primary institutions. Some Background Notes on Educational Guidance in the North Central State, Kaduna.

education really exist. Another aspect of it is that although the government is committed to improving the lot of students in the State efforts are not made to make the students stay within the walls of their institutions especially at night when they would be expected to be doing their private studies. These call for guidance to both the government, the school administration and the students.

The Second National Development Plan 1970 to 1974 - The Educational Policy on Secondary Education has this to say:[1]

> Development and expansion of secondary Education to meet increasing demand from primary schools. Both Federal and State programmes envisage considerable expansion in secondary education during the plan period. Additional streams to the existing classes are planned, while the establishment of new schools is to be undertaken. ..... The aim of the policy is to achieve a national minimum ratio of 25% of school age children in school at the secondary level before the end of the 1970's.

Despite the great capital investment on education, almost all the federally run secondary schools admit only male students. This implies that the males have better access to education in this country at present while the females have little opportunties to institutions of higher learning.

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1. Federal Ministry of Education, (1970), Second National Development Plan pp.237-238.

Edith O. Mercer[1] recognised that education was formerly disassociated from national building and differences in girls' education are not wholly due to lack of provision of girls schools by the authorities but the reluctance on the part of parents to educate their daughters in preference for their sons as well as reluctance of girls to acquire such an education. In the case of North Central State, there were formerly four schools running the Higher School Certificate courses before the establishment of the College of Arts, Science and Technology, Zaria in September 1973 but all these schools admit only male students. In the whole of the old Northern Nigeria, there were only three female schools running the Higher School Certificate courses.[2] One of such schools was sited in Kano, one in Jos and the other one in Ilorin. If we consider the geographical distance between these three schools, and the area from where prospective students went into schools and not only that, if one considers the number of schools running the same type of courses for boys, one would be tempted to ask this question - Why was that alarming disparity and preferential treatment given to the male with regards to

1. Lowel, J. et al (1973). Education and Nation Building in the Third World. Ibadan, Onibonoje Press, pp.160-178.

2. Source: Personal Interview with some officials of the North Central State Ministry of Education , Kaduna.

education? The present low education in the North particularly those of women thus have remote causes which have also contributed to the educational imbalance between the south and the north of the federation. To rectify this anomaly in the future, guidance must be given to girls as well as to boys to motivate them to higher academic pursuit and achievement.

Dr. (Mrs.) Bolanle Awe, President of the Western State branch of the National Council of Women's Societies at a press conference titled "Why Leave Women out"[1] protested strongly against the exclusion of women from the panel set up to draft the nation's constitution. As the main source and producer of the country's human resources the Council said women's contribution to the nation's upliftment should be acknowledged and positively recognised. The Council complained that no woman was thought fit to stand side by side with "these distinguished sons of women" now in the nation's panels namely:

i) Creation of States

ii) Location of Federal Capital

iii) Public Complaints Bureau, and

iv) Constitution Drafting Panel.

From these it would be observed that women should

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1. Daily Sketch, Saturday, October 11, 1975.

be salvaged. This calls for a well guided educational programme which would lead to self-appraisal on the part of women and also lead to the development of women potentialities since effective activity towards women's resurgence must appeal to and enlist the support of all women. At present, this is restricted to elitist members.

> The road that leads to successful employment of women is long and contains many wrong turns. It demands more attention than just providing money and opening up schools. There needs to be much guidance and counselling, encouragement, planning and consultation with parents and students alike.[1]

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1. Graber and Bello (1974), The Role of Guidance Services in the Career Choices of Women. An unpublished articles. Faculty of Education, A.B.U., Zaria.

Chapter 3

METHODOLOGY

Methods of Collecting Data

The data and information for this study have been collected from the following sources:

1. Ministries of Education - (a) Reports, studies and educational statistics.
   (b) Articles on education
2. Guidance Report.
3. School Documents from L.E.A. or School Boards.
4. Library facilities.
5. Questionnaires.
6. School Log Books.
7. Personal Interviews.
8. Personal observations.

Three types of questionnaires were used (Appendices V-VII) one was given to the headmasters/principals of schools involved in the study. The aim was to obtain information on the pupil enrolment by sex, number of teachers and their qualifications, dropout rates among girls, the problems confronting the education of girls and their success at external examinations. The second was given to teachers of the schools involved. Information collected from them include the number of periods they teach per week, the number

of students in the classes, whether they like teaching or not, their qualifications and the subjects they are teaching (Fig. 14). The third questionnaire was administered to the girls in the primary and post-primary schools. In the Primary Schools, teachers interviewed the girls and helped them to fill their answers to questions on the level of education of their parents, their parents occupation, the number of wives their fathers have, religion of their parents, their own (girls) educational aspirations and whether they have received information on careers or further education or not, subjects they are interested in but are not taught in the school etc.

In addition to questionnaire and records in the Ministry of Education and L.E.A. or School Board Offices, various libraries have been consulted. Among these are the Kashim Ibrahim Library, Ahmadu Bello University; Faculty and Institute of Education, A.B.U., and the College of Arts, Science and Technology, Zaria's Libraries. Personal interviews were extensively used these involved persons like the Chief Education Officer, L.E.A., Zaria, Chairman of Local School Board, Oyo; Headmasters and Principals of Schools, experienced teachers and people in different walks of life. Personal observation are used in supplementing any written evidence. The data and information were collected between August, 1973 and July, 1974.

DEFINITIONS OF TERMS USED

An attempt is made to define in term of function those expressions used in this study while the concept of role was discussed in the later part of this chapter.

Education: Is the training which should be accessible to every child to be able to adjust to, control and direct his environment and also live happily with other people. Such an education should include: (a) general education which is developed and adapted to personal enrichment; (b) vocational training and (c) community development.

Curriculum: Is a planned course of instruction used in schools based upon:

(a) its usefulness to the child,

(b) the complete development of the child's interests, talents and physique and

(c) adapted to the needs and circumstances of the locality as well as the qualification of the teaching staff.

Guidance: Is a continuous process of helping every pupil or student through his or her own efforts and interests to discover, release and develop his potentialities for his own personal satisfaction and contribution to the society. Guidance recognises the uniqueness of the individual, this awareness leads to a deep concern for every child and action

in the interest of the child is a natural consequence of both awareness and concern. Guidance is, therefore, an understanding, a concern as well as a service rendered to individualize education.

Guidance Services: Are an integral part of the total school programme that share the common goals of the educational programme. Such services include:-

(a) Individual Inventory:- these are records kept to enhance the understanding of the individual child. Adequate and accurate records about the child are kept as an aid to objective appraisal of the child by teachers, counsellors, administration, parents and above all, the child himself or herself.

(b) Information Service: this is designed to provide pupils or clients with appropriate educational, vocational and personal social data needed to understand themselves and their environment. Such a service would not only impart information but would also stimulate the student to critically appraise ideas, conditions and trends in order to device personal meanings and implications for both the present and the future. There are two types of information: (i) Career Information which

include educational and occupational information, and (ii), Personal-social Information.

(c) Counselling Service: this is the person-to-person relationship which provides the individual pupil with the best opportunity for self-study, decision-making, planning, and the resolution of personal problems. This could also be rendered to a group, for example, in the form of teaching or orientation programme. Counselling is referred to as "as the heart of the guidance programme".

(d) Placement and follow-up studies: this involves job and college placement and efforts made to make sure that students are adjusting favourably to such new employments or colleges.

(e) Public Relations: these include information about pupils or clients which are made available to teachers, the administration, parents and community bearing in mind the ethics of the profession with regards to the dissemination of information.

(f) Research and Evaluation this is a continuous effort at evaluating the impact of the school upon the child.

Guidance Team: includes all that help in making sure that students aptitudes, interests and potentialities are developed

and they are guided to achieve personal satisfaction not only in the educational and occupational endeavours but also in their inter-personal relations. The team should according to American Personnel and Guidance Association (A.P.G.A.)[1] be made up of the followings:-

a) Counsellor

b) Teachers

c) Parents

d) Psychologist

e) Nurse

f) Speech therapist

g) Psychiatrist, and

h) Social worker

THE CONCEPT OF ROLE

A social role is an expected pattern of behaviour that goes with a certain position in the social order (Sutherland, 1956)[2]. Roles represent the ordering or human relationships by the assignment of rights and duties. Some roles are inevitable while some could be selected. Recent analysis has shown that roles have several components, such as their goals, their norms and their relations to other roles (Goode, 1960)[3]. In all societies, roles are continuously crystallizing and being created, the relative emphasis on

1. Shertzer, B. and Stone, S.C. (1971), Fundamentals of Guidance, Boston, Houghton Mifflin Co. pp.395-413.
2. Sutherland, R.L. et al (1956), Introductory Sociology New York, J.B. Lippincot Co. p. 140.
3. Goode, W.J. (1960), "A Theory of Role Strain". American Sociological Review, 25. pp.483-496.

its different components will vary according to the different situations and forces that impinge on it.

A study of role should therefore include investigation of the expected units of social behaviour, its goals, norms and components and changes taking place over time. Since GUIDANCE is an integral part of the total educational programme, it thus involves the participation of a variety of persons. The definition of their roles and the delimitation of their roles and the delimitation of their functions is usually complicated. The need and desire for guidance is also increasing because of increasing awareness of the vital role guidance services could play in the development of a nation's human resources. For this study, the roles of the following:

i) School counsellor
ii) Teachers
iii) Administration
iv) Community
v) Parents (father and mother)
vi) Government and
vii) Girls (pupils/students)

would be explained to see how they affect girls' educational growth and development.

It is easy to see that the teachers' role is primarily that of instruction, encouragement of children to learn certain defined subject matter, skills and attitudes. On the other hand, the primary role of the school counsellor is a helping role, assistance to individuals in choice-making and adjustment. The teachers therefore share certain functions with the counsellor. Role is a broad term indicative of the general sweep and intent of a given worker's job. It would therefore be necessary to define role.

NEED FOR DEFINING ROLES AND FUNCTIONS IN GUIDANCE

a) To function effectively, any worker (including guidance worker) must understand what he or she is expected to accomplish. It is also essential for planning and conduct of preparation programmes.

b) Guidance entails the participation of many people - Guidance Team - each one has to understand his or her role and function as well as the roles and functions of the others.

c) The search for identity by all professional workers means that Guidance workers could also do what others within their profession believe to be important and that which they should do.

TYPE OF ROLES

(i) The Supportive Role - this may be either material and or moral support to those primarily responsible for the achievement of the purpose in question. For example, the school administration supports the guidance programme by providing funds and facilities to carry out the programme. The class teacher/parent gives moral support to the programme by seeking to understand his functions and by representing these functions correctly to the pupils or children, to other teachers or parents and the community.

(ii) Consultative Role: the school's guidance team or member makes himself available to discuss with his colleagues in guidance the needs and problems of a child. This is a more responsible relationship to the achievement of guidance purposes. This is a reciprocal responsibility since initiative may be taken by any member of the guidance team to consult the counsellor, who must also be free and willing to take initiative to consult the others.

(iii) The Referral Role - with specialization of function and competence of those in both the school and the

community, referral of children to those best able to assist them in essential if the whole team is to function effectively. This demands high level of professional insight and concern by the guidance team (especially the teachers and the counsellor) for the development of the child.

(iv) The Service Role: This is provided by all members of a school's guidance team. The primary service is to the children, to the community groups and agencies and to themselves.

ROLE MEASUREMENT OR THE EVALUATION OF GUIDANCE SERVICES

Concerns for evaluation of GUIDANCE SERVICES are centred on whether guidance contributes more to the attainment of educational objectives and the variables which influence the effectiveness of GUIDANCE SERVICES in a School setting. Evaluation of GUIDANCE SERVICES is necessary for the following reasons:

(a) School counsellors should document and justify the efficacy of their services, and

(b) Continuous evaluation of GUIDANCE SERVICES can contribute to their effectiveness.

Evaluation can take many forms, total or specific aspects of Guidance Services could be evaluated. Regardless of what one evaluates, the objectives of Guidance are assumed to guide such evaluation and criteria used must be relevant to the concept under investigation and must also be reliable, available and independent of the predictor or test.

Since the school counsellor works in an educational context, the criterion variables against which Guidance is evaluated consequently need to be relevant to the broad objectives of the educational process. Professor Babs Fafunwa listed the purpose of education of youth as to develop in them ability to:[1]

(1) think effectively

(2) communicate thought clearly and make relevant judgement,

(3) play one's part as a useful member of one's home and family, understand and appreciate one's cultural heritage,

(4) develop economic efficiency both as a consumer and as a producer of goods,

(5) acquire vocational skill and recognise the dignity of labour,

(6) understand the world outside one's environment and develop ethical character,

(7) appreciate the use of leisure and

(8) develop scientific attitude.

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1. Fafunwa, B. (1973), What is the Purpose of Education, Sunday Sketch, Sept. 30.

From these it is desirable that all youths should be equipped with those skills and understandings, values and concepts necessary to sustain them on whichever job or career they may ultimately choose. They should be exposed to a core curriculum of basic learnings and specialised offerings and a spirit of self-discipline and ability to live effectively in our ever-changing world must be inculcated into them.

The objectives of Guidance are the same with the above objectives of education. Guidance main objectives are to give assistance to students to help them:

(i) to find success in academic work by studying effectively,

(ii) to make wise choice of elective subjects, for a wrong choice may have a life long repercussion on them,

(iii) to devise a plan for some form of further education since this will be for personal enrichment,

(iv) to learn about vocational opportunities and requirements - such awareness will give room for being able to choose the one they are interested in and have the abilities to do; and

(v) to work co-operatively with others.

Lack of GUIDANCE SERVICES in schools have detered women in their abilities to a continuous self-education and self-improvement and vocational choice thus direc ing them into a narrow perception of possible alternatives.

It should be obvious that one cannot make a valuable judgement or evaluation without having some standard of measurement. Bearing in mind, therefore, the objectives of education and guidance in schools the roles of individual members of the guidance team as they affect the education of women in the two areas of study would be evaluated and compared. For this evaluation, documents from the Ministry of Education and Schools will be used so also would questionnaires be administered to members of the guidance team: These could be supplemented by personal observation and interview.

Specific areas would be covered in the evaluation and the members of the guidance team concerned are as follows:

(a) Counsellor - (where available) or representative, his professional qualification, the services provided (adequate or inadequate). Guidance time table and organisation etc. are to be evaluated.

(b) School - for this evaluation the school environment was observed (neatness, availability of enough space for extra-curricula activities

playing field, room for expansion, well laid out lawns, flowers etc.) Library facilities - adequate or inadequate. Health clinic, Notice Boards and extra-curricula activities provided - (e.g. interclass debate, inter-school sporting activities) as well as the audio-visual aid provided by teachers. School Curriculum - whether adequate for the full development of the effective and cognitive domains of girls. Is the curriculum related to the local environment local needs or isolated from the culture that the school serves (Is there a school farm, domestic science, hygiene, neddlework, arts and crafts facilities etc.) Students and teachers records and the responsibilities attached to each students: Cleaning, grass cutting and Leadership role.

Anything special about the school which could attract pupils to school like morning devotion, drumming before leaving school, well laid and well cut lawns, beautiful flowers and occasional outings by pupils and teachers to attract more pupils to the school, end of the year drama, sporting activities etc.

Pupils Home Environment

Parents level of education and their occupation and social status. The religion of parents as it affects their

interest in girls education - this would be inferred from the analysis of data. Parents moral and financial support to the education of girls. Do they refer their daughters to counsellors when the need arises?

Girls

Their attitude to their studies - (observing them in the library, classroom, when they are alone, looking at their exercise books). Their performance in final examinations (this is not to stress the development of the cognitive domain). Who conducts such examinations - merits and demerits. Dropout rate among girls. Students educational and occupational aspirations (it is realised that they cannot make realistic choice now but one only achieves what one aims at and works for).

Teachers

"No educational system can be stronger than its teachers".[1]

Evaluation:

1. The quality of the teaching personnel as reflected in their qualifications.
2. Congruence of the educational qualification and experience with the subjects or level of students

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1. Federal Ministry of Education, (1960). Investment in Education: The report of the Ashby On Post-Secondary Certificate and Higher Education in Nigeria, Lagos, p.23

they are teaching. (Are they teaching beyond their level of competence).

3. Their attitude to work (by observation and by interviewing students).
4. Their interest in teaching - job satisfaction.
5. Number of periods they teach per week (as this would affect their teaching effectiveness).
6. Nationality, state distribution of the teachers.
7. Are the teachers creative?

Government: (Represented by the L.E.A. and Ministry of Education.

The government is interested in education as envinced in the huge investment in education. What of Guidance?

Do the governments give financial supports? If so, is it adequate?

. Are the governments effective in:

a. Curriculum development.
b. Control of school fees.
c. Supervision of Guidance. Why supervision?
d. Recruitment of teachers.
e. Provision of Guidance facilities in schools and support for in-service programme for guidance workers.

Community

Areas of evaluation:

a. Interest in education and particularly in girls education.

b. Number of community schools built (Primary and Secondary).

c. Community's influence in education e.g. (i) social demands for the few educated girls by the educated men. (ii) Parents withdrawing their daughters from school before finishing their courses in order to give them in marriage (abrupt termination of education even by girls who are 11, 12 or 13 years old).

Efforts would be made to support the assertions with statistical inferences.

Statistical Analysis of Data Collected in this Study

Chi Squared Test. (X^2) was used in analysing the data collected in this study. Observed frequency distribution were compared with distributions one might expect hypothetically. By the inspection of data collected (observed), there are usually some discrepancies between the observed and the expected frequencies. To check whether the discrepancies may be attributed to chance, X^2 is determined by the formula:

$$X^2 = \sum \frac{(O-E)^2}{E}$$

where $\sum$ = summation

O = observed frequency

E = Expected frequency

For example, the ratio of Muslims to Christians in Zaria division is 80.5:19.5[1]. In the selected primary schools in Zaria area there are 214 Muslims.girls as against 163 Christian girls. Using the ratio of Muslims to Christians in the population of Zaria area, one could check using the X^2 test whether the ratio of Muslim to Christians is 80.5: 19.5

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1. Nigerian Population Census, 1963 - Federal Office of Statistics, Vol. III.

Null Hypothesis: The ratio of Muslim pupils to Christian is in 80.5 to 19.5

	Muslim Pupils	Christian Pupils	Σ
Observed	214	163	377
Expected	303.5	73.5	377

$$X^2 = \frac{(O - E)^2}{E}$$

$$= \frac{(214 - 303.5)^2}{303.5} + \frac{(163 - 73.5)^2}{73.5}$$

$$= 26.4 + 108.9$$

$$= \underline{135.3}$$

df i.e. degree of freedom

$= (r - 1)(c - 1)$ where r = number of rows

c = number of columns

The calculated X^2 value is then checked on the appropriate degree of freedom in X^2 statistical table.

If the calculated X^2 value exceeds the one in the table (as in this example) at 0.05 or 0.01 level of confidence, then the null hypothesis is rejected. If the calculated figure is lower than that in the table, then the null hypothesis is accepted.

In this example Muslim pupils are under represented in the selected primary schools while Christian pupils are more in the selected schools.

Chapter 4

ANALYSIS OF DATA AND RESULTS OF THE ANALYSIS

If society expects each man (woman included) to make his own decisions and expects responsibility for them, it must provide the necessary training so that man can learn to evaluate facts about himself and his environment, to formulate worthwhile solutions and take appropriate actions leading to desired goals.

The data collected in the areas of this study have been analysed bearing in mind the hypothesis proposed in the study and the fact that this is a comparative study of the two areas. The hypothesis are:

1. The level of academic attainment of girls in schools is affected by the religion of their parents.
2. The level of academic attainment of girls in schools is affected by the level of education of their parents.
3. GUIDANCE SERVICES are not reaching the girls especially those of them who need educational and vocational counselling.
4. The standard of the teaching-learning situations that prevails in the schools studied in the Oyo is higher than those of the schools studied in Zaria area.

Hypothesis One: The level of academic attainment of girls in schools is affected by the religion of their parents.

Table 1a - Distribution of Girls in the Selected Primary Schools in Zaria area by School and by Religion.

Name of School	No. of Muslims	No. of Xtians		% Muslim	% Xtians
Tundun Jukun	92	51	143	67	33
Tukur Tukur	67	26	93		
Fara Kwai	28	8	36		
Yakasai	1	8	9	39	61
Maigana	8	34	42		
Dambo	18	36	54		
Σ	214	163	377		
%	56.8	43.2	100		

Chi-Square test on the number of Muslims to Christians based on the ratio of muslims to christian population in the North Central State which is ratio 80.5:19.5[1] gave a value of 135.3 when compared with the actual number of children and muslim students in schools. The value is highly significant at 0.01 level and shows that the percentage of muslims girls

1. 1963 Population Census of Nigeria, Vol. 3, Lagos: Federal Office of Statistics, p.36.

in the primary schools in Zaria area is less than the expected 80.5% while more christian girls are attending primary schools in Zaria area.

Table 1b:- Distribution of Girls in the Selected Primary Schools in Oyo Area by school and by Religion.

Name of School	Number of Muslims	Number of Christians	∑
Baptist School, Ago-Are	27	222	249
A.U.D. School, Ago-Are	149	12	161
L.A. School, Shaki	283	85	368
L.A. School, Isale-Oyo	163	76	239
Demonstration School, Iseyin	152	121	273
∑	784	516	1290
%	60	40	100

The ratio of muslims to christians in Oyo area is 42:47[1] Chi-Squared test based on this ratio gave a value of 95.1 which is significant at 0.01 level and shows that the ratio of christians in the selected primary schools is less than the expected ratio while more muslims are attending the selected primary schools than christians. An enquiry as to the validity of this was conducted in the Divisional Schools

1. Ibid.

Board and it was found that more christians are attending primary schools than are muslims. In actual fact more than 70% of all the primary schools in Oyo area are owned and managed by christians.

Table 2a:- Distribution of Girls in the Selected Post-Primary Schools in Zaria area by School and by Religion

Name of School	Number of Muslim students	Number of Christian students	
Women Teachers' College, Zaria.	171	114	285
Govt. Commercial College, Zaria	85	134	219
Govt. Girls' Secondary School, Soba	207	145	352
Σ	463	393	856
%	54.9	45.1	100

X^2 test gave a value of 379.9. This is highly significant at 0.01 level, therefore, the number of girls from christian homes who are attending post-primary institutions is higher than the proportion of christians in the population of Zaria area while fewer girls from muslim homes are attending secondary schools.

Table 2b:- Distribution of Girls in the Selected Post-Primary Schools in Oyo Area by School and by Religion.

Name of School	Number of Muslim students	Number of Christian students	∑
St. Barnadine's G. School, Oyo	71	218	289
A.U.D. High School, Shaki	74	27	101
Baptist High School, Shaki	29	157	186
Awe High School, Oyo	42	116	158
∑	216	518	734
%	29.4	70.6	100

X^2 test gave a value of 92.4. This is highly significant at 0.01 level, therefore, the number of girls from christian homes far outnumber those from muslim homes in the selected schools as well as in other schools in Oyo area.

From the above, the hypothesis, that, the level of academic attainment of girls in schools is affected by the religion of their parents has been adequately supported. In Zaria area few girls are attending both the primary and secondary schools especially primary schools located outside Zaria where christians are rarely found. In the selected primary schools in Oyo area there are more muslims girls than christian girls but the proportion of girls from muslim

homes fell drastically from 60% in the selected primary schools to 29.4% in secondary schools. This is in essence strongly supports the hypothesis and shows that more christians parents educate their daughters than muslim parents.

Hypothesis Two: The level of academic attainment of girls is affected by the level of education of their fathers.

Table 3a:- Level of Education of the Fathers of Girls interviewed in the selected primary schools in Zaria area

Name of School	Has not attended school	Did not finish primary school	Finished primary school	Training after primary school	Attended TTC/Sec. School	Attended HSC., or Poly.	Finished University Degree course	£
Tundun Julun Pr, School	43	8	19	13	35	7	5	130
Tukur Tukur Pr. School	29	5	15	12	14	2	3	80
Farakwai L.E.A. School	25	-	-	-	2	-	-	27
Yakasai L.E.A. School	8	-	-	-	1	-	-	9
Maigana L.E.A. School	28	-	1	22	4	-	-	35
Damboh L.E.A. School	37	2	3	1	3	-	-	46
£	170	15	38	28	59	9	8	327
%	52.0	4.6	11.6	8.6	18.0	2.8	2.4	100

Fifty-two percent (52%) of the fathers of girls in the selected primary schools in Zaria area had no formal western education. This percentage is by far less than the percentage of the illiterate parents in Zaria area.

Table 3b:- level of Education of the Fathers of Girls interviewed in the selected Primary Schools in Oyo area

Name of School	Has not attended school	Did not finish primary school	Finished primary school	Training after primary school	Attended TTC/Sec. School	Attended HSC, or Poly.	Finished University degree course	Σ
Baptist Day School, Ago-Are	60	7	4	3	6	-	-	80
A.U.D. Sch. Ago-Are	53	2	4	-	9	-	-	68
L.A. Sch. Shaki	80	9	22	12	22	-	3	148
L.A. Sch., Iaale-Oyo	79	8	12	3	10	10	8	120
Demonstration School, Iseyin	49	3	7	2	16	11	2	90
Σ	321	29	49	20	63	11	13	506
%	63.4	5.7	9.8	3.9	12.4	2.2	2.6	100

Sixty-three point four percent (63.4%) of the parents of girls in the selected schools in Oyo area had no formal western education.

Table 4a:- The level of education of the fathers of girls interviewed in the selected post-primary schools in Zaria area

Name of School	Had not attended school	Did not finish primary school	Finished primary school	Attended TTC/Sec. School	Attended HSC., ATC or P ly.	Finished University Degree Course	Σ
W.T.C., Zaria	71	9	32	16	12	8	148
G.G.C., Zaria	46	5	27	11	9	3	101
G.G.S.S., Soba	54	3	34	18	17	5	131
Σ	171	17	94	45	38	16	380
%	45.0	4.5	24.5	11.8	10.0	4.2	100

45% of the parents of the girls interviewed in the selected secondary schools in Zaria area have not attended any school.

Table 4b:- The level of education of the fathers of girls interviewed in the selected post-primary schools in Oyo area

Name of School	Had not attended school	Did not finish primary school	Finished primary school	Finished secondary modern school	Attended TTC/Sec. School	Attended HSC., ANC or Poly.	Finished University Degree course	Σ
St. Barnadine's G.G.C., Oyo	75	-	12	-	41	-	10	138
A.U.D. High School, Shaki	40	12	12	8	6	-	-	78
Baptist High School, Shaki	86	-	42	-	32	2	10	172
Awe High School, Oyo	16	-	8	-	13	2	3	42
Σ	217	12	74	8	92	4	23	430
%	50.5	2.8	17.2	1.9	21.4	0.9	5.3	100

The percentage of illiterate parents of the girls interviewed in the selected secondary schools in Oyo area is 50.5%. This is a higher percentage than those of Zaria area. Both percentages are lower than what was observed in the selected primary schools in the two areas. This might be due to the attitude of the parents to the education of girls or to the financial involvement.

In the Western State for example, a girl in a boarding school pays nothing less than ₦200 a year.

Table 5: School fees charged in the Selected Secondary Schools in Oyo Division of the Western State by School

Name of School	School Fees P.A. x
St. Barnadine's G.S., Oyo	₦253
A.U.D. High School, Shaki	₦214
Baptist High School, Shaki	₦247
Awe High School, Oyo	₦249
Σx	₦963
$\Sigma \bar{x}$	₦240.75

Very few parents could afford this exorbitant schools fees except educated parents who are well paid and rich people in other walks of life although some poor parents make great sacrifices to educate their children because of the premium attached to education.

A look at the occupation of parents of girls in the selected secondary schools in the two areas 6a and 6b show that 35.0% of the fathers of girls interviewed in Zaria and area and 50.6% of these of Oyo area are either senior civil servants, senior business executives, graduate teachers, clerical workers or other categories of teachers. All these post require at least the first school leaving certificate and further training while some require university degrees.

Since fathers are mostly responsible for the payment of schools fees of their children at school (Table 7) it would not be surprising to find that only 18.9% and 19.3% of the mothers of the girls interviewed in the selected post-primary schools in Zaria and Oyo areas respectively fall into the groups of senior servants, senior business executives, graduate and non-graduate teachers and clerical workers. On the other hand, 35% and 51% of the fathers of girls in the selected post-primary schools in Zaria and Oyo areas respectively fall within these categories of occupation.

Table 6a:- Occupation of the fathers of girls interviewed in the selected post-primary schools in the two areas

Type of Occupation	Zaria Area	%	Oyo Area	%
Senior civil servants, senior business executives, graduate teachers	41	10.8	75	17.4
Clerks, non-graduate teachers other civil servants	92	24.2	142	33.2
Traders/Businessmen	47	12.4	27	6.2
Craftsmen/Artisans	34	8.9	80	18.6
Farmers	119	31.3	86	20.0
Others (Forces, clergy etc.)	47	12.4	20	4.6
Σ	380	100	430	100

Table 6b:- Occupation of the mothers of girls interviewed in the selected post-primary schools in Zaria and Oyo areas

Type of Occupation	Zaria Area	%	Oyo Area	%
Senior civil servants, Senior Business Executives, Graduate Teachers	8	2.1	16	3.7
Clerks, non-graduate teachers, other civil servants	64	16.8	67	15.6
Traders/Businessmen	47	12.4	289	67.2
Craftsmen	11	2.9	38	8.9
Farmers	-	0.0	-	0.0
Housewives	242	63.7	19	4.4
Others	8	2.1	1	0.2
Σ	380	100.0	430	100

Table 7: Classification of the sponsors of Girls in the post-primary schools in Zaria and Oyo Areas

Type of Sponsor	Zaria Area	%	Oyo Area	%
Brother	16	4.2	23	5.3
Sister	4	1.1	10	2.3
Uncle	99	2.4	9	2.1
Mother	5	1.3	25	5.8
Father	36	81.5	359	83.5
Government	310	81.5	4	0.9
Σ	380	100	430	100

One point three percent (1.3%) and five point eight percent (5.8%) of the mothers of the girls interviewed in the selected post-primary institutions in Zaria and Oyo areas respectively are responsible for the payment of the school fees of their daughters while fathers responsible for the payment of the schools fees of their daughters are 9.5% and 83.5% in Zaria and Oyo areas respectively.

The small number of mothers responsible for the payment of schools fees of their daughters in the two areas could be atttributed to the fact that majority of women in the two areas have not attended schools - Table 8.

Table 8: Level of education of Mothers of Girls in the selected post-primary schools

Level of Education	Zaria Area	%	Oyo Area	%
Did not attend school	260	68.4	308	71.6
Did not finish primary education	14	3.7	20	4.7
Finished primary education	53	14.0	41	9.3
Attended TTC/Secondary school	38	10.0	53	12.4
Attended HSC., ATC or Polytechnic	10	2.6	4.	0.9
Finished University Degree Course	5	1.3	4	0.9
Σ	380	100	430	100

68.4% of the mothers of girls in selected post-primary institutions in Zaria area and 71.6% of those of Oyo area have no formal education.

Thirty-one point three percent (31.3%) of the fathers of the girls interviewed in the selected post-primary schools in Zaria area are farmers unlike 20% for those in Oyo area. Bearing in mind that most of the Nigerian farmers are illiterates and the fact that farming employs a greater percentage of the working population of both areas one could see that the percentage of illiterate parents sending their daughters to school is indeed very small, unlike the educated parents who apart from knowing the benefits of educating

their daughters also have the financial resources to engage in such a fruitful venture (the education of their children). Farmers in Zaria area have an edge over those of Oyo area because the North-Central State Government is virtually responsible for the payment of the school fees of girls in post-primary institutions in the State - Table 7. Those who pay school fees in institutions of learning in the North-Central State pay meagre amount. Since sliding scale which depends on the occupation of the parents is used for the determination of the fees, girls from poor parents may pay token fees of ₦18.00 each while the maximum any parent could pay on a child in an academic session is fixed at ₦120.

This is indeed a great relief to many parents and greatly contributes to the higher percentage of farmers' children in post-primary institutions in Zaria area, unlike the Oyo area of the Western State where there is no preferential treatment for the children of the poor and the rich by the government and where only children of rich parents have access to education. The very high school fees paid in post-primary schools in the Western State might also be one of the main factors for the preference given to boys unlike girls by most parents because of financial limitation which inhibits sending all children of a father (boys and girls) to school.

Hypothesis Three: Guidance services are not reaching the girls who need counselling in educational and vocational placements.

Table 9: Availability of Career Information to Girls in Selected Primary Schools in Zaria and Oyo areas

Schools	Have had Career Information	Have not had Career Information	Σ
Zaria L.E.A.	102	225	327
Oyo Local School Board	83	423	506
Σ	185	648	833

X^2 value = 25.15. This is significant at 0.01% level and shows that there is a difference between the number of pupils receiving information in the two areas of this study. By examination therefore, more primary school pupils in Zaria area redeive information about careers than those of Oyo area.

Separate analysis of the data of those with and without career information in the two areas gave the following:- In the Selected primary schools in Zaria area, the X^2 value was 100.2 which is highly significant at 5% level and shows that the number of pupils who received career information in the selected primary schools is smaller than those who did not receive any information. X^2 test value for those of Oyo area was 228 which is equally highly

significant at 5% level and also shows that the number of pupils having information about careers is very small compared to those having no information.

In the selected secondary schools in the two areas of study information on careers which should include both educational and vocational guidance are little cared for as shown in Table 10.

X^2 test on the observed data collected from the two areas of this study gave a value of 16.3 which is significant at 5% level.

Table 10: Availability of Career Information to Girls in the Selected Post-Primary Schools in Zaria and Oyo areas

Area	No. of students who had Career Information	No. of students who had no Career Information	Σ
Post-Primary Schools in Zaria L.E.A.	97	283	380
Selected Post-Primary Schools in Oyo L.S. Board	167	263	430
Σ	264	546	810

This shows that there is difference in the proportion of female students with information on careers in the two areas.

From the data, although the number of students who received information on careers in the two areas are very small, one could see that more students about (34%) in Oyo area received information on careers unlike Zaria area where about 25.5% of the female students interviewed received information on careers.

2.2% of the girls in the selected primary schools and 32.6% of the girls interviewed in the selected post-primary schools in the two areas of this study have received information on careers. The disparity in the percentages for both the primary post-primary schools is a reflection of what is happening in schools in the two schools. GUIDANCE SERVICES, where they are available are mostly limited to the post-primary institutions and they are manned by untrained counsellors who do the job on a part-time basis.

Do primary schools pupils need guidance? Yes, they do. Since helping children achieve their best, be their best, is a foundation of all good elementary school programme, the primary schools pupils need GUIDANCE SERVICES. Apart from guidance being a continuous programme, the process of socialization should be started in the cradle of wholesome attitudes towards others and as an aid in meeting the needs of individual children and in planning for richer learning experience. It is believed that with well planned guidance

programmes the high dropout rates of pupils in primary schools, (Table 11) in the two areas could be brought to a minimum. According to APGA[1] guidance counsellors in elementary schools should identify pupils with school, social or home problems at an early age, with follow-up counselling and preventative measures instigated to suit the child's individual needs.

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1. Hills, G.E. (1965). Management and Improvement of Guidance. Appleton-Century-Crefts, pp.143-166.

Table 11: Number of Dropouts in selected Primary Schools in Zaria L.E.A. and Oyo Local Schools Board Area by class and by Percentage

Class		Selected Primary Schls. in Zaria area		Selected Primary Schls. in Oyo Area.	
			% Dropout		% Dropout
	No. admitted	97		261	
Class I	No. of Dropouts	19	19.6	17	15.6
	No. admitted	84		246	
Class II	No. of Dropouts	21	25.0	28	11.5
	No. admitted	77		230	
Class III	No. of Dropouts	21	27.3	30	13.2
	No. admitted	66		208	
Class IV	No. of dropouts	28	42.1	49	23.5
	No. admitted	51		185	
Class V	No. of dropouts	30	58.4	54	29.2
	No. admitted	34		160	
Class VI	No. of dropouts	22	64.0	53	33.1
	No. admitted	409		1290	
	No. of dropouts	141	34.5	231	17.9

From the above table, a greater percentage (34.5%) of primary schools girls in Zaria area dropped out of schools than those of Oyo area where 17.9% have dropped out of school. This is not surprising judging from the low level of educational aspirations of girls in the selected primary schools in the selected primary schools in Zaria areas - Table 12. Very few girls in primary schools in Zaria area are able to complete their primary school course. Only about 36% of those girls who started primary one reached primary six unlike Oyo area where about 66.9% of the girls who started primary one completed the course. Despite this great disparity in the number of dropouts in the two areas, the percentages of dropouts, 34.5% and 17.9% for selected primary schools in Zaria and Oyo areas respectively are astronomical. This is a good indication that GUIDANCE SERVICES are not reaching the girls, for, with effective GUIDANCE SERVICES rendered in the primary schools the number of dropouts would be brought to a minimum[1] and many more girls would like to continue their education after leaving the primary school.

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1. "Intensive Counselling Deters Dropouts". Guidepost, Nov. 6, 1975. (N.B. Guidepost is published in U.S.A. by A.P.G.A.)

Table 12: Level of Educational Aspirations of Girls in the Selected Primary Schools in Zaria and Oyo areas

Level of Educational Aspirations	Zaria Area No. of Pupils	%	Oyo Area No. of Pupils	%
Stop at Primary School Level	158	48.3	8	1.6
Learn a trade after the Primary Education	33	10.1	46	9.1
Stop after Secondary Modern School Course	-	-	50	9.8
Stop after TT/Sec. School Course	85	25.9	170	33.6
Stop after HSC., ATC., or Polytch.	22	6.7	105	20.8
Stop after University Degree course	29	9.0	127	25.1
≤	327	100	506	100

48.3% of the girls interviewed in the selected primary schools in Zaria area would not like to continue their education after the primary school course as against 1.6% for girls in the selected primary schools in Oyo area. 33.6% of the girls interviewed in Oyo area would like to stop schooling after finishing their secondary school or teacher training course unlike 25.9% in Zaria area. From this table one could conclude that the level of educational aspirations of pupils in Zaria area are generally lower than those of girls in Oyo area. Many factors might be responsible for this.

Such factors include the attitude of parents to the education of girls. Many of the parents interviewed in Zaria City for example would not like their daughters to be exposed to western education since by so doing (as they said) such girls would not have high regards for their husbands and that would be a blemish on them (the parents).

The irony of it all is that girls have accepted this as their fate early in life only to create social, economic and personal problems for them in later life. Most of the girls who would not like to continue their education after the primary school course would like to get married immediately after primary school course. This is not surprising realising that people in high places also encourage this and some go to the extent of withdrawing young girls of fourteen from secondary schools only to push them into the marriage market. Poverty could not be adduced as a major cause of the low level of educational aspiration of girls in Zaria area for secondary education is virtually free.

Since social usefulness and happiness are by-products of success in making the most of oneself, the person who has an understanding of his abilities and limitations, and is aware of the developmental problems he is facing and of the resources available for dealing with them would be in a better position to make and carry out decisions that would

benefit himself and society. This could only take place through effective guidance at every stage of our educational programme. A continuous guidance programme would help every individual, through his own efforts and interest, to discover, release, and develop his potentialities, thereby gaining personal satisfaction and contributing to society.

The increasing complexity of choices and thus of decision making and the growing awareness that basic attitudes and choices begin early in the child's life should make parents, teachers and school administrators sensitive to the needs of the children for a critical evaluation of the early childhood education as to their impact upon the child's growth in life - planning and choice-making. Low aspirations anti-social attitudes, low self-estimations are formed early in life. So also are attitudes towards occupations, that self-concepts which are basic to educational and vocational planning begin to form early in life. Parental hopes and biases regarding their child's future begins in life and is especially influential when the child is young. Parents therefore need guidance either through adult education programme, by making use of the mass media or any other means of propaganda. If parents have good understanding of the role education can play in the life of any individual (girl

or boy) then, they (the parents) would serve as community public relations personnel of the school - and guidance programme.

Since most of the Nigerian parents are illiterates, and since only about 4.6% of the pupils in the primary schools would be able to go further to secondary schools[1] then children should be guided early in life to be able to face the enormous problems they would encounter after leaving school. The percentage of girls in the selected post-primary schools who received career information is very low (32.6%) - Table 10. Guidance programme demands urgent attention in the two areas bearing in mind that the girls in post-primary schools are at their early or late adolescent stages of their lives. Each new decision has great significance for the youngsters future.

From the above one could see GUIDANCE SERVICES are not reaching the girls in the two areas of this study. While the need for guidance is recognised in our schools it is pertinent to know those who are performing this vital functions, the facilities and conditions under which they work. This would be the topic of discussion in the next chapter.

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1. Fafunwa, B. (1971). New Perspectives in African Education. Ibadan. Macmillan & Co (Nig.) Ltd. p.7

Hypothesis Four: The standard of the teaching-learning situation that prevails in the schools studied in Oyo area is higher than those of the schools studied in Zaria area.

The evaluation of the standard of the teaching-learning situation that prevails in the selected schools studied in the two areas would be based on the assumption that a child's performance in school depends upon:

1. The child himself - his aptitudes, ambition and determination to succeed, home background and physical conditions,
2. What he and people around him expects from education with respect to the usefulness of education to the society,
3. The school situation - with emphasis on the teachers, the school environment (lighting, attractiveness or distraction, ventilation, room for storage and recreation etc.), the administration etc.

Since doing is learning and learning is doing, children learn best from experience. Parents could only provide these experiences if they know what to provide and how to provide them.

Most of the parents are illiterates. This in essence means that very few pupils in the primary schools have the much needed home environments ideal for the development

of their potentials. This is not saying that some pupils of illiterate parents would not be able to adapt themselves to school but those from literate homes would be able to adapt much earlier due to the motivation their parents give them at home and their former experience. The percentage of girls who would like to continue their education up to the University degree level in Oyo areas is 25.1% while in Zaria area it is only 9.0% - Table 12. From this one could see the effect of parental influence on the educational aspirations of children. Majority of school girls in Zaria area are forced into early marriage by their parents. The desire to get married early in life affects the morale of girls in Zaria area to learning. In Oyo area most of the girls in the primary schools would not like to continue their education because their parents would not be able to finance such an expensive undertaking - Table 5. They would, however, not take to marriage immediately after their primary education because the society does not look at them as old enough.

It is no gainsaying that students in primary and secondary schools especially those in secondary schools know the value of education. The problem they have is to be able to cope with the increasing demands of education and also to be guided early in life to be able to make the best

use of the school curricula and extra-curricula activities for the best development of their potentials.

Records which play a vital role in furthering the study of the individual child with a view to adapting the work of the school more closely to his particular needs are not given the much needed attention in Zaria area. It was discovered that only demerits of pupils were recorded by all the headmasters in the two areas. Records of academic attainments of pupils are not adequately kept in the selected primary schools in Zaria area.

In Zaria area unlike Oyo area, the schools set and mark the first school leaving certificate examination. The L.E.A. only provides the certificates. This does not encourage teachers to be hard working. In Oyo area, the Western State Government sets the first leaving certificate examination and appoint examiners for marking and grading the papers before awarding certificates. This makes teachers to work hard as the result of their pupils is a reflection of how industrious they have been. Schools are not adequately supervised in Zaria area, while field trips and excursions are also rare. In Oyo area parents contribute towards excursions while students and pupils deny themselves of part of their meagre pocket money to undertake such excursions.

Using the qualification of teachers as yardstick there

is no significant difference in the quality of teaching in the two areas.

Table 13 : Professionally Trained and Untrained Teachers in the Selected Primary Schools in Zaria and Oyo Areas

Area	Trained Teachers	Untrained Teachers	
Zaria	14	21	35
Oyo	55	40	95
	69	61	130

(N.B. Detailed analysis in Appendix III).

X^2 value is 3.6 which is not significant. It is, however, pertinent for us not to judge their academic qualifications alone. Some may be qualified but are lazy and unwilling to devote their maximum energy to the teaching profession. Some schools are not well equipped for the all round development of the pupils in them, the school administration may not be conducive to the stability of teachers which would also affect the education of the pupils/students.

Table 15: Examinations (W.A.E.C. Conducted) Results of Girls in the Selected Post-Primary Schools by School, Year and Area

ZARIA AREA				OYO AREA			
Name of School	No. of Girls presented	No. of Passes	% Passes	Name of School	No. of Girls presented	No. of Passes	% Passes
G.G.S.S. Soba				A.U.D. High Scho. Shaki			
1972/73	35	5	14	1972/73	12	11	91.7
1973/74	68	12	17.7	1973/74	9	7	77.7
1974/75	69	8	11.6	1974/75	18	11	61.1
W.T.C., Zaria				Awe High School, Awe			
1974/75	73	30	41.1	1972/73	4	4	100
Govt. Comm. College, Zaria				1973/74	17	11	64.6
1974/75	47	6	12.8	1974/75	25	17	68
	223	53	23.8	St. Barnadine's Coll. Oyo			
				1972/73	67	58	86.6
				1973/74	81	72	88.8
				1974/75	62	32	52
				Baptist High Sch., Shaki			
				1972/73	11	8	72.7
				1973/74	16	12	75.0
				1974/75	25	18	72.0
					347	261	75.2

Sources: By kind permission of the Principals of the Selected schools.

N.B. Twenty-three point eight percent (23.8%) of the girls presented for W.A.E.C. conducted external examinations in the selected post-primary schools in Zaria area passed unlike 75.2% passes in the selected post-primary schools in Oyo area. By deductive reasoning, the girls in Oyo area should score a lower percentage in the external examinations but the reverse is the case. This might be attributed to the reasons aforementioned or might be due to the preponderance of teachers of the Western State origin in schools in Oyo area (as well as other schools in the Western State - Table 16).

Table 16: Teaching staff of selected post-primary schools in Zaria and Oyo areas by state of origin and nationality

State of Origin	Zaria Area No.	%	Oyo Area No.	%
Indigenes of the State	15	25.4	60	92.3
Other Nigerians	26	44.1	3	4.7
Non-Nigerians	18	30.5	2	3
Σ	59	100	65	100

92.3% of the teachers in the selected schools in Oyo area are of Western State origin as compared with only 25.4% of North Central State origin in the selected post-primary

schools in Zaria area. Most of such indigenous teachers are usually dedicated to the cause of the developments of the human resources of their state. They could also communicate effectively with their students. The high failure rate of girls in the selected post-primary schools in Zaria area could also be attributed to the high percentage of alien teachers.

Chapter 5

PROBLEMS OF GUIDANCE SERVICES AFFECTING THE EDUCATION OF GIRLS IN OYO AND ZARIA AREAS

One of the first steps in the improvement of a Guidance programme is to take stock of what is currently being done and of what is currently available in terms of resources. In order to be a meaningful Guidance programme, there must be:

1. Personnel
   These are the persons to get the jobs done. These include those to give the administrative leadership like the Ministries of Education, State Schools' Boards and Local Education Authority who are to see to personnel administration like:
   a) Recruitment of staff (teachers)
   b) Placement of staff
   c) Conditions of service of staff.
   d) Organisation of teachers records, and
   e) The effective implementation of Guidance Services in schools through frequent supervision of schools by qualified personnel.

There is the need for supervision for the following reasons:

i) To provide Guidance and help to teachers.

ii) To bring the schools and the ministries of education closer together so that school problems are constantly brought to the knowledge of the ministry officials.

iii) To co-ordinate and make possible appraisals of the pupils.

iv) For the dissemination of new teaching techniques.

v) For sensible curriculum reorganisation and improvement for better educational planning.

vi) Inspection affords opportunity for better educational planning.

The administration of schools has been fragmented in our educational set up. As of now several uncoordinated bodies or persons are administering primary education at the local level particularly in Zaria area, while a different body does the planning, policy-making, management and evaluation. The Ministries of Education, State Schools' Boards and Local Education Authority in the two areas are not effective with regards to the supervision of schools.

Trained school counsellors are rare in Nigeria. So also are psychologists, psychiatrists, speech therapists, physioterapits and social workers who are the guidance workers colleagues and referral resources. GUIDANCE SERVICES are therefore not rendered in most of the Nigerian schools. School children therefore adopt the trial and error method

in the selection of their academic subjects as well as the choice of their future careers since they do not have professionally trained personnel to guide them at the time when they have little perception of the world or work and the preparations needed for particular careers.

The preponderance of unqualified teachers in the primary schools in the two areas is a major problem. Table 13 shows that 60% of the primary school teachers in Zaria area and 42% of those of Oyo area are unqualified to teach in the primary schools. Such teachers therefore teach beyond their competence limits. Worse still, such teachers teach the lower classes of the primary schools, classes which are better taught by experienced and qualified teachers. There are much more qualified teachers in the selected post-primary schools in the two areas when compared with those in the selected primary schools. The selected post-primary schools in Zaria area have as low as 25.4% of the teachers being of North-Central State Origin while 30.5% are aliens. In the selected post-primary schools in Oyo area only 3.0% of the teachers are aliens while 92.3% are of the Western state origin. Students in the selected post-primary schools in Zaria area are therefore taught mostly by people of different cultural backgrounds as well as people who speak with different accents and tones.

Teachers in primary schools in the two areas have an average teaching load of 40 periods a week. They teach throughout the school day. This does not make for effective teaching on the part of such teachers since they have little or no time to rest throughout the day. Teachers are also being transferred from one school to another. This situation does not allow teachers to settle down in a particular school and have a thorough knowledge of the school's traditions and the pupils of the school. There is a great disparity in the remuneration of teachers in the two areas. In Oyo area, a seniority list for teachers has been compiled based on their qualifications, teaching experience and teachers are given duty post and remunerations according to their years of teaching experience. In Zaria area, this is not the case. It is not, therefore, suprising to find more experienced and better qualified teachers teaching under principals, vice principals or headmasters who are less experienced. This encourages indiscipline and poor attitude to work by teachers in schools where such more experienced teachers are put under inexperienced and often not better qualified principals or vice principals.

Parents are to play consultative and supportive roles to guidance efforts. In doing this however, parents must make a distinction between affection for their children and the

dominance of their own influence on their children, particularly in the choice of careers. The roles played by parents in Oyo area is better appreciated if one visits schools and sees how parents come in occasionally to schools to inquire about their children's performances in the schools, the high school fees they pay to make sure that their children are in school and the number of both community primary and post-primary schools built in the area. Out of the sixteen post-primary schools in Oyo area, thirteen were built through communal efforts. Three out of the four selected post-primary schools were built through communal efforts. Parents also arrange evening lessons for the children. In Zaria area, none of the post-primary schools was built through communal efforts. Most parents take little interest in their children's education particularly the education of girls.

Library workers are other important human resources needed in guidance but are lacking in the two areas. Since they render vital services, they should be professionally qualified to render these services effectively. All the libraries in the selected primary and post-primary schools in the two areas of this study are manned by unqualified librarians. In the case of schools in the Oyo area, teachers are put in charge of the libraries under whom are student

librarians. While this is a good way of delegating responsibility to students, qualified librarians are needed to take charge of the order of books, cataloguing them and providing adequate reference materials to the teachers and the students.

The Ministry of Education in the North-Central State of Nigeria which Zaria area belongs, incorporates Guidance Programme into its services. The Guidance Section of the Ministry is however manned by only two Counsellors who are to coordinate the efforts of the Careers Masters in all thepost-primary schools in the State. GUIDANCE SERVICES are not provided in the primary schools. In the post-primary schools also, Guidance Programme is at its infancy since it deals largely with streaming of students in Class II. Unqualified counsellors called Careers Masters are found in thepost-primary schools. Their major function is to keep records of students in classes one and two in order to aid the streaming of such students into either technical, commercial or purely secondary grammar schools. The irony of it all is that there are only four technical/ commercial post-primary schools in the North-Central State. There are not enough to cater for all those students who might have aptitudes and interest for commercial/technical education. This situation gives room for preferential

treatment of such students who opt for commercial or technical courses.

In Oyo, little or nothing is known about GUIDANCE SERVICES since the Western State Ministry of Education does not incorporate it into its programme of activities. Privileged students who attend either the Government College, Ibadan, Queen's School, Ibadan, and Comprehensive High School, Aiyetoro have the advantage of benefitting from GUIDANCE SERVICES provided in such schools apart from having stable, experienced and well-qualified teachers to teach them throughout their post-primary school course.

2. Facilities

Ideally, there should be Guidance Offices strategically located in every school. Such offices should include:

a) The Office of the Director of Guidance where all guidance efforts in the school would be coordinated.

b) Offices for counsellors and counselling rooms, rooms for group activities and assemblies for staff and students. Rooms for group activities could be used for testing or to pass information to students.

c) Storage facilities for Guidance materials like tests, tape recorders, records, film strips and projectors. There should be facilities for proper filing of occupational, educational and personal-social information.

d) Library facilities - every school should have a School and class libraries. This would create a thirst for knowledge in the minds of the pupils. While the school library caters for the needs of the entire school population (staff and students), a range of books specially suitable for each class should be kept in the class libraries.

e) School building and site: In modern education, attention is centred on the child. Not only the curriculum, the subject matter and the method of instruction but also, the school buildings are related to the needs of the child. Health and comfort are the main considerations. Hence, the modern school buildings provide plenty of light and fresh air. Their surroundings should be models of good sanitation and beauty for the villagers or town dwellers where schools are located.

The school site itself should be:

i) open to other buildings

ii) centrally placed in the area it is proposed to serve (availability of ample space is however more important than centrality).

iii) not in a noisy part of the town like the market, a railway station, a factory etc.

iv) fairly elevated and dry so as to avoid the spread of diseases caused by dampness such as rheumatism.

v) other facilities should include laboratories for science subjects, school farms, domestic science facilities, clubs and societies and transport facilities.

In the selected schools in Zaria area there are no special rooms for the career masters. They make do with the staff common rooms. This does not give privacy to counselling of students and limits the extent to which students could share their personal problems with Guidance Personnel. Records are not well kept since career masters mostly deal with terminal examination results of the girls. There are no career masters in the selected schools in Oyo area therefore, interested teachers only advise their students

when students seek such advice.

There are no libraries in the selected primary schools in Zaria area while three of the selected primary schools in Oyo area have libraries which are not adequately equipped while the other two primary schools have no libraries. The selected post-primary schools in the two areas have libraries and are not well equipped and are not manned by competent and professionally trained librarians.

In all the selected primary schools and post-primary schools in Oyo area there are school farms unlike the selected schools in Zaria where just one of the primary schools have a school farm. Bearing in mind that Nigerians cast aspersion on farming, the school should be the best way of inculcating respect for farming as a career as well as showing the inter-relationship of all professions.

Domestic science which should be an ideal subject for girls in both primary and post-primary schools is not taught in the selected primary schools in the two areas while only needle work is taught in the selected post-primary schools in the two areas.

Clubs and societies are not adequately organised in the selected post-primary schools while they are non-existent in the selected primary schools yet clubs and societies play vital roles in the social development of individuals.

Through such societies pupils could learn how to interact with other people as well as learn about leadership responsibilities, observation, trustworthiness, self-reliance and humanity.

The selected primary schools in Zaria area are only centrally located. They are, however, very small in area and seriously encroached upon by dwelling houses or privately owned house plots. Distraction of pupils from the school's work is very rampant. The schools have little or no room for expansion, neither do they have standard fields for pupils recreation. The selected primary schools in Oyo area are centrally located, have large areas of lands available for expansion and also have adequate recreational facilities.

The selected post-primary schools in the two areas have enough space for future expansion and for recreation. All the selected post-primary schools have school vans which are used more for official business of the schools than for field trips to industrial establishments, banking houses, research organisations, government offices and other schools to broaden the educational and social horizons of the students. None of the selected primary schools in the two areas had a school van. This is an eye opener to the lukewarm attitude paid to GUIDANCE SERVICES at the elementary school level.

3. Financial Resources

A good Guidance Programme cannot be had for nothing since guidance staff must be paid, guidance facilities and materials must also be provided. All these involve money. It is therefore pertinent for the ministries of education to make budgetary provisions for GUIDANCE SERVICES.

As of now, little or no provision is specifically made for GUIDANCE SERVICES in the two areas of this study. What is however needed is to enlist the understanding and acceptance of as well as the concern for GUIDANCE SERVICES in the minds of the policy makers in our ministries of education.

4. Material Resources

These are the items with which to carry on GUIDANCE SERVICES. They include:

i) Information materials on educational and vocational opportunities and personal-social adjustment which can be found in (a) the library - the library should have text books for intellectual development as well as books to serve as reference on further education, job opportunities and educational requirements so that students could prepare themselves for their later lives.

(b) Displays posters and charts should be available in the classrooms as well as the library to give students information on their elective subjects, career opportunities, current affairs and general knowledge. (c) Occupational files and magazines should be provided. These may be printed, duplicated or locally developed materials which could be easily read by the pupils or students.

ii) Individual Analysis Materials like (a) Testing materials on achievement, mental ability, aptitudes, interests and social adjustments. (b) Records regarding pupils: which centre mainly on the individual pupil cumulative folder and its use.

iii) Counselling Materials: like forms for recording results of conferences and tape recorders for recording interviews.

iv) Group and Individual Guidance Materials like:

(a) Reading and reference materials in the libraries.

(b) Film strips, slides, tapes, records, television sets, charts and wall posters and

(c) Local publications and booklets of local employers, educational institutions and service clubs.

As mentioned early in this chapter libraries found in the selected post-primary schools studied are not only inadequately equipped to cater for the needs of the students, they are also manned by incompetent librarians. A love for reading cannot be instilled in the pupils if they confine their reading to their notebooks and the few text-books they have.

Occupational files are not kept in any of the schools studied. This in essence means that students base their future occupational selection on trial and errors instead of basing them on effective guidance in schools. The North-Central State Government provides testing facilities for second year students in the post-primary schools for the purpose of streaming.

In the Western State, adequate records of teacher-made tests based purely on achievement are kept along with cumulative records on attendance, family background, health and extra-curriculum activities. Standardised tests are not made use of in the selected schools in Oyo area.

Since there are no counsellors in the selected schools, counselling materials are not provided in the schools. In the selected schools in Oyo area could be found wall charts, teacher-made teaching aids like maps, diagrams and paintings. These are rare to come by in the selected schools in Zaria area. This is a reflection of the attitude of teachers to

their work. Some teachers interviewed in Zaria area on the need for teacher-made teaching aids are of the opinion that teaching aids should be provided by the government.

5. Time Provision for Guidance

In the selected primary schools in Zaria area, no time was allocated for GUIDANCE SERVICES so also are the primary schools and the post-primary schools in Oyo area. In the post-primary schools in Zaria area the career masters have two teaching periods free per week to perform GUIDANCE SERVICES, especially those connected with the streaming of students in Class II. The time allocated is inadequate judging from the duties to be performed by the career masters and the numbers of students in the schools. It is therefore not surprising to find that all the Career Masters concern themselves with keeping achievement records.

From the above one could see that there are inadequate resources provided in the two areas of this study for the effective GUIDANCE SERVICES to be rendered to girls. The next chapter would make final conclusions based on the testing of the hypotheses for this study and also recommend some ways of improving GUIDANCE SERVICES in the two areas of this study.

Chapter 6

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions seem to come from the data collected in this study:

1. Despite the fact that the primary aim of Guidance is the fullest development of the potentialities of every pupil for an effective role in the society, GUIDANCE SERVICES are not reaching the girls, especially those who need educational and vocational counselling.
2. Guidance Resources are inadequate in the selected schools in the two areas of this study.
3. A relatively small number of girls are attending schools in the two areas of this study as compared with the number of boys (Appendixes I and II).
4. The level of academic attainment of girls in schools is affected by the level of education as well as the religion of their parents.
5. The standard of teaching-learning situations that prevail in the schools studied in Oyo area is higher than those of the schools studied in Zaria.
6. Since our policy makers are in a position to make budgetary provision for, and recruit personnel for the implementation of GUIDANCE SERVICES in our schools

the improvement of GUIDANCE SERVICES in our schools therefore demands the concern, attention and actionfor GUIDANCE SERVICES on the part of the policy makers.

RECOMMENDATIONS

a) Recruitment and Welfare of Teachers: Teachers are the hub of any educational system, therefore, efforts should be made to attract and retain first-class teachers who are intelligent, productive and are interested in teaching profession. Teachers can be retained if they are well rewarded, secure, and their promotion is based on merit, there is provision for in-service training and they are not subjected to frequent transfers.

b) Attitude of Teachers: Since teachers serve as models to their pupils and their values exert a strong influence on their pupil's character development, they should try to demonstrate wholesome and inspiring examples for their students to emulate.

c) Inspection of Schools: This should be more frequent and thoroughly conducted. This should include the inspection of books supplied by the school boards. Effective and continuous supervision of schools will definitely raise the ebbing standard of education in our school as well as erase the poor

attitude of teachers to work. Supervision of schools should, however, be carried out by trained and competent supervisors.

d) Headmasters and Principals of Schools: The headmasters and principals of schools should be friendly with those working under them and they should emphasise team work in their schools. They should commend the effective teachers and encourage them in their efforts. Experienced teachers should be made to teach the lower arms of their schools and these should not be left to untrained, inexperienced and unqualified teachers. Counsellors or Career Masters should not be seen as rivals nor just as one of the clerks but as members of their teams. The headmasters should also adhere strictly to the school calendar and should not declare holidays on their own.

e) Establishment of New Schools, Expansion and Improvement of Old Ones: Most of the primary schools in Zaria area are too small, they are also encroached upon by dwelling houses. Many children of school age are refused admission because of lack of classroom accommodation. New schools are therefore needed to cater for the ever increasing demand for education - particularly in the urban centres. Such schools should be sited where there are large spaces for expansion.

Most of the primary schools in Oyo area require new classroom furniture. Additional classrooms should also be built in the existing primary schools since they have enough room for expansion.

f) School Environment: Environment plays a major role in learning. Schools should therefore be well laid out, have large space for recreation and expansion and have enough academic and extra curricular facilities for the all-round development of the pupils.

g) Public Enlightenment: To change the lukewarm attitudes of parents to the education of girls, public enlightenment is necessary. This could be done through the use of mass media or through adult education. Adult education should be brought to the reach of every adult.

Parents must be made to see the need for education and the need to keep girls in school for as long as their abilities and their interest could permit. Parents should be enlightened about the evil effects of selecting future occupation for their children.

h) Community Involvement in Educational Efforts: Local efforts should be sought in building new schools. Such schools should be designed so as to enable the communities to use them for their social and cultural activities. Parents and the school communities should be kept abreast of all new

educational programmes and activities and not only consulted when their financial or moral assistance are greatly needed.

i) Control of School Fees: Realistic attempts should be made by the government to subsidise school fees paid by students, particularly those in Oyo area. This would eliminate the preferential treatment given to the education of boys at the expense of girls as a result of financial constraint on the part of parents.

j) The Administration of Education: The present way of administering schools through:

i) The Ministry of Education,

ii) Ministry of Local Government,

iii) Local Authority and (iv) Local Education Authority or Schools Boards cannot make for efficiency. It is therefore suggested that an autonomous body charged with the responsibilities of the administration of educational efforts be established particularly in the North-Central State while the schools' Board in the Western State should be autonomous.

The Local Education Authority or Local Schools' Board should be an arm of this autonomous body and not taking conflicting authorities from three masters. This would lead to greater participation by local communities in the administration of schools while educational planning,

execution and leadership would be performed by educationists and funds meant for education would be spent on education. Such a body would also see to the recruitment, placement, training and general welfare of the teachers.

Training of teachers should be given maximum attention by this body since the efficiency of teachers' training will be the main determining factor in the success or failure of education to meet the country's ever increasing demands of skilled personnel. Koranic teachers should be fully integrated into the teaching profession. They should be invited or urged to attend in-service courses where they would be taught how to read and write to improve their teaching efficiency as well as their prospect for promotion.

k) School Libraries: Every school should have a school library as well as class libraries. The School Library should be manned by qualified librarian who is to make a careful selection of books to meet the needs of the students in different classes in the school. Students should also be selected to work in the library on rotation. This is a way of assigning them with responsibilities as well as inculcating in them the sense of taking part in voluntary activities.

l) Guidance Services: GUIDANCE SERVICES should be rendered in all schools and not restricted to the post-primary schools. This vital services should be headed by competent

competent and qualified counsellors. If teachers are co-opted to serve as Career Masters in schools, they must be given adequate and continouus in-service training in Guidance. They should also be renumerated for their work and given enough free periods to carry out their demanding task.

At this juncture, it would not be out of place to suggest possible Guidance model for our schools. E.W. Graber of Ahmadu Bello University, Zaria has suggested four Guidance models and ways of implementing them taking into consideration the level of counsellor training, paucity of tests and materials in Nigeria. The models are as follows:[1]

i) Classroom-centred Model of Guidance: the teacher does most of the counselling himself at his spare time and only calls in specialist when they are available and needed.

ii) British Grammar School Type - The Headmasters as the head takes responsibility for ultimate decisions. He often has little contact with the the students but delegates authority to his assistant, housemasters and form masters. It is suggested that one of the officers of the school should be given training in Guidance and Counselling to enable him efficiently assume the special role of Director of School's Guidance Services.

iii) One built around the Guidance Committee - The committee of about four is headed by a trained counsellor. The committee helps in course selection, career

1. Graber, E.W. (1974). Models for Guidance Services Needed in Nigeria. The West African Jnl. of Educational and Vocational Measurement, Vol. 2, No. 1, Dec.

choice of students and means available to prepare students for their goals.

iv) Use of Test and Inventory Scores and Results like the North Central State - Test Scores are used for placing students into either secondary grammar schools, technical schools or teacher training colleges.

Promotion of Guidance

The universities should be ready to promote GUIDANCE SERVICES in all schools. This could be through the training of counsellors as well as in-service training for career masters. The universities could also contact the policy makers on new trends in Guidance. Finally, it has to be reiterated that more research is needed into ways of improving GUIDANCE SERVICES rendered to women in our schools.

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APPENDIX I

Selected Primary Schools Enrolment by School, Sex, and Area

Zaria Area

Selected Primary Schools	No. of Boys	No. of Girls	
Tundun Jukun L.E.A. School, Zaria	301	143	444
Tukur Tukur L.E.A. School, Zaria	165	93	258
L.E.A. School, Farakwai	131	36	167
L.E.A. School, Yakasai	31	9	40
L.E.A. School, Maigana	119	42	161
L.E.A. School, Dambo	151	54	205
	898	377	1275
%	70	30	100

Oyo Area

Selected Primary Schools	No. of Boys	No. of Girls	
Baptist Day School, Ago-Are	284	249	533
A.U.D. School, Ago-Are	216	161	377
L.A. School, Shaki	556	368	924
L.A. School, Isale-Oyo	286	239	525
Demonstration School, Iseyin	342	273	615
	1684	1290	2974
%	56.6	43.4	100

Sources: Headmasters of the selected primary schools as well as the Local Education Authority or Local Schools Board.

APPENDIX II

Selected Post-Primary Schools Enrolment by School, Sex and Area

Zaria Area

Selected Post-Primary Schools	No. of Boys	No. of Girls	
Women Teachers' College, Zaria	-	285	285
Government Commercial College, Zaria	394	219	613
Government Girls' Secondary School, Soba - Zaria	-	352	352
	394	856	1250
%	31.5	68.5	100

N.B.: All the post-primary schools in Zaria area except the Government Commercial College, Zaria are not mixed.

Oyo Area

Selected Post-Primary Schools	No. of Boys	No. of Girls	
St. Barnadine's Grammar School, Oyo	28	289	317
A.U.D. High School, Shaki	314	101	415
Baptist High School, Shaki	387	186	575
Awe High School, Awe-Oyo	267	158	425
	996	734	1740
%	57.6	42.4	100

N.B.: All the post-primary schools in Oyo area are mixed. As shown above, boys have just been admitted into class One at the St. Barnadine's Grammar School, Oyo. It was

Sources: Principals of the selected post-primary schools and by kind permission of the Ministries of the Education of the two areas.

formerly not a mixed school.

APPENDIX III

Teachers in the Selected Primary Schools by Qualifications and Area

Area	Professionally Qualified Teachers		Professionally Unqualified Teachers						
	Grade I	Grade II	Grade II CTR	Grade III	School Cert.	Modern III	Standard VI/VII	Arabic	
Zaria	-	14	12	-	3	-	-	6	35
%	-	40	34.3	-	8.6	-	-	17.1	100
Oyo	1	54	3	3	15	11	4	4	95
%	1	56.8	3.2	3.2	15.8	11.6	4.2	4.2	100

Note the preponderance of teachers who failed their Teachers Grade II Certificate Examination (Grade II CTR) in Zaria area and the high percentage of untrained teachers with either West African School Certificate or Secondary Modern School Certificates in Oyo Area.

Sources: By kind permission of teachers and Headmasters in the selected schools and Local Education Authority or Local School Board of the areas concerned.

APPENDIX IV

Teachers in the Selected Post-Primary Schools by Qualification and Area

Area	Professionally Qualified Teachers		Professionally Unqualified Teachers			
	No. of Graduates with teaching Qualification	N.C.E.	Other Graduates	HSC/ GCE A/L	Others	
Zaria	10	28	13	2	6	59
%	16.9	47.4	22.3	3.3	10.1	100
Oyo	25	9	12	14	5	65
%	38.5	13.8	18.5	21.5	7.7	100

N.B.: Note the high percentage of N.C.E. graduates in the selected post-primary schools in Zaria area. Most of them (85.7%) are graduates of the Advanced Teachers College, Zaria. This shows the immense contribution of Advanced Teachers' College, Zaria to the training of this category of teachers.

APPENDIX V

DEPARTMENT OF EDUCATION, A.B.U. ZARIA

PRIMARY SCHOOL PUPILS

1. Sex .....

2. Position in the family .....

3. Number of brothers .....

4. Number of sisters .....

. What attracted you to school? .....

.....

5. What do you do after school? .....

.....

6. Who pays your school fees or allowance? .....

.....

7. Why do you attend school? .....

.....

.....

8. What do you want to do after your Primary Education?

.....

.....

9. What level of education do you want to reach before you decide to stop schooling?

.....

10. Who advised you on the job that you would like to take up after your education? .....

.....

.....

11. Do.you.want to become a teacher in life? .....

.....

12. If Yes or No why? .....

....

13. Occupation of father .....

14. Has he been to school? .....

15. If so up to what level/standard? .....

16. No. of wives of father .....

17. How many of your brothers and sisters are in school? ...

18. Has anybody given you information on future careers?

If yes, who? .....

19. What careers do you want take up after your education?

.....

.....

20. What may prevent you from achieving this aim?.....

.....

.....

Why? .....

.....

APPENDIX VI

DEPARTMENT OF EDUCATION, A.B.U., ZARIA

FOR STUDENTS (GIRLS)

1. Age .....

2. Present School .....

3. Have you attended any other post-primary school before joining your present school?

Yes [ ] No [ ]

(Mark X in the correct box)

If yes please give details

1. Name of schools and periods of attendance:

i) ..... school from ..... to .....

ii) ..... " " ..... to .....

iii) ..... " " ..... to .....

iv) ..... " " ..... to .....

2. The highest class you read in the schools:

i) .....

ii) .....

iii) .....

iv) .....

Why did you leave your former school or schools?

.....

4. Who is responsible for the payment of your school fees? (your mother, father or Both of them, guardian or Government). If it is your guardian what is his/her relationship to you?

.....

5. What do you hope to do after leaving your present school?

6. Have you received any help about how to enter into different vocations and the qualifications required?

Yes ☐ or No ☐

(Mark X in the correct box)

If No what has guided your choice in question 6?

.....

.....

7. What are the subjects which interest you are:

i) taught in your school .....

ii) not taught in your school .....

8. How do you usually spend your leisure time? .....

.....

.....

9. How many wives does your father have? .....

10. How many children does he have? .....

Number of Females? .....

Number of Males? .....

11. What is the level of education of your father? .....

12. a) Your father's religion .....

b) What is his present occupation? .....

c) If deceased what was his occupation before he died?

.....

13. Has your mother been to school? .....

If yes, up to what level? .....

14. Her occupation if alive .....

15. What contributions is she making to your education?

.....

GENERAL

16. At what level do you want to stop school? .....

17. Please list also in the order of preference what you hope to do after the completion of your present education

.....

.....

18. At what age would you wish to get married? .....

19. Would the thought of marriage influence your choice of future career? .....

Why? .....

20. What are the other factors which could influence or are influencing your choice of future career? .....

.....

.....

21. Would you lile to be a full time house wife, or take a career after marriage? .....

.....

.....

.....

Why? .....

.....

.....

APPENDIX VII

DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

FOR TEACHERS

FACULTY WORK LOAD ANALYSIS (A copy for each Teacher)

1. SCHOOL ..... NAME OF TEACHER ..... QUALIFICATION .....

2. NATIONALITY: NIGERIA STATE EXPATRIATE COUNTRY

(Mark X in appropriate box).

3. TOTAL NO. OF PERIODS TAUGHT PER WEEK .....

4. WHAT CLASSES ARE YOU TEACHING AND WHAT SUBJECTS (Fill in the table below)

Teaching Subject/s	Form	No. of Students in class	No. of periods per week per subjects	Please do not write in the spaces below:

FOR TEACHERS

5. Do you like teaching? Yes ☐ No. ☐
(Mark X in appropriate box).

Give four reasons for your answer.

i) .....

ii) .....

iii) .....

iv) .....

6. If your answer to question 5 is no, what other profession or professions interest you?

.....

.....

.....

.....

7. Why did you take to teaching profession?

.....

.....

.....

.....

APPENDIX VIII

DEPARTMENT OF EDUCATION, A.B.U., ZARIA

FOR PRINCIPAL/HEADMASTERS

1. SCHOOL

ENROLMENTS (BOYS AND GIRLS) BY FORM

I		II		III		IV		V		VI		GRAND TOTAL	
BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS

Subjects offered in the school (School Prospectus or Time Table)

School fees per student Day Students ₦ p.a. Boarders ₦ p.a.

Number of dropouts in the various classes since admitted

	BOYS	GIRLS
I		
II		
III		
IV		
V		
VI		

FOR PRINCIPAL/HEADMASTERS

Qualifications of members of your staff.

Name of Teacher	Subject Taught	Qualification
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Types of GUIDANCE SERVICES available to your students.

The percentage of women who passed various previous school examinations by class:

Form I

" II

" III

" IV

" V

" VI

The percentage of girls who passed previous external examinations by years:

1964-

1965-

1966-

1967-

1968-

1969-

1970-

1971-

1972-

1973-

Suggestions of possible causes of the poor or good performances.

_____

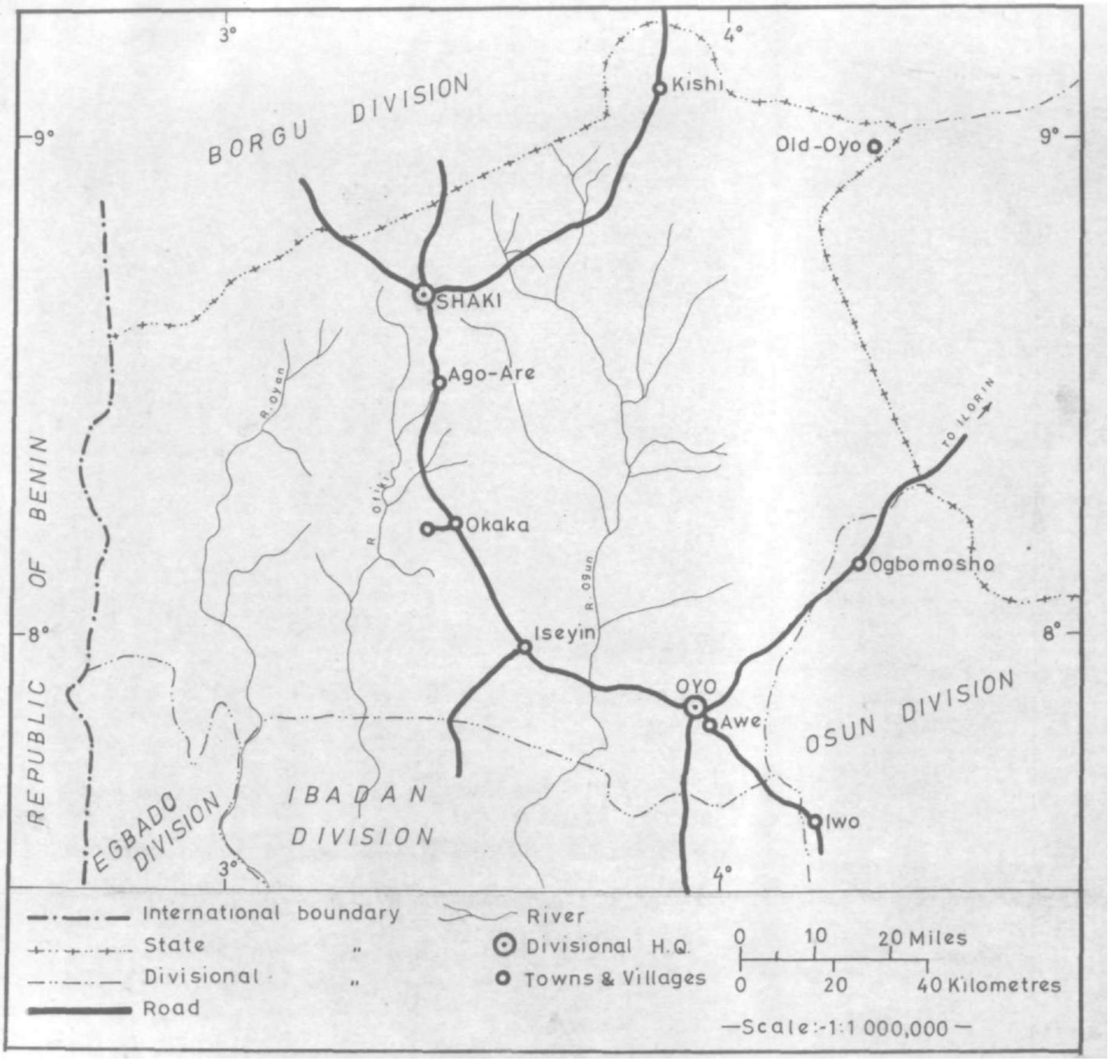
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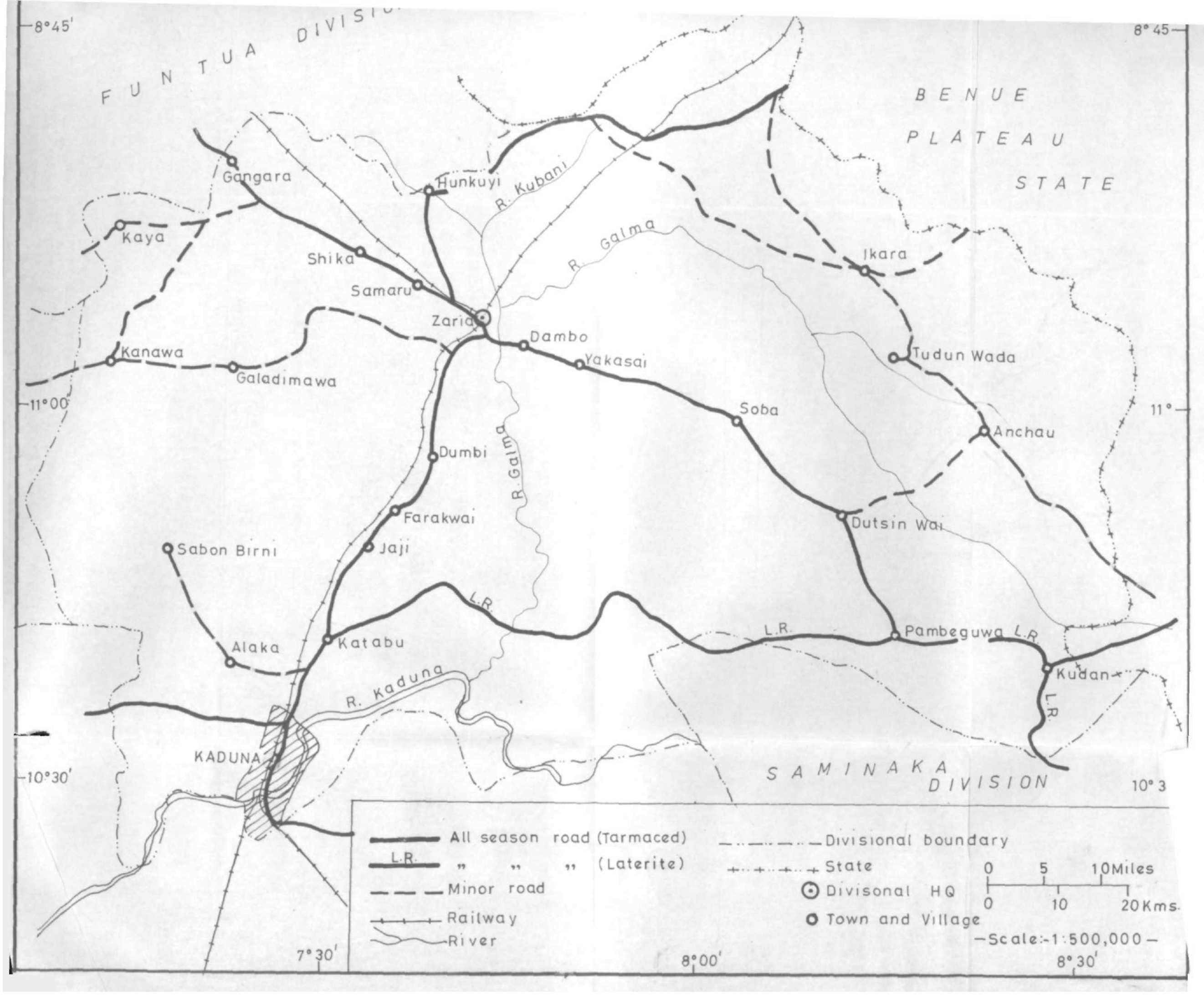
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FIG.2

OYO DIVISIONS OF THE WESTERN STATE OF NIGERIA




8°45'
8°45
FUNTUA DIVISION
BENUE
PLATEAU
STATE
Gangara
Hunkuyi
R. Kubani
Kaya
Shika
Samaru
Zaria
R. Galma
Ikara
Dambo
Yakasai
Tudun Wada
Kanawa
Galadimawa
11°00
Soba
11°
Anchau
Dumbi
R. Galma
Farakwai
Dutsin Wai
Sabon Birni
Jaji
L.R.
Alaka
Katabu
Pambeguwa
Kudan
R. Kaduna
KADUNA
10°30'
SAMINAKA
DIVISION
10°3
All season road (Tarmaced)
" " " (Laterite)
Minor road
Railway
River
Divisional boundary
State
Divisonal HQ
Town and Village
0 5 10Miles
0 10 20Kms.
Scale:-1:500,000
7°30'
8°00'
8°30'