TEACHERS' PERCEPTIONS OF CAREER MASTERS'/ MISTRESSES' FUNCTIONS: A CASE STUDY OF ZONKWA ZONE OF KADUNA STATE

BY

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DECLARATION

I declare that this project is my own work and has not been submitted in any form for another degree or diploma at any other university or institution.

Information derived from the published or unpublished work of others has been acknowledged in the text.

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CERTIFICATION

This project entitled: Teachers' Perceptions of Career Masters'/Mistresses' Functions: A Case Study of Zonkwa Zone of Kaduna State; by Bijimi, Benedict Makama meets the regulations governing the award of the degree of Master of Education (M.Ed.) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

To my 4 daughters: Blessing, Grace, Mercy and Gloria

To my two sons, Charles and Samuel

To my wife: Mrs. Asabe B. Bijimi

To my mother: Chivi Bijimi

ABSTRACT

In this study, an attempt was made to examine how secondary school teachers in Zonkwa zone of the Ministry of Education, Kaduna State, perceived the functions of the career masters/mistresses. Many teachers are reported to hold wide-spread misconception and misunderstanding about the counsellors' role in school (Ripee, Harvery and Partner, 1965). Because teachers hold various views about guidance services, this study was an attempt to find out their perceptions about career masters'/mistresses' responsibilities in the particular area of study. It is important not only to seek their opinion about the career masters/mistresses responsibilities but also to try to involve them in all aspects of the planning and implementation of the school guidance programme.

The study therefore involved administering a thirty-eight item questionnaire (questions including some fixed alternatives, open-ended and the Likert scale types) to a total number of two hundred and ten teachers from seven selected well established grade one secondary schools in the area of study. The data obtained from the questionnaires were converted into frequencies for analytical purposes. Percentages were used for data analyses.

One of the major findings of the study revealed that a large percentage of the teachers were ignorant of what guidance and counselling in education is all about. Invariably, most of the respondents were ignorant of the specific functions expected of career masters/mistresses in schools. The research also revealed that

most of the secondary schools have no organized guidance programmes and invariably no trained career masters and mistresses.

In the light of the findings, it was recommended that immediate steps be taken to establish guidance programmes in all the schools which have none at present. The Ministry of Education should make conscious efforts to send teachers to the universities on study leave to train as counsellors or at best as career masters and mistresses. The guidance and counselling unit of the Ministry of Education, Kaduna State, should be reorganized to ensure greater efficiency and increased productivity. The unit should be strengthened and decentralized so that Zonal sub-units (in the various Zonal Education branches in the state) can be created. The Ministry of Education should continue to organize workshops and seminars for career masters/mistresses and teachers.

School principals and teachers should demonstrate a total commitment to the establishment and furtherance of guidance programmes in their schools. They should resist the temptation of saddling career masters/mistresses with extraneous duties which bear no relationship with their guidance functions.

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Definition of Terms

It is important to define the following words used so as to give meaning to the research and also limit to the extent of the meaning of such words as used in the research.

Guidance Services - Guidance services are services that aim at facilitating the resolution of educational, vocational, personal and socio-psychological problems. Many services make up the guidance programme and such services are as follows:

(a) Counselling service.

(b) Informational service.

(c) Follow-up service.

(d) Referral service

(e) Appraisal service.

Career Master - The term career master is used here to refer to an individual or a classroom teacher who is responsible for administering guidance practices and services in a secondary school. They are not necessarily professionally trained but appointed administratively to take charge of guidance functions in the schools.

The Guidance Counsellor - The guidance counsellor is a guidance worker who works as a member of the pupils' personnel team to help pupils achieve growth, development and self fulfilment. The school counsellor is a professional with unique skills in the art and science of helping others in their quest for identity and fulfilment (American School Counsellors Association (ASCA), 1966).

Role/Function - Role has been defined as the expectations and directives for behaviour connected with a position whereas function is defined as the activities assigned to a role. Gilbert Wrenn writing under the caption 'Crises in counselling: A commentary and a contribution" in McGowan (1965) stated that the distinction between the two may be conceptualized as one of purpose (role) and means (function) or as one of ends (role) and means (function). In this study, some known functions were listed for the respondents to rank, and some functions were presented in the Likert type of questionnaires for the respondents to show agreement or disagreement with.

Counsellor's Publics - Counsellor's publics are the groups the school counsellor serves (Patterson 1967: 132). The term is generelly used to mean secondary school students, teachers, principals, parents, etc. But in this particular study only the teachers' perceptions of the career masters' and mistresses' functions are considered.

Senior Master Administration - is an officer who assists the vice-principal in the general administration of the school.

Senior Master Academic - is an officer incharge of the academic activities in the school. He checks teachers in their classes and see to what they teach the students.

Chapter One

THE PROBLEM

1.1 Introduction

A career master is the chief coordinator of the students' services in a secondary school. Guidance is one of the services that are rendered in the school to help in the achievement of the broad aims of schooling. The government of Nigeria has given the broad aims of secondary education as preparation for useful living within the society and preparation for higher education. The secondary school has to diversify its curriculum to cater for the differences in talents, opportunities and roles opened to students after the secondary school.

The secondary school is also to "raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and

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appreciate those values specified under broad national aims, and live as good citizens" (Federal Republic of Nigeria: National Policy on Education, Revised, 1981, p. 16).

The secondary school is the age at which a person undergoes the greatest changes in life span physiologically, intellectually, emotionally and psychologically. This is a very important stage in the process of education. It is at this very important stage that teachers and principals of secondary schools should work to help the teenagers.

To this end, there is a vital need for guidance and counselling services in the secondary schools. It is amazing to note that majority of school children and college undergraduates do not know exactly what field of study they want to take or for what purpose they are within the particular educational system they are in. It is obvious that many students in secondary schools have lot of problems which teachers, principals and even parents do not know.

Atuchi (1978: 9) said that the high school students needed proper guidance in the process of development. He lamented that children moved into school and out of it without any defined area of interest. They studied school subjects with no other reason rather than passing examinations. They had no clear idea of vocations they would want to enter later. Okri (1978: 9) opined that the educational system at present placed too much emphasis on ardous study, more often towards society-dictated professions and much to the neglect of inherent abilities and talents. Upon leaving school with poor results youth become confused and the nation had a bundle of muddled young people with little sense of direction and knowledge of what to do.

An important development in the system of Nigerian education today has been in the area of increased educational services. Among the first sets of specialities to emerge were in the areas of teaching, administration, supervision and then counselling. While the teachers' central concern is to guide the student learning activities,

counselling deals with helping students to develop the abilities to adequately understand themselves and solve their own problems. The basic services of the school should, therefore, be found in teaching and counselling since bo th deal directly with the individual students, his problems and his needs. The function of administration and supervision should be to promote the effective functioning of teaching and counselling (Jones, 1963).

It is in recognition of the role of career masters and mistresses and the significance and importance of guidance and counselling in schools that the Nigerian government had this to say in the National Policy on Education (Revised, 1981):

> In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post-primary institutions. Since qualified personnel in this category is scarce government will continue to make provisions for the training of interested teachers in guidance and

> counselling. Guidance and counselling will also feature in teacher education programmes, (p. 43).

We have referred to the National Policy to underscore the importance which the government personally attaches to guidance and counselling. We are nonetheless aware that guidance as a discipline is at its youthful stage in Nigeria. This is one reason why a research in this field is most welcome particularly at this stage of our educational and national development. It is, therefore, essential to explore the teachers' perceptions of career masters' and mistresses' functions in school. Knowledge of the responsibilities of career masters and mistresses by teachers will help both the teachers, career masters and mistresses to understand that they are all working towards the same goal which is that of the total development of the students.

1.2 Statement of the Problem

Studies conducted in recent times in some parts of Nigeria and the world over reveal that career masters and mistresses do

not receive the full co-operation of teachers in the discharge of their duties. For example, Uademevbo (1980: 81) found from his investigation into the organization and administration of Kufena College, Wusasa, Zaria, that the teachers in the college did not assist the career master in his guidance function. He observed that teachers did not refer students to the career master and that they adopted a non-chalant and lukewarm attitude to the guidance programme in the institution. Yet the school career masters and mistresses cannot function effectively without the support of teachers. Teachers occupy such a unique position that they can sustain or bar a guidance programme by adopting an attitude of support or rejection of it. According to Downing (1968: 48) the teacher can encourage positive participation and attitudes of acceptance or he can minimize the importance of the guidance service and thus depreciate it. On a similar note,

Patterson (1971) states:

> Perhaps the most important and certainly the largest group of personnel workers with whom the counsellor must establish adequate relationships is the teaching staff. Teachers are the closest to the students and thus, the source of most referrals. They are the channel through which the counsellor must work. The success of the counselling programme stands or falls on its acceptance, support and use by teachers (p. 289).

In an earlier attempt to explain why teachers tend to show a non-chalant attitude towards career masters and mistresses responsibilities in school, Patterson (1967: 134) had this to say "it is difficult for the classroom teacher to accept the need for specialists in human relations in the school. For to admit that specialists are necessary is to imply that teachers have certain limitations which they are reluctant to face". This statement clearly points out why hostile and sometimes jealous feelings can be unleased against the career masters and mistresses by classroom teachers.

Furthermore, the nature of his relationship with students often makes the career masters and mistresses an endangered species. His or her supposedly friendly, empathic, and acceptant relationship with students makes the career master and mistress a popular friend to whom students can take their problems for possible solution. Also, because of his or her heavy commitment with the guidance of students, the career masters and mistresses may be exempted from full participation in class teaching by an understanding principal who knows the duties and responsibilities of the career masters and mistresses. The exemption from teaching may make teachers feel that the career masters and mistresses enjoy an easy time by withdrawing from the "firing line" of teaching into idleness where he only talks about students problems. They may refuse to appreciate the magnitude of the career masters and mistresses responsibilities and brand them as idle staff members. In a study sample of 200 teachers in which Denga (1976)

interviewed as to whether or not career masters and mistresses should be exempted from teaching chores nearly 30 percent of those interviewed 'strongly agreed' that career masters and mistresses should carry equal teaching load as any other teacher in the school.

The reviews above tend to show to a large extent that teachers in secondary schools do not seem to know much about guidance and counselling and the functions of career masters and mistresses in schools. Perhaps, the functions of career masters and mistresses have not been sufficiently defined. Okereafor (1979: 3) observed that "the average teacher of today knows next to nothing about guidance and counselling nor is his school equipped with the services of a career master and mistress. As a result he sees his pupils' faults as moral issues only".

It is therefore conceivable that with the apparently negative and hostile feelings on the part of teachers towards the career master and mistress it will be difficult for

him or her (the career master or career mistress) to solicit support and co-operation from them (the teachers).

However, the modern aim of education is best achieved through a team work approach (Raid, Barnett and Rosenberg, 1974). This contention is based on the premise that every significant person in the life of the child has and should make some contributions towards the development of the child. The objective of team-work approach is to facilitate the optimum development of the child by ensuring the judicious use of all available resources both at home and in school. It is in this connection that it has been thought that guidance, like any other aspect of education, cannot be the responsibility of the specialist personnel alone if the programme is to work to the advantage of the pupils. Rather both the teachers, parents and all other significant persons in the life of the pupils need to be involved in the school's programme of guidance (Legion and McDaniel, 1970).

Therefore, it is not too early to examine the career masters' and mistresses' role perception among his public, particularly

the teachers to whom this present study is addressed. The investigator sees the inadequate or lack of cooperation and mutual understanding between teachers and school career masters and mistresses as a serious problem that deserves urgent attention. Unless realistic and genuine efforts are made to arrest the situation, the bold attempts being made by the Federal Government in general and the Kaduna State Ministry of Education in particular to establish functional guidance programmes in secondary schools may not be successful.

This study attempts to provide some information about how teachers in Zonkwa Zone of the Ministry of Education, Kaduna State, perceive career masters' and mistresses' functions. The importance of an organized guidance programme in schools is not well known in many schools in Nigeria. However, a humble beginning has been made about its establishment and a few schools have already started to operate the programme. Attention needs to be given to the growth and development of guidance in the country hence a study on teachers' perceptions of career

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masters' and mistresses' functions in some secondary schools in Kaduna State of Nigeria is a significant contribution towards this line.

Indeed, a school career masters' and mistresses' effectiveness in helping students is severely limited unless other staff members in the school cooperate with him or her. In particular, his or her cooperation with teachers who see much of the pupils than he/she does cannot be overemphasized. While it is true that he or she provides leadership in the programme he or she however depends on others for much of what he or she wants to carry out in the programme. Legion and McDaniel (1970) are of the opinion that the success of any school counselling is contigent upon the support from the teachers, parents and the entire community. Gordon (1956) is particularly of the view that the effectiveness of guidance and counselling in school has to be guaged directly or indirectly to the parts the classroom teachers play in that programme.

The nature of teaching makes it possible for teachers to be around students and to have more impact on a large number of them (the students) than the career master or mistress. Teachers' position within the school makes it possible for them to observe students in a wide variety of situations and to render various services to youngsters. Arbuckle (1950) is even of the view that the greatest part of counselling that goes on in school is performed and will continue to be performed by the teachers.

The guidance programme, therefore, should be seen as a group responsibility. This is even more so with schools that do not have trained guidance staff. There is a real need for teachers to understand the programme and be able to cooperate with the career masters and mistresses to carry out the school guidance functions. The need for teachers to understand what guidance in education means is very important because most Nigerian secondary schools as at now hardly have full-time trained career masters or mistresses. The issue is that an overwhelming majority of career masters and mistresses are just appointed administratively.

Sometimes those of them appointed might have participated in guidance workshops or seminars in various occassions or never at all.

1.3 Questions to be Answered

The questions which this study will attempt to answer are as follows:

1. What are the perceptions of teachers of the career masters and mistresses functions in the orientation programme of the secondary school students in Zonkwa Zone of the Ministry of Education, Kaduna State?

2. What are the perceptions of teachers of the career masters and mistresses functions in the educational and occupational placement of secondary school students in Zonkwa Zone of the Ministry of Education, Kaduna State?

3. What are the perceptions of teachers of the career masters and mistresses functions in students' discipline in the secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State?

4. What are the perceptions of teachers of the career masters and mistresses functions in counselling students in the secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State?

5. What are the perceptions of teachers of the career masters and mistresses functions in the appraisal of students in the secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State?

6. What are the perceptions of teachers of the career masters and mistresses functions in consulting them (the teachers) on matters that concern students in the secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State?

1.4 The Significance of the Study

Guidance programmes are established in secondary schools to serve the interests and needs of students. The establishment of such programmes entails the need for commitment of

the entire school staff to see to its success. There is also the need for responsible leadership on the part of the guidance staff in the programme.

Many benefits accrue to individuals when guidance programmes are successfully and realistically implemented. Guidance services consist of the professional aid given to individuals to assist them in dealing with recurring personal, educational and vocational needs and problems. They assist students in acquiring the attitudes, information and understanding needed to make wise decisions. The investigator hopes that the study will furnish teachers with up-to-date information regarding the needs of students in the school guidance programme. It will also be useful in evaluating the effectiveness of the school guidance programme particularly those related to orientation services, school discipline, educational and vocational placement, as well as counselling for the resolutions of students personal-social problems. Consequently, teachers, principals and other interested parties will appreciate the essence of the services of

career masters and mistresses in institutions of learning more than ever before and take advantage of their presence in schools.

This is reasonable in a country like Nigeria which is gradually making efforts to incorporate guidance services into the nation's educational system. In this connection, therefore, there is a real need for an examination of the teachers' perceptions of the functions of the career masters/mistresses and see which of these functions they would profitably like being offered in their schools since they are going to be deeply involved in running their schools' guidance programmes.

A number of other reasons also justify the need for the assessment of teachers' perceptions about career masters' and mistresses' functions in school. First, teachers' attitudes to their eventual participation in the school guidance programme has a definite influence on the students since the latter's attitudes and behaviours are often the reflections of the teachers. On the one hand teachers can encourage in their students positive attitudes of acceptance and active

participation in the programme. On the other hand, the same teachers can minimize the importance of the guidance programme or even depreciate it. Afterall teachers are perhaps the best available source of publicity for the guidance programme among the pupils. Secondly, by knowing teachers' views of the functions of the school career masters and mistresses, they (the career masters and mistresses) will be in a better position to device means of obtaining the support and cooperation of both the teachers and other school personnel.

Therefore, the importance of this study lies mainly in its contribution to knowledge. It is hoped that the results of the investigation and its subsequent recommendations will serve as a "food for thought" for the officials incharge of guidance and counselling in the State Ministry of Education. Finally, it is hoped that it will help the state government in its efforts to implement the new system of education (i.e. the 6-3-3-4 system) and the necessary steps to take to improve the guidance programme in the secondary schools.

1.5 Scope and Delimitation of the Study

The study is concerned basically with an investigation of teachers' perceptions of the functions of career masters and mistresses in secondary schools in Kaduna state. The study does not cover all the secondary schools in Kaduna State, but is delimited to some selected secondary boarding schools in Zonkwa Zone of the Ministry of Education. The responses of the teachers to questionnaires administered on them in the course of the research form the bases of the findings and report.

The study does not include the Ministry of Education officials, principals, non-academic staff and students of the selected secondary schools. It does not, of course, include schools outside Zonkwa Zone of the Ministry of Education, Kaduna State. The area covered, therefore, is limited in scope and hence the findings cannot be generalized. The conclusions reached apply essentially to the population used for the study.

Chapter Two

LITERATURE REVIEW

The survey of literature review in this study is organized under the following sub-titles:

1. Teachers' perceptions of guidance counsellors' functions in school.
2. The teachers role in fostering guidance programme.

2.1 Teachers' Perceptions of Guidance Counsellors' Functions in School

Darley's (1956) work in America (also in Shertzer and Stone 1976: 142) gave an insight into how counsellors were perceived by teachers. He states:

1. Counsellors are administrators and the nicest thing you can say about administrators is that they are a necessary evil which may be tolerated but better yet eradicated.
2. Counsellors provide ancillary services and are therefore expendable.

> Counsellor's pretense of confidentiality is solely a shield to hide behind when the welfare of the institution is involved or their activities are challenged. Louis' (in Shertzer and Stone 1976) description, harsh though it may be, reflects some of Darley's conclusions:
>
> A counsellor who has forgotten the real classroom, its strain, its triumphs, but above all its sense of timing - a counsellor who issues passes indiscriminately a counsellor who takes kids out of class and insists he has a right to do so, that counsellor is a rascal and deserves the admonition that those who can teach, teach, and those who can't become counsellors. A really good counsellor teaches at least two periods a day and counsels three, two of which counselling periods he knows in his heart are only prep periods. A full time counsellor is a fraud, and therefore when a really good counsellor greets a full-time teacher in the hall or in the class, he bows deferentially and says "I am only a counsellor but you are a teacher". A good counsellor, I repeat, never passes judgement, for he knows he has failed the test. So he concentrates on kids' faces and tries not to lose their folders. And he keeps them in touch with new study habits and calls up their probation officers if they are going to be late to jail. He also calls in their parents to lecture them on neglect. Such is a good counsellor (p.143).

Though it is tempting not to soften these statements, most school counsellors come from the ranks of teachers and therefore carry with them some residual feelings from their main teaching days which make the statement above particularly harsh. The reasons for such unhealthy opinions are not far to seek. Patterson (1967: 134) has said that a motive for such hostile teacher opinions about counsellors may lie in the fact that it is difficult for most classroom teachers to accept the need for human relations specialists in schools. For to admit that counsellors are necessary and earn their keep is to imply that teachers have certain weaknesses or shortcomings that they are reluctant to face.

Possibly, teachers are largely correct in these negative assessments of the function of the guidance counsellor. If so, it then follows that:

1. to the degree that if the counsellors function as administrators, they will be seen as administrators;
2. to the degree that counsellors provide only ancillary service, rather than an integrated, valuable service to

the students and teachers, they will be expendable;

3. to the degree that confidentiality is used as a self-protective device rather than as an indispensable part of ethical conduct, counsellor's activities are suspect. In all fairness, could any respectable teacher tolerate, let alone relate to individuals occupying such a role? (Shertzer and Stone 1976: 143).

The opinions of the American teachers about the counsellor portrayed by Darley show that teachers believed the counsellor was needed in the school though they did not approve of some of his activities and style of operation. In this study an attempt is made to find out about teachers' perceptions of career masters and mistresses functions in our secondary schools to see whether they (the teachers) deem their services to be necessary in school or not.

Teachers sometimes see themselves as the "alpha and omega" in a school setting and hence refuse to acknowledge the need for specialists in matters relating to students' welfare.

This observation agrees with that held by Shertzer and Stone (1976). They state:

> The teacher is the official of the school having historical seniority so far as a place in the school is concerned. In training, teachers have learned that they are the facilitators of learning, the leaders in maintaining mental health and the parent surrogate. Conceptualizing their position in such a manner may lead them to perceive their role in guidance quite differently than would counsellors, principals, or counselors, educators (p. 375).

It was against this background and, of course, of the present negligible number of trained guidance counsellors in our secondary schools then and now that Uademevbo (1979) remarked:

> It will take some time before people can appreciate the need for organised guidance services in secondary schools in this country (Nigeria). We have conservative people and illiterates in our society. They are sometimes sceptical about anything new. They resent changes and innovations. The tendency, therefore, is for people to adopt a negative rather than a positive attitude to career masters in the school and the society at large (p. 4).

It is therefore not surprising to note that teachers have some misgivings about career master's functions. Many of the secondary schools have no organized guidance programmes and no professional

career masters. Most of the teachers in secondary schools do not seem to understand the importance of guidance in education. A study by Awodeji (1976: 60) in Rimi College, Kaduna, revealed that eighty-six point four (86.4%) percent of the teachers admitted that they had no formal training in guidance and counselling.

In another research conducted by Akintade ((1977:114) into attitudes towards initiating guidance services in the post-primary schools in Ondo State in Nigeria, he found that teachers are ignorant about the functions of career masters in school settings. According to him, teachers see career masters as people who merely duplicate personnel as their functions are the same as those of the principals. In the course of this study, an attempt will be made to see how knowledgeable teachers in the secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State, are about the importance of guidance in education and the functions of career masters in schools. The underlying factor is that people's actions are sometimes better determined by what they know about a subject or situation.

Patterson (1971:39) had observed that many teachers have a misconception of counselling. They think of it as giving advice, making recommendations or engaging in individual teaching or problem solving of an intellectual or cognitive nature. Teachers view the counsellor's competence as being limited to educational-vocational matters. In general, they see him as a dispenser of information and advice.

Another important finding which lends support to the notion that teachers tend to adopt a negative attitude towards career masters' functions in school is that of Bojuwoye (1976) who found that the people connected with the guidance programme, especially teachers, generally show lukewarm attitude towards the programme. He stated in his report on the "Analysis and Appraisal of the (then) current Guidance Services in Kaduna State Secondary Schools" that:

> In the schools, some principals have not shown any better attitude either. Many principals expect the career masters to devote most of their time to instructional activities. The result is that because the principals themselves attach little importance to the programme, the teachers also take it less seriously so that many of them are not interested. The form masters and the housemasters are perhaps the greatest offenders

> in this report. Their cooperation with the career master as the study has shown is minimal if at all it exists (p. 7).

Bojuwoye has not only pointed out that the teachers who formed the subject of his research did not cooperate meaningfully with the career masters in their schools, he also explained the reasons for the attitude of the teachers. He is of the view that the teachers were merely following the footsteps of school principals who did not attach considerable importance to guidance and counselling. This finding is in line with a remark made by Shertzer and Stone (1976). They write:

> Principals have a responsibility to recognize the need for and the importance of a comprehensive guidance programme. If they do not support such a programme, little support will come from teachers, pupils, or parents. Principals must be active in studying the values, purposes and limitations of the guidance programme in their school (p. 379).

In essence, the principal's total support for the guidance programme is a condition. No successful guidance programme can exist in a school without his informed, energetic and well organized efforts. That is to say that

the final responsibility for the success of the programme rests with him. The principal is the person to serve as a liaison between the state Ministry of Education and the school. He is the person to solicit for the financial and material needs for the guidance programme. He is the person to interpret the guidance philosophy and introduce the guidance programme to teachers, students and the community generally. An effective and proper introduction of the career master and his duties to parents, teachers and students by the principal will pave way for the success of guidance services in school.

Finally, although Denga (1983:30) reports that it will be unfair and perhaps premature to make absolute conclusions at present regarding the teachers' perception of the school career master due to the recency of the counselling profession in Nigeria, the opinions indicated in this section are typical of the current (my emphasis) perception of the school career masters and distresses functions by teachers. Therefore, the present study is looked at to be timely and of necessity, a follow-up to the above

assertion. It is hoped that if history is any thing to go by then with time counselling is expected to become more recognized, the functions of the career masters/mistresses will become more understood and appreciated, and more positive perceptions of the career masters' and mistresses' function will be expected from teachers.

2.2 The Teacher's Role in Fostering Guidance Programme

A number of writers have stressed the need to involve teachers in school guidance services. Such writers hold the view that career masters cannot achieve much in their efforts to implement guidance programmes without the cooperation of teachers. For example, Shertzer and Stone (1976:378) urged teachers and counsellors to find ways to co-operate to increase their effectiveness, since neither can operate alone. According to them, the success or failure of any guidance programme is dependent upon their co-operation, initiative and skills. In his own contribution to the discussion on the essence of a cordial relationship between teachers and counsellors, Kuti in Ozigi and Onoja (1974) observes;

> The counsellor needs to remember that his work is basically complementary to the work done by the teachers. Teachers deal directly and on a face to face basis. Counsellors deal on the other hand with students indirectly-indirectly in the sense that, their resources can either be as a result of referrals from teachers or from evidence from reports on students. The counsellor should therefore try to enlist the cooperation and support of teachers in his day to day work. He also has to enlist the trust and mutual understanding of teachers (pp. 185-186).

From the foregoing, we could see that career masters cannot afford to play down the services of teachers in their institutions of learning. The simple message here therefore, is that all career masters/mistresses and counsellors, no matter their ability and high level training (if ever) must seek ways to work in harmony with teachers in fostering guidance programmes. Teachers should as well join hands with career masters in their bid to render professional assistance to persons who need their help.

Apart from Shertzer and Stone and Kuti mentioned above, Muro and Dinkmeyer (1977:314) have also acknowledged the need for teachers to co-operate with the counsellor in his guidance activities. They observed that since the teacher

spends more time daily with the students than any other professional does, he is in a better position to supply some unique ingredients for the programme. Thus, guidance becomes an essential part of the learning process, occurring in the classroom setting, and not only in the counsellor's professional office.

One thing the career master or career mistress can do to surmount the problem of the unco-operative attitude on the part of teachers is to specify his objectives with the teaching staff. He needs to dispel any fears and misconceptions about himself and define realistically the limits and limitations of his job and himself regularly to ensure good communication and good relationship. Strang and Morris (1964:3) drove home this point convincingly when they said that one of the responsibilities of the school counsellor is that of acquainting teachers and parents with his role and resources and attempting to make both the school and the neighbourhood better places for children to grow to maturity. The truth is that, without cooperation, communication and a two-way flow of information and assistance between the career masters and

teachers, the guidance service may become isolated and relatively ineffective.

The fact that the present study is not confined to secondary schools that have organized guidance programmes but those of a peripheral nature means that the guidance workers/career masters have to solicit a reasoned cooperation of the teachers. Shertzer and Stone (1967) giving support to the above assertion had this to say, that career masters' communication with teachers is very important because students' and parents' perception of the school career master are a reflection of how the career master is viewed by teachers.

Chapter . Three

3.0 Research Design and Procedures

Data for the study was obtained by employing a sample research method. The chapter, therefore, presents the sample selection of schools and teachers; instrumentation including its contruction and validity; pre-testing and the final administration analysis of the data and a brief summary.

3.1 Sample

Under this section the procedure for the selection of the schools and the teachers that participated in the study is discussed.

3.1.1 Selection of Schools

There are at present thirty six (36) approved post-primary institutions in Zonkwa Zone of the Ministry of Education, Kaduna State (See Appendix A). Out of this number there are seven (7) well established secondary schools with boarding facilities (meaning boarding facilities for staff). They are mostly referred to as grade one secondary schools offering basically arts, science, commercial and technical subjects leading to the award of

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West African School Certificate (WASC).

Four of the above mentioned 36 approved post-primary institutions are Teacher Training Colleges offering subjects leading to the award of Teachers' Grade II Certificate. They are also designated as Grade I Schools. Twenty-five (25) of these post-primary institutions are Day Secondary Schools and they are regarded as grade two and three schools depending on their years of establishment.

Out of the 36 approved post primary institutions (as mentioned above) the seven well established secondary schools were selected for the study because they had (a) boarding facilities, (b) career masters/mistresses. In selecting the schools, the investigator took cognizance of the need to use a sample that is truly representative of the population and the area being studied. Hence, the schools selected are located in all of the sub-Urban towns of the Zonal area covering Kachia, Zonkwa, Fadan Kaje, Samaru Kataf, Kwoi, Kagoro and Kafanchan. The grade one secondary schools, in particular, are those schools that had been writing the West African School Certificate Examinations for

the past twenty years while the Day Secondary Schools which form the Grade two and three category are those that have recently been recognized by the West African Examination Council to write the West African School Certificate Examinations. Moreso, the boarding secondary schools were selected because the teachers and career masters/mistresses in particular are nearer each other and exposed to the students that they could interact the more as they live and work together.

Accordingly, the secondary schools selected include five (5) co-educational secondary institutions (as there are no purely boys' school in the Zone at all), and two (2) girls' secondary schools (see Appendix B). This is an adequate sample because, as earlier stated, it represents a good proportion of the institutions in the area of study in terms of geographical spread of the schools.

3.1.2 Selection of Teachers

The estimated number of teachers in the seven (7) secondary schools chosen is four hundred and twenty (420), that is, an average of sixty (60) teachers in a school. The technique of a simple random sampling

(Kish; 1965: 40) process was applied to select the number of teachers used for the study. In this regard the table of random figures was used. Thirty (30) teachers were randomly selected from each of the seven schools making a total of two hundred and ten (210).

3.2 Instrumentation

In order to test the questions formulated for this study a 38 item questionnaire was drawn up for teachers in secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State. The questions posed included the open-ended and fixed alternative type. A five-graded Likert scale technique was also used to obtain the desired information for the study. Though the questionnaire and the interview methods have their weaknesses, Kerlinger (1973: 413) and Tuckman (1978: 197) believe that certain information cannot be obtained in any other way other than by asking persons, and even if an alternative is available, the 'asking' route may be (and often is) the most efficient. The questionnaire method was

preferred to the interview method in this study because it allowed many people to be reached within the limited time available, and this was essential in view of the spread of the schools over a seemingly wide geographical area (see Appendix C).

3.2.1 Construction and Validation of the Questionnaire

Many items of the questionnaire were adapted from the American School Counsellor Association (1964) policy statement on the Role and Functions of the school counsellor. The function studied and established by Shumake and Oelke (1967) were also adapted for use in the questionnaire. The questions were carefully framed and submitted to the researcher's supervisor and other experts in the field for consideration and approval. As a result of their advice some items of the questionnaire were dropped and some rephrased. Since the bulk of the items on the questionnaire were derived from ASCA (1964) policy statement face validaty was considered acceptable in determining its suitability for use.

Before the questionnaires were finally administered they were pre-tested on a small

group of twenty (20) teachers of Government Day Secondary School, Kafanchan. Through this pre-testing the actual wording of the questions were improved and difficulty in understanding or knowing what the writer wants were identified. Moreso, the aim of the pilot test was to detect any ambiquity in the questions, to get a rough estimate of the time and to detect any possible administration problems. The writer is of the opinion that having subjected the questionnaire to the above tests, the questionnaire can now be accepted as valid and reliable. None of those who participated in the pilot study was used in the final study.

A covering note accompanied each questionnaire given out to teachers. The note specified what was expected of the respondents. There was also an assurance that the information required would not be used for any purpose other than the research being conducted. The respondents were not required to indicate their names in the questionnaire however. It was made clear in the directives given on the questionnaire that there were no right or wrong answers to the questions posed. The respondents were made to realize that the important thing was their personal and candid opinion on each

subject. Each section of the questionnaire carried a detailed instruction to guide the respondents in responding to the questions.

3.2.2 Description of the Questionnaire

The questionnaire used for this study was divided into two broad parts. A thirty-eight (38) item questionnaire was constructed to elicit the opinions of teachers as they perceive the functions of career masters/mistress in secondary schools. The first part, designated as section one, asked for background information for each respondent. The information required relates to sex, responsibility post in school, age, academic qualifications and teaching experience. In addition, the teachers were asked to state whether or not they had at any time attended any course or seminar/workshop on guidance and counselling and whether or not they feel there is a real need for professionally trained career masters in their schools.

Virtually all the questions asked were of the fixed alternative type, that is, the responses of the teachers were limited to the stated alternatives in the questionnaire. The aim was to facilitate the completion of the questionnaire by the teachers who were at the

material time engaged in conducting end of year examinations and marking of students' answer scripts.

The second part of the questionnaire consisted of a number of statements which are indicative of the functions of career masters/mistresses in school. A five-graded Likert scale was constructed and the respondents were required to choose their position on each function (subject) and put a tick in the column that best fitted their position. The underlying factor is that a sample of an individual's opinion could be obtained by getting his or her reactions to certain statements put to him/her. From such statements of opinions may be inferred his or her perception to a given function. This scale according to Shertzer and Linden (1979) is the most widely used technique for measuring attitudes and many other effective behaviour. Question 1-5, Part II, Section two (A) were meant to answer the question which asked of the responsibilities of the career masters/mistresses in orientation programme as perceived by secondary school teachers in Zonkwa Zone of the Ministry of Education, Kaduna State. Question(s) 1-8 of part II, section three (B) were designed to

examine the functions of the school career master/mistress in education-vocational guidance and placement of students as perceived by secondary school teachers.

Questions one-to-four of Part II (Section four) were included to answer the question which asked of the functions of the career master/mistress in student's discipline as perceived by secondary school teachers the area of study. Section two of Part II, question(s) one to six sought to examine the responsibilities of the career master/mistress in counselling students as perceived by secondary school teachers under reference.

Question(s) number one-three of section six (E) Part II are meant to solicit the opinions of the secondary school teachers as to the involvement of the career master in the appraisal of students (section six). The statements under section seven of Part II were meant to answer the question on whether or not the career master should consult teachers on matters that concern the students.

3.2.3 Administration of the Questionnaire

The investigator visited all the seven selected secondary schools concerned and personnally distributed the questionnaires to the teachers. In schools where the teachers were busy with examinations, an interval of one week was allowed to enable the teachers have sufficient time to study and complete the questionnaire carefully. In these schools the principals were relied upon for the administration of the questionnaires. They were all intimated with the sampling procedures.

At the expiration of the time allowed, the researcher went back to collect the completed questionnaires from the schools. concerned. The total number of questionnaires distributed to teachers was two hundred and forty-five. Out of this number, two hundred and ten (210) were returned, duly completed by the respondents. Hence, the results of the study are based on the opinions of 210teachers.

3.2.4 Analysis of Data

The questionnaires were sorted out and arranged according to the different schools, using the code assigned to each school to differentiate them. That was done to enable the researcher obtain the data on each item from the various secondary schools. All the data obtained from the schools were assembled and summed up to form the bases of the tables presented and analysed in chapter four of this research work.

The total responses obtained from the teachers on each item were converted into frequencies and percentages, using 210 which is the total number of teachers in each sphere, as the base (see Appendix). Given the descriptive nature of the study, the identified opinions of teachers as they perceive the functions of career masters and mistresses in schools were grouped into appropriate categories. Frequencies and percentage tabulations were performed for each category of identified opinions. Percentage calculation is, therefore, the technique utilized in analysing the data and computing the results of the findings of the study. The procedure adopted was to add up separately the

number of people who strongly agreed, agreed, undecided, disagreed and strongly disagreed to the items on the functions scale. The number of favourable responses to each item was later converted to percentage of the total number of respondents for the items. The percentage spread was used in discussing the perceptions of all the respondents generally.

3.3 Summary

The study was designed to elicit the opinions of 210 teachers as they perceive the functions of career masters and mistresses in the selected secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State. Data was collected using the questionnaire method, for it enabled the researcher to collect responses from many people in a relatively shorter time than the interview method would have taken. Percentage calculation was the technique utilized in analysing the data and computing the results of the study.

Chapter Four:

PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of the study carried out among selected secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State to determine how teachers perceive the career masters/mistresses roles and functions in schools. The findings are presented under the following order.

4.1.1 The Description of the Respondents

This sub-heading describes the respondents' personal background. For this purpose, questions were asked about their school type, sex, age, responsibility post in school and length of teaching experience. Investigation also touched on their academic qualifications and the extent of their exposure to courses/seminars/workshop on guidance and counselling. Investigation extends to their level of training in guidance and counselling and whether or not they feel there is a real need for professionally trained

career masters/mistresses in their schools. The data related to these issues are expressed in Tables 4.1 to 4.5.

4.1.2 A Scale of Teachers' Opinions on Career Masters'/Mistresses' Responsibilities in School

Tables 4.6 to 4.11 reflect the teachers' responses to their level of agreement or disagreement to statements related to career masters'/mistresses' responsibilities:

(i) in school orientation programme;
(ii) in educational-vocational guidance and placement of students;
(iii) in students' discipline;
(iv) in counselling students;
(v) in the appraisal of students; and
(vi) on staff consultation on matters affecting students in school.

In Section I of the questionnaire, the respondents were asked in question No. 1, to write down the names of their schools. This was intended to facilitate easy identification of the respondents. Question number 2, which was an extension of question one, inquired about each respondent's sex. Table 4.1 below shows that out of 210 respondents in the group about

sixty-nine percent of the respondents (144) were males and about thirty-two percent (66) in the group were females.

Table 4.1: Distribution of Respondents According to Schools and Sex

Schools	Male		Female		Total	
	N	%	N	%	N	%
G.S.S. Kachia	19	9.1	11	5.2	30	14.3
G.G.S.S. Zonkwa	20	9.5	10	4.8	30	14.3
G.S.S. Fadan Kaje	26	12.4	4	1.9	30	14.3
T.B.M.C. Samaru Kataf	25	11.9	5	2.4	30	14.3
G.G.S.S. Kwoi	21	10.0	9.	4.3	30	14.3
G.S.S. Kagoro	18	8.6	12	5.7	30	14.3
G.S.S. Kafanchan	15	7.1	15	7.1	30	14.3
Total	144	68.6	66	31.4	210	100.0

Key:

G.S.S. - Government Secondary School.

G.G.S.S. - Government Girls' Secondary School

T.B.M.C. - Tafawa Balewa Memorial College.

Government Secondary School Fadan-Kaje and Tafawa Balewa Memorial College Samaru-Kataf have the highest number of male respondents of twenty-four percent (51). This large number of

male respondents in the two schools may be due to the location of the schools as they are located far away from any of the big towns in the area of study and so married women might not want to go that far from their families or it could be that there is a transportation problem to and from the schools. The Government Secondary School, Kafanchan, has the highest percentage of female respondents (7.1 percent or 15). This can be attributed to the fact that Kafanchan itself is the biggest town in the area of study and that the concentration of workers from all works of life would mean that women are likely to form the bulk of the teaching staff.

Question number 4 requested the respondents to state their age range. Table 4.2 below shows the distribution of their responses.

Table 4.2: Distribution of Respondents According to their Age Range

Age	No	Percentage
Below 20 years	18	8.6
20 - 25 years	35	16.7
26 - 30 years	70	33.3
31 - 35 years	49	23.3
36 - 40 years	21	10.0
Above 40 years	17	8.1
Total	210	100.0

Table 4.2 above shows that more than half of the sample (73.3 percent or 154) are between the ages of twenty and thirty-five years. The respondents in this group were therefore considered mature enough to supply reasonable data about themselves, their experiences as teachers were also considered mature enough to express their views candidly on matters of general nature.

4.2 Academic Qualifications of the Respondents

Education and work are interrelated. This is because every profession requires a thorough

grounding in certain knowledge. For example, the classroom teacher requires adequate knowledge of how learning takes place. Also in order for an individual to become an effective classroom teacher the individual needs an understanding of students, what students are like, what background they have, their interests, needs, motivation, what they want to accomplish and how they learn (Isaacson 1979: 31). It is to be noted that different kinds of work require varying degrees and types of educational preparation. Table 4.3 below is related to question No. 6 and it describes the respondents according to their academic qualifications.

4.3: Distribution of Respondents According to their Academic Qualifications and Sex

Qualifications	Male N	Male %	Female N	Female %	Total N	Total %
N.C.E.	32.	15.2	21	10.0	53	25.2
B.A./B.Sc.(Ord. Hons.)	21	10.0	7	3.3	28	13.3
B.A./B.Sc./B.Ed/PGDE	84	40.0	35	16.7	119	56.7
Others (e.g.) OND, HND, M.A.,M.Ed. etc.	7	3.3	3	1.5	10	4.8
Total	144	68.5	66	31.5	210	100.0

Table 4.3 above shows that about 57 percent

*T = Table

(119) of the respondents are holders of B.A./ B.Sc./B.Ed.(Ed.) degrees. Only 13.3 percent (28) hold B.A./B.Sc. (ordinary honours) degrees. More than 25 percent (53) of them hold the National Certificate in Education (N.C.E.) which though not a degree in education yet the certificate qualifies an individual to teach in secondary school. The course work offered in education as a major area of study as well as a subsidiary in education is designed to cover a variety of areas that are considered by the Institution training the N.C.E. students and the undergraduates as necessary to equip potential secondary school teachers with some professional training that would help prospective teachers the skills for teaching. With such teacher - preparation programme which majority of the respondents had gone through it is obvious that the respondents acquired basic knowledge about guidance and counselling. This does not necessarily imply that they had complete knowledge of guidance and counselling. Rather what it actually showsis that an overwhelming majority of the respondents in the sample are knowledgeable about students and their needs.

Question number three asked about each respondent's responsibility post in school to see how much assistance they render to the school career master s/mistresse s in achieving success in their guidance work.

4.3 Responsibility Post of the Respondents

It is pertinent to recall that in the literature review chapter it was noted that some teachers tended to show an inadequate and lack of co-operation and understanding of the career masters' functions in school. It is therefore desirable to note that a career master/mistress cannot achieve much in assisting and guiding students without the commitment and the cooperation of teachers. It is expected that by their various responsibilities in school, teachers would be able to assist the career masters/ mistresses achieve greater success in guidance work. It is to be noted that guidance like any other aspect of education cannot be the responsibility of guidance workers alone if the programme is to adequately serve the students and our society.

While it is true that a counsellor provides leadership in the programme, he however depends on other teachers for much of what he wants to carry out in the programme. Gordon (1956), earlier on referred to, is particularly of the view that the effectiveness of guidance and counselling in school has to be guaged directly or indirectly to the parts the classroom teachers play in that programme.

Table 4.4 below shows the distribution of teachers according to their responsibility posts in school.

T.* 4.4: Respondents Classified by Responsibility Post and Sex

Responsibility Post	Sex				Total	
	Male		Female			
	N	%	N	%	N	%
A classroom teacher	112	53.3	55	26.2	167	79.5
Form master	15	7.1	6	2.9	21	10.0
Senior master (academic)	7	3.3	2	1.0	9	4.3
Senior master (administration)	5	2.4	1	0.5	6	2.9
Year group master	5	2.4	2	1.0	7	3.4
Total	144	68.5	66	31.6	210	100.0

*T = Table

Table 4.4 above shows the responsibility posts of the respondents in the schools. About eighty percent (167) of the respondents in the group are classroom teachers. Of this number 53.3 percent (112) are males. The high rate of response by male teachers is attributed to the fact that they form the majority of the teaching staff in the schools. Ten percent (21) of the respondents in the group in addition to their teaching responsibilities are form masters. About five percent of the respondents are senior masters (academic) and about three percent in the group perform the duties of senior master (administration). It is important to mention that all the respondents in the group still teach no matter the extra duties they perform daily. This shows that irrespective of responsibility post, they are expected to get involved in the school guidance programme and to see to its successful implementation.

To understand the respondents better, question number 5 was asked to findout how long they (the respondents) had taught.

Question number 5:

For how long have you taught?

(i) Less than five years ▱

(ii) Five years and above /__/

The information provided by the respondents shows that 52 percent (109) in the group have taught for a period of five years and above. This means that a fairly good number of the respondents are old enough in the teaching field. From the respondents' answers to question number 5, it was learnt that the teachers had several opportunities of teaching and interacting with secondary school students. It can reasonably be assumed, therefore, that most of them know the problems of students and have an idea of the organization and administration of secondary schools. It is also important to note that none of the schools included in the survey had a student population of less than one thousand.

4.4 Exposure to Courses/Seminars/Workshops on Guidance and Counselling

This section describes the respondents according to their background experiences in guidance. It is the view of the writer that the more informed teachers are in the area of guidance and counselling the better they might become involved in helping career masters/mistresses implement the school guidance programme.

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Question number 7 reads as follows:

Have you ever attended any course or a seminar/workshop on guidance and counselling?

(i) Yes ☐

(ii) No ☐

Responses to the above question revealed that of the 210 respondents who answered the question, one hundred and twenty-two of them (representing 58.1 percent) indicated that they had been exposed to introductory courses or seminars/workshops on guidance and counselling. In order to explore the depth of knowledge of guidance and counselling acquired by the respondents, the next question, number 7b, reads as follows:

Question 7(b)

How did you acquire your basic knowledge in guidance and counselling? Tick only one answer which applies to your case.

(i) Had no exposure or training ☐

(ii) Attended seminar/workshops ☐

(iii) Acquired knowledge as part of a diploma/certificate course ☐

(iv) A cquired knowledge as part of a degree requirement ☐

Table 4.5 shows that about 42 percent (88) of the respondents in the group have not been exposed to any training/course or seminars/ workshops in guidance and counselling. Of this number fifty-five (representing 26.2 percent) of them were males while thirty-three (15.7 percent) were females. The table further shows that only thirty-nine percent (82) of the respondents have been exposed to courses in guidance and counselling as part of the requirement for a degree while 19.1 percent (40) of the respondents have either attended seminars/ workshops on guidance and counselling or acquired the knowledge as part of the requirement for a diploma/certificate course. Workshops on guidance and counselling are usually organized by the federal and states' ministries of education periodically to enable teachers acquire basic knowledge and skills in the field.

T.* 4.5: Respondents Classified by Sex and the Nature of their Exposure to Courses or Seminar/ Workshop on Guidance and Counselling.

Training	Male N	Male %	Female N	Female %	Total N	Total %
Had no exposure or training	55	26.2	33	15.7	88	41.9
Attended Seminar/ workshops	14	6.7	6	2.9	20	9.6
Acquired knowledge as part of a diploma/ certificate course	17	8.1	3	1.4	20	9.5
Acquired knowledge as part of a degree requirement	58	27.6	24	11.4	82	39.0
Total	144	68.6	66	31.4	210	100.00

Question number 8, reads as follows:

Do you feel there is a real need for a professionally trained career master/mistress in your school? Tick only one answer which applies to you.

(i) Yes ☐

(ii) No ☐

The purpose of asking this question was to find out from the respondents if there was a need for trained career masters/mistresses in their respective schools. From the information collected from the respondents, it was found that about sixty-two percent (130) of the

*T = Table

respondents were of the view that there was a pressing need for trained career masters/ mistresses in their secondary schools. Other respondents in the group held a contrary view probably due to ignorance.

However, keeping in mind that the secondary school is the critical level where every student is bound to make important personal decisions which will have far reaching consequences in his or her adult life the need for trained career masters/mistresses in schools cannot be over-emphasized as indicated by one hundred and thirty respondents (62 percent) in the group.

Those who know from experience and appreciate the important roles of career masters/mistresses in education do not mince words whenever they attempt to air their views on the usefulness of career masters/mistresses to students. For instance, Ohikhena (1980:4) said, "it is known that career masters can do much to alleviate the anxiety of adolescents who are in a transitional period in human development". In his own contribution to the subject, Sada (1980) observed that the teenager is being exposed to new threats to his wholesome

growth as a result of the changing socio-economic environment. He further states:

> The crisis in our secondary schools are in many cases demonstrations of ignorance of the present day school masters or principals of the basic needs of the pupils. We need a new breed of educationists who are not only competent in the teaching of the subject matter but also imbreed with understanding of and interests in the students they teach. The production of the new breed of graduates for this task should also be our responsibility (P.2).

In this connection, Fafunwa (1964: 39) writes "when I was in school we never had such people around, and how I wish we had! May be I would have succeeded better in life.....".

4.5 A Scale of Teacher's Opinions on Career Masters'/Mistresses' Responsibilities in School

In Part II of the questionnaire, the respondents were asked to use the following categories:

S.A. - Strongly Agree

A - Agree

UD - Undecided

SD - Strongly Disagree

to express their opinion regarding the responsibilities of career masters'/mistresses' with

respect to (a) orientation programme; (b) educational-vocational guidance and placement of students; (c) students' discipline; (d) counselling students; (e) appraisal of students and (f) staff consultation on matters affecting students in school. Tables 4.6 to 4.11 reflect the teachers' responses to statements related to the six aspects.

4.5.1 Career Masters'/Mistresses' Responsibilities in School Orientation Programme

Section two of the questionnaire provided the respondents with six aspects associated with career masters'/mistresses' responsibilities in the school orientation programme. The issues presented in the section were put in to see whether or not the respondents will agree or disagree with each of the items.

The primary reason why the respondents were asked these questions was to find out if they knew the importance of the orientation programme in the schools. It should be noted that when a student enters secondary school for the first time to begin academic career he/she is bound to face the problem of adjustment in the new environment. The individual may be

exposed to new experiences. Some new students in secondary schools are just fresh from primary school while some might have worked for sometime before coming to secondary school. The students differ in terms of their home background, social outlook and economic status. They are from different ethnic and cultural backgrounds. They also differ in their abilities, aptitudes, attitudes, interests, general abilities and academic achievement.

Inspite of the obvious differences among students, they have to share many things in common, interact at various levels, live together and attend the same lectures. Incidentally, some students enter secondary school with certain ideas, beliefs, impressions and value systems. These are bound to influence their actions and attitudes to their work, fellow students and teachers.

One of the means through which new students could be helped to adjust meaningfully to the secondary school is through the use of an orientation programme. An orientation programme involves such activities which

systematically expose new comers to the new environment with a view to helping them become familiar with the environment in order to adjust to it. All new students need this service in the schools. Table 4.6 below shows the respondents' opinion on what should be the role of career masters/mistresses in school orientation programme.

Table 4.6: Distribution of Respondents According to their Opinion about the Responsibilities of the Career Masters'/Mistresses' in School Orientation Programme. N = 210

	RESPONSES										Total	
	SA		A		UD		D		SD			
	N	%	N	%	N	%	N	%	N	%	N	%
1. The career master/ mistress should assist new students to become acquainted with and achieve adjustment to the new school environment	52	24.7	90	42.9	51	24.3	13	6.2	4	1.9	210	100.0
2. Should arrange lectures for new students on the location of school facilities.	22	10.5	69	32.9	72	34.3	38	18.1	9	4.3	210	100.0
3. Should encourage new students to see academic vocational and personal - social counselling	68	32.4	63	30.0	60	28.6	10	4.8	9	4.3	210	100.00
4. Should take an active part in the orientation programme in the school.	53	25.2	69	32.9	69	32.9	13	6.2	6	2.9	210	100.0
5. Organize series of activities on social adjustment of students in the new environment.	24	11.4	70	33.3	71	33.8	35	16.7	10	4.8	210	100.0

Table 4.6 above shows that about 25 percent (52) of the respondents in the group strongly agreed while 42.9 percent (90) agreed that career masters/mistresses should assist new students to become acquainted with and achieve adjustment to the new school environment. Therefore, out of the 210 respondents, 67.6 percent (142) of them were of the view that the job of the career master/mistress was necessary in this regards. To the question that "the career master/mistress should arrange lectures for new students on the location of school facilities" as one of their role expectation in school orientation programme, twenty-two respondents representing about 11 percent (22) of all the respondents indicated that they "strongly agreed", 32.9 percent (69) agreed, while 72 of them (34.3) were undecided.

The table further revealed that 68 teachers representing 32.4 percent of the respondents "strongly agreed" that the school career master/mistress should encourage new students to seek academic, vocational and personal-social counselling; 30 percent (63) of the respondents agreed that the function of the

career master/mistress in this respect is important. About 29 percent (60) of them indicated that they were undecided. Further insight in the table revealed that 53 teachers representing 25.2 percent of the total subjects strongly agreed that the career master/mistress should take an active part in the orientation programme in the school. Sixty-nine teachers representing 32.9 percent of the total subjects agreed to this caroer masters'/mistresses' role expectation, while the same number 69 of them were undecided of the role expectation.

The table finally revealed that twenty-four respondents representing 11.4 percent "strongly agreed" that one of the career masters'/mistresses' role expectation in the school orientation programme is to organize series of activities which will aid the personal-social adjustment of students in the new environment. Seventy of them representing 33.3 percent indicated that they agree of the role expectation, while more than seventy (33.8 percent) indicated that they were undecided of the career master/mistress function in the school orientation programme.

4.5.2 Career Masters'/Mistresses' Responsibilities in the Educational-Vocational Guidance and Placement of Students

It is the view of some Nigerian researchers that much of the job dissatisfaction and manpower wastage in the country today are partly due to lack of educational, vocational orientation and guidance of students.

The studies of Kolawole (1968), Oyinloye (1971) and Abiri (1977) point up the need for educational and vocational guidance services in the secondary school. Kolawole submitted that pupils' choice of jobs was less than half a dozen among forty-six jobs available in the then Ilorin province based on data supplied by the Ministry of Labour, Ilorin, at the time of this study. The pupils had no job information. Oyinloye (1971) found that vocational aspirations of secondary school students in Kwara State were unrealistic in the light of employment pattern then, and the possibility of acquiring the relevant training. He also discovered that the majority of students who took part in the study did not get information about their choice vocations from their schools.

Abiri (1977) found that pupils were largely unrealistic in their academic and occupational aspirations. He, like Kolawole (1968), and Oyinloye (1971) concluded that there is need for guidance services in Nigerian schools. The services recommended by all of them include educational and vocational guidance as well as information service.

Okon (1977) and Maisamari (1983) found that schools were less efficient in preparing students for the transition from school to work. They suggested that schools should provide youth with a variety of options that exist in and out of school. They also recommended that valid and reliable information service and school wide career guidance programmes be organized. The school career master/mistress has a responsibility to assist individual student to identify his or her academic and occupational talents for more appropriate training. Table 4.7 below shows what the respondents consider as the responsibilities of career masters /mistresses in educational-vocational guidance and placement of students.

Table 4.7: Perceived Responsibilities of Career Masters'/Mistresses' in Educational Vocational Guidance and Placement of Students. N = 210

B	Question(s)	RESPONSES SA N	SA %	A N	A %	UD N	UD %	D N	D %	SD N	SD %	Total N	Total %
1.	The career master/mistress should assist students in deciding upon subjects combinations, e.g. subject offerrings in arts, science, commercial, technical, etc.	14	6.7	50	23.8	68	32.4	71	33.8	7	3.3	210	100.
2.	Should assist students to select subjects for GCE/WASC	16	7.6	45	21.4	57	27.1	81	38.6	11	5.2	210	100.
3.	Should participate actively in assisting students who complete junior and senior secondary education to take the next step to further their education	70	33.3	74	35.2	54	25.7	6	2.9	6	2.9	210	100.
4.	Should look for available educational and vocational opportunities so that appropriate placement can be effected.	50	23.8	68	32.4	64	30.5	12	5.7	16	7.6	210	100.
5.	Should assist students to improve study habits.	45	21.4	54	25.7	77	36.7	20	9.5	14	6.7	210	100.
6.	Should arrange for different people from different occupations to talk to students about work.	46	21.9	57	27.1	84	40.0	12	5.7	11	5.2	210	100.
7.	Should plan for students visit firms, factories and various places where they can see what people do in various occupations.	32	15.2	50	23.8	72	34.3	37	17.6	19	9.1	210	100
8.	Should assist both the weak and clever students in educational problems e.g. arranging for weaker students in certain subject areas to get additional help.	52	24.8	79	37.6	56	26.7	13	6.2	10	4.8	210	100.

Table 4.7 above shows the analysis of data about the respondents perceived responsibilities of career masters'/mistresses' in educational-vocational guidance and placement of students in school.

Question Number 1 which is the first question in this section reads as follows: "The career master/mistress should assist students in deciding upon subjects combinations, e.g. subject offerrings in Arts, Science, Commercial, Technical etc." Their responses reveal that 23.8 percent (50) of the respondents indicated that they agreed to such role function, about 34 percent (68) of them stated that they are undecided while seventy-one of them representing 33.8 percent are of the opinion that they disagreed. Responding to question Number 2 that "The career master/mistress should assist students to select subjects for GCE/WASC", only 29 percent (61) of the respondents are of the view that career masters /mistresses should perform such function while about 44 percent making up a total number of 92 are in disagreement. Fifty-seven of them (27.1 percent) are undecided. Therefore, the opinion of a

greater percentage of the teachers, is that, it is not the responsibility of the school career master/mistress to assist students to select subjects for GCE/WASC. That implies that they, as teachers are in a better position to deal with the problem themselves hence they teach the students. It is important to note also that there are certain responsibility posts in the school where the teachers might feel that the right person to assist students in selecting subjects for GCE/WASC should be the form masters, senior master (academic) or the year group masters.

However, question number 3 which asked the respondents to specify the extent to which they agree or disagree on whether or not the school career master/mistress should participate actively in assisting students who complete junior and senior secondary education to take the next step to further their education. Their responses show that 33.3 percent (70) indicated that they strongly agreed, 35.2 percent (74) agreed while only 5.8 percent (12) of them are in disagreement. To the question that "the career master/mistress should look for

available educational and vocational opportunities so that appropriate placement can be effected (question Number 4)", fifty teachers representing 23.8 percent indicated that they strongly agreed, 32.4 percent (68) of them stated that they are undecided.

The table further revealed that only 54 teachers representing 25.7 percent of the respondents "agreed" that the school career master/mistress should assist students to improve study habits, while about 37 percent (77) of them indicated that they are undecided on whether or not such responsibilities should be done by the school career master/mistress. Further more, in the question which seeks the respondents' opinion on whether the school career master/mistress should arrange for different people from different occupations to talk to students about work, the findings showed that 21.9 percent (46) of the total number of respondents indicated that they "strongly agreed", 27.1 percent (57) agreed while a greater majority, 40 percent (84) of them stated that they are undecided.

However, in the question which asked the respondents to state the extent to which they

agreed or disagreed on whether or not the career master/mistress should plan for students to visit firms, factories and various places where they can see what people do in various occupations, only 15.2 percent (32) indicated they strongly agreed, 23.8 percent (50) stated they agreed, 34.3 percent representing seventy-two of the total respondents said they are undecided while still 26 percent (56) are in total disagreement. Suffice to say that the opinion of teachers in this respect is not encouraging. Those who know from experience and appreciate the important role of occupational visits for students do not mince words whenever they attempt to air their views on the purpose of visits to work places. Hoppock (1976) speaking on this respect states: "It is to give students the opportunity to see, hear, feel and smell the environment in which they may work."

Evidently, such tour exposures will no doubt provide some rare and pleasant opportunities or means for students to learn something about how other Nigerians make their living. The premises on which this assertion is built include what the ultimate objective of

secondary education should be in terms of preparing its products for the world of work.

Finally, question number 8 of this section asked the respondents to specify the extent to which they agreed or disagreed on whether or not the school career master/mistress should assist both the weak and clever students in educational problems e.g. arranging for weaker students in certain subject areas to get additional help. Their responses revealed that about 25 percent (52) of them indicated that they strongly agreed, 37.6 percent (79) agreed while 26.7 percent (56) of them are undecided. In all, the respondents tend to be in agreement that such a guidance service be rendered to students when and where necessary.

4.5.3 Career Masters'/Mistresses' Responsibilities in Students' Discipline in School

One important aspect of the students' life that is now of serious concern to our teachers and administrators is the problem of students' indiscipline. Shertzer and Stone (1976) see a counsellor as playing an effective role in curbing violence through preventive discipline.

According to this view of the counsellor's role in discipline, teachers would refer pupils who are in need of counselling before a situation develops that calls for overt punishment. Such referral requires exceptional care and skill, otherwise the pupil is merely sentenced to counselling. According to this view, counselling is directed toward a preventive function by helping individuals to:

(i) achieve an understanding of their behaviour; and

(ii) develop self control before more serious problems develop.

Group counselling sessions can be organized by the counsellor to deal with issues that often threaten peace among students. Mueller (in Shertzer/Stone, 1976) comments:

> The counsellor's job is not to search and pin-point any one cause, nor to indulge in superficial philosophizing about life's dilemmas. His job is to bring the particular behaviour in question into a different perspective for his client, to give him a useful way of looking at this behaviour and at himself, to help him adopt an attitude with the proper balance between responsibility and irresponsibility - neither that of the victim nor of dictator, but rather an attitude which suggests: "I did it, and the reason is myself".... (p.400).

Table 4.8: Perceived Responsibilities
Students'

C	Question(s)
1.	The career master/mistress should be a member of the school disciplinary committee.
2.	Should interprete punishment to the punished students.
3.	Should organize counselling sessions to deal with issues that often threaten peace among students.
4.	Should assist students who experience emotional and other psychological problems.

of Career Masters'/Mistresses' in
Discipline in School

RESPONSES											
SA		A		UD		D		SD		Total	
N	%	N	%	N	%	N	%	N	%	N	%
50	23.8	67	31.9	53	25.2	30	14.3	10	4.8	210	100
23	11.0	58	27.6	53	25.2	66	31.4	10	4.8	210	100
48	22.9	55	26.2	81	38.6	19	9.0	7	3.3	210	100
51	24.3	74	35.2	56	26.7	19	9.0	10	4.8	210	100

It can be observed from Table 4.8 above that approximately 32 percent (67) of the two hundred and ten respondents agreed that career masters/mistresses should be members of the school disciplinary committee, 25.2 percent (53) are undecided while a mere 19 percent (40) disagreed or strongly disagreed. On the question which asks whether the school career master/mistress should interprete punishment to the punished students, 31.4 percent (66) of the respondents indicated that they disagreed while only about 28 percent (58) were of the view that it is a necessary venture or that they agreed.

Table 4.8 further revealed that more than 38 percent (81) of the total respondents are of the view that they are undecided on whether or not career masters/mistresses should organize counselling sessions to deal with issues that often threaten peace among students. About 23 percent (48) strongly agreed while 26.2 percent (55) agreed. In question Number 4 of the same table, the following indications were made on the question which asked on whether or not school career masters/ mistresses should assist students who experience emotional and other psychological problems in

school. The data show that 24.3 percent (51) of the respondents strongly agreed, 35.2 percent (74) agreed while about 27 percent (56) of them are undecided. These findings clearly show that a majority of the respondents (59.5 percent) were in support of the fact that career masters/mistresses should assist students who experience emotional and other psychological problems.

4.5.4 Career Masters'/Mistresses' Responsibilities in Counselling Students

Bhatt and Esen (in Durojaiye ed. 1972: 115) have observed that guidance in Nigeria must not aim at solving problems for students, but at equipping them to solve problems for themselves. By implication they have suggested that the career master/mistress should engage primarily in counselling. The authors, however, warned that "guidance cannot function successfully in Nigeria unless its practice is attuned to the culture and thinking of Nigerians, and it is only research that can create this situation. Hopefully, the result of this study would reveal the thinking of some Nigerian teachers, particularly teachers of secondary schools in Zonkwa Zone of the

Ministry of Education, Kaduna State, on what the career masters/mistresses are expected to do in our secondary schools in the area of counselling students.

Table 49: Perceived Responsibilities of the School Career Master/Mistress in Counselling Students

D	Question(s)	RESPONSES											
		SA		A		UD		D		SD		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
	1. The career master/mistress should assist students to find solutions to their personal problems.	57	27.1	67	31.9	65	31.0	16	7.6	5	2.4	210	100
	2. Should assist students individually.	49	23.3	62	29.5	70	33.3	24	11.5	5	2.4	210	100
	3. Should give help to students in groups.	26	12.4	46	21.9	99	47.1	29	13.8	10	4.8	210	100
	4. Should give necessary help to the students to break bad habit e.g. smoking, drinking, taking dangerous drugs.	56	26.7	69	32.9	69	32.9	8	3.8	8	3.8	210	100
	5. Should help students to relate with other students.	44	21.0	62	29.5	80	38.1	13	6.2	11	5.2	210	100
	6. Should check up the progress of a student who reported for counselling in his school work.	12	5.7	54	25.8	80	38.1	57	27.1	7	3.3	210	100

Table 4.9 above shows the distribution of the responses regarding the extent to which they perceived the responsibilities of the school career masters/mistresses in counselling students. Responding to the question which asked whether "school career masters/mistresses should assist students to find solutions to their personal problems", 27.1 percent (57) of the respondents indicated that they strongly agreed to such role function, about 32 percent (67) of them indicated that they agreed while 31 percent (65) of them stated that they were undecided. To the question which asked them (the respondents) on whether or not their school career master/mistress should assist students individually. 23.3 percent (49) of the total respondents indicated that they strongly agreed while over 33 percent (70) of them indicated that they are undecided. To the question which asked whether career masters/mistresses should give help to students in groups, well over 47 percent (99) of the respondents indicated that they are undecided while over 18 percent (39) of them indicated that they are in disagreement.

Responding to the question on whether "Career masters/mistresses should give every necessary help to the students to break bad habits e.g. smoking, drinking, taking dangerous drugs, etc.", 26.7 percent (56) of the respondents indicated that they strongly agreed. About 33 percent (69) of them stated that they "agreed" while the same 33 percent (69) of them indicated that they are undecided.

Also, on the question which asks whether or not the school career master/mistress should assist/help students to relate with other students well in school, eighty of the respondents representing a percentage of 38.1 indicated that they were undecided while only 29.5 percent (62) of them stated that they agreed.

Finally, in responding to the question which seeks the opinion of the respondents on whether or not the school career master/ mistress should check up the progress of a student who reported for counselling in his school work, the finding shows that only about 6 percent (12) of them indicated that they strongly agreed with the statement, 38.1 percent (80) stated that they are undecided

while more than 27 percent (57) indicated that they "disagreed".

The findings in this section tends to show that most of the teachers in this study are not familiar with the various and specific functions of the school career master/mistress with particular reference to counselling students on their personal concerns or that the teachers themselves do not care about what impact a career master/mistress can make in the school in terms of counselling students on matters that are personal to them.

Another area that seeks the opinion of teachers on the responsibilities of the career masters'/mistresses' is that which asked them of their perceptions in the appraisal of students in school.

4.5.5 Career Masters'/Mistresses' Responsibilities in the Appraisal of Students in School

Aleyideino (1973) commenting on tests as tools for guidance services had this to say "Tests provide information about students. Appropriate tests could be used to get solutions to problems that are centered around social and emotional adjustment. Tests are

needed in counselling situations to arrive at a decision on whether or not it is wise to enrol students in a certain programme or vocational training". The author, therefore, recommended pupil appraisal as a function of the counsellor/career master/mistress in Nigerian schools. It is expected that the findings of this study would show the thinking of the respondents on what responsibilities the career master/mistress is supposed to perform in the area of the appraisal of students in the secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State.

Table 4.1 0: Perceived Responsibilities of the Career/Mistress in the Appraisal of Students in School.

	RESPONSES											
	N SA	%	N A	%	N UD	%	N D	%	N SD	%	Total N	Total %
1. The career master should collect data on individual student(s) to enable them understand themselves	22	10.5	33	15.7	59	28.1	67	31.9	29	13.8	210	100.0
2. Should conduct aptitude and intelligence tests to get more information about the students.	13	6.2	27	12.9	63	30.0	67	31.9	40	19.0	210	100.0
3. S hould maintain a system of individual cumulative records.	17	8.1	44	21.0	62	29.5	67	31.9	20	9.5	210	100.0

Table 4.10 above shows that only 26.2 percent (55) of the entire respondents are of the view that they either "strongly agreed" or "agreed" that the school career master/mistress should collect data on individual student(s) to enable them understand themselves; more than 28 percent (59) of them indicated that they are undecided while a greater majority representing 45.7 percent (96) are of the opinion that they either "disagreed" or "strongly agreed". To the question which asked them on whether or not the school career master/mistress should conduct aptitude and intelligence tests to get more information about the students, about 40 percent (67) of them indicated that they "disagreed", 30 percent (63) of them are undecided while only 6.2 percent (13) of them stated that they strongly agreed.

Responding to the question: "that Career masters/mistresses should maintain a system of individual cumulative records", only 8.1 percent (17) of the respondents indicated that they strongly agreed, 31.9 percent (67) of them disagreed while more than 29 percent (62) of them stated that they are undecided on such responsibilities.

4.5.6 Responsibilities of the Career master/mistress on Staff Consultation in matters affecting students in School.

Maro and Dinkmeyer (1977) acknowledging the need for teachers to cooperate with the school counsellor (career master/mistress) in his or her guidance activities in school had this to say:

> The teacher is in a position to supply some unique ingredients for the programme. The teacher spends more time daily with the students than any other professional does. More importantly, the teacher has access to real life situations in which the student must learn to cope with two basic life tasks-meeting the expectations of work and learning to relate effectively with others. Thus guidance becomes an essential part of the learning process, occurring in the classroom setting, and not only in the counsellor's professional office (p. 34).

This is true in most, if not in all, secondary schools. The guidance programme should be seen as a join responsibility between the school teachers and the career masters/mistresses. This is even more so with schools that do not have trained guidance staff. To this end, teachers are expected to serve as intermediaries between those who help students and the students especially since most students referred to career masters/mistresses in school should come from the teachers.

Table 4.11: Perceived Responsibilities of the Career Master/Mistress on Staff on Consulation on Matters Affecting Students in School N = 210.

F.	question (s)	RESPONSES											
		SA		A		UD		D		SD		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1.	The career master/mistress should assist students referred to him/her by others staff members.	71	33.3	74	35.2	54	25.7	6	2.9	6	2.9	210	100.0
2.	should report to the teacher (a progress report) on a student who has been referred to him/her	34	16.2	78	37.2	63	30.0	23	11.0	12	5.7	210	100.0
3.	should encourage staff to participate in approprate school activities eg. remedial programme	28	13.3	65	31.0	61	29.1	36	17.1	20	9.5	210	100.0
4.	Should provide infomation necessary for teachers to enable them to better understand the individuality of student.	22	10.5	38	18.1	75	35.7	25	11.9	50	23.8	210	100.00

Table 4.11 above shows the distribution of the responses of the respondents regarding their perceived responsibilities of the career master/mistress on staff consultation on matters affecting students in school. Responding to question 37: "the career master/mistress should assist students sent to them by other staff members", 33.3 percent (70) of them indicated that they strongly agreed, 35.2 percent (74) stated that they agreed while only about 26 percent (54) are undecided. To the question which asked on whether or not the school career master/mistress should report to the teacher (a progress report) on a student who has been referred to him/her, 37.1 percent (78) indicated that they agreed, 30 percent (63) are undecided, while 16.2 percent (34) of them are of the view that they strongly agreed.

Responding to the question which asked that "the school career master/mistress should encourage staff to participate in appropriate school activities e.g. remedial programmes", 13.3 percent (28) indicated that they strongly agreed, 31 percent (65) of them agreed, 29.1 percent (61) are undecided while still 17 percent

(36) indicated that they disagreed. To the item that: "The school career master/mistress should provide information necessary for teachers to enable them to better understand the individuality of each student", only 10.5 percent (22) indicated that they strongly agreed, about 24 percent (50) are of the view that they strongly disagreed, while 35.7 percent (75) of them indicated that they are undecided.

findings here
The _/ show that a greater percentage of the teachers are of the opinion that the school career master/mistress cannot or should not encourage them to participate in appropriate school activities nor is he/she in a position to provide them with information necessary for them (the teachers) to enable them to better understand the individuality of each student. They are only in favour of the career master/mistress to assist students sent to him by them (the teachers) and also to report to them progress reports on such students referred to the school career master/mistress.

Chapter Five

SUMMARY, DISCUSSIONS OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter attempts to summarize the findings of the study. It also discusses the findings, draws some conclusions and makes recommendations on the basis of the findings. The chapter is therefore divided into three main sections. The first section contains a summary of the proceedings, the next section discusses the findings and draws conclusions while the third section contains the recommendations based on the findings.

5.2 Summary

In this study, an attempt was made to examine how secondary school teachers in Zonkwa Zone of the Ministry of Education, Kaduna State, perceived the functions of the school career masters/mistresses. Many teachers are reported to hold widespread misconception and misunderstanding about the counsellors' role in school (Ripe, Harvey and Partner (1965) . Because teachers hold

various views about guidance services, this study was an attempt to find out their perceptions about career masters'/mistresses' responsibilities in the particular area of study. It is important not only to seek their opinion about the career masters'/ mistresses' responsibilities but also to try to involve them in all aspects of the planning and implementation of the school guidance programme.

5.3 Discussion of Results

The following is a discussion of the major findings from the investigation conducted on the perceived responsibilities of career masters/mistresses by secondary school teachers in the Zonkwa Zone of the Ministry of Education, Kaduna State.

First, it was found that out of 210 respondents in the group about 69 percent (144) of them were males. More than half of the sample (73.3 percent or 154) were between the ages of twenty and thirty-five years. The teachers in this respect were considered

mature enough to be able to express their views candidly on matters of general nature about themselves. It was found that 95.2 percent (200) of the teachers possess the National Certificate of Education (N.C.E.) and the first degree teaching certificates. This shows that most of the teachers who participated in the study could be said to be knowledgeable to an appreciable degree about students' needs and concerns in the school. On the distribution of the teachers according to responsibility posts in the school the study shows that about 80 percent (167) of the sample are classroom teachers. Of this number 53.3 percent (112) are male teachers. The rest (of the teachers) in the study were either form masters, senior masters or year group masters. This shows that by their various responsibilities in school the respondents should become involved in the school guidance programme.

The study also revealed that 52 percent (109) of the respondents have taught for a period of five years and above. This means that a fairly good number of the teachers are

somewhat old enough in the teaching profession. It can reasonably be claimed, therefore, that most of them (teachers) know the problems of students and have an idea of the organization and administration of secondary schools. Of the 210 respondents, the study shows that one hundred and twenty-two of them (representing 58.1 percent) had been exposed to courses or seminars/workshops on guidance and counselling. The percentage of those who have neither taken formal courses in guidance and counselling nor attended guidance seminar or workshops in guidance is 41.9 percent (representing 88 respondents). This is still a significant figure which this study should not overlook. This observation shows that many teachers in the group are not knowledgeable about the essence and nature of guidance and counselling in schools. It is to be noted that the course in guidance and counselling offered as part of a diploma/certificate or degree requirement which 58.1 percent of the respondents indicated they had attended is mainly introductory. Seminars organized for teachers by the State Ministry of Education may be for only a day or two, at most.

However, a majority of the respondents representing about 62 percent (130) of the sample are in agreement that there is a real need for professionally trained career masters/mistresses in their secondary schools. On the whole, the study revealed that most of the secondary schools in Zonkwa Zone of the Ministry of Education, Kaduna State, have no organized guidance programmes and invariably no professionally trained career masters or mistresses. The study further shows that the teachers are not well informed as to the nature of guidance and counselling in education.

The question which seeks the opinion of the respondents on what should be the responsibilities of the career masters/ mistresses in the school orientation programme, the data showed that a majority of the respondents in the study are supportive of the career masters/mistresses involvement in the programme (Table 4.6). This means that teachers in the Zonkwa Zone of the Ministry

of Education, Kaduna State, are of the view that career masters/mistresses should provide orientation services to secondary school students. For example, the analysis of the responses to the item which seeks the opinion of the respondents on whether or not the school career masters/mistresses should assist new students to become acquainted with and achieve adjustment to the new school environment shows clearly that 142 teachers, representing 67.6 percent supported that the career masters/ mistresses should carry out such a function. Also, the analysis of responses to item three which seeks the opinion of the respondents on whether or not the school career masters/ mistresses should encourage new students to seek academic, vocational and personal social counselling shows that 62.4 percent (131) of the respondents supported the idea. Although Denga (1983) once reported that it will be unfair and premature to make absolute conclusions at present regarding teachers' perception of the school counsellor due to the recency of the counselling profession in Nigeria; yet the opinions indicated in this section are typical

of the current perception of the career masters/ mistresses function in the school orientation programme by teachers in the area of study.

On the question of the responsibilities of the school career masters/mistresses in educational-vocational guidance and placement of students as perceived by secondary school teachers in Zonkwa Zone of the Ministry of Education, Kaduna State, it was noted that only 30.5 percent (64) of the teachers were in agreement that it is the career masters / mistresses' responsibility to assist students in deciding upon subject offerrings in Arts, Science, Commercial, Technical and so on. The findings also show that only 29 percent (61) of the teachers are of the view that school career masters/mistresses should assist students to select subjects for GCE/WASC while over 43 percent (92) of the respondents agreed that such functions do not belong to career masters/ mistresses in school. To the item which asked the respondents to specify the extent to which they agree or disagree with the idea that the career masters/mistresses should arrange for students to visit firms, factories and various

places where they can see what people do in various occupations only 39 percent (82) of them were in agreement that it was the responsibility of the school career masters/ mistresses to do so.

The tendency on the part of teachers to regard such guidance services mentioned above in the areas of educational and occupational placement of students as unnecessary may be a function of their ignorance about the nature of guidance and counselling in school or to some of those special functions expected of a career master/mistress in the school.

Perhaps, since many of the school career masters/mistresses are just handpicked by the principals to perform such functions, many teachers seem to see such responsibilities as those of both teachers and career masters/ mistresses. Hence, they (the teachers) do not see some of the responsibilities mentioned in the questionnaire as primarily/solely or those of career masters/mistresses. However, acknolwedging the vital need for educational and occupational guidance and counselling services in our schools,

the Nigerian Educational Research Council Report (1980: 27) did not mince its words when it states: "without academic and career guidance and counselling in the secondary school, its whole purpose cannot be achieved. The pupil must be advised about combination of subjects which will lead to the careers for which he is motivated".

The report went further to state that guidance has become more necessary in post-primary institutions now that the country (Nigeria) has embarked on a new structure of educational system, that is, the 6-3-3-4 system. The graduates of the new system will need more guidance on where to go, which course to pursue, what careers they can engage in and the opportunities that they face for training and employment.

Abiri (1973: 409) has pointed out that if our society is not to be plagued by a disgruntled, frustrated and unrealistic individuals, secondary school students should be exposed to available opportunities and social expectations in the country through career guidance and counselling. The pupil must be advised about

the combination of subjects which will lead to the career for which he is motivated. It is important that students make decisions about courses of study which will have lasting results for their educational and occupational adjustment. If such is not done at an appropriate time many important problems may arise and this is one of the reasons students need guidance.

The question which asked about the functions of career masters/mistresses in students' discipline in school seemed to have gained the support of the respondents in almost all the issues raised except where they were asked on whether or not the career masters/mistresses should organize counselling sessions to deal with issues that often threaten peace among students. About 39 percent (81) of them indicated that they were undecided in that regards (Table 4.8).

The question which asked of the perceived functions of career masters/mistresses in counselling students regarding their personal problems in school, the findings show that most of the teachers are not familiar with the various and specific functions or responsibilities of the school

career master/mistress with particular reference to counselling students on their personal concerns or that the teachers themselves do not care about the contributions of career masters/mistresses to counselling in school. Most glaring of all the responses in this context was the respondents' answer to the item which sought their opinion on whether or not the school career masters/mistresses should check up the progress of a student who reported for counselling on his school work. Only about 32 percent (66) of them confirmed it is a necessary function. The item which asked on whether or not the career masters/mistresses should assist students in groups only 34.3 percent (72) of the teachers indicated they were in agreement (Table 4.9).

The most glaring response which show that the respondents were ignorant about guidance and counselling in the schools was the question which asked "Of their perceptions of the career masters'/mistresses' involvement in the appraisal of students in schools". The findings shows that a great majority of the teachers are never familiar

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with the specific responsibilities of the career masters/mistresses in the appraisal of students in school . For instance, the item which seeks the teachers' opinion on whether or not the career masters/mistresses should collect data on individual students to enable them (the students) to better understand themselves, only 26.2 percent (55) are in agreement. On the item which asked, "should career masters/mistresses conduct aptitude and intelligence tests to get more information about students", only 19.1 percent (40) of the respondents think they could do so. The number of respondents who do not feel that the school career masters/mistresses should perform the above two mentioned responsibilities are in the order of 45.7 percent (96) and 50.9 percent (107) respectively (Table 4.10).

This situation as earlier observed might be due to the fact that the school career masters/mistresses lacked the basic knowledge, facilities and infrastructure to perform the function of appraisal services rather than the lack of teachers to appreciate the career masters/mistresses role expectation in this

area of guidance service. This is further supported by the fact that none of the respondents had undergone any intensive professional training in the area of guidance and counselling as a single major course (Table 4.5, p.62). And so if career masters/mistresses are merely appointed among the teachers (under study) it might be possible that they cannot carry out an effective appraisal services in school if they are not trained to that dept to understand the essence and nature of appraisal services for students in school.

Therefore, an understanding and appreciation of the functions of the career masters/ mistresses specified above show that many aspects of their duties are challenging and they demand special skills. For example, the appraisal of pupils cannot be carried out effectively without an intensive training in psychological testing and testing techniques. The tools used for appraisal purposes cannot be handled properly by one who has not learnt and mastered the technicalities involved in their usage. Moreover, to be an effective, skilled professional career master/mistress/counsellor,

one must acquire at least a masters degree in guidance and counselling.

Arbuckle (1950: 10) had warned that teachers are not counsellors. The traditional teacher is unable to function as a counsellor and to allow such teachers to perform counselling would have calamitous results. Even though Arbuckle said this in 1950 in the United States of America there is a real need in Nigeria today to train all teachers to be aware of the needs for guidance and counselling and to become involved in the schools' guidance programme.

Finally, the question which sought for the perceived functions of the career masters'/ mistresses' on consultation with other staff members on matters that concern students; the findings show that the teachers are in support that career masters/mistresses should assist students sent to them by the teachers. On the contrary, the respondents do not agree that the career masters/mistresses are in a position to encourage them (the teachers) to participate in any appropriate school activity for the sake of students, neither are they knowledgeable enough or in the position to

provide them (the teachers) information necessary for them to better understand the individuality of each student (Table 4.11, p.88).

The position taken by teachers in this respect tends to show that they are not prepared to repudiate what they regard as their traditional responsibility to their students. This in a way may be due to the fact that teachers tend to see career masters/mistresses as no better, than they (the teachers) are. In this connection, Taylor (1971: 18) has warned that teachers who see themselves as being more skilled in counselling than those specifically trained for the job may wish to note that teaching, their traditional role, stresses the intellectual and the instructional and requires different attitudes from those demanded in counselling where stress is on feeling.

Contributing to Taylor's assertion, Shertzer and Stone (1976) had this to say:

> The nature of the teachers function, the demands it makes, and the direction of training all lead to the conclusion that the teacher should not and, indeed, cannot be expected to be the key guidance person. The school counselor, whose competencies include counselling,

> pupil appraisal, group work, planning and placement, referral and consulting with parents and school staff is the primary guidance person. Even with the ideal conditions of a dedicated and enlightened teaching staff, it is probable that schools would need counselors because of the kind of problems that students cope with today. Such problems include meeting curriculum requirements, choosing a career, finding an identity, earning a living, establishing and maintaining satisfactory human relationships to cite but a few (P. 369).

5.4 Conclusions

One of the major findings in this study is that most respondents are ignorant of what guidance and counselling in education is all about. The study further shows that many respondents are ignorant of the functions of the career masters/mistresses in schools. The undecided responses of most of the respondents in their levels of agreement or disagreement to career masters/mistresses responsibilities in school seem to support the assertion. This point could be explained by the fact that sometimes the career masters/mistresses do not themselves understand their responsibilities in school because they do not have the professional training.

The study also through personal interactions with the school career masters and mistresses revealed that some of them (the career masters/mistresses) are assigned miscellaneous administrative responsibilities which contravene with their normal professional assignments. Such miscellaneous administrative responsibilities ranging from sorting out and filing letters, maintaining order in the dinning halls and inflicting punishment on students. They (the career masters/mistresses) in this regards seem not to have the courage to tell their principals that it is out of place to assign them miscellaneous duties. It further shows that the few career masters/mistresses available in the schools studied have not made any appreciable impact in the school. They seem not to let other staff members know what they are actually doing or should do. Consequently, teachers in the schools do not seem to see them (the career masters/mistresses) as people having any unique skills to help students any better than them. Perhaps, it is the reason why most of the respondents (representing percent of them) in the study appreciate the

need to have professionally trained career masters/mistresses to be made available in their schools.

The data from the study (as stated above) have revealed that there is a great need to train career masters/mistresses in guidance and counselling so that they can assist, help and

guide students. Without adequate training of this group of staff they will not be able to know what to do with respect to guidance and counselling of students.

5.5.0 Recommendations

In the light of the above observations, the following recommendations are hereby made for consideration by the appropriate authorities.

5.5.1 The Ministry of Education

The author observes that there is a Guidance and Counselling Unit in the State Ministry of Education, Kaduna. This unit is charged with the responsibility for coordinating guidance programmes in schools and colleges in the state. It also assumes responsibility for staff training, development and deployment for the guidance programme. However, this study has revealed that the Guidance and Counselling Unit in the Ministry has not been adequately helping the secondary schools to establish their own programmes. For example, this study shows that most of the teachers who participated in the study are not properly oriented towards guidance and counselling services and that they

are grossly ignorant or ill-informed about the nature and the needs of guidance programmes and the functions of career masters/mistresses in schools. Moreover, the study shows that there are many secondary schools in the state which have no organized guidance programmes and many teachers in the group had inadequate knowledge of guidance and counselling.

It is therefore recommended that a top government official not below the rank of a Chief Education Officer, preferrably with guidance orientation, be appointed to oversee the Guidance and Counselling Unit of the Ministry of Education. It is hoped that this measure will make for greater efficiency and productivity in the ministry itself. In addition to that the unit will be in a better position to help secondary schools initiate their programmes on sound footing.

There is a great need for more positive and realistic steps to be taken by the Guidance and Counselling Unit of the Ministry of Education to have guidance programmes in schools and colleges. In order for each secondary school to have at least one trained and competent

guidance counsellor in the secondary schools in Kaduna State; the suggestion here is that more conscious and genuine efforts should be made to encourage staff members to go on in-service graduate level training in guidance and counselling. In the interim, experienced graduate teachers who have taken introductory courses in guidance and counselling could be appointed as career masters/mistresses in schools. Such officers should be exposed to guidance seminars and workshops and they should be encouraged to proceed later on to pursue higher degree courses in guidance and counselling; a modest beginning has to be made some how.

A school career master/mistress requires congenial atmosphere, indeed, a reasonably comfortable office with such things as chairs, tables, cupboards, a library, equipment and adequate financial backing for the efficient and effective performance of his duties. The provision of these essential needs should be the responsibility of the Ministry of Education.

The Ministry of Education should step up her current efforts to organize guidance workshops and seminars. The seminars should be

attended by both teachers and principals and not only by guidance personnel. The seminars should be made a regular feature of the educational programme in the state. It should be made compulsory for each school to send teachers to attend the seminars so that they may have proper understanding of the place of guidance in schools. The Guidance and Counselling Unit of the Ministry of Education, Kaduna State, should be reorganized to ensure greater efficiency and increased productivity. The Unit should be decentralized and zonal officers (that is the Deputy Directors) of the Ministry of Education should be given the powers to appoint interested teachers who wish to specialize in the field.

In view of the acute shortage of trained career masters/mistresses in the schools as this study shows, a great need exists for the Ministry of Education, Kaduna State to embark on organizing periodical workshops and seminars for the career masters/mistresses. It should invite professional counsellors from the Nigerian Universities to speak to principals, teachers, communities, parents and students on the functions of counsellors/career masters/

mistresses in the new system of education. As part of the campaign to educate the citizens on the needs for guidance services in schools, the Ministry of Education should arrange for discussions to be held on the subject over the network of the State's Radio Stations and the Television from time to time. Such an innovation will serve to clear the doubts people seem to have about guidance and counselling in schools.

From time to time, officials from the Guidance and Counselling Unit of the Ministry of Education and its Zonal offices should visit schools and colleges to see how guidance and counselling operates. Such inspection tours will afford them the opportunity to make on the spot assessment of the problems facing the programme and the career masters/mistresses. It will also help them to assess the effectiveness of the programme in different schools. A realization on the part of the guidance personnel that his/her work is subject to evaluation will serve the purpose of keeping him on his toes.

5.5.2 School Principals

It has been recognized that no meaningful guidance programme can exist in a school without the moral, financial and administrative support of the school principal. Because this is a known fact, it is therefore necessary for the school administrator to give the school career master/mistress every positive support to see their work through in the right direction.

It is recommended that principals should strife with all the resources at their disposal to have well developed and organized guidance programmes established in their institutions. They should arrange with the Ministry of Education or its zonal representative to have trained career masters/mistresses in their schools. Where that is not feasible, they should appoint graduate teachers with adequate teaching experience, good human relations, and a sense of responsibility to function as career officers until such a time that officers with the requisite skills, training and professional competence are available. Principals should be encouraged by the Ministry to demonstrate in

practical terms their total commitment to the guidance programmes. Guidance-oriented principals should acquaint staff members, students, parents, community leaders with the purpose of the guidance services in their schools. They should ensure that basic facilities are provided for career masters/mistresses in school.

Some principals sometimes tend to saddle career masters/mistresses with miscellaneous assignments which bear no relationship with their guidance functions. This practice should cease so that career masters/mistresses may have time to work with students as well as perform their other duties to the best of their abilities.

5.5.3 Teachers

The task of guidance involves considerable work. This is why it is thought that the career masters/mistresses alone cannot effectively carry out the work in a school setting. Classroom teachers have several responsibilities in the school wide programme of guidance services. It is understandable that teachers by virtue of their position in the school and in particular their close relationship with the students are

in a better position to render essential services to students. At the moment, all teachers should be given better orientation in guidance and counselling so that they can work with students in small groups. It is therefore necessary for the teachers to have clear understanding of the guidance functions and services and to cooperate with the guidance personnel in implementing the programme. The expected guidance role to be played by teachers may be limited if the teachers lack adequate orientation, training and experiences in guidance and counselling. It is recommended:

1. That introductory guidance courses be made compulsory in all the teacher training programmes of the colleges of education and universities. The introductory courses should highly emphasize the role of classroom teachers in guidance and counselling. Such courses should give basic counselling skills to the would be teachers.

2. That teachers should be educated to know and respect their limitations. Teachers should understand that by their training and experiences they

cannot satisfactorily handle all the children's problems or single-handedly provide solutions to all of them. They therefore need to recognize the importance of various other professionals who by virtue of their special training can effectively handle cases referred to them.

3. That from time-to-time and possibly on continious basis through in-service workshops and other training programmes, teachers should understand the nature of the guidance services, the proper relationship of the teachers with students and the guidance team - principals, teachers, parents, students, representatives from the community and its agencies, etc.

4. That there is a vital need for all staff members in the school including the principal to work as a team to help the career masters/mistresses to become more effective in helping and guiding the students.

5.5.4 Career Masters/mistresses

The new 6-3-3-4 system of education when full implemented has so many implications for the school personnel - administrators, teachers and particularly, career masters/mistresses (counsellors). Throwing challenge to counsellors and teachers. Denga (ed. 1983) writes:

> Never before have the school counsellors in Nigeria been so critically needed, and seldom have we (counsellors) been faced with responsibilites and tasks whose results could determine in a significant way, the success or failure of an educational programme. For the critics, this is a time of hesitation and negative evaluation of the steps that were taken to introduce [illegible] this educational programme. For counsellors and teachers as leaders in the academic enterprise, it is a time of challenge and opportunity to make a contribution (P. 1).

5.5.5 The Government

The Federal Government has recognized the limited number of professionally trained counsellors/career masters/mistresses in the nations' schools (National Policy on Education, Revised, (1981 : 43). Therefore, in pursuance of the national policy objectives, it is recommended that our government will redeem her promise of training more counsellors and

practicing teachers through in-service training in order that they may cope with both the anticipated and unanticipated problems associated with the education of the twentieth century Nigerian children and adolescents.

Though it is encouraging that the government has declared that they want 6,000 counsellors trained by the year 1988, this should not just be in paper, and the practice of posting trained counsellors to schools to teach full-time, or to teach more than they can guide and counsel students should stop.

More needs to be done by way of budgeting more money for counselling services in the school system. Further, counsellors/career masters/mistresses need incentives in form of a higher salary since they work extra to help youth resolve problems even after regular school hours.

5.5.6 Summary of Recommendations

1. The guidance and counselling unit of the Ministry of Education, Kaduna State, Kaduna should be reorganized to ensure greater efficiency and

increased productivity. The unit should be strengthened and decentralized so that zonal sub-units (in the various Zonal Educational branches in the state) can be created. Progressive in-service training on guidance should be developed for education officers to be trained in the field.

2. The Ministry of Education should step up her current efforts to organize workshops/ seminars in the area of guidance and counselling. Such workshops should be attended not only by teachers but also by principals of all grades. It should be made compulsory for each school to send teachers to attend the workshops so that they may have proper understanding of the essence of guidance services in schools.

3. The Ministry of Education should ensure that basic infrastructural and physical facilities exist in schools for effective performance of guidance functions.

4. It is considered essential for guidance programmes established in schools to be evaluated periodically to ensure their effectiveness.

5. School principals should demonstrate a total commitment to the establishment and furtherance of guidance programmes in their institutions. They should also give maximum support to the guidance programmes of their schools.

6. Principals of schools and colleges should resist the temptation of saddling career masters/mistresses with extraneous duties which bear no relationship with their guidance functions.

7. It is recommended that principals, teachers and other school staff members be deeply involved in the schools' guidance programme. This is necessary since without their cooperation the school career master/ mistress cannot achieve much success in his or her work.

8. The teachers should learn to cooperate in all respects with career masters/mistresses and adapt an acceptance attitude to them and their work.

9. It is recommended that introductory guidance courses be made compulsory in all the teacher training programmes of colleges of education and universities. The introductory courses should highly emphasize the role of classroom teachers in guidance and even attempt to give basic counselling skills to the would be teachers.

10. School career masters/mistresses should make every conscious effort to educate principals, teachers, other staff members and students on their functions and how they can relate positively to the guidance programme.

11. Career masters/mistresses should not feel reluctant to inform their principals and the Ministry of Education or its zonal unit of their peculiar problems and explore possible ways of solving them.

12. Career masters/mistresses should gear their efforts toward ensuring that they play more dynamic and decisive roles in the school setting. Their positive contributions to the progress and advancement of their institutions and students in

all ramifications should not only be seen but should also be felt by all and sundry.

13. School career masters/mistresses should also teach as well as counsel students. That way, they will be able to understand the students more and their various concerns.

14. Career masters/mistresses should take every necessary step to improve their professional competence. They should also read journals of guidance and counselling and attend meetings of the Counselling Association of Nigeria (CAN).

15. Finally, in pursuance of the national policy objectives, it is recommended that both state and federal governments should step up their efforts, as a matter of urgency, to train and appoint school career masters and mistresses to the various secondary schools in the state and over the federation as a whole.

5.6 Suggestions for Further Studies

As a result of the limitations mentioned earlier in this paper it cannot be claimed that this study is exhaustive in approach. For this

reason the following suggestions are made for further studies:

1. That a follow-up study be undertaken. That may reveal more of the perceptions of teachers towards the school career masters'/mistresses' functions.

2. A study of students' perceptions of the functions of career masters/mistresses in school is also desirable.

3. Replication of this study in other secondary schools in other states of Nigeria is necessary. Such an attempt can help to produce a more reliable generalisation of the conclusions made here.

4. A specific study of the views of teachers of secondary schools on guidance services is also feasible.

5. A study of the perceptions of career masters/mistresses functions by senior masters/mistresses (academic and administration) and year group masters of secondary schools would also yield some significance.

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APPENDIX A

Government Approved Post-Primary Institutions in Zonkwa Zone of the Ministry of Education, Kaduna State.

Grade I Schools Include:

1. Government Secondary School, Kachia.
2. Women Teacher's College, Zonkwa.
3. Government Girls Secondary School, Zonkwa.
4. Government Secondary School, Fadan-Kaje.
5. Tafawa Balewa Memorial College, Samaru-Kataf.
6. Government Teacher's College, Manchok.
7. Government Teacher's College, Kagoro.
8. Government Secondary School, Kagoro
9. Government Teacher's College, Kafanchan.
10. Government Secondary School, Kafanchan
11. Government Girls Secondary School, Kwoi.

Grade II and III Schools Include:

1. Government Day Secondary School, Kafanchan
2. Government Day Secondary School, Zangon-Kataf.
3. Government Day Technical College, Gwantu
4. Government Day Secondary School, Godogodo
5. Government Secondary School, Jaban-Kogo.
6. Government Day Secondary School, Kurmin-Musa.
7. Government Day Secondary School, Fadan-Kagoma

8. Government Day Secondary School, Awon
9. Government Day Secondary School, Kagarko
10. Government Day Secondary School, Kufana
11. Government Day Secondary School, Ungwan-Rimi, Kaje
12. Government Day Secondary School, Fadan Attakar
13. Government Day Secondary School, Gwagwada
14. Government Day Secondary School, Kwoi
15. Government Day Secondary School, Majir
16. Government Day Secondary School, Idda
17. Government Day Secondary School, Udawa
18. Government Day Secondary School, Asso
19. Government Day Secondary School, Jere
20. Government Day Secondary School, Jagindi-Tasha
21. Government Day Secondary School, Fadan-Wate
22. Community Secondary School, Randa
23. Government Day Secondary School, Fadan-Ayu
24. Government Day Secondary School, Kenyi
25. Government Day Secondary School, Kuryas

APPENDIX B

Schools Used for the Research

1. Government Secondary School, Kachia
2. Government Girls Secondary School, Zonkwa
3. Government Secondary School, Fadan-Kaje
4. Tafawa Balewa Memorial College, Samaru-Kataf
5. Government Secondary School, Kagoro
6. Government Secondary School, Kafanchan
7. Government Girls Secondary School, Kwoi

APPENDIX C

RESEARCH QUESTIONNAIRE FOR TEACHERS

Instructions

The researcher is interested in gathering information on Teacher's perceptions of the functions of career masters in secondary schools. There are no right or wrong answers to the points raised there in. You are kindly requested to give your honest and candid opinion on each issue raised. You need not indicate your name in the proforma. Your response will be treated with utmost confidence.

Please read carefully the instructions given for each part of the questionnaire before completing the part.

PART I: SECTION ONE

Basic/Personal Information

Please tick (✓) the response you consider most appropriate in each case.

Code (✓)

1. Name of School _____

2. Teachers Sex: (i) Male ☐

(ii) ☐

3. Responsibility post in the school, Tick (✓).

(i) A classroom teacher ☐

(ii) Form master ☐

(iii) Senior master (academics) ☐

(iv) Senior master (administration) ☐

(v) Year group teacher ☐

4. Age range:

(i) Below 20 years ☐

(ii) 20 - 25 years ☐

(iii) 26 - 30 years ☐

(iv) 31 - 35 years ☐

(v) 36 - 40 years ☐

Above 40 years ☐

5. For how long have you taught?

(i) Less than five years ☐

(ii) Five years and above ☐

6. Academic Qualifications.

(i) N.C.E. ☐

(ii) BA/B.Sc. (Ordinary Honours) ☐

(iii) BA/B.Sc./B.Ed.(Ed.)/PGDE ☐

(iv) Others (Specify) e.g. OND, HND, M.A., M.Ed. etc._____

7. (a) Have you ever attended any course or a seminar/workshop on Guidance and Counselling?

(i) Yes ☐

(ii) No ☐

(b) How did you acquire your basic knowledge in Guidance and Counselling?

Tick ( ) the appropriate one which applies to your case.

(i) Had no exposure or training. ☐

(ii) Attended seminar/workshops ☐

(iii) Acquired knowledge, part of a Diploma/ Certificate course ☐

(iv) Acquired knowledge as part of a degree requirement. ☐

8. Do you feel there is a real need for a professionally trained career master in your school?

(i) Yes ☐

(ii) No ☐

PART II

A Scale of Teachers' Opinions on Career Master/ Mistress Responsibilities

Please indicate your level of agreement or disagreement with the following as you perceive the responsibilities of the career master/ mistress in your school. Levels of agreement or disagreement are presented below: Choose your position in each case and tick ( ) in the column that best fits your position.

SA - Strongly Agree

A - Agree

UD - Undecided (I can't make up my mind).

D = Disagree

SD = Strongly disagree

SECTION TWO

A. Career Master/Mistress and School Orientation Programme

	SA 1	A 2	UD 3	D 4	SD 5
1. The career master/mistress should assist new students to become acquainted with and achieve adjustment to the new school environment.					
2. Should arrange lectures for new students on the location of school facilities.					
3. Should encourage new students to seek academic, vocational and personal-social counselling					
4. Should take an active part in the orientation programme in the school.					
5. Should organize series of activities on social adjustment of students in the new environment.					

SECTION THREE

Educational-vocational guidance and Placement of Students

6. The career master/mistress should assist students in deciding upon subject combinations, e.g. subject offerrings in Arts, Science, Commercial, Technical, etc.					
7. He/she should assist students to select subjects for GCE/WASC.					

	SA 1	A 2	UD 3	D 4	SD 5
8. He/she should participate actively in assisting students who complete junior and senior secondary education to take the next step to further their education.					
9. He/she should look for available educational and vocational opportunities so that appropriate placement can be effected.					
10. He/she should assist students to improve study habits.					
11. He/she should arrange for different people from different occupations to talk to students about work.					
12. He/she should plan for students to visit firms, factories and various places where they can see what people do in various occupations.					
13. He/she should assist both the weak and clever students in educational problems e.g. arranging for weaker students in certain subject areas to get additional help.					
SECTION FOUR					
Career Master and the Students' Discipline					
14. The career master should be a member of the school disciplinary committee.					
15. He/she should interprete punishment to the punished students.					
16. He/she should organize counselling sessions to deal with issues that often threaten peace among students.					
17. He/she should assist students who experience emotional and other psychological problems.					

SECTION FIVE

Counselling Students

	SA 1	A 2	UD 3	D 4	SD 5
18. The career master/mistress should assist students to find solutions to their personal problems.					
19. He/She should give help to students in groups.					
20. He/she should give necessary Help to the students to break bad habit e.g. smoking, drinking, taking dangerous drugs.					
21. He/she should assist students to solve delinquent problems.					
22. He/she should help students to relate with other students.					
23. He/she should advise students who have problems from broken homes.					
24. He/she should check up the p progress of a student who reported for counselling in his school work.					

SECTION SIX

Appraisal of Students

25. The career master/mistress should collect data on individual student to enable them understand themselves.					
26. He/she should conduct aptitude and intelligence tests to get more information about the students.					
27. He/she should maintain a system of individual cumulative records.					

SECTION SEVEN: Staff Consultation

	SA 1	A 2	UD 3	D 4	SD 5
28. The career master/mistress should assist students sent to them by other staff members.					
29. He/she should report to the teacher (a progress report) on a students who has been referred to him/her.					
30. He/she should encourage staff to participate in appropriate school activities.					
31. He/she should provide information necessary for teachers to enable them to better understand the individuality of each student.					

Thank you.

APPENDIX D

The Raw Scores and the Percentile Ratings of Data collected and Analysed on Teachers Questionnaire

KEY

V = Variable.

Each variable stands for a question or asection in the questionnaire.

Code-Stands for the number of item(s) mentioned under each question or section. However, in all cases 1 & 0 represent: YES or NO responses.

Category label.

V_1 Names of Secondary Schools used for the Study

Code	Name of School
1	G.S.S. Kachia
2	G.G.S.S. Zonkwa
3	G.S.S. Fadan Kaje
4	T.B.M.C. Samaru Kataf
5	G.G.S.S. Kwoi
6	G.S.S. Kagoro
7	G.S.S. Kafanchan

V_2 Distribution of respondents according to Schools and Sex

Code	Sex				Total	
	Male		Female			
	No.	%	No.	%	No.	%
1	19	9.1	11	5.2	30	14.3
2	20	9.5	10	4.8	30	14.3
3	26	12.4	4	1.9	30	14.3
4	25	11.9	5	2.4	30	14.3
5	21	10.0	9	4.3	30	14.3
6	18	8.6	12	5.7	30	14.3
7	15	7.1	15	7.1	30	14.3
Total	144	68.6	66	31.4	210	100.0

V_3 Respondents Classified by responsibility Post and Sex

Code	Sex				Total	
	Male		Female			
	No.	%	No.	%	No.	%
1	112	53.3	55	26.2	167	79.5
2	15	7.1	6	2.9	21	10.0
3	7	3.3	2	1.0	9	4.3
4	5	2.4	1	0.5	6	2.9
5	5	2.4	2	1.0	7	3.4
Total	144	68.5	66	31.6	210	100.0

V_4 Distribution of Respondents According to their Age Range

Code:

Age	No.	Percentages
Below 20 years	18	8.6
20 - 25 years	35	16.7
26 - 30 years	70	33.3
31 - 35 years	49	23.3
36 - 40 years	21	10.0
Above 40 years	17	8.1
	210	100.0

V_5 Length of Teaching Experience

Code	Years	No.	%
1	Less than five years	101	48.0
2	Five years and above	109	52.0
		210	100.0

V_6 Academic Qualifications of the Respondents

Code	Sex				Total	
Qualifi-cations	Male No.	%	Female No	%	No.	%
1	32	15.2	21	10.0	53	25.2
2	21	10.0	7	3.3	28	13.3
3	84	40.0	35	16.7	119	56.7
4	7	3.3	3	1.5	10	4.8
Total	144	68.5	66	31.5	210	100.0

V_7 Exposure to Courses/Seminars/Workshops on Guidance and Counselling

Code	No	Percentage
1	122	58.1
0	88	41.9
Total	210	100.0

V_8 Respondents Classified by Sex and the Nature of their Exposure to Courses or Seminar/Workshop on Guidance and Counselling

Code	Sex				Total	
Training Opportunities	Male No.	%	Female No.	%	No.	%
1	55	26.2	33	15.7	88	41.9
2	14	6.7	6	2.9	20	9.6
3	17	8.1	3	1.4	20	9.5
4	58	27.6	24	11.4	82	39.0
	144	68.6	66	31.4	210	100.0

V_9 The Need for Professionally Trained Career Masters/mistresses in Schools

Code	No.	Percentage
1	130	61.9
0	80	38.1
Total	210	100.0

V.10 Distribution of Respondents According to their Opinion about the Responsibilities of the Career Masters'/Mistresses in School Orientation Programme

Code	Responses											
Question(s)	SA		A		UD		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	52	24.7	90	42.9	51	24.3	13	6.2	4	1.9	210	100.0
2	22	10.5	69	32.9	72	34.3	38	18.1	9	4.3	210	100.0
3	68	32.4	63	30.0	60	28.6	10	4.8	9	4.3	210	100.0
4	52	25.2	69	32.9	69	32.9	13	6.2	6	2.9	210	100.0
5	24	11.4	70	33.3	71	33.8	35	16.7	10	4.8	210	100.0

V_{11} Perceived Responsibilities of Career Masters'/Mistresses' in Educational-Vocational Guidance and Placement of Students

Code / Question(s)	SA		A		UD		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	14	6.7	50	23.8	68	32.4	71	33.8	7	3.3	210	100.0
2	16	7.6	45	21.4	57	27.1	81	38.6	11	5.2	210	100.0
3	70	33.3	74	35.2	54	25.7	6	2.9	6	2.9	210	100.0
4	50	23.8	68	32.4	64	30.5	12	5.7	16	7.6	210	100.0
5	45	21.4	54	25.7	77	36.7	20	9.5	14	6.7	210	100.0
6	46	21.9	57	27.1	84	40.0	12	5.7	11	5.2	210	100.0
7	32	15.2	50	23.8	72	34.3	37	17.6	19	9.1	210	100.0
8	52	24.8	79	37.6	56	26.7	13	6.2	10	4.8	210	100.0

V_{12} Perceived Responsibilities of Career Masters'/Mistresses' in Students' Discipline in Schools

Code	Responses											
	SA		A		UD		D		SD		Total	
Question(s)	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	50	23.8	67	31.9	53	25.2	30	14.3	10	4.8	210	100.0
2	23	11.0	58	27.6	53	25.2	66	31.4	10	4.8	210	100.0
3	48	22.9	55	26.2	81	38.6	19	9.0	7	3.3	210	100.0
4	51	24.3	74	35.2	56	26.7	19	9.0	10	4.8	210	100.0

V_{13} Perceived Responsibilities of the School Career Master/Mistress in Counselling Students

Code	Responses											
Question(s)	SA		A		UD		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	57	27.1	67	31.9	65	31.0	16	7.6	5	2.4	210	100.0
2	49	23.3	62	29.5	70	33.3	24	11.5	5	2.4	210	100.0
3	26	12.4	46	21.9	99	47.1	29	13.8	10	4.8	210	100.0
4	56	26.7	69	32.9	69	32.9	8	3.8	8	3.8	210	100.0
5	44	21.0	62	29.5	80	38.1	13	6.2	11	5.2	210	100.0
6	12	5.7	54	25.8	80	38.1	57	27.1	7	3.3	210	100.0

V_{14} Perceived Responsibilities of the Career Masters'/MistressesI in the Appraisal of Students in School

Code Question(s)	Responses SA No.	%	A No.	%	UD No.	%	D No.	%	SD No.	%	Total No.	%
1	22	10.5	33	15.7	59	28.1	67	31.9	29	13.8	210	100.0
2	13	6.2	27	12.9	63	30.0	67	31.9	40	19.0	210	100.0
3	17	8.1	44	21.0	62	29.5	67	31.9	20	9.5	210	100.0

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