

AN INVESTIGATION OF OCCUPATIONAL CHOICE OF
TEACHER TRAINEES IN KADUNA STATE GRADE
TWO TEACHERS' COLLEGES AND THE
FACTORS INFLUENCING THEM

BY

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ABSTRACT

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This study investigated the actual occupational preferences (with respect to teaching and non-teaching occupations) of Kaduna State Grade Two Teacher Trainees, with a view to determining the extent of the enthusiasm the Trainees have for teaching - the profession for which they are being prepared.

The study was motivated by the method used in Kaduna State in admitting pupils to post-primary schools whereby the performances of the candidates in the common entrance examination rather than their expressed choice for particular forms of post-primary education forms the Principal basis for admitting them into various forms of post primary schools.

The researcher noted in particular the common complaints of many of the students in his school that they have been sent by the educational authorities to pursue the type of Education that least appeals to them

(i.e. Teacher Education). This made the researcher to feel strongly that there must be many Trainees in Teachers' Colleges who are in Training very much against their wish.

Some factors influencing the Trainees' choice or non choice of teaching as life time occupation were also determined in the study.

The factors whose influence on the Trainees' occupational choice were determined were broadly classified into personal factors (sex and entry qualifications of the trainees to Teachers' Colleges) and environmental factors (Trainees' parents' income group and the difference in the Trainees' Colleges). The study also determined who of parents and teachers have greater influence on the occupational choice of Trainees. It also determined whether or not the Trainees' free choice or non-choice of teaching as life time occupation has any effect on their performances in professional courses in Teacher Training.

The data used in the study were collected through the administration of questionnaire designed by the researcher on the basis of the hypotheses advanced for the study. Respondents were got from four Teachers' College in Kaduna State:

1. Zaria U.P.E. Teachers' College, Zaria
2. Bassawa Teachers' College, Zaria.
3. Women Teachers' College, Zaria, and
4. Women Teachers' College, Kaduna.

The sampling method used was cluster sampling.

Three statistical methods were used in the analysis of data:

- (a) a bivariate research design utilising X^2 (Chi-Square) Statistical method;
- (b) Test by test of proportions using normal distributions approach and
- (c) Student's 't' test.


The results of the study indicated that the proportions of the respondents in the various Teachers' Colleges who chose Teaching as life time occupation is significantly higher than the proportions of those who did not; the proportions of the Trainees willing to remain for long in Teaching is significantly higher than the proportion of those who do not wish to remain for long, and, the proportion of the regular Trainees who made Teachers' College their first choice when filling application form for Common Entrance Examinations is significantly higher than the proportion of those who made other types of Colleges their first choice.

The results also indicated a significant relationship (P.05) between the personal factors of sex and entry qualification of respondents respectively and choice or non choice of Teaching as life time occupation. A significant relationship (P.05) was also discovered between environmental factor of parents' income group level and the Trainees' Choice or non choice of Teaching as life time occupation. Influence of parents on the respondents' occupational choice was found to be significantly greater than the influence of Teachers on the same. Finally, it was found that the free choice or non choice of teaching as life time occupation by the respondents' does not affect their performances in professional courses in Teacher Training.

On the basis of the above findings some recommendations were made.

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The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance a thesis entitled An Investigation of the Occupational Choice of Teacher Trainees in Kaduna State Grade Two Teachers' Colleges and the factors Influencing them. Submitted by Timothy Oyetunde Awoyele In partial fulfillment of the requirements for the degree of Masters in Educational Administration and Planning.

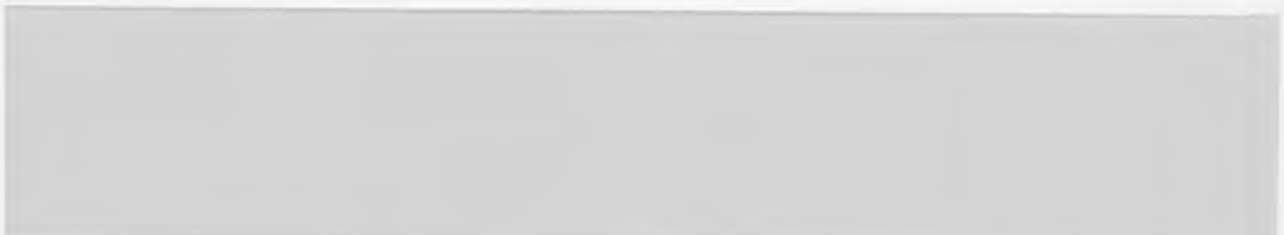


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DEDICATION

To my parents, Mr. JOSHUA AKINYEMI AWOYELE AND
MADAM ESTHER GBEMISOLA AWOYELE.

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CHAPTER ONE

THE PROBLEM

1.1 INTRODUCTION.

In spite of its unquestionable importance and its indispensability as an essential ingredient of world development, the teaching profession remains one of those professions looked down upon, not only by other people but also by the practitioners.

Various reasons account for the often repeated low status of teachers. Among these is the low remuneration with which their profession had been identified for ages and which makes the society look at the profession as one for poor people and those who have no hope of attaining greater heights in life. Judging therefore by the value system of our society in general, this single factor has for long made teaching unattractive to those outside it and just tolerable to many who are in it.

Coupled with the above is the organisation of the profession itself, its composition and its practice which make even its practitioners doubt whether it can stand the test of professionalism - a profession having had certain characteristics, most of which teaching cannot claim to have.

A profession for instance is an occupation which is being practised in accordance with the rules and regulations of the professional association by its qualified members.

Notable characteristics of a profession are that:

- (i) It renders a unique definite and essential services to the society.
- (ii) Its members must have an adequately and reasonably long period of specialised training.
- (iii) It has a claim to autonomy (that is self administration, organised body and a code of ethics which regulates the professional conduct of its members vis-a-vis the relationship between the professional and the clients, between the professional and community at large, between the professional and his colleagues, between him and the professional organisation and, employer - employee relationship);
- (iv) Professionals reserve a right to maintain a special high standard of entry by pegging the minimum qualification which its members should possess and have the power to restrict admission;
- (v) It enjoys monopoly of its services and takes disciplinary measures against any infringing members of the professional laws, and
- (vi) involves a specialised body of knowledge.

With respect to teaching, while it could be said to involve a specialized body of knowledge (In respect of the technical knowledge trained teachers have in training) and renders a unique service of national development

where practised, it does not satisfy all other criteria stated above.

Due to an ever present shortage of teachers in all cadres of the educational system, crash programmes for the training of teachers, with consequent reduction of training periods have not only been operated at various levels, people without training at all and those who failed after their training as teachers have been readily accepted into institutions to teach and with only slight differences in their salaries and those who had good training and were successful. This leaves teaching as the only profession in which failure or lack of technical knowledge is no barrier to professional practice.

The situation is such that the higher an institution is in grade and the more specialized it is the lesser the chance of trained teachers to teach there. An N.C.E. teacher is for instance not supposed to teach Upper Classes of School Certificate Course whilst an untrained graduate teacher would be most welcome to teach the segment. Graduates with teaching qualification are not often accepted to teach their subjects of specialization in post-Secondary Institutions other than Advanced Teachers Colleges

(where they are accorded same acceptance with untrained graduate teachers). Also in the Management of Universities in Nigeria, it is more common to have medical practitioners, economists, agriculturists and so on appointed as Vice Chancellors. Hardly do educationists have the opportunity. It is evident therefore that teaching in Nigeria is not the exclusive preserve of the trained teachers; it is rather a profession in which those trained to practice it seem to be the underdogs.

With the placement of teaching under the civil service, the profession has lost its autonomy. If any rules on the practice of the profession now exists, it is the civil service rules and not rules peculiar to the teaching profession. The practitioners mostly depend on their conscience and moral tone rather than professional code of ethics to direct them in their practice and comportment. It is commonplace therefore to have inefficiency and immorality recorded in the various educational institutions, often in inconceivable magnitude. The only Teachers' Association in Nigeria (The N.U.T.) has often been criticised as functioning as a trade Union which concerns itself more with improvement of teachers' conditions of

service than getting teachers to practice their methods of teaching properly and setting binding code of ethics for practising teachers. The Union, which mainly consists of the lowest cadres of teachers and to which the graduate teachers and University teachers virtually do not subscribe, neither has the power to peg minimum qualification which its members should possess or restrict admission of any applicant into the profession, nor can it discipline any of its infringing members the way the Medical, Surveyors, Pharmaceutical Associations or even guild of Artisans would do. All these are done for teachers by other bodies which are often far removed from the classroom.

Perhaps the poor financial remuneration in the teaching profession, more than any other thing principally accounts for the low social placement of the profession. Apart from being poorly paid, salaries of teachers are known to have been delayed unduly. Primary teachers often work without pay for as many as six months while other categories of workers hardly taste similar experiences. A grade two teacher is now expected to work satisfactorily for eight years before he could be promoted to Grade Level 06.

According to P.A. Akinyemi (Daily Sketch
January 20, 1977 p.5).

"Another thing that can be added to the factors badly affecting the morals of Primary Teachers especially is frequent transfers with no transport allowances".

He wrote further:

Except those of them on G.L. 07 and 08, they are left out of rent supplement, a fringe benefit that began for teachers from October.

.....They have to live in villages without modern amenities - water and electricity. To get to some of these villages, the teacher has to really trek as much as eight kilometres with his personal effects on his head, sometimes crossing a river which can overflow its banks in the rains and thus shut up the teacher in the village until the tide is low. This teacher gets no allowance for having to work under such constraints.

There seems to be no end to the woeful stories a grade two teacher can tell in respect of the treatment meted to him by circumstances of his involvement in the noble profession of teaching. However, some people still believe strongly that teachers should thank their stars with their present condition of service. One such person is Aruegodore Oyiborhoro (Nigerian Herald. November 1, 1976 p.5) who emphasized that a profession should lay emphasis on "Service and not reward", and that

"With Udoji award and the Williams, modifications much of the teachers' socio-economic problems have been ameliorated and living standards raised".

He however continued:

....."Even then, the society still looks down on the School Teacher and he is associated with poverty".

Nevertheless the teacher is called upon to be dedicated, to patiently handle the pupils in his class, to take part in academic and co-curricular activities and be proud of his profession. He is called upon to mould his pupils' character, socialise them by helping them to acquire skills and knowledge which are relevant to the society's needs and progress.

The fact that remains undisputable in respect of the teaching profession after all is that it requires absolute dedication to and love for it before one could be a success in it in spite of the problems attending it (which, happily, have not been strong enough to discourage every member of the society from joining the profession). Notably with the U.P.E started and many more Teacher Training Colleges established by the Federal Government, and of course with the Udoji award (later modified by Williams) people now rush

to train for the profession for teaching at all cadres of our Educational system - Primary, Secondary and University levels.

But the questions that still puzzle many people are:

- (i) how dedicated would these new breed of teachers be?
- (ii) have they entered into teacher training as Hobson's choice or out of free will?
- (iii) do they look forward to hope and satisfaction in the teaching profession:

All the above questions may be answered sequent to a determination of the magnitude of the free will in them to become teachers. This is vital in that the way one takes his profession is likely to affect his performance and efficiency.

It is still believed that under any circumstance many people would still be teachers out of the love they have for it, as distinct from those who are there due to lack of success in other fields and who keenly look for an exit from the profession.

A study of this nature is vital in that Grade Two teachers are expected to man the U.P.E. and the success of the project depends largely on their love for and dedication to teaching.

The more of them that join the profession out of love would definitely make the job of education planners easier as the certainty of their ability to predict the success of the U.P.E. would be clearer. It would give educational administrators the satisfaction that they are working with willing horses who are even ready to suffer for the cause of education and who derive joy out of whatever amount of material reward they have from it but more out of their achievement as teachers. It would also give a bright hope that the nation's socio-economic progress is assured. On the other hand, if the outcome of this study suggests a low proportion of willing teachers in our training colleges, this would indicate that something is wrong especially with our method of selection of trainees into Teacher Training Colleges.

1.2 THE PROBLEM

The method which the Kaduna State Ministry of Education uses in admitting pupils into post-Primary Schools has been severally criticised. The candidates are normally asked in a section of the application form they fill for entrance into Post Primary schools which type of Post-Primary Institution they like in order

of preference - Pure Secondary, Commercial Education or Teacher Training. But experience has shown that those admitted into these institutions are not admitted strictly on the basis of the choices they make in the said application form. A candidate's chance may depend on one or more of the following:

1. His or her performance at the Common Entrance Examination. Candidates who perform brilliantly in the Common Entrance Examinations are usually admitted to Secondary schools whilst the poor performers are admitted, regardless of whether they made Secondary Education their choice or not, to Teachers' Colleges and Commercial Colleges.
2. The candidate's relationship with influential people in the state have been said to influence admission. Only recently there was an outcry by some parents and later echoed by the state's wing of the Nigerian Union of Teachers that many candidates who performed creditably in the Common Entrance Examinations were not admitted to schools whereas "pupils who did not sit for the examinations were admitted instead"...

The State's wing of the N. U. T.

later distributed a list of 201 pupils allegedly admitted into a number of post-primary schools in Zaria emirate alone in 1976, without sitting for the entrance examination. (Sunday Times. October 31, 1976 p.3)

If this is true therefore it also suggests that pupils can also, as has been severally alleged, get into Institutions of their choice (mostly Secondary Schools for which there is the keenest competition) regardless of whether they perform well or not - leaving those without close connections or helpers largely in Teachers' Colleges and Commercial Colleges.

3. Performance in the first two years in the Secondary School. It is the practice of the state's Ministry of Education Authorities to, at the end of each session, ask all the Secondary Schools and Commercial Colleges to forward the names of the academically backward students in their second year. Such students are thereafter 'pushed' into class three of Teachers' Colleges the following session thus meriting promotion into class three in a Teachers' College after being declared unfit for even class two in Secondary Schools and Commercial Colleges.

These devices leave Teachers' Colleges with three major categories of students:

- (a) those who willingly opted for Teacher education and got their choice sequent to the Common Entrance examinations,
- (b) those that chose Secondary or Commercial education but were admitted to Teachers' colleges on account of their poor performance in the Common Entrance Examinations, and
- (c) those that were drifted, against their wish, to Teachers' Colleges from Secondary schools and Commercial colleges on account of academic backwardness in the last two Institutions mentioned.

To these categories are added two other groups that jointly form the pivotal cadre of Teachers' Colleges.

- (d) the school certificate failures who could not gain entrance to any post-secondary institutions. These are admitted for two-year pivotal Teachers' course, and,
- (e) the school certificate holders who had tried abortively to secure entrance to post secondary institutions - usually for a long time. These are admitted for a one-year pivotal teachers' course.

One would appreciate the notion therefore that out of the five groups mentioned above, only the first can be reasonably expected to be in the teaching profession as primary school teachers with willing heart - the other groups consisting of those who are in training as teachers reluctantly and due to circumstances they cannot control.

Hence the focal point of this study is the determination of the extent to which these Teacher-Trainees in Kaduna State Teachers' Colleges are positively disposed to the teaching profession. Specifically the following questions are a pointer to the problems of the study:

- (i) What proportion of the Kaduna State Grade II Teacher Trainees would freely choose teaching as the occupation of their life, given alternative occupations?
- (ii) What proportion of the Trainees who came in by taking the common entrance examinations really made Teachers' colleges their first choice in the common entrance application form?
- (iii) To what Comparative extent have parents and Teachers influenced the trainees in the choice of occupations closest to their hearts?
- (iv) Do the trainees intend to stay long in teaching?
- (v) Is there a direct relationship between the trainees' choice of teaching and vice versa, on their performance in professional courses in Teacher Training ? and
- (vi) Is there **any** relationship between (a) the income group of the trainees' parents (b) the trainees' entry qualifications into Teachers Colleges (c) difference in the Trainees' Institutions and (d) Trainees' sex, and their occupational choice (Teaching or non Teaching)?

1.3 DEFINITION OF TERMS

1. Occupational choice: Following M. O. Durojaiye's definition, is "the psychological preferences or desires individual has regarding work status" (Durojaiye, 1970: 60).
2. Teacher Trainees refers to students undergoing the grade two teachers' certificate course.
3. Disposition refers to inclination.
4. Occupation is one's calling in life. It is used interchangeably here with vocation and profession.
5. Income is the money received by a person or a group of persons during a given period as salary, receipts from trade, interest from investments, proceeds from farming etc. In this study parents of respondents are categorised into three income groups:
 - (a) low income group: parents whose income per annum falls within the range of ₦768 and ₦2,532 (Level 01 - 06 of Udoji salary gradings).
 - (b) middle income group: parents whose income per annum falls between the range of ₦2,532 to ₦3,252 (grade level 06 of Udoji salary grading).
 - (c) High income group: parents whose income per annum is above ₦3,252 (i.e. level 08 and above, Udoji salary grading).

1.4 SCOPE AND LIMITATIONS OF THE STUDY

This study was designed to investigate the occupational choice of Teacher Trainees in Kaduna State Grade Two Teachers' Colleges and the factors influencing such choices. The subjects involved in the study are therefore Grade II Teacher Trainees exclusively.

This study does not involve a determination of the Trainees' reasons for liking or disliking teaching as life time occupation because it is not aimed at determining the perception of Teacher Trainees about the Teaching profession; otherwise the researcher feels that a determination of such could be very useful and complementary to this study.

A potent limitation of this study is the use of questionnaire to collect necessary data. In researches of this nature, it is very difficult to put a hundred percent reliability on the results for the fact that the responses given by a respondent may depend on his or her understanding of, and prejudice on what he or she is asked to do. Many people are known to dislike filling questionnaire because it is burdensome to them - however few the items in the questionnaires are. Some have the impression that their responses would be given official scrutiny and that they would be penalized

if their responses are not in keeping with official expectations. Such likelihood is great in researches in which names of the respondents are required to be filled on the questionnaire as in this study one would rightly expect such people to either not write their names as required of them or give false responses. The researcher however did all he could to assure the respondents of the real purpose of the study and to remove all fears from their minds.

1.5 THE SIGNIFICANCE OF THE STUDY

This study is basically designed to investigate the degree of inclination our Teacher Trainees have for the teaching profession.

It is expected that the outcome of the study would be useful in reshaping our education planners' and administrators' approaches to quantitative and qualitative educational planning by suggesting

- (a) a more realistic approach to admission into post-primary schools, and
- (b) positive steps toward the improvement of the lot of the practising teachers in order to

motivate them to stay on in teaching and work conscientiously to improve the quality of education as well as make the Teaching profession attractive enough for people outside the profession.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

A review of the literature found by the researcher to be related to this study is made here-under.

2.1 RELATIONSHIP BETWEEN EDUCATIONAL ADMINISTRATION, EDUCATIONAL PLANNING AND GUIDANCE COUNSELING: THEIR PROBLEMS AND CHALLENGES.

The educational administrator, the educational planner and the guidance counselor are all working toward the achievement of the same goal - the realization of the purpose of education. That is, the maximum development of the child and the satisfaction of the society's manpower needs. They are therefore faced with the same challenges and problems, most of which are brought about by the very concept and purpose of Education.

The meaning of education is:

....to educe or draw out of a person something potential and latent: It means to develop a person morally and mentally so that he is sensitive to individual and social choices and able to act on them, it means to train, discipline form abilities, for example to educate the taste

of a person (Raju, 1976:1).

According to Denga (1977:37), the concept of guidance originated from the U.S.A. and its philosophy is based on the democratic values and 'particularly the theory that the individual should be aided to develop his self-concept, his abilities, his social and personal needs for optimum development, for himself and the society.'

The inference one can make from the above concepts is that the very basis of guidance services in schools is not divorceable from the concept of education in a democratic society which the educational planners and educational administrators are also required to pursue.

Education as well as its agents (the administrators, the planners and the guidance counselors) are expected to fulfil two purposes - the full development of the child's personality and interests (taking education as consumption good) as well as a full satisfaction of the society's socio-economic needs, especially in respect of manpower supplies (taking education as an investment). At times the two purposes are in conflict. When such conflicts arise, the social purpose often over-rides the purpose of satisfying individual

interests and abilities.

According to Morrish (1972:96):

In an age of biotechnic development and cybernetic invention we are involved in the education and training of individuals for a different sort of world. In any definition of aims and objectives one must have, therefore, a clear vision not merely of the present but also of the probable and foreseeable future. This is vitally so in the realm of education where millions of pounds are being spent annually, not merely for 'the development of fully rounded personalities' and similar wooly (if sound) aims, but also as an investment in the future society....

In support of the notion that education should be more of an investment good than consumption good, Hoppock illustrated that 'when too few persons choose to be teachers, the education of a whole generation may suffer. When too many persons prepare for a few popular professions and fail to find employment, precious assets are wasted'.....(Hoppock, 1967:3). Faced with the dilemma of making education to serve

both the individual as well as the society and with the reality that the society's interests are satisfied as a matter of priority whenever personal interests clash with societal interests, the guidance counselor, in a developing country especially, who is technically expected to be 'concerned with and accepting a responsibility for assisting all pupils, and having as his major concern the developmental needs and problems of youth' (Patterson, 1967: 141), finds himself mainly helping the students 'to make career decisions with regard for the needs of the society' (Denga, 1977:40), regardless of his strong feeling 'that it is unethical to direct one's resources and interests towards the needs of another person or group of persons' (Denga 1977: 39).

'It will not be in the interest of the counselor to antagonise the government or the society although he is more obligated to the students than anybody else' (Denga, 1977: 40).

Similarly the educational planners who is expected to direct educational planning in the ways of 'giving human resources their true value and therefore favour the enrichment of the individual's life' (Raju 1976:5).

finds himself doing more of pursuing 'the optimum co-ordination of educational development plans

.....with the requirements for qualified manpower as concerns numbers, subjects studied and the level for professional qualification with the use of continuing forecasting and guidance systems for this purpose (Raju,1976:6).

The Educational administrators can be found in two major cadres of the educational system - the policy makers in the Ministries of Education and the Principals or headmasters in the schools. As of routine, the former cadre of the educational administration (Ministry of Education Officials) are advised by the educational planners on education plans and the plans are implemented partly by the educational administrators in the Ministries and partly by Principals and headmasters. The Principals and headmasters only follow instructions from the Ministries in their course of action. In other words they implement the government plans which are drawn by the educational planners and given to the educational administrators. It can be seen from above that the conditions surrounding the functions of the guidance counselor, the

educational planner and the educational administrator are all the same.

Under the circumstances above it is very difficult to emphasize the all-important practice of occupational choice by individuals based on personal interest and capabilities. According to Napier, developing countries are not in a position to afford 'the luxuries of free choice which accompany the economies of countries which have successfully entered into a stage of sustained growth' (Napier, 1972:24).

Brill, is also of the opinion that 'A normal individual requires no advice or suggestion in the selection of vocation; he could sense best what activity to follow. And even 'with the best guidance', fools will still fail in the choice of vocation (Patterson, 1971:121).

Be that as it may, the researcher is of the strong opinion that the practice whereby education is taken principally as investment good, thus giving little or no consideration for individual interests in one form of Education or Vocation is too extreme. This has continued to be so in Nigeria where the basis for considering where a child is admitted is his or her

performance in entrance examinations, thus placing many students in Institutions they do not like. The root of the whole problem is the absence of or, to a greater extent, lack of adequate recognition of the essence of guidance counselors as part of decision making officials in the Ministries and as technical workers in schools.

The guidance counselor is considered by many administrators, teachers, students and even parents as 'a luxury commodity, which can be ill-afforded....' (Denga, 1977:2). The absence of guidance services in our educational system - primary schools in particular, has robbed the pupils of the opportunity of seeing the immense academic and vocational chances they have in life. The same reason has given educational administrators and educational planners a free hand to deny the prospective post-primary students of the right to education and occupation of their own choice. This right is an important ingredient of a democratic society.

The irony is that in our bid to satisfy the manpower needs of the nation by sending children to various educational institutions, often against their own wish,

we may end up ruining the nation's economy because reluctant and unhappy workers are often a cog in the wheel of productivity and therefore progress. According to Castetter,

.....The extent to which public education succeeds will depend upon the quality of the personnel engaged in the educational process and upon the effectiveness with which they discharge individual and group responsibilities.....(Castetter, 1966: 4).

Hoppock stressed that voluntary choice of an occupation determines whether or not one will enjoy or detest his work (Hoppock, 1964:1). The inference one can make from these statements is that the more unwilling pupils we admit in our Teachers' Colleges the more unwilling teachers that teach in our primary schools. The more unwilling teachers we get in our primary schools the lower the standard of primary education and correspondingly the standard of education in general. And a poor standard of Education is not a guarantee to rapid socio-economic advancement - rather, it can be a sure motivator of socio-economic backwardness.

2.2 THE TEACHING PROFESSION AND EDUCATIONAL STANDARD IN NIGERIA.

The Federal Government of Nigeria has invested heavily on all levels of education in the country and expects positive returns from its investment. In the 1950's, at least one out of the three regions in the country then was ^{already} known to be spending over 40% of its annual budget on education already, and now in keeping with the Federal Government's policy of making Nigeria a free and democratic society; a just and egalitarian society; a united, strong and self reliant nation; to provide a great and dynamic economy and a land of bright and full opportunities for all citizens, the free universal primary education programme was launched, closely followed by the launching of a new dynamic education policy for the country. These are believed to be right steps in ensuring that every Nigerian's right to basic education is given him or her and that human resources in the country are fully developed and utilised for the country's socio-economic advancement. According to the Federal Commissioner for Education when he recently launched the national education policy

"Not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the quick development of its economic, political sociological and human resources".
(Daily Times. December 15, 1976. p.32).

And so there has always been an upward trend in the money expended on education on both national and State levels. In the first national Development Plan (1962-1968) for example, education ranked fifth (5th), with a financial allocation of 10.3% of the gross public sector investment of about ₹1,400 billion. In the second National Development Plan (1970-74), the sector attracted more emphasis and rose to the second position - second only to Transport. In the current third National Development Plan it has further attracted a gigantic allocation, placing second again, only next to defence.

Teacher Education in particular has received and is currently receiving a very special consideration and attention. This is in acceptance of the view that if the U.P.E. is to succeed, well trained teachers ought to be produced in adequate quantity. In fact it is the Federal Government's aspiration that in the

very near future all teachers in the primary schools would have a minimum of Grade II Teachers' Certificate. The importance of having trained teachers in our schools have been severally emphasized by people in all walks of life. For instance, Fafunwa once wrote (Fafunwa, 1969: 13) inter - alia:-

It is important, however that those who are to guide the future of our young people must be professionally qualified to do the job..... The future of our children cannot be entrusted to untrained teachers or baby - sitters, and worse still, to birds of passage.

Also writing on the importance of well trained teachers to the success of the U. P. E., Segun Adesina wrote (Adesina, 1974: 300-301) as follows:

No real expansion of primary education can take place without a corresponding increase in the number of well-trained teachers who hold the key to the success of the programme.

Thus the discussion on how to provide good education in the above references tends to place much premium on provision of well - trained teachers. The following ideas can be crystalized from the references:-

- (i) That trained teachers, by virtue of their training are expected to be better teachers than untrained ones;
- (ii) That untrained teachers are in fact not supposed to be better than "baby-sitters" as far as teaching is concerned; and
- (iii) That untrained teachers are "Birds of Passage" in teaching profession and are bound to leave the profession for others, whilst trained teachers would stay on in the job.

These assumptions need thorough scrutiny in the light of the gigantic efforts that the Federal Government is making to raise the standard of Education in the country. There is no doubt that by making teacher Education free up to the University level in the country (and hither-to only the teaching profession enjoys this treatment) the Federal Government has whole heartedly bought the said assumptions: But all the same certain questions need be asked:-

- (i) Does training per se make better teachers?
- (ii) Are the "Birds of Passage" exclusively found among the untrained section of the teaching profession?

- (iii) If training per se does not make better teachers, is there any relationship between a teacher's efficiency on one hand and his natural desire or other wise (as indicated by personal choice) to take teaching as a life time occupation on the other?

Writing on quantitative and qualitative growth of education, Raju (Raju, 1976: 99) maintained that:

Questions of quantity (how many pupils to be enrolled in a given year, how to distribute them over the various branches of Education, how many new teachers to be trained to teach them and the cost of the whole) represents only half the problem of educational planning; the other and no less important half covers questions of content, methods and structure. A confused and badly organized curriculum, methods ill suited to the pupil's age and capability, and artificial structure will lead to greater educational wastage (drop-out and repetition); the internal output of education will be effected.

The above statement tends to take a different look on the question of teacher training and educational quality. It emphasizes the idea that quality education does not come about by the number of trained teachers or pupils but by the application of methodology of teaching, among other things.

Many reasons have been advanced for the often repeated fallen standard of education in Nigeria Primary Schools, some time ago it was attributed to poor condition of service of teachers. But with the Udoji/Akintola Williams salary review, ^{seems} this argument/ rather untenable. The fact after the post Udoji/Akintola Williams gradings is that the teachers' salaries have increased but the standard of education has not been seen to rise higher or even with-stand further fall.

To those who attributed the low educational standard to inadequate number of trained teachers on the field, it may be pertinent to note here that with years trained teachers on the field increase but the standard of education has not been known to correspondingly improve with passing years. If it really does, there should not be any complaints about the standard falling in the first instance.

The situation has thus necessitated a consideration of whether or not we are getting too many unwilling horses who are in the profession only because they have no choice. If we really are, this must be a vital

factor in the fall in educational standard in this country.

According to Fafunwa. (Fafunwa, 1974:90):

The child between five and seven is very impressionable, inquisitive, eager and highly receptive..... a child may be intellectually and emotionally maimed for life by a poor and bungling teacher during this critical period of his development.

Ikejiani wrote inter-alia about the spirit of the teacher (Ikejiani et al., 1974:74) that. "The true teacher has a sense of his profession and pride in it".

The fact therefore is that a good and willing teacher ('true teacher' in the words of Ikejiani) who is fully dedicated to his profession and has pride in it, would still inspire pupils, work efficiently even with meagre resources and improvise materials if necessary for effective teaching whilst an unwilling and reluctant teacher will not only detest the profession even with optimum supply of teaching gadgets he will fall out of the profession as quickly as he could get an alternative job. The idea the writer would like to believe for the purpose of this study therefore is that not only untrained teachers are

"baby-sitters", "fence-sitters" and "birds of passage", many trained teachers can also be.

The implications of qualitative fall in educational standard as well as wastage in respect of final year failures (who actually find it difficult to adjust to life after school due to poor education had in school) in the primary schools has a far reaching effect of socio-economic conditions of this country. For instance Ogunsola wrote as follows on the effect of poor teacher output on education when commenting on the failure of the Universal Primary Education launched in the former Western Region (Ogunsola, 1975:2):

By the late 60's, it was generally felt that the standard of education in primary schools of western state had fallen very sharply. The Banjo commission reported 15 reasons as responsible for the falling standards of education - six had to do with the teaching force: their qualifications, deployment and behaviours.....

Chief Taiwo..... commission's subsequent report re-inforced these findings and went further to forcefully postulate that many graduates of the free primary education reverted to illiteracy.

No nation can rise above the quality of its teachers. It therefore goes without saying that the more unwilling souls we have in the teaching profession

the dimmer the prospect of this nation reaping from education all the benefits accruing from good education. The gigantic sum already expended and which will be expended on education would therefore be sheer waste. This study is therefore specifically out to determine whether or not teacher trainees in Kaduna State, who are to be field teachers tomorrow have freely and willingly chosen to be teachers and wish to remain teachers.

2.3 THE PLIGHT OF TEACHERS

The opinion is widely held that the principal bane of teaching profession all over the world generally and in Nigeria in particular is the unattractive conditions of service, as compared to other professions. It has been closely associated with the reluctance of people to take to teaching professions and has made many of those involved as teachers very unwilling to put in their best.

Babs Fafunwa's comment on the African Teacher (Fafunwa 1974:84) is as follows:

The African teacher....is one of the most poorly paid of all professional workers. In many parts of Africa, the labouring class enjoys greater security than the teacher. Yet the

services of the teachers are indispensable to a nation, for they..... influence in no small measure the lives of the nation's youth and the nation's future.....Indeed, the teachers directly influence the quality and quantity of services provided by all other trades and professions. Poor teachers tend to reproduce their own kind just as good teachers tend to reproduce their own kind.

The importance of teachers as the conerstone to the survival of the world at large is clearly stressed in the above statement. It is therefore unfortunate that though the teaching profession is the foundation of socio-economic advancement of this nation, the socio-economic position of teachers is still poor - Udoji salary gradings notwithstanding.

In a survey conducted by the World Confederation of Organizations of the Teaching Profession covering 23 African Countries in 1961, (Fafunwa, 1974:85) the following observations were made:

.....The teaching profession has been for many Africans a means to an end, rather than an end in itself..... The African teacher joined the profession not out of any exalted sense of vocation, but rather out of necessity, at a time when the general level of education was very low, teaching provided him with a means of rising above his brethren, even of gaining access to the world of the ruling power. Now that Secondary Education is more wide-spread... Secondary education has

become the first choice of many. Those who are unable to enter Secondary Schools turn to teaching as a less desirable alternative. Some of them use it as a spring board, others stay on without making the adjustment necessary and so constitute a class of disgruntled teachers.....

On the basis of the observations, African teachers were categorized by the confederation thus:

1. Those who are convinced that teaching is their calling and that they can best serve their country in that capacity.
2. Those who choose teaching and find satisfaction in it as compared with other occupations.
3. Those who cannot make good elsewhere, but because they have the minimum academic qualification required join the teaching profession from necessity rather than from choice.
4. Those who have had secondary education, but have been disqualified for further high studies because of poor academic record.
5. Those who have not been to Secondary schools because of their inability to pass the entrance examination, or because of lack of opportunity to do so in the past..... In countries such as Liberia, Mauritania, Gambia, Nigeria, and Nyasaland (Malawi) where teachers education has been rudimentary the profession has not been able to command the respect it deserves.

The survey reported above is related to this study in the sense that it deals with the determination of teachers' disposition to their profession.

It's observations are of interest to the investigator in that they agree to a large extent with the idea advanced in this study predicting a poor response by the subjects chosen for this study to the choice of teaching as a life-time occupation. It also agrees with the expectation that a good proportion of the subjects in this study would not wish to stay long in teaching.

However, while the investigator agrees with the observation that a good proportion of teachers or teachers to be, have not willingly chosen teaching and that they would readily jump at the opportunity to quit the profession, he finds the observations of the World Confederation of Teachers that "(The) African teacher joined the profession not out of any exalted sense of vocation, but rather out of necessity" rather too sweeping. The statement does not seem to give allowance for those who might have willingly chosen the profession out of love for it.

Perhaps the major basis of the Confederation's observation lies in the subjects used in its survey, and the time in African history when the survey was conducted.

The Confederation used all categories of teachers in Africa in its survey - trained and untrained, and since untrained teachers out weighed the trained ones in number (75% - 80% in Liberia, 75% in Nigeria for example) the results would be expected to portray almost all teachers as unwilling horses. About 70% of the subjects chosen for the purpose of the survey in Nigeria had only primary education background.

In this study attention was focused, not on practising teachers. It did not also consider untrained teachers or students of secondary schools other than Teachers' Colleges. The subjects in this study were therefore expected to have known the implications of their training in Teachers' Colleges.

The investigator also strongly felt that though the image of teachers is still relatively low in Nigeria today, it is much higher than 1961 when the World Confederation of Organizations of the Teaching profession conducted its survey; especially as emphasis is now being laid on prospective teachers getting trained and with increasing number of graduate teachers.

Finally the researcher agrees with the idea that

there is a general preference for secondary education to teachers education by African youths however and expected in this study that Pivotal teacher trainees would be most unwilling to choose primary school teaching as their life time occupation - they having enjoyed the glory attached to secondary education before and having themselves looked down on grade two teacher trainees while in the Secondary School. A Nigerian educationist also once wrote in corroboration of this idea that if the English paper one in the West African School Certificate Examination (W.A.S.C.E.) included a topic on "The profession of my choice", less than one percent would have chosen "Teaching". (Daily Sketch, January 28, 1977 p.10).

2.4 GENERAL ATTITUDE TO VOCATIONAL EDUCATION

Vocational education, especially those requiring only little basic education for entry, seem to be detested by most people. Most people tend to believe that the higher the basic education required for entry into a professional course the better the trainee's chance to a high post-training socio-economic status.

In a study of the factors inhibiting the development of vocational education in California, Patrick Weagraff (Weagraff 1972: 388(A)) reported his findings that:

The low social status and prestige of vocational education is vital inhibitor of its development.

The same attitude seems to apply to the teaching profession. There has been an unfortunately low status for those who practise it at the lower cadre especially, Udoji/Williams gradings notwithstanding. This is likely to bring about inferiority complex to the grade II teachers and their dedication and efficiency may be badly affected.

William Sims also made a study which reveals parents' apathy to occupations that do not attract high socio-economic status for their children (Sims, 1973: 5058A-5059A). He reported his findings on the attitude of black parents toward vocational and non-vocational education and wrote as follows:

Ninety-seven percent of the parents state that they do not want their children to follow their occupational pattern..... Parents wanted their children to have better opportunities, better education and better jobs... Most parents are seeking and hoping that their children will enter the professions or jobs that require high level skills.

By inference, it seems parental wishes are vital factors that influence children in their choice of occupation and that the parents in turn consider social prestige and economic factors in the process.

However the writer was set to determine the comparative influence of parents and teachers on the subjects' choice of occupation with a view to knowing which of the two influences is greater.

2.5 VOCATIONAL EDUCATION AND EMPLOYMENT SUCCESS.

Many people believe that training in a particular occupation is basic to efficiency and that training per se not only makes one qualified; it is also basic to dedication and good results. This concept seems to have been bought by the authorities as indicated by their emphasis on people getting trained before they could be given jobs that require specific skills.

In the educational system in particular, the number of trained teachers in schools is said to be vital to the improvement of educational quality and quantity. The outcome of some studies don't however agree with this assertion.

David Wheeler found out for instance when he conducted a study into the relationship between amount of

vocational education and employment success that while there is a significant relationship between amount of vocational education received and occupational status (that is, the longer the training one has for a profession the more likely he is to take up employment related to the training) there is no significant relationship between amount of vocational education and satisfactoriness or employment satisfaction (Wheeler; 1972: 1609A - 1610A). With reference to this study, one would expect more of the regular teacher trainees who got into the colleges after primary education to train for five years to be more positively disposed to choosing teaching as their life time occupation, as compared with the pivotal trainees who are training for just one year or two.

Of particular interest is the idea that training does not either necessarily make one satisfied with the occupation he is trained for or make him perform satisfactorily in the occupation. This idea agrees also with the results in a study reported on 'Problems of Secondary Education in an urban Environment' (Segun Adesina, 1968: p.15). It was reported in the study that though Lagos Secondary teachers "are on the whole better qualified" than those in the former Western State the performance

of the candidates presented by the former Western State was better than those of the Lagos State - (percentage pass in Lagos State - 51.98; percentage pass in Western State - 63.3%). While the author of the above report is of the opinion that the difference in the performance of the candidates of the two States could be attributed to 'differences in the availability of suitable physical environment and a proper atmosphere conducive to learning' between the two States, the investigator would like to associate the difference in the performances partly with the fewness of very dedicated and committed teaching force who for one reason or the other have not put in their best into the educational system.

Still on the relationship between training and dedication to one's professed vocation, Caryle Schenk, reported in his study of Post Training Occupation of some paroled students undergoing a vocational course. From the study he reported that out of 142 subjects, only 36 became established in vocations in which institutional training was received. 17 others became established in vocations closely related to institutional training received whilst 22 had interim vocations

the same as, or related to assignment experiences prior to becoming vocationally established. In all, only 75 subjects made direct application of assignment experiences after release on parole (Schenk, 1972:1610A).

The above finding agrees with the notion that training for a certain profession per se does not necessarily make for willingness to stay on in employment related to the training. The expectation of the investigator in this study is related to this finding in that he expected that many of the subjects in this study would either not hope to remain in the teaching profession for long or even hate being associated with the profession at all after training, based on the fact that the admission process does not cater in the first place for applicants' interest in particular courses.

It is however worthy of note that the investigator was interested in the determination of the occupational preferences of trainees as distinct from a follow-up study made by Schenk.

2.6 ATTITUDE TO PROFESSION AND SUCCESS AT WORK

Robert Sudin, made a study on "Selected tasks that affect job performance of graduates as perceived

by Trade and Industrial Education Teachers and Employers" (Sundin, 1972: 3886).

He concluded after the study that:

Performance tasks are related to interest, attitude and motivation contribute significantly toward job performance of employees.

The idea stands out here that though motivation like salary increase and other fringe benefits could contribute to job performance of employees, it can not be the sole factor. In fact emphasis is placed on the right measure of interest and positive attitude in the occupation one is practising.

This notion is further corroborated in a recent out cry by the Kwara State branch of the Nigeria Union of Teachers that despite the effort of the Federal and State Governments to enhance the conditions of service for teachers, there is still a great brain drain from the classrooms to other sections of the economy in the country.

In respect of the study made by Sundin, there is a valuable relevance to the present study in as much as it agrees that interest and attitude to one's occupation affects his productivity at work. There are a few factors however that make his study differ in approach to the present one.

- (a) Sundin focused different selected tasks in Industries while the investigator focussed teaching profession, as a Unit, without breaking down the Unit tasks involved in the profession.
- (b) Sundin studied the tasks performed by workers while the investigator focussed on trainees. Sundin's study was therefore determinative whilst the current one is predictive.

2.7 INFLUENCES ON CHOICE OF EDUCATION AND VOCATION BY CHILDREN.

Many authors and researchers have examined various factors that influence the decisions of children in their choice of education and vocation.

According to Lesler Downing (1968: 188), the actual choice of a vocation 'is a result of many influences over a long period of time. The choice is not generally an abrupt, decision-making event, even under ideal circumstances fostered by a strong guidance programme..... Elements of chance, circumstances, family and economy of the times are... influencing factors'. He is however of the opinion that 'By - chance elements should, however, be reduced or

eliminated and replaced by a carefully conceived, well-organized plan for selecting and preparing for a vocation...'

In his research conducted into 'school education and occupational choice: social psychological research in a Nigerian international school' conducted at the International school in Ibadan, Durojaye emphasised the influence of parents on vocational aspirations of their children. It was reported in the study that 'when children were asked who had spoken to them about their future occupations, 46.9% mentioned their parents. Only 5.6% mentioned teachers' (Durojaye, 1970:63). This finding illustrates the dire need for Guidance services in Nigerian schools as without it, all efforts by Educational Administrators and Educational planners to make learning meaningful to the learners would be frustrated by ultimate disillusion of the learner who are prone to succumbing to unscientific advices from friends and relatives in their choice of occupation; thereby ultimately doing jobs they do not really enjoy. This was emphasized by professor Baikie in his paper to the conference on National Manpower Development and utilization in

Nigeria (1974: 17) that evidence of disaffection is already showing among graduates who find themselves working in situations which offer very little challenge to their training and competences. Commenting on this Bello (1976:34) inferred that 'such graduates just blindly jumped into such jobs without enough informations about them'. According to Super (Bello, 1976: 23), each occupation 'requires a characteristic pattern of abilities, interests and personality traits' It is therefore advisable to expose the child to the 'world of occupations' and allow him to make his own independent choice. In other words, a wrong choice due to unscientific advice such that are given by most parents can lead to frustration on jobs engaged in by their children.

In his discussion on "Selection Procedures for Admission as tools for Guidance" J. Bhatt condemned the role of parents in influencing their children's choice of Education (Fafunwa & Adaralegbe, 1971:91).

In the discussion he blamed the parents for over-estimating their children's capacities and thereby either setting over-ambitious goals for them or failing to give the encouragement and support which the children

need in considering their goals. Most often, he claimed, the parents do not consider the opinions and attitudes of their children before making choices and decisions for them on what form of education they should have. The parents are in turn influenced by status consideration or old-fashioned views of the role of education and thereby manipulate planning for their children without any realistic appraisal of their children's capacities. He is of the opinion that the following ingredients are needed for consideration in selection procedures to schools:

1. Intelligence tests,
2. Tests of special Aptitudes and Interests,
3. Some measures of attitudes and personality,
4. Measures of socio-economic status and
5. A good and meaningful record of school-achievement from the last school attended.

The current study is based partly on the assumption that the method of selecting trainees into the Teachers' Colleges in Kaduna State is faulty. Of all the factors listed above by Bhatt, only Aptitude test is apparently used together with some interviews which, in the words of Abiri, 'are so unstructured and

badly organized in most cases that they are almost useless for any other thing than merely looking at the candidates' (Fafunwa & Adaralegbe; 1971:98). The investigator believes therefore that the quality of our teachers could be raised as more interested people whose dedication could be predicted could be singled out for training through a more scientific process of selection. He also believes that a great proportion of Teacher Trainees, even those who declare their choice of teaching as a life time occupation, are forced by other people (e.g. parents) rather than their heart felt desire, to take to the profession.

2.8 PERSONAL VALUES, SOCIO-ECONOMIC LEVEL OF PARENTS AND CHOICE OF OCCUPATION

Much as children may be influenced by parents, friends, relatives and so on in their choice of school, particular forms of education and therefore occupation, the choices may not after all be a function of the above exclusively. At times the social and moral values of the child himself may be the over-riding factors. This has been found out by Reece Chaney (Chaney, 1969: 2956-A). After investigating the vocational values of children in grades five, seven and nine

in 4 selected areas in Ohio having different economic composition of their communities, with a view to determining the relation of the factors of economic community grade level in school, sex and occupational level of parent or guardian to expression of vocational values he found out that:

1. Children from lower communities value money, job control and prestige aspects of work more than their counterparts from higher economic communities. The latter group however, placed greater values on self-realization aspect of work more than the former group.
2. 5th grade children place a higher value on the altruistic and prestige aspects of work than 7th or 9th grade children.
3. Occupational choices of children reflect the vocational values. Children who choose professional occupations value altruism and self-realization more than those choosing non-professional occupations; children who choose jobs that are people - oriented value altruistic aspects of life more than ^{those} /who choose non-people-oriented occupations while the converse of this is

true for the job control, job, freedom, money prestige and security values.

It would be expected in line with these findings that teacher trainees in the current study who choose teaching voluntarily are likely to value altruistic aspects of life more than the monetary aspect of it. It also suggests that with the humble economic level of their parents, trainees whose parents are in middle and low economic groups would likely prefer occupations which attract high socio-economic values to them.

Whilst the investigator of the current study agrees with the latter part of the reference above, he believes that, judging from the seemingly narrow chance to expensive education and prestigious occupation in Nigeria, coupled with pressures applied by the extended family system on children belonging to it for the survival of less fortunate ones, the children of parents in the low and middle economic groups are likely to take to any occupation in order to be able to meet their responsibilities and would be prone to receiving the cheapest form of education, such as is provided in Teacher Training Colleges where no fees are paid

caring very little for the low post - training prestige and remuneration. Unlike the subjects used by Sims who hail from Advanced Countries, with different cultural background, children who come from poor homes in Nigeria are likely to choose teaching as their life time occupation whereas children of high in-come group parents would probably mostly detest teaching.

2.9 VOCATIONAL INTEREST AND ACHIEVEMENT IN SCHOOL COURSES

It seems reasonable to expect that a deep interest in an occupation as indicated by one's free choice of it would be a motivating factor in courses leading to that occupation. That is, if one freely chooses an occupation he is likely to find himself very interested in the courses required to be taken in the training programme and the better he is likely to perform in them, vice versa. The study conducted by Clinton Ritchie however tends to disagree with this idea. Ritchie investigated the vocational interests as a factor in the academic achievement of male students in a Teacher Education Institution and found that there is no significant relationship between the quality point ratio earned by male students at Eastern

Connecticut state College and their vocational interest in elementary school teaching (Ritchie, 1969: 3026A).

The study is found to be similar to an aspect of the current one in which the investigator wishes to determine if there is a significant difference in performance in professional courses between trainees whose choice of occupation is teaching and those who choose other occupations. The difference however lies in the fact that whilst Ritchie tried to determine the link between interest in primary teaching and ^{the general} academic performance of ^{each} trainee ^{at school,} the Investigator in this study was interested in determining the link between choice of teaching by trainees and their performances in professional courses in Teacher Training.

CHAPTER III

DESIGN AND PROCEDURE

In this chapter, the procedure for gathering the data required in this study, the design of the study, the sampling method employed and the procedure for data analysis are described.

3.1 BASIC ASSUMPTIONS

Below are some of the assumptions on which this study was based:

1. The total effectiveness of any profession is the sum total of the efficiency of the individuals involved in it.
2. The Voluntary choice of an occupation determines whether or not one will enjoy or detest his work.
3. The financial remuneration in the teaching profession accounts for the low social placement and low profile of the profession.

3.2 HYPOTHESES

For the purpose of analysing the problems in this study more squarely the following hypotheses were advanced by the researcher. Each of them was put to test through the statistical methods discussed in

chapter 4 and the results are discussed in chapter 4. The hypotheses are as follows:

- (1) That the proportion of Grade II Teacher Trainees in Kaduna State who made Teacher Training College their first choice in the common entrance Application form is the same as the proportion of those who did not make Teacher Training College their first choice.
- (2) That given the opportunity to choose a life time occupation the proportion of Kaduna State Grade II Teacher Trainees in various Teachers' Colleges who would choose Teaching would be the same as the proportion of those who would choose other occupations.
- (3) That the proportions of the Kaduna State Grade II Teacher Trainees in various Teachers' Colleges who wish to stay long in Teaching after Training would be the same as the proportion of those who do not wish to stay long in Teaching after Training.
- (4) That choice or non-choice of Teaching as life time occupation by Teacher Trainees is independent of their basic entry qualifications into Grade II Teachers' Course.

- (5) That choice or non-choice of Teaching as life time occupation by Teacher Trainees is independent of sex differences among them,
- (6) That choice or non choice of Teaching as life time occupation by Teacher Trainees is independent of their parents' income group level.
- (7) That there is no significant difference in the extent of influence which parents and Teachers have on the occupational choice of the trainees.
- (8) That there is no significant difference between the performance of Trainees who choose Teaching and non-teaching jobs as life time occupation in professional courses in Teacher Training.

3.3 PROCEDURE USED

I. Development of Questionnaire.

The literature read by the writer indicates various factors that may be associated with occupational choice by students and these factors have largely served as the basis for constructing the questionnaire used in this study.

The questionnaire was designed by the investigator to elicit response from the subjects on their personal characteristics (sex, class and name), and their parents' income.

It was also designed to bring out responses on whether the trainees were regular students (admitted direct from primary schools after taking the common entrance examination) or not (like pivotal trainees and those transferred from other educational institutions) and if yes, whether they made Teacher Training College their first choice in the entrance application form they filled; and which occupation they would like to take up for life; whether or not they intend to remain for a long time in teaching (i.e. to stay up to fifteen years time). Other information the questionnaire was designed to elicit is whether or not anybody has influenced their choice of occupation (see appendix).

The questionnaires were distributed by face-to-face contact at about the same time, in the month of December 1976.

A letter explaining the purpose of the study and seeking permission to collect data needed in the investigation was taken along by the researcher to various Colleges whose Trainees were involved in the study.

II. Source of Data

The researcher randomly collected data from male and female Trainees in Pivotal classes and class five in four Teachers' Colleges in Zaria and Kaduna. They are Bassawa Teachers' College Zaria, U.P.E. Teachers' College Zaria, Women Teachers' College Zaria and Women Teachers' College Kaduna.

III. Sampling Method

The sampling method used in this study was cluster sampling. The primary unit were the Colleges whilst the Trainees constituted the elementary sampling units - the latter being the actual focal point in the study.

The total number of the Trainees that qualified to be involved in the study was four hundred (400). A total of One hundred and Sixty (160) of them were randomly selected from the Colleges and the questionnaire administered on them.

IV. Validity of Instrument

The validity of the Instrument used in this study is guaranteed by the following processes:

(a) In the process of constructing the instrument advice was consistently sought and got from lecturers in the department of education to ensure that the items therein were relevant to the purpose of the study;

(b) The first draft of the instrument was administered to two hundred randomly selected forms two and three students of the U.P.E. Teachers' College, Zaria and as a result of their responses and questions, adjustments were made to inconsistencies, vagueness, repetitions, omissions and difficulties.

V. Reliability of Instrument

The final form of questionnaire obtained from the above process was given to another set of thirty (30) students on two occasions with an interval of six (6) weeks. The responses of the individuals on the two occasions were correlated. The coefficient of correlation was used to estimate the reliability of the instrument. And this was found to be 0.81.

VI. Selection of Respondents.

In this study all pivotal and class five students in the teachers' colleges visited were regarded as being qualified to participate. Hence the respondents were randomly selected out of those in the classes mentioned.

Four Teachers' Colleges were used for the purpose of the study. Trainees in the lower classes in the

Colleges were found unsuitable for this study because the study is partly set to determine the effect of choice or non choice of Teaching by the Trainees as life time occupation on their performance in professional courses (principles and practice of Education, methods and teaching practice.) Since the Trainees don't undergo professional courses in years one and two the trainees in those classes were considered unsuitable for use in the study. The year three students were also considered unsuitable because at the time this investigation was carried out the trainees in that class had not had up to a term's professional course work and could not have had any records of performances in such courses worth considering. At the time the investigation was done too there were no class four students in the colleges for all the previous session's class three had been sent on one-year compulsory teaching by the Kaduna State Government to off-set the shortage of teachers in primary schools sequent to the introduction of the Universal Primary Education in Nigeria as a whole.

The colleges selected for the purpose of the study were selected basically on proximity and convenience.

At the time the investigation was done all the Teachers' Colleges in Zaria and Kaduna formed over half of the Teachers' Colleges qualified for use in the study at that time (that is which had students enrolled up to final year). Since the colleges selected for the study are those found within a radius of 320 kilometers of Zaria, they were picked for use in the study.

VII. Design of Study

Apart from areas where direct determination of proportions of respondents were done by simple addition of responses basic to a further determination of the significance of such proportions (through a test by test of proportions using normal distribution approach), most of the data gathered in the study were arranged in two-dimensional ($r \times c$) contingency Tables. The design over variables was:

		Choice or non Choice of Teaching.		Total
Column		1	2	
Row	1			r1
	2			r2
	3			r3
	4			...
	r			r _r
Total		C ₁	C ₂	N

Fig. 3.1

Pattern of Two-Dimensional Contingency Table Used in the Study.

The total number of observations from all the samples is denoted by N , while r and c denote rows and columns respectively.

$$N = r_1 + r_2 + r_3 \dots r_r$$

$$N = c_1 + c_2$$

The various independent variables representing the factors to be considered are the colleges attended by the Trainees, their sexes, their entry qualifications into Grade II Teachers' Colleges and their parents' income group. The dependent variables are the Trainees' choice or non choice of Teaching as life time occupation, the Trainees' wish or non wish to stay long in the Teaching profession and, the Trainees' performance in professional courses in Teacher Training. In the last case, the Trainees' choice of occupation (Teaching or non Teaching) was treated as the independent variable whilst the Trainees' performance in professional courses in Teacher Training was taken as the dependent variable.

This design was made to test the hypotheses advanced in the study:

Independent Variables	Dependent Variables
FACTORS e.g.	
1. Institution	1. Choice or non choice of Teaching as life time occupation
2. Sex	2. Wish or non wish to stay long in Teaching after Training.
3. Entry Qualification	3. Performance of Trainees in professional courses in Teacher Training.
4. Parents' Income Grade Level	
5. Choice or non choice of Teaching as life time occupation (in one case).	

Fig. 3.2

The General Theoretical Model
for the Investigation.

VIII. Analysis of Data

The information filled on the questionnaire by the participants involved in the study were compiled and analysed by the investigator.

Three statistical procedures were used in the analysis of the data collected in the study - The Chi-Square (X^2) test, test of proportion using the normal distribution approach, and, t-test.

The Chi-Square (X^2) test was employed to determine the statistical significance of association between some sets of Independent and Dependent variables tested in the hypothesis, viz: between the independent factors of

- (a) various colleges
- (b) sex differences
- (c) pre-entry qualifications

(d) parents' income group level, and the dependent factors of choice or non choice of Teaching as a life time occupation by the Trainees or, (in only one case), the Trainees' wish or non wish to stay long in Teaching after Training.

A further test was made on each Chi-Square result to obtain the pearson's contingency coefficient which indicates the strength of relationship between each pair of dependent and independent variables. The pearson's contingency coefficient is referred the Conventional range - 1, + 1, although it cannot attain the limits of this range. The nearer the result obtained from the above calculation is to +1 the stronger the relationship between the two factors, vice versa.

Level of Significance

The level of significance chosen for the Chi-Square test is .05 and it is on this basis that the hypotheses tested with Chi-Square test were either rejected or accepted.

Test of Proportions by Normal Distribution Approach

In comparing the proportions of respondents in relation to their responses in certain hypotheses (e.g. in comparison of the proportions of the respondents

who chose teaching as their life time occupation and those who did not in one case and the proportion of the respondents who were influenced by parents on one hand in comparison with those influenced by teachers in another, test of proportion using normal distribution approach was used to determine the value of 'Z' (standard normal distribution coefficient).

The value of 'Z' calculated is compared with the absolute value of 'Z' on normal distribution Table.

At confidence level 95% (which was used in this study) the absolute value of 'Z' on normal distribution Table is 1.645.

If the absolute value of Z calculated is less than absolute value of Z on normal distribution Table (i.e. Z calculated < Z Tabulated) the test is said to be not significant. That is, the chance of error allowed in the test (.05) is more than the actual error manifest in the test.

The hypothesis is then retained; vice versa.

Student's 't' Test

For the part of this study that involves determination of the effect of choice or non choice of teaching as a life time occupation by the respondents on the

respondents' performance in professional courses in Teacher Training, the average percentage score of each of the respondents in professional courses (Principles and practice of Education, English Methods and Arithmetic Methods and Teaching practice) were found. The respondents were then grouped into two on the basis of their choice or non choice of Teaching as life time occupation and the mean, standard deviation and finally the value of student's 't' for the scores of each group was determined.

The value of 't' at the degree of freedom determined on the basis of the total number of respondents in the study indicates the strength of effect of the independent factor (i.e. choice or non choice of teaching as life time occupation by the trainees) on the dependent factor (i.e. the performances of the respondents in professional courses in Teacher Training). The probability P.05 was used as in the case with Chi-Square determination.

3.4 Summary

In this chapter the method employed in collecting data and the methods employed in analysing the collected data are discussed.

The informations required to provide the data required in this study were obtained through the administration of questionnaire to students in four Teachers' Colleges in Kaduna State; viz: Zaria U.P.E. Teachers' College, Bassawa Teachers' College Zaria, Women Teachers' College Zaria and Women Teachers' College, Kaduna.

The respondents were required to give informations on their choice of life time occupation, who influenced their choice of occupation, whether or not they entered the training through taking the common entrance examinations and if they did, if they made Teacher Training their first choice in the application form; if they did not enter on the basis of their taking the common entrance examinations, the respondents were required to state how they were admitted to Teachers' College. Each respondent was required to give information about his class - whether pivotal class or normal class five and his or her parents' annual income to the best of his or her knowledge. Each respondent was also required to state if he or she intends to remain in the teaching profession in the next fifteen years.

The data collected were analyzed by the writer in accordance with the hypotheses advanced for the purpose of this study. The results of tests on the hypotheses advanced in the study are reported in the next chapter.

CHAPTER FOUR

RESULTS AND ANALYSIS

In this chapter a summary of the data gathered in the study, the analysis of the data, and the findings based on the analysis are discussed. The analysis is done under four broad sections:

1. Analysis of the extent of choice of teaching as life time occupation by Teacher Trainees in Kaduna State Teachers' Colleges' as compared with their choice of other occupations.
2. The influence of factors of entry qualifications and sexual differences of trainees as well as their parents' income group on their choice of life time occupation.
3. The comparative influence of Teachers and parents on the Trainees' choice or non-choice of teaching as life time occupation.
4. The effect of choice of life time occupation by the trainees on their performances in professional courses in teacher training.

I. Extent of Choice of Teaching as life time Occupation by the Trainees.

In this section the following hypotheses were tested:

- (a) Ho: That the proportion of Grade II Teacher Trainees in Kaduna State who made Teacher Training College their first choice in Common Entrance Application Form would be the same as the proportion of those who did not make Teacher Training College their first choice.
- (b) Ho: That given the opportunity to choose a life time occupation the proportion of Kaduna State Grade II Teacher Trainees in various Teachers Colleges who would choose Teaching would be the same as the proportion of those who would choose other occupations.
- (c) Ho: That the proportions of the Kaduna State Grade II Teacher Trainees in various Teachers' Colleges who wish to stay long in teaching after training would be the same as the proportion of those who do not wish to stay long in Teaching after Training.

Hypotheses 'A' was tested by test of proportion using normal distribution approach whilst Hypotheses 'B' and 'C' were tested by the use of X^2 (Chi-Square) test.

In each of the cases involving X^2 (Chi-Square) test, probability level $P_{.05}$ was used as a basis for rejecting or accepting the hypotheses whereas a confidence level of 95% was employed in the case of test of proportions by the use of normal distribution approach.

Table 4.1

Choice of Institutions by Trainees in
Common Entrance Application Form

=====

(N = 77)

Choices Made	Number
First Choice T. T. C.	49
First Choice No T.T.C.	28
Total	77

Z = 2.39; C.L. = 95%

In testing the Hypothesis that the proportion of Grade II Teacher Trainees in Kaduna State who made Teacher Training College their first choice in the Common Entrance Application Form is the same as the

proportion of those who did not make Teacher Training College their first choice, the calculated 'Z' value was found to be 2.39. This is greater than the normal distribution Table value at 95% confidence level (i.e. 1.645). The hypothesis is therefore rejected. Hence we conclude that the proportions of the trainees who made Teacher Training College their first choice in the common entrance application form is not the same as the proportion of the trainees who did not make Teacher Training College their first choice. In fact the proportion of the former group is found in this test to be significantly higher than that of the latter group.

Table 4.2

Data Relating Various Colleges to the
Choice of Teaching as life time
Occupation by the Trainees

=====

(N = 160)

<u>College</u>	<u>Choice Teaching</u>	<u>Choice not Teaching</u>	<u>Total</u>
Bassawa T.C.			
Zaria	28	21	49
U.P.E., T.C.			
Zaria	26	23	49
W.T.C. Zaria	23	8	31
W.T.C. Kaduna	25	6	31
<hr/>			
Total	102	58	160
$\chi^2 = 9.22;$	$df = 3 ;$	$P.05 ;$	$\bar{C} = 0.23$

In testing the Hypothesis that given the opportunity to choose a life time occupation the proportion of Kaduna State Grade II Teacher Trainees in various Teachers' Colleges who would choose Teaching would be the same as the proportion of those who would choose other occupations, the data in Table 4.2 gives calculated X^2 value of 9.22 which is greater than the Table value 7.82. The hypothesis is therefore rejected. The results in fact show that the proportion of the Kaduna State Teacher Trainees in various Teachers' Colleges chose Teaching as life time occupation are significantly higher than the proportion of the Trainees who chose other occupations.

Table 4.3

Data Relating the Various Colleges to Response of Trainees to Stay Long in Teaching.

=====

(N = 160)

<u>College</u>	<u>Staying Long</u>	<u>Not Staying Long</u>	<u>Total</u>
Bassawa T.C. Z	28	21	49
U.P.E., T.C. Z	27	22	49
W.T.C., Z	23	8	31
W.T.C., K	26	5	31
<hr/>	<hr/>	<hr/>	<hr/>
Total	104	56	160

$X^2 = 9.02$; d.f = 3 ; P. 05 ; $\bar{C} = 0.23$

The hypothesis tested here suggests that the proportion of the Kaduna State Grade II Teacher Trainees in various Teachers' Colleges who wish to stay long in teaching after training would be the same as the proportion of those who do not wish to stay long in Teaching after training.

In testing the hypothesis the data in table 4.3 gives calculated X^2 value of 9.02 which is greater than the Chi-Square Table value of 7.82. The hypothesis is therefore rejected. The results show that the proportions of the Trainees in various Teachers' Colleges who wish to stay long in Teaching is not equal to the proportion of the Trainees who do not wish to stay long in Teaching after training. In fact the proportion of the former is significantly greater than that of the latter.

II. Influence of Entry Qualifications and Sex Differences of Trainees and Parents' Income group of Trainees' Choice of Occupation

In this section the influence of two of the trainees' personal characteristics, (viz: (a) the highest qualification possessed by each trainee prior to his or her admission for Grade II Teachers' Course and (b) sex, ^{well} as / as (c) their parents' income group on their choice of occupation is examined.

Hypotheses Tested

- (d) Ho: That choice or non choice of Teaching as life time occupation by Teacher Trainees is independent of their basic entry qualifications into Grade II Teachers' Course.
- (e) Ho: That choice or non choice of Teaching as life time occupation by Teacher Trainees is independent of sex differences among them.
- (f) Ho: That choice or non choice of teaching as life time occupation by Teacher Trainees is independent of their parents' income group level.

The hypotheses were tested using X^2 (Chi-Square) test of independence using probability level $P_{.05}$ as basis for accepting or rejecting the hypotheses.

Findings

Table 4.4

Data Relating Choice of Occupation by
Teacher Trainees to their entry
Qualifications

=====

(N = 160)

<u>Entry Qualification.</u>	<u>Choice Teaching</u>	<u>Choice not Teaching</u>	<u>Total</u>
Primary Six	40	37	77
Lower Secondary	3	6	9
Upper Secondary	59	15	74
<u>Total</u>	<u>102</u>	<u>58</u>	<u>160</u>

$X^2 = 16.29$; d.f = 2 ; P = .05 ; $\bar{C} = 0.30$

In testing the Null's hypothesis that choice or non choice of Teaching as life time occupation by Teacher Trainees is independent of their basic entry qualifications, the data in Table 4.4 gives calculated X^2 of 16.29 which is greater than the Chi-Square Table value 5.99. The Null's hypothesis is therefore rejected. The results thus show that there is a relationship between basic entry qualifications to Teacher Training course and choice or non choice of Teaching as life time occupation when in Training. In fact the data collected indicates that Trainees who entered after class four secondary or class five (that is pivotal trainees) have the highest tendency to choose teaching as life time occupation. This group is followed by those who had primary school Education before being admitted for the course. Those who had lower secondary education (transferred from other forms of secondary school to Teachers' Colleges) have the least tendency to choose Teaching as life time occupation.

Table 4.5

Data Relating Choice of Occupation
by Trainees to Sex

=====

(N = 160)

<u>Sex</u>	<u>Choice Teaching</u>	<u>Choice not Teaching</u>	<u>Total</u>
Male	54	44	98
Female	48	14	62
Total	102	58	160

$X^2 = 12.27$; $df = 1$; $P. 05$; $\bar{C} = 0.27$

The hypothesis tested here suggests that there is no relationship between the Trainees' choice or non-choice of Teaching as life time occupation and their sex.

In testing the Null's hypothesis the data in Table 4.7 gives calculated X^2 12.27 which is greater than the chi-square Table value 3.84.

The hypothesis is therefore rejected. The result therefore suggests that a relationship exists between sex and choice or non-choice of teaching as life time occupation. The figures indicate that female Trainees tend to choose teaching as life time occupation than the male trainees.

Table 4.6

Data Relating Choice of Occupation
By Teacher Trainees to their
Parents' Income Group level*

=====

(N = 160)

Parents' Income	Trainees	Choice of Occupation	
		Teaching	Non-Teaching
Low	85	41	126
Middle	17	9	26
High	0	8	8
Total	102	58	160

$X^2 = 14.61$; $df = 2$; $P.05$; $\bar{C} = 0.29$

In testing the Null's hypothesis that choice or non-choice of teaching as life time occupation by Teacher Trainees is independent of their parents' income group the data in Table 4.8 gives calculated X^2 14.61 which is greater than the Chi-Square Table value 5.99. The hypothesis is therefore rejected. The results suggest that there is a relationship between parents' income group and their children's desire or not to choose teaching as life time occupation.

It is shown by the analysis that the higher the income group of parents the lesser the likelihood of their children showing interest in Teaching as life time occupation.

III Comparative Influence of Teachers and Parents on Occupational Choice of Trainees

In this section the proportions of the Trainees influenced by parents and Teachers respectively are compared with a view to determining who of parents and teachers have greater influence on the occupational choice of the respondents.

(g) Ho: That there is no significant difference in the extent of influence which parents and Teachers have on the occupational choice of the Trainees.

TABLE 4.7

Data Showing the Extent to which Parents and Teachers Influenced the Occupational Choice of the Trainees

=====

(N = 51)

Trainees Influenced by Teachers:	19
Trainees Influenced by Parents:	<u>32</u>
Total:	51

The hypothesis that there is no difference in the extent of influence which parents and teachers have on the occupational choice of the Trainees was tested by test of proportions using normal distribution approach. The data in Table 4.7 gives calculated 'Z' value 4.472 which is greater than the value of Z on normal distribution table at 95% confidence level (i.e. 1.645). The hypothesis is therefore rejected. The results show therefore that the influence of parents and Teachers on the occupational choice of the Trainees are not equal.

In fact the parents' influence in this study is greater than that of Teachers.

IV. Effect of Choice of Life Time Occupation on the Trainees' Performances in Professional Courses in Teacher Training

The major focus in this section is to determine if the Trainees who chose Teaching as their life time occupation and who could therefore be said to have marked desire to be teachers necessarily perform better than those trainees who would wish to practice occupations other than Teaching in their lives, in professional courses.

Hypothesis Tested:

- (h) H_0 : That there is no significant difference between the performance of Trainees who choose teaching and non-teaching jobs as life time occupations in professional courses in Teacher Training.

TABLE 4.8

Data Showing the Comparative Performances of Trainees in Professional Course and their Occupational Choice with Respect to Teaching or non-Teaching Jobs

=====

(N = 160)

	Choice Teaching	Choice not Teaching
No. of Respondents	102	58
Mean Score	51.6	46.1
Standard Deviation	16.8	16.3
$t = 1.993;$	$df = 158;$	$P. 05$

In testing the Null's hypothesis that there is no significant difference between the performance of Trainees who choose Teaching and non-teaching jobs as life time occupation in professional courses in teacher training, the data in Table 4.8 gives a 't' value of 1.993. This is virtually same with the value of 't' on the 't' - distribution table which is 1.96. Here the hypothesis is retained owing to the virtual sameness of the calculated 't' value and the 't' value on the t - distribution table. The result thus confirms the hypothesis that there is no significant difference between the performance of Trainees who choose teaching and non-teaching jobs as life time occupations in professional courses in teacher training.

CHAPTER FIVE

SUMMARY, AND GENERALISATIONS

5.1 SUMMARY

This study was designed to look into the occupational preferences of students in Grade II Teachers' Colleges in Kaduna State of Nigeria. Specifically the researcher was interested in knowing the extent to which the trainees would voluntarily choose Teaching as life time occupation - realising very well the implications of their Training in Teachers' Colleges. Other focal points in this study are: a determination of the Trainees' willingness or unwillingness to stay long in the Teacher profession, the factors (personal and environmental) that are basic to the Trainees' preference for Teaching or non teaching occupations as well as any effect had by their free choice of teaching or non teaching occupations on the Trainees' performance in professional courses in Teacher Training. The extent of the influence of parents and Teachers on the respondents' choice of occupation was also studied.

The hypotheses tested are as follows:

- (1) That the proportion of Grade II Teacher Trainees

in Kaduna State who made Teacher Training College their first choice in the common entrance Application form is the same as the proportion of those who did not make Teacher Training College their first choice.

- (2) That given the opportunity to choose a life time occupation the proportion of Kaduna State Grade II Teacher Trainees in various Teachers' Colleges who would choose Teaching would be the same as the proportion of those who would choose other occupations.
- (3) That the proportions of the Kaduna State Grade II Teacher Trainees in various Teachers' Colleges who wish to stay long in Teaching after Training would be the same as the proportion of those who do not wish to stay long in Teaching after Training.
- (4) That choice or non-choice of Teaching as life time occupation by Teacher Trainees is independent of their basic entry qualifications into Grade II Teachers' Course.
- (5) That choice or non-choice of Teaching as life time occupation by Teacher Trainees is independent of sex differences among them.

- (6) That choice or non choice of Teaching as life time occupation by Teacher Trainees is independent of their parents' income group level.
- (7) That there is no significant difference in the extent of influence which parents and Teachers have on the occupational choice of the trainees.
- (8) That there is no significant difference between the performance of Trainees who choose Teaching and non-teaching jobs as life time occupation in professional courses in Teacher Training.

The study was done through the determination of:

- I The extent of choice of Teacher Education by the Trainees when seeking entrance to post-primary schools;
- II the extent of choice of Teaching as life time occupation by the Trainees in the various Teachers' Colleges as well as their willingness to stay long in the Teaching profession after Training;
- III the influence of two factors (a) personal factors (sex and entry qualification of Trainees) and (b) environmental factors (parents' income group level and, parents and Teachers' influence, on comparative basis, and trainees' colleges) on the occupational choice

(Teaching or non-teaching) of the Trainees; and
IV the effect of the choice or non-choice of Teaching as life time occupation on the performance of the Trainees in professional courses in Teacher Training.

A research questionnaire was designed to elicit information from the respondents on their name, their colleges' name, their class, the annual income of their parents (to the best of their knowledge); the route they took into Teachers' College - through the common entrance examination or not, and if yes, whether or not they made Teacher Training College their first choice in the Common Entrance Application Form. If they entered through any other way they were required to state how. The respondents were also asked to write which occupation they would like to take up for life, who has/have influenced their choice of occupation; and whether or not they like to be in the teaching profession in fifteen years' time.

The data for the study were collected by the use of cluster sampling. Students in Pivotal class and class five in each college visited were randomly selected in the four Teachers' Colleges visited and

personally served the questionnaire by the researcher who was also present to explain the questions to the respondents and to answer any questions asked by them. 160 responses were finally obtained and analyzed, (49 responses from each of the male Teachers' Colleges and 31 from each of the female Teachers' Colleges used).

The data were compiled and analysis was done by the researcher.

The mathematical methods employed in the analysis were three:

- (a) Test by test of proportions using normal distribution approach (by determining the absolute value of 'Z' - i.e. standard normal distribution coefficient) to determine the significance of the proportions of the respondents who gave certain responses (e.g. (1) those who chose teacher education in the common entrance application form and (2) those who were influenced by parents (as compared with those influenced by teachers) in making occupational choice.
- (b) Chi-Square (X^2) values were determined to test the influence of personal factors (sex and entry

qualification to Teachers' College) on one hand and environmental factors (parents' income group level and the comparative influence of parents and Teachers) on the occupational choice (Teaching or non-teaching) of the trainees. Chi-Square test was also employed to test the degree of responses in favour of choice of Teaching as life time occupation by Trainees in various Colleges involved and their willingness to stay long in the Teaching profession after Training.

- (c) Student's 't'^{test} was employed to determine the effect of free choice of teaching or non-teaching job as life time occupation by trainees on their performances in professional courses in Teacher Training.

Whenever Chi-Square was used to determine the relationship between two factors (e.g. sex and choice of teaching as life time occupation, income group level of parents and choice of teaching as life time occupation by trainees etc) the strength of significant relationship between such pairs of factors were further determined by the use of \bar{C} (pearson's contingency coefficient).

For most of the tests of significance used in this study the probability level P.05 was used (confidence level 95% was used whenever test by test of proportions were employed to test any hypothesis).

The principal findings in this study are indications that a significantly greater proportion of Trainees chose Teacher Education when filling the common entrance application forms, that a significantly greater proportion of the Trainees in various Teachers' Colleges chose Teaching as life time occupation and a significantly greater proportion of the Trainees in various Teachers' Colleges hope to be in the Teaching professions for long. Other findings in the study are the factors which have been found to be significantly related to choice of occupation by the respondents. They are sex, entry qualifications and income group level of their parents.

Choice or non-choice of teaching as life time occupation by the respondents were found to have no significant effect on the respondents' performance in professional courses in Teacher Training.

5.2 GENERALISATIONS

The generalizations made out of the findings of the study are as follows:

1. The proportion of Trainees in Kaduna State Teachers' Colleges who indicated their choice for Teacher Education prior to gaining entry into the Colleges was significantly more than the proportion of those who did not.
2. The proportion of Trainees in various Teachers' Colleges in Kaduna State who willingly choose Teaching as their life time occupation is significantly higher than the proportion of those who do not.
3. In various Teachers' Colleges in Kaduna State the proportion of Trainees willing to remain in the teaching profession for long is significantly higher than the proportion of those who are not willing.
4. Female Trainees have greater tendency than male Trainees to choose Teaching as life time occupation.
5. Trainees who had upper secondary education before gaining admission to Teachers' Colleges have greater tendency than those who had primary education and lower secondary Education (in that order,) to choose Teaching as life time occupation.

7. Parents have greater influence on the occupational choice of the Trainees than Teachers have.
8. Personal choice or non choice of Teaching as life time occupation by Trainees does not have effect on the Trainees' performances in professional courses in Teacher Training.

The finding in the study that a significantly greater proportion of the respondents who entered the Grade II Teachers' Colleges from primary school by taking the common entrance examination actually made Teacher Training College their first choice in the common entrance examination application form might be due to their natural love for the Teaching profession or their knowledge of the fact that Teacher Education is free and that it is easier to gain admission to Teachers' Colleges than to pure Secondary Schools. Their choice of Teacher Education may also be due to external influence in many cases - especially those of friends, parents and Teachers.

It was also discovered that most trainees in various Teachers' Colleges would love to teach for a considerable length of time after their training. Here one may infer that the various Teachers' Colleges

involved in this study have to varying but successful extent made Teaching profession attractive to the Trainees through their individual programmes.

The female Trainees were found in this study to have had more massive response to choice of teaching as life time occupation than their male counterparts. This is likely due to their natural love for children or general lack of high professional aspiration on the part of females as found in a study by Albert Ohliwayo in a survey of aspirations and attitudes towards the teaching profession of Grade II student Teachers in their final year of Training in North Central State, Nigeria, that 'not only do male student teachers have higher aspirations, but also, a higher percentage (74%) of them has higher aspirations than their female counterparts (Ohliwayo, 1975: 64).

Children of parents in high income group level were found to have recorded not even a single desire for teaching as life time occupation. Response in favour of teaching as life time occupation came from children of parents in middle income and low income group levels with the latter recording a higher response.

Thus it was found that the higher the income group of parents the lesser their children's desire to choose teaching as life time occupation. This may be due to the notion that children of parents of high income group level, being already used to high taste and big spending, are not contented with teaching profession which is widely known to attract poor financial remuneration. On the other hand the children of average and low-income parents may be contented with teaching because they are satisfied with average income.

The Pivotal Trainees who entered the training with upper secondary qualifications were found to most readily accept teaching as life time occupation. This group was followed by trainees who entered the course from primary school. Those who entered with lower secondary qualification were found to have least accepted teaching as life time occupation. The results here may be due to the fact that most of the Pivotal trainees had suffered from either unemployment or poor grading at work out of lack of professional qualification after passing out of secondary school that they are most enthusiastic to enter any form of training institution.

This may be complemented by the fact that many of them had passed or failed out of secondary school for between eight to ten years and have since got no admission for further studies any where. Hence their quick acceptance of teaching as life time occupation. Most of those who entered from primary school may still have sustained the interest they had in the profession prior to their admission and have consequently chosen teaching as life time occupation. However the trainees who entered the colleges with lower secondary qualifications (all transferred to Teacher Training Colleges from Secondary schools due to poor academic performance) might still have retained their love and preference for the type of Education they were having before being 'pushed' to Teachers' Colleges' against their wishes. They recorded least enthusiasm for teaching as life time occupation.

Influence of parents on occupational choice of the trainees was found to be greater than that of teachers. This finding agrees with the one made in a report of a study of "School Education and Occupational Choice: Social Psychological Research in a Nigerian International Secondary School" by M. O. A. Durojaiye in which it was reported that when students

of International School Ibadan were asked who had spoken to them about their future occupations, '46.9% mentioned their parents. Only 5.6% mentioned teachers' (Durojaiye 1970: 63).

In respect of the present study the finding is likely due to the absence of guidance service in the primary schools. Teachers only teach and go and hardly enlighten their pupils about the various post-primary educational institutions they could attend and the prospects and challenges they would face in attending such Institutions.

Finally, it was found that there is no significant difference between the performance of Trainees who chose teaching and non-teaching occupations as life time occupations in professional courses in teacher training. That is, choice or non choice of teaching as life time occupation has no effect on the performance in professional courses of the respondents in teacher training. This finding agrees with a similar one made by Clinton Ritchie. In his study of vocational interest and achievement in school courses in which he concluded that there is no significant relationship between the quality point ratio earned

by male students at Eastern Connecticut State College and their vocational interest in elementary school teaching (Ritchie, 1969: 3026A). However Ritchie focussed on the relationship between the trainees' general performance in school and their interest in elementary teaching whilst this study determined the effect of choice of teaching by trainees on the respondents' performance in professional courses. The findings of the study is complementary to this one. One could infer from this finding that the motivation for brilliant performance in the course may be the desire to obtain a certificate rather than the willingness to pursue the profession for which one is being trained.

5.3 RECOMMENDATIONS

In the light of the proceeding findings and generalisations the following recommendations are hereby given:

1. That the basic entry qualifications, the duration of courses and the conditions of service for all categories of teachers ^{be} made the same. The finding that choice of teaching as life time occupation by the respondents varies inversely with the income group level

of their parents (respondents whose parents are high income earners did not even record a single choice of teaching as life time occupation) suggests that the relatively poor remunerations of grade II Teachers in particular and all teachers in general makes teaching unacceptable to children of well to do parents. Male respondents also recorded a weaker response to making teaching life time occupation. If the response is considered in the light of the heavier economic responsibilities shouldered by men as compared with women in Nigeria, economic reasons would also be accepted as the basis for the poor male response as compared with those of females.

It is therefore the opinion of the researcher that if conditions of service of grade II Teachers are made the same with those of graduate teachers (but also making the entry qualifications and duration of the two courses the same, and an upgrading of the grade two teachers' course content), teaching at grade II Teachers level would especially be made attractive to people of both sexes and people of different socio-economic backgrounds. With the above measure the N.C.E. Teachers' course should be treated alike.

This would make people to choose the levels at which they wish to teach out of sheer love for the particular levels rather than an aspiration for higher socio-economic status.

The finding that the respondents who had upper secondary education as basic entry qualification for the grade two Teachers' course recorded the most positive response for choice of teaching as life time occupation on the whole raises enough hope that if entry qualification for all teachers' courses (from grade II Teacher Training course upwards) is West African School Certificate/G. C. E. Ordinary level, many enthusiastic school certificate holders would enrol for grade two Teachers' course. This prospect would be enhanced if conditions of service brings them to the same socio-economic status with graduate teachers, thus removing the inferiority complex that is known to worry grade two teachers in the presence of Teachers whose grades are regarded to be higher than theirs.

2. That basic course in guidance and counseling be introduced into grade two teachers' certificate course in order to increase the influence of Teachers on the

occupational and academic choice of primary pupils. Influence of parents on the occupational choice of trainees have been found to be greater than that of Teachers, in this study. This can be dangerous because advice given children by parents in respect of such choices are often coloured with personal prejudices and emotions rather than scientific analysis of the children's abilities and interests.

3. It was found in this study that the Trainees who were transferred to Teachers' Colleges from lower secondary classes responded most weakly to choice of teaching as life time occupation. This may be attributed to the emotional stress that such children are likely to have undergone on account of such a College to College transfer with the impression given them that they are third-class brains unsuitable for ^{pure} secondary education. It is hereby suggested that all post-primary schools be made comprehensive and that grade II Teachers' course be incorporated into their comprehensive programmes. Distribution of students to academic, technical, commercial, and Teacher Training sections of the same colleges would not likely develop emotional upset in the students.

Moreover, it is expected that the services of guidance counselors would be made available in such colleges to make the distribution of students for various courses after the first two years a very scientific process, virtually free of emotional disturbances to the students.

3. Admission of candidates for post-primary education should be reviewed in Kaduna State. It is suggested that greater emphasis be placed on the choice of candidates for a particular choice of Education. There are now two routes to Teacher education - through the common entrance examinations (for primary school pupils) and through the pivotal route. The finding in this study that pivotal respondents (who entered Teachers' Colleges with Upper Secondary Education) tend to be more enthusiastic than the regular Trainees (who came in through the common entrance examinations) in making teaching as a life time occupation suggests that with years youths face the realities of life and are more receptive to ideas they would have probably rejected when they were younger. Forcing them to accept such ideas at a time they are not ready to so may spell emotional doom for them, thus creating a life

of dissatisfaction and boredom. If however they follow a course of their choice (like going to Secondary Schools) and then realising at the end of it that there are problems they cannot solve easily at the end of such a course of action (like lack of gainful employment, lack of professional qualifications and little prospect of advancement), they would voluntarily take the course they had earlier rejected (take to teacher education) if the route is still open. This time they are likely to be happier to take the alternative action and be ready to function very well in it. With this idea the researcher is of the opinion that it is needless to force any one to attend Teachers' Colleges or any other institution.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Based on the limitations of this study the following suggestions are made, for further research:

1. That a similar research be conducted, without requesting the respondents to fill their names on the questionnaire. This would however correspondingly delete the aspect of this study that examined the effect of free choice or non-choice of teaching as life time occupation by the trainees on their performances in professional courses in Teacher Training.

2. That a study of the perceptions of Teacher Trainees about the teaching profession be made. Such a study would go a step further than this study as it would reveal the feelings of the trainees themselves about their own future profession.

3. One of the assumptions on which this study was based is that Teaching profession has low social placement. The researcher still strongly feels however that a study should be made to determine the perceptions of say parents, primary school pupils, and people in different segments of our economy about the teaching profession. It is suggested too that should the perceptions of the respondents in the proposed study about the teaching profession be found to be high, the result of the study should be widely publicised. It could in the end be a morale-booster for Teachers and attract more people into the profession

4. A study of students' and Teachers' reactions to the admission system in the Kaduna State should be made in order to reveal its full merits and demerits.

APPENDIX 'A'

Department of Education
AHMADU BELLO UNIVERSITY, ZARIA

Ref: DE/22.4

Date:

Dear Sir,

Students' Field Research

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

Topic of Research: AN INVESTIGATION OF OCCUPATIONAL CHOICE OF TEACHER TRAINEES IN KADUNA STATE GRADE TWO TEACHERS' COLLEGES AND THE FACTORS INFLUENCING THEM.

Thank you for your continuing cooperation.

Yours sincerely,

(Sgd.)

Dr. M. P. Mallum
Research Co-ordinator.

cc: Advisor.

APPENDIX B

QUESTIONNAIRE FOR TEACHER TRAINEES

Dear Student,

You are requested to answer the questions below by filling the spaces provided with the most appropriate answers as related to you.

You are assured that YOU ARE NOT BEING TESTED. All that is required of you is your candid response to the questions asked and though your name is required to be written, whatever informations you give will be treated in very strict confidence.

SECTION 'A'

1. Name of School.....
2. Name of Student.....

Please indicate with an 'X' in the spaces provided the appropriate answers in numbers 3 to 5.

3. Sex: (a) Male.....
(b) Female.....
4. Class:(i) Five.....
(ii) Pivotal.....

5. Please indicate the annual income of your parents or guardians, to the best of your knowledge, by marking 'X' in the appropriate columns.

If for instance your father's annual income is between ₦501 and ₦701 and your mother's annual income is below ₦100, your response would be as seen below:

Income per Annum	Father	Mother	Guardian
(a) Earns no income			
(b) Below ₦100 per Annual.		X	
(c) ₦100 - ₦500 per Annum			
(d) ₦501 - ₦701	X		
(e) ₦701 - ₦2,520 per Annum			
(f) ₦2,520-₦3,252 per Annum			
(g) Above ₦3,252 per annum			

Now fill the spaces provided overleaf as required.

Income per Annum	Father	Mother	Guardian
(a) Earns no Income			
(b) Below ₦100 per Annum.			
(c) ₦100 - ₦500 per Annum			
(d) ₦501 - ₦701 per Annum.			
(e) ₦701 - ₦2,520 per Annum			
(f) ₦2,520-₦3,252 Per Annum			
(g) Above ₦3,252 per annum			

SECTION 'B'

Cross out the answers that are not appropriate in numbers 6 and 8.

6. Did you come to Teacher Training College (a) Yes by taking the Common Entrance Examination? (b) No
7. If not, how were you admitted?.....
.....
8. If your answer to No. '6' above is 'yes' did you make Teacher Training College your first choice when filling the Common Entrance Application Form?
(a) Yes (b) No.

9. Which occupation do you wish to take up for life?
(Write on the line below).

.....

10. Who of the following people would you say has/have influenced your choice of occupation in '9' above (mark 'X' in front of the appropriate answer).

- (a) Friends.....(b) Former Teachers.....
(c) Present Teachers....(d) Parents.....
(e) Friend to Parents... (f) Relatives other than
(g) Nobody..... parents.....

11. If anybody or group of people has influenced your choice of occupation but has not been mentioned in number '10' above, please write it on the line below. (If you have however marked out the people who influenced your choice of occupation in number '10' go straight from number '10' to number '12').

.....

12. Do you hope to be in the teaching profession in fifteen years' time (i.e. in 1991)? Show by cancelling the answers not appropriate to you below.

- (i) Yes (ii) No.

Thank you very much

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