A SURVEY OF VOCATIONAL ASPIRATIONS OF FORMS IV AND V STUDENTS IN SOME SEUSCTED SECONDARY SCHOOLS IN FOUR LOCAL GOVERNMENT AREAS IN BENUE STATE OF NIGERIA

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ABSTRACT

For quite sometime now, the author has observed that students who left schools after secondary education lingered and roamed about their home villages. Those of them who do not go for further education are often seen praying to go into jobs as might be available usually in the local government offices. Most times it is teaching appointment they take to, a job which most soon find un-suitable but grudgingly hang on to while waiting to jump out of it as soon as a better' job could be secured.

Human nature being materially insertiable, man would continue to look out for »better' things in life but hardly a situation exists in life where there is hundred percent satisfaction. The pendulum swings ad-infinitum especially when students lack the knowledge of occupational self-concept and allow their socio-economic background to set the range of occupational horizon for them. However, the author is inspired by his belief that every man's work, whether it be literature, music, pictures, architecture or anything else, should always be a portrait of himself. Work should moan more than just earning a living. Through it the individual should also satisfy his psychological and social needs. Work should determine the individual's social status, values, attitudes and life-styles,

Most times the correct, or otherwise, choice of occupations by students about to leave school is dependent upon several parameters among which are the knowledge of self, identification of one's talent and interests, and the availability of vocational information. But the correct proportion of most of these parameters depends, again, upon course offerings (Arts or Science) and the students' environment. These to a lesser or to a greater extent determine the occupational horizon of the individual. These being the salient factors the investigator hypothesised that:

1.5.1 There is no congruence between cause instruction (Arts or Science) and the vocational aspirations of the students of the schools covered for this project, in which case the students' vocational choices are unwise.

1.5.2 Among most students who may not go for further studies in this environment, where occupational choice is limited by the narrow nature of the economy, it is not likely that their vocational aspirations are based on specific knowledge of choice occupations, otherwise 'personality' factors are influential in their vocational aspirations.

Data were collected by means of a 21-item questionnaire for students from: St. Charles' College, Ankpa (SCCA), Bassa Nge Anglican Grammar School, Gboloko (BNAGS), Government Secondary

School, Dekina (GSSD), Ochaja Secondary School, Ochaja (OSSO), C.M.M.L. Secondary School, Ayangba (CMML), Biraidu Community Secondary School Abocho (BCSSA), Holy Rosary College, Idah (HRC), and St. Peter's College, Idah (SPC).

The sample population consisted of 427 respondents, 104 of whom were female students.

The study revealed that although most students desired for occupations their vocational aspirations would not tally with their subject offerings (Arts or Science). The study also revealed that large proportion of the students rely very heavily on their parents for occupational choice, there being no specialist guidance counselors or career masters in the schools. The study revealed as well that apart from parents who would act as 'guidance counselors' in matters of occupational choice, other influential factors like the peer groups, career masters, and information media (newspapers, T.V., Cinema/Movies) played very infinitessimal role in influencing students' choice occupation. Educational trips or excursions, the Parents-Teachers Association and reading materials about the world of work outside the environment were not known factors to be reckoned with in helping to widen the students' occupational horizon, and so were copiously not influential in students' choice occupations.

APPROVAL PAGE

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The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance, a project entitled 'A Survey of Vocational Aspirations of Forms IV and V Students In Some Selected Secondary Schools In Four Local Government Areas In Benue State of Nigeria' submitted by SALIHU ALHASSAN ARUWA in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION IN GUIDANCE AND COUNSELING.

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_____
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DEDICATION

This work is dedicated to all members of ARUWA UHIENE, nay, AJUMA, (the Onu-Biogbo clan of Idah) family and their sons and daughters, both at home and abroad, for their moral contribution to my educational advancement all these years. To them all I say:

"Aguba gwa k'oji; amọ ma ta n'ānọ Eko gw' Ata'a. On' ọgala Ọma anu."

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My sincere thanks also go to Mr. Francis William of Biraidu Community Secondary School, Abocho; a Senior Tutor who turned a

Clerk/Typist in the clerical production of the questionnaires and their eventual distributions to schools - a time-consuming, and an honorary duty!

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As everyone who had carried out a research project would have realised, the Chapter on Results and Analysis is about the most irksome and herculean in nature. But I had a 'Saviour' in Mr. J. A. Oladipo of the Computer Centre of the Ahmadu Bello University Zaria. He helped to check all the computations and

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S. A. Aruwa
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CHAPTER I

THE PROBLEM

1.1 Introduction

Researches have established that individuality or 'individual differences exists among peoples. This has a telling effect on who the individuals are and what they are capable of doing. What an individual is capable of doing, according to Kutara (1977:19-21) is some-times at variance with his ability, aptitudes, capabilities and interest. Abdullahi, in a paper titled 'Job and career choice by Students' (Ozigi and Onoja, ed. 1972:160-163) States that the degree in which students of Secondary Schools look at themselves in relation to specific careers differs from one person to another. Among the factors of 'personality' with regard to career choices Abdullahi mentions, include physical, emotional, mental and moral. In other words, individual differences in the rates of growth, intellect, school - achievement and sex, set the level at which students 'look' at themselves in relation to specific careers.

But 'personalities' like the home, the school, the church or the mosque, and the community form very potent factors in the students' environment and have been known to have influenced their

(Students) vocational aspirations. Others like the criteria of societal prestige, parental expectations, big salary, personal safety or security, maintenance of good relationship with friends, opportunities for advancement, nature of the work and governmental policy (to mention a few), have lured most students who are about to leave school into making un-realistic vacational plans.

At the other end of the scale, it is common to find that final year students leave secondary schools without any vocational aspirations. Hopoon and Hayes (ed. 1968:59-62) commenting on a paper titled 'Occupational choice: a conceptual framework' by Peter Blau, John W. Gustad, et al, observed that:

> ...people simply drift into jobs without ever having made explicit choices between alternative occupations.

It is with both these, that is, making vocational aspirations that would not tally with their subject-offerings, needs and capabilities, and having no explicit vocational aspirations at all, excepting for the vocational plans of the parents/guardians, although for most of the students there is the desire for occupation, that this project is being mainly conducted. The project assumes that the students about to leave schools are not always aware of the existence of the world of work outside their own environment as a result of which most of them blindly and

accidentally go into vocations which they have not explored and ascertained.

Education which is a must should help to develop not only abilities and skills for economic independence and personal fulfilment but should also develop appreciation for dignity of labour (Hanson, 1972, and Ogunlade, 1973). Dr. Olayinka, cited by Ikemefuna (1975:5) wrote in the 'Daily Times' suggesting that the objectives of education should include identification of latent, aptitudes and areas of interest among the different students; helping each student to develop meaningful long term goals which should lead to gainful employment. To achieve these, Dr. Olayinka further suggests the provision of a diversity of curriculum for students, and advises (Ikemefuna, 1975:4) that:

> ...all the courses or school subjects which do not equip or satisfy the National manpower needs should be struck off the instructional programme.

Employment opportunities which abound in urban areas and cities that might encourage young school leavers to have 'made up their minds' on what vocation they would choose on leaving the school are non-existent in rural areas where most of the schools covered for this project are situated. There is therefore a copious absence of such grand pattern of socialization of students as in urban areas and cities that induct students through 'informal' guidance into

the society of which the world of work is brought into focus in their early years of schooling.

Environment is of great importance in the development of vocational plan. Stacey (Hopson and Hayes, ed: 1968:117-118) mentions "the kind of environment to which he (the student) has been exposed" is a factor for vocational aspirations. Writing on 'Youth and work: Problems and prospectives' E. Teresa Keil, D. S. Ridell and B.S. Green (Hopson and Hayes, ed. 1968:164) observe that young people choose un-realistically but within a realistic range, and in general, "it seems that the poorer the school performance, the lower the realism of aspirations."

A rich, meaningful, and continually changing environment appeals to natural human growth and development of interest, including vocational interest.

1.2 Statement of the Problem

Basic to all educational programmes is finance. The problem of finance militates against planning, employment of adequate, competent guidance counselors, the lack of which is of great concern to the schools. In the whole of Benue State there are only three post-primary schools with the guidance counselling programme.

At the time of writing this probject the schools that have it are Bristow, Gboko; Government Teachers College, Utonkon and Mbawuar Secondary School Ihugh.

In schools "much of the conservatism found in the western education... finds its roots..." (Napier, 1972:6) in most of the instructional programmes. Programmes in most schools lack diversification to cater for all vocational choices of students. Most students are left unguided, and so are more prone to making un-wise choices or make no choices at all until after schooling. Even in most cases students do not make choices of their subjects wisely because of lack of sufficient information.

Biesheuvel talking of application of tests in Africa, South of the Sahara (Napier: 1972:87-88) observes that the methods used in estimating or appraisal of potential African children were grossly unfair since the extent to which human abilities that could be realised depended upon environmental development. A lot of psychological tests are unsuitable in our environment. Pupil placement on the basis of the common entrance examination score affects interests.

Above all, there is the conflict between the individual's free choice of occupations and not only that of the nation's manpower needs but also the conflict between the individual's

choice and that of the parents' wish and friends' advice.

Evidence supports the stages through which children progress in their occupational selection. Some of these stages have been identified as fantasy, Tentative and Realistic, stages. It is assumed in this study that students in secondary schools should express a desire to go through these stages in their occupational choice. This study attempts to take a closer look at the fourth and fifth formers' vocational aspirations in the selected schools. For most forms IV and V students (at the Tentative stage of their occupational choice), it would be necessary to mount a guidance services programme, with special reference to vocational information, in order to enhance their proceeding to the next stage. It is then assumed that realistic choices would be made at that point. This study also will attempt to answer the following specific questions:

(a) Has the students' course of study any bearing on their choice occupation?

The investigator hopes to look at the job aspirations and subject offerings (Arts or Science) of the students and see whether there is congruence between subject groupings and their occupational choice.

(b) Will environment, where occupational choice has been limited by the narrow nature of the economy, influence students' vocational aspirations?

1.3 Significance of the Study

The National Policy on Education of the Federal Republic of Nigeria is not ambiguous on its aims and objectives of secondary education. It is expected that secondary school should, among others

> ...diversify its curriculum to cater for differences in talents, opportunities and roles possessed by or open to the students after their secondary school course;
>
> ...equip students to live effectively in our modern age of science and technology...

There is need to reinforce the desirability of mounting educational programmes for this level of education geared towards achieving these aims and objectives.

There is need to develop and organise well co-ordinated guidance services programmes where these are not in existence.

This study is to reinforce similar studies that have been done in other areas of similar situations-in rural settings. The knowledge produced may be cumulative with that from other studies.

1.4 Delimitations of the Study

Eight secondary schools were covered for this project. They were in Ankpa, Bassa, Dekina and Idah Local Government Areas (L.G.A.). The schools involved are St. Charles College Ankpa - Ankpa L.G.A.; Bassa Nge Anglican Grammar School, Gboloko, Bassa L.G.A.; Government Secondary School, Dekina, Dekina L.G.A.; Ochaja Secondary School, Ochaja, Dekina L.G.A.; C.M.M.L. Secondary School, Ayangba - Dekina L.G.A. and Biraidu Community Secondary School, Abocho, Dekina L.G.A. Others included Holy Rosary College, Idah and St. Peter's College, Idah - Idah L.G.A.

While St. Charles College, Bassa Nge Anglican Grammar School, Ochaja Secondary School, C.M.M.L. Secondary School and Biraidu Community Secondary School are co-educational institutions, Government Secondary School, Holy Rosary College and St. Peter's College are single sex Schools. Government Secondary School and St. Peter's College are exclusively boys and Holy Rosary College is exclusively girls.

A total student population of 427 from the fourth and fifth forms were used in the survey. Of these 104 were girls.

1.5 Hypothesis

1.5.1 There is no congruence between course instruction (Arts or Science) and the vocational aspirations of the students of the

schools covered for this project, in which case the students vocational choices are un-wise.

1.5.2 Among most students who may not go for further studies in this environment where occupational choice is limited by the narrow nature of the economy, it is not likely that their vocational aspirations are based on specific knowledge of choice occupation otherwise 'personality' factors are influential in their vocational aspirations.

The targets of this project are the main course instruction (Arts or Science) and the environment of the students as the major factors of influence in their vocational aspirations. It is not meant to use the schools' academic programmes as scape goat for wise or un-wise vocational aspirations. The confirmation or otherwise of these predictions is however intended that academic programmes for these schools be comprehensive as to give a wider scope to students not only on purely academic sector but also on the world of work outside their catchment areas.

1.6 Definition of Terms Used

Rural Setting:

This is a human settlement and is defined from the point of view of its 'functions'. Robinson (1969:117) defines it as a human settlement where the number of agricultural workers exceeds the non-agricultural workers. A number of specialised activities and services are normally absent in rural dwellings. It is a human settlement where the population is less than 5000.

Course Instruction (Subject Offerings)

The West African Examinations Council's Regulations and syllabuses for the Joint Examinations for the school Certificate (and others) stipulates seven subject groupings. For the award of a school certificate, candidates must enter and sit for a minimum of six and a maximum of nine subjects from any four groups, English Language being compulsory. Course Instruction (or subject offering) is defined to be

(1) Arts if the candidates major subject learning is more in Arts and

(2) Science if the candidates major subject learning is more in science.

Aspirations:

This term refers to desires, determinations and efforts to reach set goals. These goals may be occupational or educational.

Vocational Aspiration:

This is defined as a desire and a determined effort for certain career. It is a career or a professional ambition - one craves to attain.

Vocational Guidance:

Super in patterson defines vocational guidance as the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test his concept against reality, and to convert it into reality, with satisfaction to himself and benefit to society.

Guidance Services:

This refers to a cluster of services including vocational information, counseling, placement consulting and evaluation services.

Knowledge:

Refers to adequate information about self (talents and interests) and adequate picture of oneself and one's role in

the world of work.

Environment Factors:

Longman Dictionary of Contemporary English defines Environment as "all the Surrounding Conditions which influence growth and development". Environmental factors refers to the influences of man and material (in the environment).

Co-educational Schools:

Refers to schools admitting both boys and girls for some educational programmes.

Single Sex Schools:

These are schools admitting either boys exclusively OR girls exclusively.

Secondary Education:

This refers to post-primary institution of the 'grammar' type education programme. It precludes Technical and Teacher education programmes.

Congruence:

Refers to relationship (agreement or bearing) between variables.

'Personality' factors:

These are defined as all environmental factors influential to students' occupational choices.

CHAPTER 2

THE REVIEW OF RELATED LITERATURE

2.1 Objectives of Secondary Education

Days were when any child attending a secondary school (nay. any school) intuitively 'selected' the occupation he desired before he ever graduated. This was when secondary education was available to only a select few. Even then statistics are not available to show those who got what occupations they desired were a success on their jobs.

The discovery of oil in the 1960's in Nigeria and the resultant revenues have influenced rapid educational development and expansion (Nigeria Handbook, 1972), and one of the sectors positively affected is the secondary education. In the Federal Republic of Nigeria's policy on education document (Federal Ministry of Information, 1977:10) it is expected that secondary schools should diversify their curriculum to cater for differences in roles, talents and opportunities after secondary school course as well as equip the students to live effectively in the modern age of science and technology.

Similar suggestions for the country's educational objectives were made by Raju (1976:1) and Dr. Olayinka (Ikemefuna, 1975:5). Ideally it should be the aim of any education system to ensure that the maximum number of children are taught to achieve a level of educational and behavioural adequacy that allows them to live independently as basically competent adults who have feelings of personal worth and responsibility to self and others within their normal environment. Here, the author agrees with Raju (1976:4-5) who proposed a programme of three criteria for the country's education. Among the three criteria is the criterion of relevance:

> relevance to programmes of national development or meeting the needs and aspirations of the people.

The Ashby Report on Post-School Certificate and Higher Education in Nigeria - Investment in Education (Federal Ministry of Education, 1960:41) had earlier advocated a 'comprehensive' type of programme for secondary schools when it says:

> The bias of the present primary and secondary curricula toward literary and academic subjects should be corrected by the introduction of an obligatory manual subject. In some secondary schools, technical subjects should be included among those which may be carried to school certificate level.

This country, like others, recognises the fact that its human resources is its greatest asset, hence its development is accorded a priority. This is evidenced by the huge amount of money

spent by both the Federal and the State governments on education. The number of secondary schools, like any other educational institutions, has steeply risen. All are testimonies of the importance, the governments attach to human resources development whose ultimate goal is the provision of efficient manpower.

But all these seem not to have the corresponding results. Reasons have been advanced by some writers. S. E. Agbara Oga in his paper titled 'The Implications of Vocational Guidance in our Schools' presented at the Workshop-Seminar at Otukpo, Benue State, April 1977, holds the views summarized as:

(a) improper combination of human factors with other factors of production,

(b) lack of career planning in the schools vis-a-vis the self scrutiny which go with it as an integral part of education and

(c) the examination oriented school system.

Napier (1972:1-15) holds the same view for all developing nations, and so also does Cote in Durojaiye (ed. 1972:89-94) but with special reference to the problem of counselor adjustment because of different 'controls' in specific locality in Nigeria. Dr. Okeke (Ikemefuna, 1975:30) sums the whole problem when he says that Nigeria attaches importance to liberal (academic) education

only useful on its own merit.

2.2 Environmental Factors

Environmental factors have been defined as "All conditions and factors affecting an organism from without" (Drever, 1976:84).

In the light of this definition Lipsett (Shertzer/Stone 1976:319-321) identifies six factors as they interact and infleunce vocational development. These factors include social class membership - occupation, income and education of parents; home influence - parental goals for their children; school i.e. scholastic achievement, relationship with peers, values of the school; and community - its special opportunities. Others include pressure group and role perception - leader, follower.

John Holand (Hopson and Hayes, ed. 1975:40-41) recognises a series of environmental factors congruent to the above but including the range of potential environments, evaluation of employers and potential employers and limitations imposed by socio-economic resources and the physical environment. Vocational opportunities, for example, (Hopson and Hayes ed. 1975:43) limit the range of possible choices. Likewise, the social pressures created by significant persons affect both the level and direction of choice.

Blair et al (1968:38) have observed that the individual makes changes in the environment and the environment in turn produces profound changes in the individual and in his behaviour. "In some ways, however, it might be said that the environment possesses the 'last word'", they concluded.

The concept of the 'last word' in the above statement is made more explicit by Shertzer/Stone (1976:319) when they say:

> This may be fairly direct through failure to support entry into some occupation or at times even through the social ostracism of those who seek to enter the occupation. One of the most important general cultural factors influencing occupational choice is the degree of conformity required by the society...

Furthermore, Stancey, in Hopson and Hayes (ed. 1975:117-118) said that the kind of environment to which a student has been exposed is a factor for vocational aspirations. E. Teresa Keil, D. S. Ridell and B. S. Green (Hopson and Hayes, ed. 1975:164) made similar observations when they said that young people choose unrealistically but within a realistic range, adding that in general, "it seems that the poorer the school performance, the lower the realism of aspirations."

Adequately therefore, vocational interest is a function of rich, meaningful and dynamic environment which appeals to natural human growth and development. Most of the theoriests of vocational

development and choice recognise this (Bello, 1976:19-36; Ikemefuna 1975:22-28).

Commenting on youths' choice of occupation on the criteria of prejudices and prestige as value factors for occupational choice advanced by some writers, Napier (1972:62) provides a contrasting view when he says:

> ...it is not so much of the nature of the work which has led youth into the pattern of occupational selection they now have; rather it is the nature of the society and the limited opportunities available.

The environment of most of the students of school covered for this project is mostly peasant, down to earth through and through small hectre of land farmers. It is an environment lacking occupational opportunities, although it is endowed with resources natural and artificial, man and material. These are however locked up in obscurity, yawning for the tapping (Benue State 1979/80 Budget-Speech, 22-31 pp).

Because of the low level of economic activities occupational opportunities are rare of attainment outside the local government, and sub-ministeries' offices. The non-existent of effective information sources about the world of work outside, further lowers the range of choice of occupations by students who are about to leave schools.

Some other cultural milieu that limit the occupational horizons of the students are the lack of the knowledge of occupational self concept and socio-economic background. In the words of John Hayes (Hopson and Hayes, ed. 1975:435):

> The discovery of an occupational self concept is not sufficient. The individual has to find a job where this in turn depends upon the individual is familiar with the less likely it is that he will be able to find a job which will provide him with the opportunity of adequately expressing his occupational self concept.

The potency of an individual's socio-economic background in setting the range of occupational horizon is recognised. According to John Hayes (Hopson and Hayes, ed. 1975:436):

> The individual's socio-economic background is one of the major determinants of the occupational information he will possess, and where experience of his family, peer group, and other regular contacts is limited then his occupational horizon or knowledge of various career possibilities may also be severely restricted.

This view has the support of other writers on this topic (Napier, 1972:18-21; Yoloye in Durojaiye, ed. 1972:19-32).

2.3 The Importance of the Correct Choice of Work

The need for vocational guidance has, un-ambiguously, been made manifest in the Third National Development Plan (Third National Development Plan 1975-80:383 sub section 29). In her paper (No.3) at the workshop-seminar in Guidance and Counseling

for Benue State Schools, Ifere (1977:2) identifies that in a dynamic society the necessitating factors include the changing nature of jobs with their changing psychological and physical demands, the increasing opportunities generated by increased technology, manpower shortage in essential areas of national need and the ever increasing need to make objective and rational vocational decisions. Others Ifere identifies include the need to enlighten students on expectations and the need to examine personality needs in relation to vocational choice.

This line of thought is particularly evident in the cases of Denga (1977:102). Hoppock (1967:1) and Norris, Zeran and Hatch 1966:26) with which the author is entirely in agreement.

The ultimate goal of both occupational information and the study of occupations (Bello, 1976:14) should result in, according to Samuel Bulter cited by S. E. Agbara Oga in his paper read at the Benue Schools, April 1977:

> Every man's work, whether be it literature, music or pictures or architecture or anything else is always a portrait of himself.

Sometime last year (1978) the Federal Military Government of Nigeria instituted a panel to investigate attitudes of Nigerians to public property. One of the reasons is the increasing waves of negative attitude not only to public property but also at public

work. This is because most workers discover belatedly that the job is not in agreement with their expectations and self-image. There are evidences that the increasing number of grumbling misfits in schools, offices, hospitals, farm institutes, technical and vocational centres would have been considerably reduced if proper guidance was provided. Denga (1977:98-103), Bello (1976:42; 85-156) and Durojaiye (Durojaiye, ed. 1972:77-88) have in effect pointed out that guidance services with particular reference to occupational choice would provide a panacea to these ills.

Downing (1968:183) succintly puts it that the importance of being well informed about the world of work can hardly be over estimated since vocational decisions determine to a great extent the course of one's life, adding that:

> Work should mean more than just earning a living. Through if the individual also satisfies his psychological and social needs. It determines his social status, values attitudes and life-styles. It enriches his language of expression...

Ikemefuna (1975:3) summarises this when he says, "More than any other single thing, a man's job models his life." It is the realization of this that Bhatt and Esen in Durojaiye (ed. 1972:116) and Napier (1972:19) counseled that it is necessary that guidance about the existence and prospective occupation should start in the secondary period.

The premise on which this chapter is built include what the ultimate objectives of secondary education should be, and the environmental factors as vehicle for determining range of occupational horizon and final choice. The narrowness or the breadth of individual's social class boundaries have much to do with the choices they are aware of, consider, make and implement (Shertzer/Stone, 1976:320). The need for occupational information vis-a-vis the study of occupation serves as the mean to an end which is the choice of correct work, that is, that which is a portrait of oneself. In the next chapter, the methodology and the instrument(s) used for the project will be discussed.

CHAPTER 3

METHODOLOGY

This study is undertaken to find out the vocational aspirations of the fourth and fifth formers of some selected schools in Benue State. In doing so the following questions were posed to be answered:

(a) Has the students' course of study (Arts or Science) any bearing on their choice occupations?

(b) Will the environment where occupational choice has been limited by the narrow nature of the economy, influence students' vocational aspiration?

T he investigator looked at the job aspirations and subject offerings (Arts or Science) of the students to see whether there was congruence between subject offerings and their occupational choice. In the same vein the investigator tried to see environmental 'interaction' between the students, other motivating factors and their (i.e. the students) vocational aspirations.

The assumption here was that in thus aspiring for vocations the students' environmental background had been involved in which

case most of the students would have been used to realise the unrealised occupational opportunities of their parents or other persons significant within their environment.

3.1 Questionnaire Construction

For this study, a 21 item questionnaire titled, 'Secondary School Students Vocational Aspirations Project' patterned after earlier works in related fields (Bello, 1976:183-186; Ikemefuna, 1975:178-179; Napier, 1972:157-158; Oyinloye, 1971:80-81 and Dr. Bakare's M.O.P.S) but modified to suit the need of this project was constructed. The modified questionnaire for students of forms IV and V to survey their vocational aspirations constituted the only research tool that the researcher used to collect his data.

The 21 item questionnaire was designed to elicit information regarding the respondent's parental background: 'educational, and occupational, as well as his own personal data: Age, class subject offerings and his own contemporary circumstances and feelings particularly on occupations. This latter part on the respondent's self was meant to supplement or confirm that obtained on the parents. This enabled the investigator to interpret the 'force' making for the respondents' vocational aspirations.

3.2 Validation

A pilot study was carried out using one stream each of forms IV and V of Biraidu Community Secondary School, Abocho, Dekina L.G.A. Benue State. When later the investigator carried out the administration of the questionnaire the two streams of forms IV and V used in the pilot study were not involved.

Meanwhile, sixty students were involved in the pilot study and this was done in the second term of 1978/79 academic session.

The purpose of the pilot study was to give the investigator the opportunity to correct any faults in the comprehension of the instruction vis-a-vis the content of the questionnaire. A good understanding of the questionnaire content helps to raise the respondents' motivation. Hayman (1968:73) observes that the questionnaire as a survey instrument creates an impression on the respondent and establishes a frame of reference. A good questionnaire therefore creates a situation for co-operation in research undertaking.

It is after this pilot study that certain modifications were made in the questionnaire.

3.3 Administration of the Questionnaire

After the construction of the questionnaire in its modified form the investigator then visited all the secondary schools with

the fourth and fifth form classes in four local government areas, to solicit the school authorities' co-operation in the administration of the questionnaire. Eight of the eleven schools showed willingness to co-operate. Table 3.4.1 below shows the schools involved in the investigation. The number gives the total of male and female or male or female student respondents.

Table 3.1 1 - List of Schools from four Local Government Areas of Benue State Involved in the Research.

		Male	Female	Total
1.	St. Cjarles College, Ankpa, Ankpa L.G.A.	42	3	45
2.	Bassa Nge Anglican Grammar School Gboloko, Bassa L.G.A.	38	12	50
3.	Govt. Secondary School Dekina,Dekina L. G. A.	43	-	43
4.	Ochaja Sec. Sch., Ochaja Dekina L.G.A.	46	4	50
5.	C.M.N.L. Sec.Sch., Ayangba, Dekina L.G.A.	44	16	60
6.	Biraidu Community Sec.School, Abocho, Dekina L. G. A.	51	9	60
7.	Holy Rosary College, Idah, Idah L.G.A.	-	60	60
8.	St. Peter's College, Idah, Idah L.G.A.	59	-	59
		323	104	427

Of the four hundred and eighty (480) questionnaire forms distributed to schools (60 each for eight schools) four hundred and twenty-seven filled questionnaires were returned and all were usable. These returned questionnaires represented 89%, approximately.

In each school the students in only two streams of forms IV and V (where there were more than two streams) were used. As the table 3.1 above shows, 427 subjects from one stream each of forms IV and V of eight schools were involved.

In order to obtain the desired information a series of propositional items requiring a wide range of responses were used. For instance, students were required to give information as to age, sex, class, location of their institution(s) and whether their subject offerings were (more) in Arts or (more)in science. Dr. Bakare's Motivational Factors for Occupational Preference Scale (M.O.P.S.) and Likert scale were some of the techniques used to ferret information regarding vocational preferences and factors influential to their occupational aspirations. Other details required of the respondents were their most sources of finance for their education, their parents' highest levels of education and occupations.

3.4 Data Analysis

In analysing responses, frequencies and percentage tabulations were used for most of the data collected. But for course offerings and occupational preference, and for the other environmental factors with special reference to parents, school career master, peer group, information media; chi-square statistic with 7 degrees of freedom at 0.05 significance-level was used to compute obtained results from student respondents.

The detailed data analysis is the territory of the next chapter, that is chapter IV.

3.5 Organisation of the Question Items in the Questionnaire

The questionnaire which was aimed at ferreting students responses about their various vocational aspirations had its content items organised: the summary which is as given below:

A	Item	Information Required
	(3)	School location
	(4)	Form (at the time of filling)
	(6)	Sex
	(7)	Age
	(8)	Subject offering (Arts or Science)
	(9)	In order of preference, name of three occupations student is interested

(Dr. Bakare's M.O.P.S.)

(10) Parents as a factor for choice occupation.

(11) Feelings if choice occupation is that of parents.

(12) Other factors influential to occupational choice (as in item 9) if item 10, above does not obtain.

(13) In case of free or independent choice as in item 9 above, what reasons (Dr. Bakare's MOPS).

(18) Most sources of financial support for education.

B. Items (14) (15) (16) and (17) were meant to investigate if the respondents had the benefits of guidance services programme in their choice occupation, and the need for it.

C. The rest of the items of the questionnaire, other than items (1) and (5) which were about the naming (students' - optional, institution's) and the number of students in the class-optional, concern the educational and occupational backgrounds of the parents. These are items (19), (20) and (21) respectively.

Question items (8), (9), (10), (11), (12), and (13) were of help to the investigator in testing his hypotheses and the conclusions drawn therefrom.

CHAPTER 4

RESULTS AND ANALYSIS

The object of this project has been to survey vocational aspirations of forms IV and V students in some selected secondary schools in four local government areas in Benue State. To direct the research, the following hypotheses were formulated:

1.5.1 There is no congruence between course instruction (Arts or Science) and the vocational aspirations of the students of the schools covered for this project, in which case the students' vocational choices are un-wise.

1.5.2 Among most students who may not go for further studies in this environment where occupational choice is limited by the narrow nature of the economy, it is not likely that their vocational aspirations are based on specific knowledge of choice occupation, otherwise, 'personality' factors are influential in their vocational aspirations.

The tested results and analysis obtained from the focus of this chapter.

Meanwhile, Table 4.1 shows the schools to which questionnaires were distributed and the percentage of filled questionnaire responses

returned to the investigator.

Table 4.1

Distribution of Questionnaires by Schools and Percentage of the Student Respondents.

School	No. of Questionnaires Distributed	No. of Respondents	Percentage of Respondents
St. Charles College Ankpa	60	45	75
Bassa Nge Anglican Sec.Sch. Gboloko	60	50	83
Govt. Sec. School Dekina	60	43	72
Ochaja Sec. School Ochaja	60	50	83
C.M.M.L. Sec. School Ayangba	60	60	100
Biraidu Community Sec. School, Abocho	60	60	100
Holy Rosary College Idah	60	60	100
St. Peter's College Idah	60	59	98
	480	427	

Response Rates

Four hundred and twenty-seven filled questionnaires, all usable, were returned. This represents 89% approximately.

Babbie (1973:165) says that if a high response rate is achieved, there is less chance of significant response bias than if a low rate is achieved. Accordingly, he observes that a response rate of at least 50% is adequate for analysis and reporting. Where a response rate is 60% he says it is good, and a response rate of 70% or more is very good.

A response rate of 89%, therefore, as this was, is a measure of success and the rate is significant for analysis and reporting.

Sex of Respondents

Most of the schools surveyed for the project were co-educational institutions. In fact, five of the eight schools were co-educational while of the remaining three which were single sex schools, two were exclusively boys' and one exclusively girls'.

Table 4.2 below shows sex respondents school by school.

Table 4.2

Student Respondents By Sex

School	Type of School	No. of Boys	No. of Girls	Total
St. Charles College Ankpa Bassa Nge	Co-educational	42	3	45
Anglican Gram. School Gboloko	" "	38	12	50
Govt. Sec. School	Exclusively Boys	43	-	43
Ochaja Sec. School	Co-educational	46	4	50
C.M.M.L. Secondary Sch.	" "	44	16	60
Biraidu Community Secondary School	" "	51	9	60
Holy Rosary College	Exclusively Girls	-	60	60
St. Peter's College	" Boys	59	-	59
		323	104	427

Out of the total of 427 student respondents, there were only 104 female student respondents, representing only 24.4%. This fraction is not very representative to warrant treating the male student responses and female student responses separately, and so the results and analysis of responses being reported here take cognizance of "student respondents" only.

Age and Age Distribution

The importance of this section cannot be over-estimated when it is viewed from Ginzberg's theory of occupational choice. Ginzberg in Hoppock (1969:184) postulates three processes of occupational choice. The first he calls the stage of fantasy which comes before the age of eleven. The second is christened the Tentative stage. The age range of this stage he sets at between eleven and seventeen years. The stage of Realistic choice which comes after seventeen is the third of the processes.

Table 4.3 below shows the age and the age range of the respondents.

Table 4.3

Age Distribution (in years)

Schools	Below 14	14-17	17 And Above
SCCA	-	19	26
BNAGS	-	15	35
GSSD	-	12	31
OSSO	-	27	23
CMMLS	2	41	17
BCSS	-	32	28
HRC	-	39	21
SPC	-	23	36
	2	208	217

From table 4.3 above it could be seen that none of the student respondents fell within the stage of fantasy of the process of occupational choice. About 49.18% (210) of the student respondents were within the Tentative stage, and 50.82% fell within the Realistic Stage of occupational choice, in which case most of the students could be assumed to have some desire to go into occupations after schooling.

Meanwhile, the age range was 14-23 with an average age of 19.

Course Offerings and Vocational Aspirations

The first of the two hypotheses formulated is as follows:

> There is no congruence between course instruction (Arts or Science) and the vocational aspirations of the students covered for this project, in which case the students' vocational choices are un-wise.

The West African Examinations Council's Regulations and Syllabuses for the Joint Examinations for the School Certificate, G.C.E. "O/L" and other examinations (1978) stipulate, on page 21 of the document, the following subject groups:

Group I - Languages

Group II - General Subjects: Literature in English, Bible Knowledge, Islamic Religious Knowledge, History, Government, Geography, Economics.

Group III - Mathematical subjects.

Group IV - Science Subjects: General Science; Additional General Science, Biology, Chemistry, Physics, Agricultural Science, Health Science (with alternative syllabus for Biology, Chemistry and Physics).

Group V - Arts and Crafts

Group VI - Technical Subjects

Group VII - Commercial and Secretarial Subjects.

For the award of School Certificate a candidate must enter and sit for a minimum of six and a maximum of nine subjects from any four groups, English Language being compulsory.

All the schools surveyed by the investigator could offer subjects in groups I, II, III and IV, which in effect, were commonly grouped into two broad headings: Arts and Science. Table 4.4 (a) and (b) shows student responses to the questionnaire item (8) requiring them to state whether their course offerings were 'Arts' or 'Science'.

Table 4.4(a)

Course Offerings - Arts and Vocational Choices of the Respondents.

Response	Lawyer	Medical Doctor	Teacher	Engineer	Farmer	Journa-list	Bus/ Trader	Mid-Wife/ Nurse	Total
Yes	32	84	69	14	2	11	11	2	225
No	46	18	2	96	0	8	9	23	202

Table 4.4(b)

Course Offerings - Science, and Vocational Choices of the Respondents.

Response	Lawyer	Medical Doctor	Teacher	Engineer	Farmer	Journalist	Business/ Trader	Midwife/ Nurse	Total
Yes	46	18	2	96	0	8	9	23	202
No	32	84	69	14	2	11	11	2	225

From Table 4.4(a) and (b) 225 (52.7%) of the 427 respondents were in the Arts while 202 (47.3%) were in the science.

Chi-Square Test

To test the congruence between course offerings - Arts or Science - and the vocational preferences of the student respondents a further statistical test was carried out using the chi-square (x^2) test for Arts, and then for Science separately as shown in Table 4.5(a) and (b) below:

Table 4.5 (a)

(Refer to Table 4.4 (a) above)

Response	Lawyer	Medical Doctor	Teacher	Engineer	Farmer	Journalist	Business/ Trader	Midwife/ Nurse	Total
Yes	32	84	69	14	2	11	11	2	225
No	46	18	2	96	0	8	9	23	202
Marginal Total	78	102	71	110	2	19	20	25	427

$$\text{Chi-Square } (x^2) \text{ test} = \sum_{(i-b)} \frac{(Oi-ei)^2}{ei}$$

where o = observed frequency

e = expected frequency

Chi-Square Test Computation

O	E	O-E	$\frac{(O-E)^2}{E}$
32	$\frac{78 \times 225}{427} = 41.1$	- 9.1	2.01
84	$\frac{102 \times 225}{427} = 57.7$	30.3	17.09
69	$\frac{71 \times 225}{427} = 37.4$	31.6	26.70
14	$\frac{110 \times 225}{427} = 58$	- 4.4	33.38
2	$\frac{2 \times 225}{427} = 1.1$	0.9	0.74
11	$\frac{19 \times 225}{427} = 10$	- 1	0.10
11	$\frac{20 \times 225}{427} = 10.5$	0.5	0.02
2	$\frac{25 \times 225}{427} = 13.2$	11.2	9.50

$x^2 = 89.54$ at

7 df. $P > 0.05$

It is highly significant.

Decision: Ho hypothesis is accepted.

Conclusion: There is no congruence between the students' course offerings Arts and their choice occupation.

Table 4.5 (b)

(Refer to Table 4.4(b) above)(ii-a)
Science

Response	Lawyer	Medical Doctor	Teacher	Engineer	Farmer	Journalist	Business/ Trader	Midwife/ Nurse	Total
Yes	46	18	2	96	0	8	9	23	202
No	32	84	69	14	2	11	11	2	205
Marginal Total	78	102	71	110	2	19	20	25	427

(ii-b)

Chi-Square Test: The above table was subjected to the same process of testing as in table 4.5 (a) (i-b) x^2 = 99.86 at 7 df. P$\geq$ 0.05, which is highly significant.

Decision: Ho hypothesis is accepted.

Conclusion: There is no congruence between the students' course offerings and their choice occupation.

Vocational Aspirations

Item 9 on the questionnaire required the students to list three specific vocations, in order of preference, that they would want to go into on completing the secondary school. Table 4.6 shows the respondents' first choices only, contrasted with their (that is, the students') course offerings.

Table 4.6

Vocational Aspirations Contrasted with Course Offerings

Course Offerings	Lawyer	Medical Doctor	Teacher	Engineer	Farmer	Journalist	Business/ Trader	Midwife/ Nurse	Total
Arts	32	84	69	14	2	11	11	2	225
Science	46	18	2	96	0	8	9	23	202
	78	102	71	110	2	19	20	25	427

An objective analysis of the data provided on table 4.6 shows the abysmal ignorance of the students. About 37.3% of those in the Arts prefer to go into medicine (medical doctors). That is the largest proportion. There were 102 student respondents in both course offerings - Arts and Science; who wished to go into medicine. Out of these 84 of them in the Arts prefer to be medical doctors. This represents 82.4% of that number.

None of the respondents in the science craved to go into farming (Agriculture). Only 0.47% of the total respondents indicated they would go into farming, and these were in the Arts. The non-challant attitude to farming (Agriculture) generally may be a reflection on their parents' occupations, 51.12% of whom are

farmers.

Parents as Guide to Occupational Choice

Item 10 of the research instrument required the students to indicate if their parents had preferred them to go into certain occupations on completing their schooling. Table 4.7 shows the students' responses vis-a-vis the occupations they would be required to go into.

Table 4.7

Parents as Influential Factors in Occupational Choice.

Responde	Law	Medi-cine	Teaching	Engin-eering	Farming	Journa-lism	Busi-ness/ Trading	Midewife/ Nurse	Total
Yes	68	78	63	75	2	6	8	19	319
No	3	13	31	3	17	11	3	27	108
	71	91	94	78	19	17	11	46	427

74.71% of the student respondents indicated that their occupational choice was determined by their parents. Only 25.29% of them had the influence of other factors.

The above data was further subjected to a chi-square (x^2) test and the following result was obtained:

$x^2 = 31.57$ at 7 df., at $\alpha = 0.05$. $P > 0.05$. It is significant.

Decision: Ho hypothesis for parents' influence in occupational choice is accepted.

Conclusion: Parents' influence other than course offerings played significant part in the choice of occupations by students.

Students' Feelings Towards Parents Influencing Their Choice Occupations.

The investigator asked what the students' feelings towards choice of work for them by their parents or guardians should be by responding to strongly in favour.

In favour

Don't care

Opposed

Strongly opposed.

Table 4.8 contains the data of students' responses .

Table 4.8

Students' Feelings Towards . Choice of Occupation for Them by Parents.

Strongly in favour	In favour	Don't Cate	Opposed	Strongly Opposed	Total
116	203	47	32	29	427
27.17%	47.54%	11%	7.49%	6.79%	100

From the table above about 74.71% were in support of the choice of occupations for them by their parents or guardians. Only 11% of the total would not mind who chose occupations for them, whereas only 14.28% indicated they were not in favour of their parents choices for them.

Other Influential Factors in Vocational Aspirations

The researcher had assumed that factors other than those of the parents would play important role in the choice of occupations by students. For this the students were required to indicate whether the career master, peer group, information media or other sources other than their parents had been sources of information of occupations they aspired to go into.

The information as provided by the students is shown in Table 4.9. The data collected on each of these other influential factors were subjected to chi-square (x^2) test to establish their statistical acceptance or rejection, especially when these factors form the basis for the establishment of the second, and last of the hypotheses which states:

> Among most students who may not go for further studies in this environment where occupational choice is limited by the narrow nature of the economy, it is not likely that their vocational aspirations are based on specific knowledge of choice occupation, otherwise 'personality' factors are influential in their vocational aspirations.

Table 4.9(a)

School Career Master as Source of Information

Response	Law	Medi-cine	Teaching	Engin-eering	Farming	Journa-lism	Busi-ness/ Trading	Midwife/ Nurse	Total
Yes	1	0	3	0	0	5	1	0	10
No	7	26	7	32	0	20	6	0	98
	8	26	10	32	0	25	7	0	108

x^2 = 10.42 at 7 df., at α = 0.05. P < 0.05

Ho hypothesis is rejected.

Decision: Career master's influence as a source of information is in-significant, and is therefore rejected.

Conclusion: Career masters' influence played no part in the choice occupation among most student respondents.

Table 4.9(b)

Peer Groups As A Source of Information

Response	Law	Medi-cine	Teaching	Engin-eering	Farming	Journa-lism	Busi-ness/ Trading	Midwife/ Nurse	Total
Yes	2	13	0	21	0	0	9	6	51
No	9	7	0	10	9	0	5	4	44
	11	20	0	31	9	0	14	10	95

x^2 = 9.4 at 7 df., and at α = 0.05. P $<$ 0.05.

Ho hypothesis is rejected.

Decision: The null hypothesis is rejected.

Conclusion: Peer groups as a source of information is in-significant.

Table 4.9 (c)

Information Media (Newspapers, Radio, T.V., Cinema/ Movies, etc) as Source of Information.

Response	Law	Medi-cine	Teaching	Engin-eering	Farming	Journa-lism	Busi-ness/ Trading	Midwife/ Nurse	Total
Yes	0	0	1	5	0	3	0	0	9
No	9	13	6	4	0	0	0	3	35
	9	13	7	9	0	3	0	3	44

$x^2 = 20.03$ at 7 df., and at $\alpha = 0.05$. $P < 0.05$.

It is evident that information media helped in developing students' vocational aspiration.

Table 4.9(d)

Other Sources of Information: Educational excursion, vacation jobs, visits during holidays, etc.

Response	Law	Medi-cine	Teaching	Engin-eering	Farming	Journa-lism	Busi-ness/ Trading	Midwife/ Nurse	Total
Yes	7	11	3	9	0	3	2	0	35
No	0	0	0	0	0	0	0	0	0
	7	11	3	9	0	3	2	0	35

x^2 = 0.00 at 7 df., at α = 0.05. P $<$ 0.05.

Aside the parents who had acted as guidance counselors to their children on occupational matters, the student respondents, as shown on table 4.9 (a) - (d), indicated that the next major source of their occupational information were the news media.

Collectively, career master, peer groups, information media, educational visits and excursions and vacation jobs did not significantly influence the choice occupation of the student respondents. Of these other factors, it was only information media, as Table 4.9 (c) shows, that could be accepted as influential, and significant.

Decision: Ho hypothesis is rejected.

Conclusion: Absence of the services of the career masters in most of the schools further generates lack of occupational information. Peer groups who were of the same environment were equally ignorant of the world of work outside. Indeed, most of the students were home-bound; very few of them travelled out to other places during the holidays, so that visits to other towns and cities which would have served as a medium for occupational information had not been adequately utilised. Thus, it was evident that the main source of occupational information to most students was confined to their parents/guardians (who provide 'specific' knowledge of occupations

of their own choices).

Determinants of Occupational Choice

To reveal some reason for the occupations the students aspired to go into on leaving the school, item 13 of the research instrument required them to circle only the most desirable reason from a list of suggested reasons for choosing their occupation (refer Dr. Bakare's Motivational Factors for Occupational Preference Scale). Some of the reasons have been classified as:

External reward oriented values,

External influence from advisers,

External influence - reading material (vocational information),

Intrinsic values - self expression, and

Intrinsic values - humanitarian.

Table 4.10 below shows the students' responses in their rank order.

Table 4.10

Reasons for Choosing Occupations

Reasons	No. of Students	Rank Order
External influence from advisers	351	1
Instrinsic - Humanitarian oriented	31	2
External reward oriented values	20	3
Intrinsic values - self expression	12	4
External influence - reading material (vocational material or information)	9	5
	423	

No response = 4

From the tabulated data above three hundred and fifty-one got advice from parents and other significant persons. Quite an insignificant number had been influenced by friends, news media, and career masters. This body of external advisers formed 82.20% of the responses.

External oriented values like prestige and status, need to command respect and good pay was the next, and it formed 4.68% of the total responses.

Of special concern is the indication that students lacked reading materials on occupations. As an external influence it formed only 2.11%, bringing up the rear.

Need for Guidance Services Programme

Guidance service is a continuous process. The investigator realising this cliché wanted to enquire if the schools covered for this project had guidance programmes. Where this was the case, the need to intensify it, and where none existed, the need to establish it as an integral part of the school services.

Items (14), (15), (16) and (17) on the questionnaire were meant to ferret the necessary data for the intensification and/or establishment of guidance services programme in the schools.

'(14) Do you think specific guidance (i.e. help, giving of advice, information, and/or suggestion, etc) for occupational choice would be of help to you in schooling?' Students were asked to respond to either 'Yes' or 'No' statement.

The response is tabulated as follows:

Table 4.11

Students' Responses To Item (14)

Yes		No		Not decided	
No. of Students	%	No. of Students	%	No. of Students	%
364	85.25	38	8.90	25	5.85

The students' response to the question whether they were aware that some people specialise in giving advice, information and help on their vocation interest (item 15) revealed that only 103 out of 427 had the fair knowledge of such a personnel service. Even then, critical observation revealed that the 'personnel' were mostly the hall masters/mistresses or any such members on the staff as might be designated 'Guidance Counselor' in the school.

In response to the two related question items (16) and (17).

'(16) Would you like to go to a person like this to help you in your choice of vocation?

(17) Do you think it is a good idea to have somebody speak to you about your choice of occupation?

Most students, 390, representing about 91.3% expressed their desire to have the service of a guidance counselor; and 367 of all the respondents had felt they would have loved to receive advice

of such an 'expert' on their vocational choice.

Meanwhile 37 did not respond to item (16), and 60 failed to respond to question item (17).

Apart from direct influences of the parents which are already established (Table 4.7), career master, peer group, and information media, it was thought that sources of the students' finances for their education, the educational levels of their fathers (or male guardians) and mothers (or female guardians), as well as their parents occupations would have indirect influence on their vocational commitments and/or aspirations. The investigator therefore used question items (18), (19), (20) and (21) on the questionnaire to collect data, the results obtained which are analysed below.

Table 4.12

Sources of Financial Support

Father	Mother	Father/Mother	Guardians	Other Sources
303	58	39	24	-
(70.96%)	(13.58%)	(9.14%)	(5.62%)	

No response = 3.

The very strong financial position of the parents might be a remote reason for most students to agree with their parents' choice of occupations for them as shown on Table 4.7. One tends to take it that the concept of 'he who blows the pipe dictates the tune', especially when any amount of money expended on education is considered an investment for the family.

Table 4.13

Highest Educational Levels of Students' Parents.

Parents	No formal Education	Primary Education	Secondary Education	Others	Total
Fathers	219	86	79	19	403
Mothers	281	26	17	2	326
Guardians	23	0	0	0	23

Only 29.66% of the students' parents/guardians were literate. A greater percentage (70.34%) had no formal education. Of 326 mothers there were only 45 literate mothers, representing about 13.80%. The Table also shows that none of the guardians was literate indicating on the whole that majority of the student respondents were from educationally deprived homes.

Table 4.14

Parents Occupations

Parents	Farming	Trading	Civil Service	Others	Total
Fathers	357	49	14	7	427
Mothers	28	282	16	-	326
Total	385	331	30	7	753

1. Farmer parents = 385 or 51.12%
2. Trader parents = 331 or 43.95%
3. Civil service parents = 30 or 4%
4. Others i.e. Armed forces, full time housewife, contractor, persons in private firms and establishments, full time priests/ pastors or Imams, (etc) = 7 or 0.92%.

With such educationally deprived background coupled with over 50% of the parents engaged in farming, most of which are in small units or holds, the occupational horizons of the students are bound to be narrow, and this affects their vocational orientations.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Summary

In undertaking this research project the investigator set out to answer two basic questions:

(a) Has the students' course of study any bearing on their choice occupation?

(b) Will the environment,where occupational choice has been limited by the narrow nature of economy, influence students' vocational aspirations?

In other words the author assumed thatwhere vocational guidance services were absent in the school curriculum students' choices of occupations would not tally with their course instruction.

Equally, the students' occupational horizon would be affected in an environment (including the school) where occupational opportunites were scarce.

The researcher thus hypothesised that:

1.5.1 There is no congruence between course instruction (Arts or Science) and the vocational aspirations of students of the

schools covered for this project, in which case the students' vocational choices are unwise.

1.5.2 Among most students who may not go for further studies in this environment where occupational choice is limited by the narrow nature of the economy, it is not likely that their vocational aspirations are based on specific knowledge of choice occupation otherwise 'personality' factors are influential in their vocational aspirations.

In testing the first hypothesis the target was the main course instruction of the students as contrasted with their choice occupations. It was not meant to use the schools' academic programmes in Arts or Science as scape goat for the students' wise or unwise vocational aspirations.

For the second hypothesis the investigator looked at the parents', the peer groups, the career master, the church/mosque, the information media and the community at large as 'personality' factors influential to the students choice occupation since some of the occupations the students might aspire to go into would not be within the range of their own environment, and since no guidance programmes existed in these schools. The contention there was that, although without the above as 'source of occupational information', students could choose occupations but that such choices would

be influenced only by parents or persons significant in the society.

5.2 Findings

The findings had revealed much that should be of concern to this country's educationists and education authorities.

The first hypothesis was accepted.

'There is no congruence between the students course offerings, and their choice occupation. Of the two hundred and twenty-five students who offer major Arts subjects more than 82.4% of them preferred to go into medicine (medical doctor) whereas 84 of them opt for engineering as a career!

A very negligible percentage of students whose course instruction is science (chemistry, physics, biology majors) opted to go in for midwife/nurse. No one in the science would like to go in for agriculture whereas 46 of them aspired to go into law.

On the whole the vocational aspirations of most students here have no relationship with their subjects offerings, indicative of lack of guidance services, with special reference to vocational guidance, in the schools.

The second hypothesis was on the whole rejected. Excepting parents whose influence in matters of occupational choice for their children was significant (Table 4.7.) as well as information media (Table 4.9c), others like the career master (Table 4.9a), peer groups

(Table 4.9b), and educational trips/excursions, vacation jobs and visits (Table 4.12) had not influenced the students in their vocational aspirations.

Three hundred and nineteen of the respondents out of 427 indicated that their occupational choice was determined by their parents. This figure represented 74.71%. Only 25.29% of the rest indicated that they were influenced by other factors.

It should be realised that the parents who were mostly farmers (385, or 51.12%) and were mostly rural dwellers, would not form the best source of occupational information for their children. The parents' choices would not be based in most cases, upon specific knowledge of occupations. The students could be used to realise their (parents')own un-realised occupational goals.

It was observed that the range of occupations chosen by most students was very narrow: medicine, teaching, engineering, farming, journalism, business/trading and mid-wife/nurse. It is indicative of lack of information of the world of work outside their own environment. This invariably limited the students' scope of occupational titles and occupational opportunities.

One very surprising revelation from the study is that the students were not attracted to the occupations of their parents. Although 51.12% of the students' parents were farmers only 2

(i.e. 0.47%) of the 427 respondents indicated they would take agriculture (farming), and these two were in the Arts major. The investigator has the feeling that it would be normal for a child to aspire to go into the parents' occupation. Since a negligible few aspired to go into farming, it could be inferred that farming is thought of as an un-attractive occupation, or that the students' parents would not see reason why their **'educated'** children should go back to land.

5.3 Conclusions

From the fore-going analysis of the findings it can be concluded that:

1. Most students offer to go into occupations that are not related to their secondary school courses and would soon discover belatedly that these occupations would not agree with their expectations and self-image.
2. Many of the schools are still bugged by the idea of 'Grammar' type oriented education programmes that the national outcry for diversification of curricula in institutions to cater for differences in roles, talents and opportunities after schooling remains a concept in these schools.
3. There is a copious absence of guidance services programme in all the schools. The absence of this programme from the

curricula for the schools means that the students did not benefit from the guidance services with particular reference to educational and vocational information, and so lack the realities concerning these, and such other services the guidance programme would have rendered them.

4. The students have relied most times on their parents and other significant persons in their environment for information regarding occupations and occupational opportunities. These sources would be more likely to emphasize general cultural factors to enforce conformity to social norms and values, and
5. Since the range of occupations the students aspired to go into was narrow, it is indicative of the limited occupational opportunities in their environment. It also indicates that they lack information about the world of work outside their immediate environment vis-a-vis the self scrutiny which go with the requirements and conditions of service or the problems and the prospects that acrue to the incumbents of occupations of their choices.

5.4 Recommendations.

From the findings, it has been established that guidance services have not been an integral part of the schools' services covered for this projects, and this has led to the students making

educational plans that would not tally with their talents and interests, and of making un-realistic vocational choices. The implication would be improper combination of human factors with other factors of production coupled with utter lack of career planning in schools vis-a-vis the self-scrutiny which to with it as an integral part of education. This no doubt affects both the individual and the national manpower requirements, and invariably the country's economy.

It is the candid view of the investigator to recommend the following:

1. To prevent school leavers from simply drifting into jobs without ever exploring their attendant problems, and/or prospects the investigator would recommend the establishment of guidance services programme in all the schools. Such a programme which must be an integral part of the school services should among other functions provide educational and occupational information to the students. It should enable the students to discover themselves (their talents and interests). It should help the students to be knowledgeable about their abilities, and aptitudes.
2. Closely linked with the expected services the school guidance programme would render is that of the Parents-Teachers

Association (PTA). It may not be feasible immediately to set a guidance services programme in all the schools as trained personnel in this area are lacking but the P.T.A. could be a forum for the school authorities to utilise in educating the parents of their students on the need and the desirability of making suitable occupational plans for their children. Material attractions, prestige and social status would not necessarily be the measure of job satisfaction but that more than all of these, their children's job should model their life-patterns in desirable directions.

3. There is an urgent need to diversify the curricula for secondary schools. This is necessary to cater for the divergent interests, aptitudes, abilities, capabilities, and opportunities possessed by or open to the students after their schooling. In fact, the author is recommending a comprehensive type education programme for all secondary schools.

4. Above all, the school authorities should find ways and means of widening the educational and occupational horizon of their students. Educational vists and/or excursions, occasional seminars, lectures by local trades/craftsmen and women, educational film shows and other resources could be used to widen the students vocational/educational scope. The school

libraries should be stocked with reading materials which have bias towards both educational and occupational needs of the students.

5. To make these recommendations workable, the backing of the Ministries of Education is sinequa non. In this wise, the author is not only thinking of financial backing but also the need for the establishment of an in-service training programme for the deserving staff wishing to study guidance/ counseling in institutions of higher learning. Work-shop- Seminar programmes and conferences should also be frequently scheduled for school hall masters/mistresses, compound masters/ mistresses and the school administrators - Principals and their Vice-Principals.

6. Lastly, the author feels very strongly concerned to note that children whose parents are mostly farmers (51.12% of the parents of the students in the schools covered for this project) and in a country whose population are mostly farmers should cast aspertion on farming. If the objectives of self-sufficiency and self-reliance are to be achieved in food production with despatch, the Operation Feed the Nation (OFN) programme should be rooted in the schools' programmes. Agriculture should be made compulsory for all. Annual Inter-school competitions

in agricultural products - Schools Agricultural Exhibition - should be organised by the Ministries of Education. The Ministry of Education could cut back capitation grants for feeding for schools so that schools could supply their own food stuff from their farms and vegetable gardens.

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Appendix i

List of Secondary Schools Used for the Project

1. St. Charles' College, Ankpa (SCCA).
2. Bassa Nge Anglican Grammar School, Gboloko (BNAGS).
3. Government Secondary School, Dekina (GSSD).
4. Ochaja Secondary School, Ochaja (OSSO).
5. C.M.M.L. Secondary School, Ayangba (CMML).
6. Biraidu Community Secondary School, Abocho (BCSSA).
7. Holy Rosary College, Idah (HRC).
8. St. Peter's College, Idah (SPC).

Appendix ii

ABOUT THIS QUESTIONNAIRE

This questionnaire is aimed at finding out about the vocational aspirations of the Forms 4 and 5 students of some selected secondary schools in the four Local Government Areas of Benue State.

Your secondary school is one of the schools so selected for this exercise. It is hoped that the results of the findings will be of significant help to our students as well as our education authorities in this state.

Please Do Not Leave Any Question Unanswered

1. Your Name (Optional) .....
2. Name of Your School .....
3. The Local Government Area where your Schools is Located .....
4. Your form at present. Check X in one of the boxes provided.

   IV ☐

   V ☐
5. Write the number of students in your class ☐ (optional)
6. Your sex. Check X against one of these boxes Male ☐

   Female ☐
7. What is your age? Check X against one of these boxes which applies to you.below 14 ☐ between 14 & 17? ☐

   above 17? ☐

8. Are you in Arts or Science? Check X against one of these:

   Arts ☐ Science ☐

9. What is your vocational preference? (i.e. what would you like to be after your secondary school education)? Rank order according to your preference by putting 1,2,3, etc. until you have made 8 choices in order of your preference from the list provided below:

   Teacher ☐ Farmer (Agric) ☐

   Medical Doctor ☐ Journalist ☐

   Lawyer ☐ Business/Trader ☐

   Engineer ☐ Nurse/Midwife ☐

   Other (Please specify) .....

10. Sometimes, parents/guardians prefer to have their children do certain work. Indicate by writing in the space provided below, the work your parents/guardians would most prefer you do after your schooling .....

11. What is your feeling toward the choice of work for you by your parents/guardians? Indicate by checking X against the one that best answers your feeling:

   (a) Strongly in favour ☐

   (b) In favour ☐

   (c) Do not care ☐ (d) Opposed ☐

   (e) Strongly opposed ☐

12. If your parents/Guardians did not influence your choice of occupational interest, by checking X against any one of the following indicate who or what influenced you.

    (a) Your school career master ☐

    (b) Peer group (i.e. your friendship group) ☐

    (c) Information Media (Nespapers, Radio, T.V., Cinema/movies etc.) ☐

    (d) Others (Pleased specify) .....

13. There are some reasons why you like the type of work you would like to do on leaving the school as indicated in question 10 above. Select the most appropriate reason for your choice if this work and check X against the best answer.

    (a) Prestige ☐ (b) Security ☐

    (c) Big salary ☐ (d) Independence ☐

    Other reasons (Please specify) .....

14. Do you think specific guidance (i.e. help, giving of information, giving of advice, and/or suggestion etc.) for occupational choices would be of help to you in your school? Select one best answer of the following statements:

    (a) Strongly agree ☐ (b) Agree ☐

    (c) Not decided ☐ (d) Disagree ☐

    (e) Strongly disagree ☐

15. Are you aware of anybody whose duty it is to advise students on vocational interest? Check X against one of these

Yes ☐ No ☐

16. Would you like to go to a person like this to help you in your choice of vocation if you know someboby like this? Check X against any one of these:

Yes ☐ No ☐

17. Do you think it is a good idea to have somebody speak to you about your choice of occupation? Check X one of these boxes

Yes ☐ No ☐

18. Who gives you most financial support for your education? Check X in one of these boxes.

(a) Father ☐ (b) Mother ☐

Other (please specify) .....

19. What is your parents' (guardian's) highest level of education? Check X as it is most appropriate, one each for your Father/ male guardian and your Mother/female guardian.

Father/Male Guardian	Mother/Female Guardian
☐ (a) No formal education	☐
☐ (b) Primary Education	☐
☐ (c) Secondary education	☐

Other (please specify) .....

20. What work does your father or guardian do? .....

21. What work does your mother do?.....

Thank you very much for your co-operation.

DR. BAKARE'S M.O.P.S.

MOTIVATIONAL FACTORS FOR OCCUPATIONAL PREFERENCE SCALE

B. OCCUPATIONAL INTERESTS

Which work (occupation) would you like to engage in when you complete your education?

1st choice ..... 2nd choice .....

C. REASONS FOR CHOOSING YOUR OCCUPATION

The following is a list of reasons why some people choose their jobs or what they would like to do when they complete their education.

Read the reasons carefully, and then decide how important each reason has been in making you choose the above 3 occupations (see number 11 above); and in making you select the subjects (see number 12 above).

Then in column 2, put a circle round:

5 if the reason is very important

4if the reason is important

3if the reason is of average importance

2 if the reason is of little importance

1 if the reason is least important

ONLY ONE number needs be circled in each line.

	Reasons	Column 2
A.	1. Because of good pay	5 4 3 2 1
	2. It will enable me visit places	5 4 3 2 1
	3. People will respect me	5 4 3 2 1
	4. The work is easy to do	5 4 3 2 1
	5. There is much demand for it	5 4 3 2 1
	6. Because of prestige and status	5 4 3 2 1
B.	7. Job my parents want me to prepare for	5 4 3 2 1
	8. My teacher advises me to choose it	5 4 3 2 1
	9. My friends want me to choose it	5 4 3 2 1
	10. The career master's/mistress' advice	5 4 3 2 1
	11. The radio, television, and film showed it	5 4 3 2 1
	12. My relatives advised me	5 4 3 2 1
C.	13. I read about it in a book	5 4 3 2 1
	14. I read about it on the School Notive Board	5 4 3 2 1
	15. It was advertised in the local newspaper	5 4 3 2 1
	16. I read about it from the Dictionary of occupational titles	5 4 3 2 1

	17.	The careers journal supplied information	5	4	3	2	1
	18.	I discovered it from occupational file in our school	5	4	3	2	1
D.	19.	I want to lead and administer other people	5	4	3	2	1
	20.	It will permit me to express myself	5	4	3	2	1
	21.	I am interested in these subjects I like best	5	4	3	2	1
	22.	It will enable me to use my special talent	5	4	3	2	1
	23.	It will save me from working with many people	5	4	3	2	1
	24.	I want to work with animals, plants, and other things, but not with people	5	4	3	2	1
E.	25.	I want to save lives	5	4	3	2	1
	26.	I would like to teach others	5	4	3	2	1
	27.	I would like to help the Nation	5	4	3	2	1
	28.	I want to help my family	5	4	3	2	1
	29.	I want to serve people	5	4	3	2	1
	30.	I want to lead others	5	4	3	2	1

STOP HERE

DO NOT WRITE IN THIS SPACE

Reasons

Section A-External reward-oriented values ----------

" B-External infouence from advisers ----------

" C-External influence - Reading Material ----------

(Vocational Information)

" D-Intrinsic values-self-expression----------

" E-Intrinsic; Humanitarian-oriented----------

Please Return To:

Mr. S. A. Aruwa
Biraidu Community Secondary School
Abocho Dekina P. O., BENUE STATE.