

AN EVALUATION OP THE GUIDANCE SERVICES
IN SELECTED SECONDARY SCHOOLS IN THE
DELTA PROVINCE OF THE MIDWEST.

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ABSTRACT

A guidance program was established in the Midwest secondary schools in 1972 by the Ministry of education, Benin City. always, whenever there is a guidance program, certain contributions are attributed to the availability of such services. This study had the major purpose of examining the strengths and weaknesses of the program by an indentification of the status of each guidance service.

The following three hypotheses were tested.

1. If there is an adequate program of guidance services in the selected secondary schools, the students will achieve (a) Academic success and (b) Personal adjustment,
2. The students who receive guidance services make more appropriate educational plans than those who do not receive guidance services.
3. An alternative or Control Hypothesis: There is no significant difference between the educational attainment of the high-achievers in schools with adequate guidance services and the schools without organized guidance services.

A sample of 40 students was drawn from each of the six selected secondary schools. Thus, a total of 240 students took part in the investigation.

The instruments used to obtain the data for achieving the purposes of the study were GPA (grade point average), a questionnaire and an Interest Inventory - the GRZ.

As a result of the analyses of the data, the first and second hypotheses were accepted. They were significant at .05 level. There was partial support for the third which was an alternative hypothesis.

Thus the study has proved that students who receive guidance services are more satisfied with various school subjects, teachers, and school work and that this is indicative of academic success. Secondly, under-achieving students improve their academic performance when exposed to guidance services. Thirdly, guidance services are helpful toward students' adjustment both socially and emotionally. Fourthly, when students are given vocational information, there exists the greater probability of choosing occupations realistically. Chance element and influence of other factors are eliminated or reduced. Finally, on the basis of the findings of this investigation, guidance services are needed by both high and underachieving students.

It is recommended that guidance services are made available to the students in all secondary schools throughout the Delta Province of the Midwest.

This necessitates the training of more careers masters mistresses and a favourable psychological environment. Such physical facilities include secretarial services and a private office for counseling. The favourable psychological environment refers to adequate support which should be given by both the Ministry of Education, Benin City and the principals in the secondary schools.

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This study is dedicated to the memory
of my parents Mr. Adugbo and Mrs. Umutor
Adugbo.

Chapter I

INTRODUCTION

Among the numerous problems which have prevented the utilisation of Nigerian resources is the inability to meet two important social needs. The first concerns the development of the citizens' potentiality which enables them to examine their strengths and weaknesses and give consideration to the best way to self-fulfilment. It also concerns aiding the individual in making realistic choices by relating desired goals to his special aptitudes, abilities and interests. The other need is the distribution of workers to meet manpower needs. Whereas there are shortages of workers in some occupations, there is oversupply in others. There is no doubt that the knowledge of manpower needs is useful in vocational decision-making.

This is a weak point in the educational system of Nigeria and its recognition has acted as a stimulus for the attention that has recently been directed to guidance services in institutions of learning. It is

not quite two decades yet since systematic guidance services made a debut in the country, and guidance programs are still found in very few states of the Federation. Included in the list are North-Central, North-East, Lagos, Kwara and the Mid-West which was the focal point of this study. A program of guidance and counseling has been known to be in operation at the AIYETORO Comprehensive School since 1963.

The guidance program in the Mid-West secondary schools was established in 1972. It was however in 1967 that the Mid-West Ministry of Education set up a Committee on the subject of counseling in the secondary schools. In a speech delivered at the Annual Workshop, 2-7 July, 1972,¹ the Honourable Commissioner for Education, Mid-western State of Nigeria, Mr. Tayo Akpata emphasized that the country's educational system has failed to guide individuals in assessing their innate abilities, especially when investigating in

1. Akpata, Tayo. The Role of The Ministry of Education in Promoting Careers Guidance in Schools. CAREERS Vol. 1, No. 2, 1972, pp. 53-57.

themselves through higher education. The Commissioner holds the view that the school should supply students with the most accurate information about opportunities which are open to them. He argued that the Nigerian citizen lacks the necessary information which is essential for making decisions relating to how and where he can most profitably invest his talents.

In order to eliminate this major defect in the educational system, the guidance program was given pre-eminence in the Mid-West. The ultimate expectation is that students will be helped in developing their potentialities to full capacity. As an initial attempt, therefore, to help effect this important objective, the program comprises four essential elements.

If a guidance program is to be effective, it must be supported by placement activities. The school placement service embraces quite a good number of roles which the counselor/career master performs. The activities have been succinctly stated by Roeber et. al.¹ Common among placement activities are the aid to students in their transfers from one school level to

1. Roeber, Edward C. et. al. Organisation and Administration of Guidance Services. 2nd ed. McGraw-Hill, N.Y. 1955, p.19.

another or from one school to another; the grouping of students within classes for the purpose of achieving some skills such as reading or mathematics and the assistance to students in selecting curricular or school subjects. Others include helping students to gain admission into higher institutions; to select extra-curricular activities and finally in locating and securing jobs when they complete schooling.

Thus, one objective of school placement services is the selection of appropriate subjects and courses which will be useful in making decisions. Furthermore, it will result in more productive usage of time. Downing¹ agrees with this view when he states that the expedient handling of placement problems brings minimal demand upon the time and energy of those persons employed in the school. He has shown the significance of extra-curricular activities in the school program. According to him, timid students are the greatest beneficiaries in extra-curricular activities such as clubs, athletics, speech, music and dramatics. Another conclusion can be made in the light of placement activities:

1. Downing, Lester N. Guidance and Counseling Services: An Introduction. McGraw-Hill, N.Y. 1968, p.204.

The reasonable selection of an occupation is a part of the developmental process of students which takes place over a minimum of six or seven years.¹ Two kinds of placement have been mentioned and they are educational and vocational placements.

Secondly, there is careers guidance which the Honourable Commissioner for Education, Midwestern State, Tayo Akpata² has pointed out is an important aspect of a guidance program. It assists the careers master/mistress in providing the necessary information on available jobs. The Commissioner further stated that acquisition of appropriate knowledge including an understanding of systems of values for effective counseling, helps in guiding against misdirection and misapplication of human talent. This means that factors such as parental expectations, status and prestige or even high salaries should not be allowed to be determinants of the job a student eventually chooses. Apart from the job opportunities which are open to a student in his locality, state and nation, occupational information also includes the occupational outlook

1. Shertzer and Stone. Fundamentals of Guidance. 2nd ed. Houghton Mifflin. Boston. 1971, p.355.

2. Akpata, Tayo. op. cit., p.55.

at all levels.

The object of careers guidance in schools can, therefore, be restated. It is the dispensation of occupational information to students which will be instrumental in their life adjustment. At least, the vocational choice they make, will be in keeping with their abilities and interests. Although Moser and Moser¹ have pointed out that students' choices of vocations are tentative in schools, yet a search of the literature reveals that the final and correct choice is made possible by careers guidance. Even if the student does not know what is good for him, yet he develops the ability to think independently. This is vital if the student will be self-directive in his life time.

The third guidance service has been called personal or individual or personal-social counseling. It is defined by Hughes² as a process by which discussions are directed at problems which are personal to the student. One important aim of this relationship centers

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1. Moser and Moser. Counseling and Guidance: An Exploration. Prentice-Hall. N.Y. 1963, p. 228.
 2. Hughes, Patrick M. Guidance and Counseling in Schools. A Response to Change. Pergamon Press. Oxford. 1973, p.207.

On assistance to students in self-adjustment and in accepting their limitations so that they can capitalise on their strengths. Roeber et, al.¹ say that a proper adjustment may require making a choice or a decision of some other kind. The view held by Miller² is also relevant. He stresses the point that, some times, counseling and information - giving go hand in hand. Information concerning job opportunities, choice of courses and subjects, scholarships and the like may have to be spread to the students. Finally, he says that the commonest student problems discussed during the counseling interview include inferiority feelings, home problems, learning problems and those of a pecuniary nature.

Whatever **form** the problem assumes, the concern of personal counseling should be aid to students in attaining academic success, eliminating personal or emotional problems, and lastly in learning to deal with complicated interpersonal relationships. In other words, such a relationship should make learning effective, and since emotional problems or involvement in personal matters have been recognized to impede academic progress, any assistance in resolving them, makes the

1. Roeber and Erickson, op. cit., p.8

2. Miller, Frank W. Guidance: Principles and Services. 2nd ed. Merrill. Columbus, Ohio. 1968, p.59.

student to become more efficient.

Shertzer and Stone¹ have suggested that the majority of a school counselor's time be devoted to individual or small group counseling. On the other hand, Napier² has called attention to the inherent differences among countries with differing economic and educational conditions. He observed that while personal counseling is given the major thrust in the United States, this should not be the case in emerging nations. His standpoint is that since vocational guidance could probably make an important contribution to both individual and the nation by helping to familiarize individuals with opportunities open to them, personal counseling should be given less emphasis.

This is plausible since much time will therefore be devoted to vocational guidance. Whenever there is time for personal counseling, Napier³ suggests that it should be utilized for dealing with students' problems of decision-making involving educational and vocational goals.

1. Shertzer and Stone, op. cit., p.166

2. Napier, R.W. School Guidance Services: Focus on the Developing Nations. Evans Brothers Ltd., Ibadan. 1972, pp.26-27.

3. ibid., p.27.

Nigeria is an emerging nation and Napier's opinion would seem to represent the true situation of personal counseling in the Midwest secondary schools. The careers masters/mistresses teach their normal class lessons and much of the responsibility for individual counseling is therefore shared by other teachers. There exists the house - system under some appointed tutors who are in-charge of personal counseling of their house members.

The offer of assistance to students so that they could relate their abilities, interests and aptitudes to the immediate and future educational plans is a central idea to any guidance program. It was to meet this need that 'Educational Counseling' was included as the fourth guidance service. The student is helped in choosing courses in which he is most likely to do well and which will be appropriate for his vocational aspirations.

Educational counseling also aims at improving students' grades in examinations, and it is achieved by organizing regular preps with the object of developing good study skills. This leads to the efficient use of time and energy. Furthermore, the high achievers are encouraged to seek further education. Since students

are susceptible to teachers' suggestions, they can be stimulated to further their education by mere encouragement and assisting them in their efforts to enter the institutions which best satisfy their aspirations.

The foregoing objective is consistent with the definition of 'educational counseling' by Moser and Moser.¹ They describe it as, "the assistance afforded the student in promoting maximum scholarship and help in projecting his plans toward future training for vocation and life in addition to course planning."

The four guidance services spell out the objectives of the program in the Midwest secondary schools. As already noted, the first objective is assistance to the students in realizing their educational and vocational goals. The implication is that selection of appropriate subjects and courses will result in better decisions so that the students can choose vocations realistically. It is not only that the students will be more successful and satisfied in the occupations but it is also to the benefit of the whole nation since the students will be more productive than they would have been. The second objective stressed that

1. Moser and Moser. op. cit., p.232.

when students have the knowledge of available occupations, they are able to relate choices to their interests, abilities and special aptitudes. The basic end result is life adjustment, which is indicative of self-actualization. This self-actualization in question will be mere illusion if the individual is constantly in conflict with himself. The third objective is purported to remove such emotional problems which mar academic progress. Lastly, the fourth objective concerns the development of the human ability to capacity and an eventual projection of plans toward the furtherance of education.

Chapter 2

THE PROBLEM

Statement of The Problem

The new emphasis on the guidance program in the Midwest Secondary Schools portrays the recognition that the society is characterized by change. A change fraught with difficulties for the young and inexperienced in formulating plans for the future. In such a situation, there is the need to develop the ability to make decisions. This propelled the Midwest Ministry of Education, Benin City to establish the guidance program to ensure that necessary skills, knowledge and counseling are available to the students in the secondary schools.

The guidance program is composed of four services and considered adequate by the Ministry of Education. However, the existence of the services does not necessarily indicate that the program is effective. Thus the problem considered in this investigation was the determination of the status of these

guidance services as regards their contributions to the attainment of educational and personal adjustment by the students. Educational attainment includes academic success, plans for more advanced studies and vocational aspirations. Personal adjustment on the other hand, refers to interpersonal relationship.

Analysis of The Problem

This investigation was aimed at answering certain specified questions and the problem was carefully separated into its parts.

1. Do these guidance services contribute to success in academic course work?
2. What is the effect of guidance services on educational plans?
3. Are the students finding success in interpersonal or group relationships?

Basic Assumptions

The assumptions which formed the basis for the research are as follows:

1. Guidance services are needed in the Midwest Secondary Schools.
2. Students should make decisions relating to

their life goals and accept responsibility for their own choices.

3. Each student is a unique individual whose behaviour is purposeful and it gives an indication toward development in the society to which he belongs.

Hypotheses

The following hypotheses were tested during the investigation.

1. If there is an adequate program of guidance services in the selected secondary schools, the students will achieve: (a) Academic success and (b) Personal adjustment.

2. The students who receive guidance services make more appropriate educational plans than those who do not receive guidance services.

3. An Alternative or Control Hypothesis: There is no significant difference between the educational attainment of the high-achievers in schools with adequate guidance services and the schools without organized guidance services.

Scope and Delimitation of the Study

This study was directed to the evaluation of the guidance program in the selected secondary schools. The worth of the guidance services was determined by the use of both subjective and objective measures with respect to the objectives which led to the establishment of the program.

In addition, the study was aimed at finding out whether high academic achievement in the secondary schools could make the presence of guidance services unnecessary. This question was answered. Could there be observable differences between schools with adequate guidance services and those without organized guidance services? Any significant difference, in favour of the schools with organized guidance services, was imputed to the presence of the program.

Including the one Federal government institution, there were 48 secondary schools in the Delta Province of the Midwest. This fact was indicated in a list made available by the Ministry of Education, Benin City. Guidance services, according to the Inspector of Education (Art and Special Education), were adequate in

only 4 schools and out of these, 3 were selected randomly to form the guidance group, Out of the remaining 44 secondary schools, 3 others were selected randomly to make up the matched group. Thus, the guidance group was composed of 3 secondary schools with adequate guidance services and the matched group was made up of 3 schools without organized guidance services. The students were matched on the basis of one factor and it was ability. For purposes of this study, only the 6 schools were included in the sample.

The sample was comprised of students in form four. Each student had received guidance services for four consecutive years since the establishment of the program in schools where the program was adequate.

Significance of The Study

The guidance program in the Midwest was motivated by certain factors. Through a review of some of these motivational factors, the significance of this study would be attested.

Important are the changes and uncertainties which characterize any society. These bring guidance services to the forefront of educational thinking.

Shertzer and Stone¹ have summarized the situation when they stated that the threat of an uncertain future dramatically underscores the necessity for planning and placement. The evident conception is that the guidance services are able to aid the individual in coping with those aspects of transition in the society.

The guidance program in the Midwest secondary schools is expected to direct the school leavers into jobs which are demanded by the manpower shortages of the state. The direction is with respect to the abilities, special aptitudes and interest of the individual student. The emphasis on the manpower needs of the state aims at ensuring that each student makes maximum use of his capabilities. The failure of some superior students to reach their potentiality leads to a waste of a nation's manpower.² Generally, the manpower needs of a society are affected by technology³, and the common aspects of technological developments

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1. Shertzer and Stone. op. cit., p.380.
 2. Winborn, Bob et. al. The Effectiveness of Short-term Counseling upon the Academic Achievement of Potentially Superior but Underachieving College Freshmen. The Journal of Educational Research. Vol.55 No.4, 1962, pp.169-173.
 3. Wenrich, Ralph C. et. al. Manpower and Education. Review of Educational Research. Vol.32, 1962, p.369.

are in business, industry, agriculture and the home. This explains why any vocational program should be related to the type of employment opportunities in a particular locality.

Provision of information to students for self - understanding and decision - making is another important aspect of a guidance program. The decision - making involved is personal as the student should accept responsibility for his own life in all respects. This, it is, that makes the information service a necessary component of the guidance program. The types of information given include: those pertaining to self; data about job requirements and what Brown and others call a general information base, which is got from the regular school subjects.¹ Lack of information can lead to loss of time and money especially when a student finds himself taking subjects which are not suited to his ability. Eventually such a student changes his subjects or drops out.

The factors reviewed can be summarized. They emphasize the development of the potentialities of the

1. Brown, Duane. et. al., Career Education: The Counselor Role. The School Counselor. Vol. 20 No. 3. January 1973, pp. 193-196.

individual which in turn have significant impact on the welfare of the society. An inherent question is in relation to the difficulty in knowing how a guidance program can attain all the envisaged reasons that caused it's establishment. The present study was designed to assess the quality of the guidance program in the secondary schools of the Delta Province of the Midwest. This was achieved by trying to identify the strengths and weaknesses of the guidance program. The necessary outcome is improvement of the program beyond its present status. There are other attendant advantages. These include the judgment of how well the school counselors (careers masters/ mistresses) are doing; the program could be interpreted to the people of the community based on concrete evidences of advantages and finally, the school staff would understand the contributions of guidance functions to the instructional program and extra-curricular activities.

The Variables

The variables selected for study were the four elements of the guidance program referred to in chapter 1. Others were high academic achievement,

which refers to students with highest academic attainment in each class), academic success which refers to those who are average in their class performance), personal adjustment, and educational plans. While the first five were the independent variables, the last three were the dependent variables.

Some previous studies have established clearly that a relationship exists between the first four and the last three variables. In such studies, a comparison of the guidance group and the matched group showed significant differences which favoured the students who received guidance services.^{1,2,3} The major concern of this study was to find out whether there is consistency in the results obtainable. Another purpose was to see the possible effect of high academic achievement on the dependent variables which are usually attributed to the first four variables i.e. the guidance services.

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1. Rothney, John W.M. and Farwell, Gail F. The evaluation of Guidance and Personnel Services. Review of Educational Research. Vol. 30 No. 2., 1960, pp. 169-172.
 2. Winborn, Bob. et. al., op. cit., pp. 169-173.
 3. Cramer, Stanley H. et. al. Research and the School Counselor. Houghton Mifflin. Boston. 1970, p. 94.

The Criteria

In carrying out the research, the following standards or criteria were accepted by the investigator as indicators of the achievement or lack of achievement of the previously outlined objectives endorsed by the guidance program in the Midwest. Satisfaction with various subjects, teachers, careers masters/mistresses or school work in general was used to test academic success. In order to guide against any unreliable results, another objective device was employed to enhance the judgments. It is the criterion of GPA (grade point average). The criterion that was used for testing personal adjustment was student problems by means of problem inventories. Lastly, educational plans had "congruence of educational choice and vocational aspirations" as the criterion. High academic achievement was tested by using the first and last criteria.

These criteria favour evaluative studies as shown by Cramer and others.¹

1. Cramer, Stanley H. et. al., op. cit., pp.90-91.

Definition of Terms Used

Evaluation: A great similarity exists between the definitions by Ralph et. al.¹ and Cramer et. al.² According to the former, evaluation is concerned with placing values on process, procedures, outcomes and activities. The latter define evaluation as, "a process of determining the value of an activity or object." On the one hand, evaluation has been defined in the literature as the process of determining the quality and effectiveness of the guidance program by an identification of the strengths and weaknesses in particular relation to specified standards. On the other hand, it has been conceived as the process of making systematic judgments of the effectiveness of the program with reference to the established standards. Another relevant definition of evaluation is found in the Dictionary of Education (p.156)³ It has been

1. Ralph, E. Bender. et. al., Adult Education in Agriculture. Charles E. Merrill - Columbus, Ohio. 1972, p.187.

2. Cramer, Stanley H. et. al., op. cit., p.87.

3. Ralph, E. Bender, et. al., op. cit., p.187.

defined as, "the process of ascertaining or judging the value of amount of something by careful appraisal." For the purposes of this study, evaluation has been defined as the determination of the worth of the guidance services by the use of both subjective and objective measures with reference to the previously determined objectives.

Guidance: This refers to the 'personnel services related to and including counseling by a professional staff apart from the instructional program but in a school setting.¹ Congruence is found between this definition and that by Kehas.² Guidance, according to him is a basic construct which embraces counseling, school psychology, school social work and other activities.*Simply however, guidance, as used in this investigation, applies to all the processes which the school counselors employ to help the students in understanding themselves, their environment, and to develop self - directiveness.

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1. Patterson, C.H. Program Evaluation. Review of Educational Research. Vol.33 No.2, 1963, pp.214-222.
 2. Kehas, D. Chris. Theoretical Formulations and Related Research. Ibid., Vol. 36. No.2, 1960, pp.207-216.

Guidance Services: Roeber et. al.¹ choose to define it as, "those organized activities which aid each student in examining, evaluating and choosing realistic personal goals and which follow each student through toward the realization of his goals." Shertzer and Stone² see it as, "the formalized actions taken by the school to make guidance operational and available to students."

The two definitions have a common attribute. They both stress that guidance services are school activities designed to aid the students in their complete development. In this study, nevertheless, guidance services are the constellation of the previously mentioned four essential elements of the guidance program which help the students to know, accept and develop their potentialities to capacity.

Counselor: This is an educational worker in the school setting with the skills and understandings to deal with student problems. Throughout the study, this term was used synonymously with careers master/mistress.

1. Roeber. et. al., op. cit., p.4.

2. Shertzer and Stone. op. cit., p.41.

Criteria: These are the pre-conceived standards against which the guidance program was evaluated. The singular form is criterion.

Subjects: This refers to the students who participated in the study. A total of 240 subjects was involved in the 6 secondary schools.

Vocational Aspiration: This has been defined by Stephenson¹ as the kind of work an individual would like to do if he could do anything he wanted. According to Kuvlesky and Bealer,² aspiration refers to a person's orientation towards a goal. In this study, vocational aspirations refer to jobs students would like to do many years after their secondary education.

Personal adjustment: It is used to refer to the effort made by a person in order to satisfy his needs. This definition suggests that the individual sets a goal and strives to achieve it.

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1. Stephenson, Richard M. Occupational Aspirations and Plans of 443 ninth Graders. Review of Educational Research. Vol. 49. 1955, pp.27-36.
 2. Durojaiye, M.O.A. School Education and Occupational Choice: Social Psychological Research in a Nigerian International Secondary School. West African Journal of Education. Vol.14. No.1, 1970, pp.60-63.

Chapter 3

THE CONCEPT OF AN ADEQUATE GUIDANCE PROGRAM

Apart from 'adequate', other adjectives have been employed to designate guidance programs. These include 'organized', 'effective' and 'good'. All these terms are acceptable when the program is able to effect a behavioural change in the students. They describe the constellation of services in the school aimed at assisting the students toward maximum potential development. On the other hand, the attributes of a program which is unable to accomplish behavioural changes in the students are described by the opposites of the above terms. In this study, the preference is for the adjective "adequate". There is just one reason for the predisposition toward the definition. It is the term used by the Midwest Ministry of Education.

Although the literature is replete with the characteristics of an adequate program, yet the concept is environmentally determined. The standards of two literally adequate programs are never similar.

Kowitz and Kowitz¹ share this view when they state, "a program of guidance which is exemplary in one school may be useless in another or even detrimental." The reference is to the needs of individuals which change as the society and environment change.

However different two programs might be, an adequate program is able to bring about discernable changes in the behaviours of the students. The import is that guidance services should provide opportunities for assisting students both personally and educationally. It also implies that students are to profit from the activities. In evaluating the guidance program in the Delta Province of the Midwest therefore, the criterion for judgment is that of an adequate program.

A high degree of agreement exists among specialists in guidance regarding the characteristics of an adequate program. Following is a description of the commonly accepted characteristics vis-a-vis those of the program in the secondary schools in the Delta Province of the Midwest.

Guidance is a profession that focusses attention on the improvement of students' adjustment and

1. Kowitz and Kowitz. An Introduction to School Guidance. Holt, Rinehart and Winston. N.Y. 1971, p.4.

development of their potentialities. To accomplish these objectives, there is little wonder then that the first essential element of a guidance program is existence of some guidance services. It has been shown many times that a basic assumption of a guidance program is to meet certain student needs.

The counseling service has been regarded by some guidance specialists as occupying the central role in guidance. The list does include such persons as Roeber, Smith and Erickson.¹ Their general contention is that counseling improves the mental health of the individual. Adjustment which will be **treated** later in another chapter, has been accepted as the indication of a student's mental health as he adjusts to his environment. Also significant is the individual inventory service which assures that data is collected about each student. Daily in Cottle and Downie² has given a vivid picture of the use of such data. He says that inferences of the individual's future behaviour be based upon the projection of these past trends as conditioned by the probable future circumstances.

1. Roeber et. al. op. cit., p.7.

2. Cottle and Downie. Procedures and Preparation for Counseling. Prentice - Hall. N.Y. 1960. p.9.

Another essential service is careers guidance. Central to this service is that each student must understand his abilities, aptitudes and interests. Furthermore, a student is to be conversant with the job opportunities open to him so that he can choose vocations realistically.

There are still, the educational planning and placement services. While the former enables the students to make intelligent educational plans, the later in accordance with Moser and Moser's¹ point of view, "is assistance offered the individual in taking the next step whether toward further training, a job situation or a different course of study."

Other services exist, but it is not the number which is important rather the accomplishments of the program in terms of student needs. In the Midwest, it has been noted, the program contains four services. The question is whether those services are adequate. It was the determination of the adequacy that was the major concern of the present study.

1. Moser and Moser. op. cit., p.9.

A second characteristic of an adequate program is the assignment of responsibilities for guidance services to some individuals. These individuals must not only be qualified but their presence in the school must be known by the students. Although it is **generally** admitted that the counselor must be professionally qualified, yet the specific level of qualification is locally determined. In the U.S.A., where guidance services have developed into an important aspect of the educational system at all levels, this view is still popular. Shertzer and Stone¹ have made reference to this point. They have said that counselors are qualified for their positions at least to the minimum required for State certification or by holding a graduate degree in counseling.

Writing on the inherent limitations in the process of transferring guidance services to the emerging nations, Napier² states, "in attempting to ferret out those aspects of guidance which are most applicable to the developing countries, one must be acutely aware of how these societies differ from those where the

1. Shertzer and Stone. op. cit. p.442

2. Napier. op. cit., p.26.

ideas and concepts of guidance originate." He has added that any pioneering venture is bound to be fraught with such initial difficulties as lack of skilled manpower, inadequate training facilities and finances. Inevitably, these limitations result in low standards, at least, during the rudimentary stage.

In a paper presented at the Annual Conference of the Nigerian Psychological Society at the University of Nigeria, Nsukka, on the 17th and 18th October, 1974, John Bennett¹ announced what he considers the academic qualification of the guidance teacher. According to him, the guidance teacher is one who has had some training. No specific level of training is cited and this seems to depict the actual nature of the guidance programs in emerging nations.

Apart from one full-time school counselor, all the others (careers masters) have no elaborate professional training. The Ministry of Education, Benin City, has analysed the qualifications of her careers masters to be experiences obtained from in-service training programs. Once, a workshop was organised by

1. Bennett, John. The development of Secondary School Guidance Services in North Central State. 1974, p.4.

the state government in collaboration with the University of Nigeria, Nsukka Department of Psychology. A delegation of guidance experts from the University of Ibadan attended.

An apparent behavioural manifestation in students is a basis for judgmental decisions, regarding the adequacy of a guidance program. Shertzer and Stone¹ support this statement. Such a change in behaviour is preferred by the students' knowledge of the existence of a counselor in the school environment. The students should not only have had personal contact with him, but they should also know his function in the educational program.

Declaring that a counselor is not equipped for his job unless he can share in some degree the apprehensions of modern youth and sense the swampy underpinning on which youth treads, Patterson² quotes a Spanish writer Unamuno who said, "Suffering is the life blood that runs through us all and binds us together." By these statements, both writers agree that every individual including the student has problems

1. Shertzer and Stone. op. cit. p.451.

2. Patterson, Cecil H. The Counselor in the School: Selected Readings. McGraw-Hill. N.Y. 1967, p.43.

and therefore needs the assistance of a counselor.

These assumptions establish the need for another attribute of an adequate program to be the availability of guidance services to every student. Such guidance services are not only to be brought to students having problems at a particular time rather they should be available to others. This steels them against any future problems and also serves as a preventive measure. It is generally believed that each student must at one or other time have problems with the choice of subjects, with the home or environment, learning, underachievement, choice of a vocation or even problems of deficiency in study skills.

It must be added that guidance services are not to be restricted to a particular school level. Continuity should be maintained by allowing them to operate throughout the whole gamut of the school levels.

In order to make distinctive contributions to the operation of the school, an adequate program must receive enthusiastic administrative support. This suggests that the administration, headed by the principal, has the duty of providing such functional physical facilities like a guidance office, which ensures

privacy and accessibility. Unless the administrator is understanding, he may not see the necessity for privacy in the interview and confidentiality of the information.

Writing on the counselor and the school administrator, Patterson¹ points out the need for administrative support. He says that with acute administrative support, the counselor is aided in developing adequate relationships with other school workers. To this extent, the success of a guidance program is determined by the administrator's attitude. If in his own opinion, the program is helpful enough to students in their development, he will help it to flourish. Adequate financial support may be provided for various guidance services and the counselor may be given some teaching-free hours for counseling. The counselor may also not be assigned any administrative duties which are likely to interfere with his work.

Ohlsen² has cited cooperation of the teaching staff as another essential element of an adequate program. Mutual understanding between the teachers and

1. Patterson, Cecil H. Ibid., p.295

2. Ohlsen, Merle M. Guidance Services in the modern School. Harcourt, Brace and World. N.Y. 1964. p.21.

the counselor is a sign of cooperation. By mutual understanding, it is proposed that both counselor and the teachers will therefore work together effectively to help students.

The importance of the teachers' role in guidance has been stressed in much of the literature on school guidance. He can cooperate with the guidance program by supporting any plan developed to help students make better adjustment. On the other hand, the teacher can serve on the guidance committee. Through this medium, he can introduce innovations for conducting guidance services.

Other ways are available by which a teacher can contribute to the guidance program. Patterson¹ says that teachers are closest to students and thus the main source of referrals. This view is buttressed by Miller² since he asserts that a teacher can observe his students more frequently than other staff members.

It is therefore the teacher's advantageous position for observing students in different

1. Patterson, Cecil H. op. cit., pp. 296-297.

2. Miller, Frank W. op. cit., p.77.

situations, that makes him able to recognise those with more serious problems for referral. In addition to being the main source of referrals, Miller¹ has mentioned another invaluable role of a teacher in guidance. It is involvement in informal counseling. This nature of counseling is within the scope of the teacher's professional training. Since only less serious problems are concerned, such problems can always be lessened by an absolute sympathetic attention, reassurance and suggestions which are positive.

The other side to cooperation in guidance requires a counselor to fulfill his role satisfactorily. A variety of ways lend themselves to the counselor's use. Referrals can be made simple and easy by desisting from use of written referrals. Besides, the counselor can give prompt attention to referrals by teachers and meet teachers' consultations without delay. He can also ensure that any teacher who refers a student to him is entitled to a report despite the importance of confidentiality of guidance information.

Synoptically, the concept of an adequate program depends on the contributions which it makes towards

1. Miller, Frank W. *ibid.*, p.79

the maximum development of students. This places importance on certain essential characteristics. Thus adequacy as applied to the guidance program in the Midwest Secondary schools refers to the availability of such elements. The first element is the existence of four guidance services which are meant to meet students' needs. Students are aided in choosing vocations realistically and in their plans for further training. The second element is the availability of careers masters who attain the professional stature as specified by the State. Their main duty is to administer the guidance services. The third element stipulates that adequate support be given to the program. In the Midwest, the program was initiated by the Ministry of Education, Benin City and caters for its continued existence. It is obvious then that administrative support within the secondary schools is guaranteed.

Chapter 4

RESUME OF RELATED LITERATURE

This chapter is devoted to the review of related literature and the three dependent variables are covered. Where there is much material on any variable, a selection was made.

Ample research evidence exists on evaluation of guidance services. Turney and Morehead¹ studied an Arkansas high school having a program of guidance services and another High school where no program existed. They used a somewhat complete testing battery for comparison. The results were found to be inconclusive in relation to the effects of counseling, but 4 of 14 analyses of covariance favoured the school with the counseling program. A total guidance program was also evaluated by Sageser.² The criteria used were opinions of parents and teachers.

1. Cottle, William C. The Evaluation of Guidance Services. Review of Educational Research. 1957, pp.229-234.

2. *ibid.*, pp. 229-234.

The outcome was considered valuable but the view lacked statistical evidence. Rothney¹ extended the above studies. He attempted to assess vocational, educational and social activities of two groups after high school graduation. The findings were summarized in his statement that counseling did seem to assist in the accomplishment of the objectives of the American secondary schools.

The dependent variables covered by this study were academic success, personal adjustment and educational plans (vocational aspiration). A search of the literature revealed that definitions of adjustment cloak one central idea. It is the effort made by an individual to fulfill his needs. Notable among those who defined adjustment from the area of needs are Blair and his counterparts who in their book² consider it as a process by which human beings strive to satisfy their needs.

1. Rothney, John W.M. and Farwell, Gail. *op. cit.*, p.168-174

2. Blair et. al. *Educational Psychology*. 3rd edition. The MacMillan Company. N.Y. 1962, p.373.

Using the word "goals" instead of needs, Cronbach¹ regards the adjusted person to be one who commits himself to a consistent set of goals and uses his energies effectively in working towards them. Adding to the list, Ohlsen² notes that adjustment is a dynamic process in which an individual gradually becomes better acquainted with himself, discovers what he would like to be, determines how he can achieve his goals and improves his ways of meeting life's crises.

Adjustment is regarded as a sign-post which points to mental health. An important step towards positive mental health, according to Bennett³ is the recognition of how one reacts to life experiences. In a school environment, the area of mental health relates to students' feelings and attitudes toward the school whether they are positive or negative. Thus, a student's level of adjustment is marked by his reactions toward

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1. Cronbach, Lee J. Educational Psychology. Rupert Hart-Davis Ltd. London. 1968, p.605.
 2. Ohlsen, Merle M. op. cit., p.5.
 3. Bennett, Margaret E. Guidance and Counseling in Groups McGraw-Hill New York. 1963, p.342.

the expectations of the school.

Based on the above definitions, some conclusions could be made. All the definitions emphasize that adjustment is a process. Although no process is perfectly continuous, yet, all the definitions imply an element of continuity. This attribute of adjustment is supported by Kowitz and Kowitz¹ when they wrote that the process of adjustment is never finished. In addition, they said it is a common occurrence that before a person develops a useful adjustive behaviour pattern, the physical or social demands should have changed to make the new pattern less helpful.

The process of adjustment is peculiar to an individual. Everybody in the same environment cannot have the same set of goals. A proper adjustive behaviour for one individual may not therefore be suitable for another individual.

Closely allied to the above is that adjustment exists in diversified degrees. This means that some individuals are faster in adjusting to the environmental demands. This also connotes that the individual who is unable to adjust to any particular situation will not function efficiently.

1. Kowitz and Kowitz. op. cit., p.42.

Finally, adjustment is culture bound. This view is also held by Cottle and Downie¹ when they stated that adjustment is relative to the society in which an individual resides and the time when he lives in that culture. This denotes the situation whereby the aspirations of an individual in one culture may not be worth desiring in another.

The level of adjustment of an individual student can be identified by a number of criteria. Lambo² in Durojaiye has called them danger signals while Adams³ called them "indicators". The classification by Lambo is simple and into three categories. The first concerns reaction of withdrawal which embraces introversion, daydreaming, wool-gathering and slowness. Overactivity is the second which Adams stated could be detected by the person's rate of speech, flow of ideas or patterns of interaction. The third category is that of the reaction of inhibition which manifests itself in shyness,

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1. Cottle and Downie. op. cit., p.258.
 2. Lambo, Adeoye T. The Social and Psychological Development of the School Child in Psychological Guidance of the School child, ed. Durojaiye, M.O. Evans Brothers Ltd., Ibadan, 1972, p.10.
 3. Adams, James F. Counseling and Guidance: A Summary view. The Macmillan Company, N.Y. 1965, pp.77-87.

withdrawal and lack of spontaneity in response. Under-activity is the term employed by Adams to describe this group.

A student who exhibits any of these signs is not adjusting well to school. Failure is easily noticed in such a student's interpersonal functioning (ability to interact successfully with the members of one's environment). Maladjustment is a term used to describe the condition where an individual lacks in satisfying interpersonal relationships.

Adjustment has been used by many researchers as a criterion to investigate the effects of counseling. Lowenstein and Hoppock¹ studied students who had an occupation's course versus a matched group who did not. The conclusion was that the experimental group made a better adjustment as freshmen. The studies of Baymur and Patterson² on the one hand and by William³ on the other hand showed identical results with the above study. The counseled group had an increase in Q-sort adjustment scores.

1. Patterson, C.H. Program Evaluation. Review of Educational Research. Vol.33. 1963, pp.214-222.

2. Patterson, C.H. loc. cit.

3. Patterson, C.H. loc. cit.

Briskin and Gardener¹ extended research in changes in interpersonal functioning to younger children. Baseline data had indicated that 31% of each school session was spent in inappropriate behaviour. The treatment involved a two-minute procedure in which the mother removed her child from the classroom any time a signal was made by the teacher to show that an inappropriate behaviour had taken place. A follow-up was conducted after thirty days and it was found that the children engaged in socially desirable behaviour from 95 to 98 per cent of the time.

Another research which used younger children as subjects was by Kranzler² and others. The aim was to bring about change in the interpersonal functioning of 20 low-sociometrically identified fourth graders. A test was administered after 5 months and another 7 months later. Results show that the counseled group significantly increased its sociometric status on both tests.

1. Hosford, Ray E. and Briskin, Alan S. Changes through Counseling. Review of Educational Research. Vol. 39, 1969, pp. 201-203.

2. Kranzler et. al., op. cit., pp. 201-203

More recently, Sharf and Bishop¹ conducted an investigation using University students. It was intended to find out if students who seek counseling differ in their psychological adjustment from those who do not seek counseling. The results showed no significant difference in favour of the counseled group compared to noncounseled students. There was however significant difference in social and emotional scores of the general population of students and those who came to the counseling centre for help with personal problems.

Since adjustment is an indication of mental health, the adjusted person evidently functions at a high level of efficiency². An occasion during which such proficiency shows itself is in making plans. Every individual sets goals for himself and draws up an intellectual scheme of activities which must be followed if these goals are to be realized. Such a scheme is represented by educational plans which

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1. Sharf, Richard S. and Bishop, John B. Adjustment Differences Between Counseled and Noncounseled Students at a University Counseling Centre. Journal of Counseling Psychology. Vol.20, 1973, pp.509-512.
 2. Kowitz and Kowitz. op. cit., p.42.

describe the second variable for this investigation. A relationship exists between these educational plans and vocational choice because when students make educational plans, the outcome is usually a vocational choice.¹

The subjects studied by each student and selected by him, mark his level of self-understanding (this refers to the extent to which students comprehend their abilities, values, interests and needs). Aspirations must be plausibly related to these subjects. The findings of a research at a commercial school in the Delta of the Midwest have already attested such a relationship. Okeke² conducted an investigation into the impact of school subjects on choice of occupations and professions. The study was conducted at the ABBOTS Commercial Institute, Sapele in 1973 using the 1972 graduates of the school as subjects.

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1. Tolbert, E.L. Counseling for Career Development. Houghton Mifflin. Atlanta. 1974, p.78.
 2. Okeke, Ambrose N. The Impact of School Subjects on the Choice of Occupations and Professions. West African Journal of Education. Vol.17. 1973, pp.15-17.

A questionnaire was sent to the students to find out their employment status, the difficulties they encountered in their search for job and in the jobs obtained. Finally, it aimed at discovering the most important factor which influenced their choice of jobs. Results indicated that all the students who combined general subjects with commercial ones got jobs as account-clerks, teachers, managers of commercial firms. In response, to the question about what was most influential in obtaining employment and planning future studies, 60% of them cited school subjects. In addition, all the final year students of that year who later went to Universities pursued courses that would lead them to become chartered accountants, bankers and business administrators.

Vocational aspiration, in much of the literature, has been viewed as a situation with an element of futurity. Freedom to do anything the individual would want to do is implied in the definitions.¹ This state of affairs demands a great desire for self-actualization in the distant future and serves as a great motivator.

1. Tolbert, E.L. op. cit., p.78.

Any vocational aspiration implies some theory of vocational choice.¹ A few of the numerous vocational theories are reviewed here.

Hoppock² laid down some ten pre-requisites which he considered are necessary for any vocational choice. The main idea conveyed in his theory is that psychological needs are the determinants of a vocational choice. According to him, vocations are chosen to meet our needs and only those which satisfy our needs are considered. These needs influence choices whether they are distinctly perceived or vaguely felt as attractions. The knowledge of ourselves, occupations and ability to think clearly, he contends, improves a choice.

While Hoppock stresses personal needs as being central to vocational choice, Super³ is an exponent of the developmental aspect of self-concept.

2. Hoppock, Robert. op. cit., p.84

1. Hoppock, Robert. Occupational Information.
MacGraw-Hill New York. 1967, p.111

3. Shertzer, Edwin F. and Stone, Shelley C. op. cit.,
p. 360.

Like Hoppock, Super's theory takes ten postulates in which he says that vocational choice is influenced by extraneous factors such as parental status (their socioeconomic level), the individual's mental ability, personal characteristics and the opportunities to which he is exposed. If a job fails to provide an individual with the possibility to be the person he perceives himself, he becomes discontented and looks for another job.

Super's theory gives an insight into the reason why many people become satisfied with jobs which others find drab. It is self-concept that makes the difference.

Another important theory is the one by Ginzberg and his associates^{1,2}. This developmental theory is based on the belief that vocational choice moves through a sequence of related stages. They argue that variables such as educational opportunities, personal values, emotional and environmental pressures affect the process of vocational choice. The process, they have indicated, extends over a period of 10 to 15 years and covers three stages which include fantasy - up to 10 or 12; tentative 11-17 and realistic period 17 to early adulthood.

1. Tolbert, E.L, op. cit., p.57

2. Isaacson, Lee E. Career Information in Counseling and Teaching. 2nd ed. Allyn and Bacon. Boston. 1973, p.27.

The whole choice process is characterized by compromise between the student's wishes and his job opportunities. Movement through the different stages is largely irreversible.

Although this theory explains vocational choice process, yet the timing of the stages may not be generalizable. The age at which an individual enters a particular stage may be earlier or later. Nevertheless, an important question is being answered by this study in the light of Ginzberg theory. It is whether the secondary school students in the Midwest have been able to effect a compromise between their abilities and job requirements or educational opportunities.

Empirical evidence is available with reference to effects of guidance services on educational plans. Aspects of vocational guidance have constantly been used in evaluative studies of guidance program in this area. In 1960, More¹ administered a test of guidance information to freshmen and again to the same students as seniors. The object was to find out if there was an increase in the students' knowledge of vocational information which aid them in making decisions.

1. Patterson, C.H. op. cit. pp.214-222.

The result was a significant gain in knowledge. Obviously, the cause of the gain in knowledge is not specific in the above study. The general information base which has already been described, has greatly enhanced the students' knowledge.

Shostect¹ surveyed high school classes to evaluate the effectiveness of occupational information. Findings of the study revealed the importance of tailoring occupational information to the local scene. Added to this is that more emphasis came to be laid on the information concerning education beyond high school for higher level jobs and the necessity for a more careful check on student career plans.

Dipboye and Anderson² investigated occupational stereotypes as perceived in terms of manifest needs by high school students. The outcome showed that students associate certain needs with selected occupational groups.

Using premedical students as the subjects, Stephenson³ investigated the role of self-concept in application to a school of medicine.

1. Cottle, William C. op. cit., pp.229-234.

2. Ferguson, John L. and Dick, Frank G. Career Planning, Job Placement and Follow up. ibid., Vol.32. 1962, p.378.

3. ibid., p. 378.

It was found that the self-concept of the student had crystallized before applying to the school.

The research by Lewis and Mackinney¹ concerns the prediction of job satisfaction of 70 engineers who had graduated at least 5 years previously. Six experienced college counselors were involved but their predictions were low.

Durojaiye² carried out a research into school education and occupational choice at the International School, Ibadan, where there was no guidance program. The objectives included the discovery of students' desires regarding work status and the difference between their occupational expectations. Durojaiye found that 99.5% chose occupations in the professional class and 0.5% (one person) said he would trade. The students' occupational choices were unrealistic if the academic requirements of the professions were to be compared to the academic adequacy of the pupils. Also striking among the findings was that the pupils made their choices within a narrow range of occupations

1. *ibid.*, p. 381.

2. Durojaiye, M.O.A. *op. cit.*, pp.60-63.

although they had knowledge of existing varieties and fine differentiations in this limited scope.

Also closely related to vocational aspiration is the third variable which is academic success. This simply means that a student reaches the level of performance of which he is capable.¹ The individual student is much aided by such a high level of proficiency in realistic vocational aspiration.

Academic success eliminates non-promotion at school. It is, however, rare to find students who are utilizing their intellectual powers fully in the schools. This opinion is held by Havighurst² et. al. when they stated, "at least half our best human material is not developed to anywhere near capacity." In treating this view as valid and knowing that the development of the talented resources of a nation is more important than giving attention to low ability resources, investigators have devoted considerable research into the high ability but underachieving students.

1. Winborn, Bob. et. al., op. cit., p.169.

2. Shouksmith, George and Taylor, J.W. The Effects of Counseling on the Achievement of High Ability Pupils. British Journal of Educational Psychology. Vol.34. 1964, pp.51-57.

Underachievement is a term used to describe the situation of a student who is not finding success in academic work. According to Shouksmith¹ et. al., the lack of development to capacity is termed underachievement. One thing seems clear and it is that students who are not achieving adequately, but gifted, are always not aware. This has rightly been pointed out by Patterson² when he says, "in many instances, high ability youth are not aware of their potentialities or become aware of them too late to be able to utilize them."

The problem of underachievement is not confined to the high-ability students instead, it is also prevalent among low-ability students. This has been expressed by Ewing et. al. and Lemay et. al.³ Underachievement, they have stated, is found among gifted students and low-ability students. One characteristic of underachievement at both levels is that unless underachievers are helped to reach their potentiality early enough,

1. *ibid.*, pp.51-57.

2. Patterson, C.H. *Counseling and Guidance in Schools: A First Course*. Harper and Row Publishers. N.Y. 1962, p.248.

3. Island, D. David. *Underachievement*. *Review of Educational Research*. Vol.39, 1969, p.244.

they may never do well even if such individuals are compelled to continue their education. Patterson¹ says that it is due to attitudes, goals and expectations which must have become fixed.

The causes of underachievement are varied. Patterson² indicates that students may fail or achieve below their potentials because of the presence of personal and emotional problems. Other causes cited by him include home problems, attitudes, habits and motivations. Island³ has added to the list by mentioning free-floating anxiety, negative self-value, hostility toward authority, high dependence - independence conflict and negative interpersonal relations.

A review of the literature shows that the topic of underachievement has been a popular problem studied. To prove that underachievement exists at college level (University), one study⁴ revealed that very nearly 30% of students in the top decile in ability who go to college fail to achieve adequately.

1. *ibid.*, p.248.

2. Patterson, C.H. *op. cit.*, p.257.

3. Island, D. David. *op. cit.* p.244.

4. Patterson, C.H. *op. cit.*, p.254.

At the elementary school level, a study aimed at change in academic performance was conducted by Winkler et. al.¹ He attempted to produce changes in the GPAs (grade point averages) of 121 underachieving students. The results indicated that treatments did not promote significant differences in GPAs.

A contradictory finding was reported by Jackson² who also used elementary school pupils. He studied the effects of a three year treatment on the academic development of 190 children, who were underachievers. Marks in English, mathematics and social studies were among the criteria assessed. The results showed that the grades of the experimental group were better on 10 of the 12 criteria used.

Bates³ carried the investigation to the secondary school level to compare traditional group counseling and accelerated interaction. The criteria employed were gain in scores, attendance and effort grades.

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1. Whiteley, John M. Changes through Counseling.
Review of Educational Research. Vol.39. 1969.
pp.189-190.
 2. *ibid.*, p.191.
 3. *ibid.*, p.192.

The traditionally counseled groups demonstrated significant improvement in GPA, attendance and effort grades.

Another study was carried out on college students. Ewing and Gilbert¹ tested the effects of counseling on the academic performance of a group of superior college freshmen. Counseling was focused on assisting students to improve their grades. Findings favoured the counseled group who improved their GPAs significantly.

Further negative findings were reported at the University of Illinois where 29 freshmen were studied.² The subjects were high ability but underachieving students. The results indicated that counseling did not bring about better academic performance as represented by grade point average.

Although, there is much research evidence on guidance services, it is clear that evaluative studies are not yet conclusive. There is, therefore, need for more evaluation. Findings are contradictory especially in the area of academic performance.

1. *ibid.*, p.193.

2. Patterson, C.H. *op. cit.*, pp.255-256.

The results however seem to be due to the problem of selecting an adequate criterion against which guidance services are to be measured. The discrepancies could also be explained by the effects of methods and procedures which investigators employed. The present study is designed to see if results of evaluative studies can be conclusive through the use of various criteria such as GPA (grade point average), satisfaction with various subjects, teachers or school work; problem inventories and congruence of educational choice and vocational aspiration.

The ultimate aim of the guidance program in the Midwest secondary schools has been pointed out in Chapter 1 as the assistance to students in their possible development to capacity. Often, however, certain extraneous factors hamper students' development. Such factors which have always been identified and treated as problems in the literature, include the three variables for the present study. The role of these variables in the individual student's development is significant. Adjustment indicates the student's reactions to school activities and underachievement suggests that there are problems which

cause the student to achieve below potential. Finally, the confinement of vocational aspirations and plans to a relatively narrow range of occupations brings about concentration of choices within this range.

Chapter 5

DESIGN AND METHODOLOGY

This chapter describes the design and methodology employed in the study. The design is expost facto in which two groups were selected. Since the guidance program in the Midwest secondary schools had been established, this investigation could not lend itself to experimental inquiry. In order to find out the possible effects which the five independent variables had on the three dependent variables, the later were observed.

The Sample

Forty students were selected from each of the six secondary schools. As a result, participating students were 240. Table 1 shows the distribution of subjects in schools.

Table 1
Distribution of Subjects
In the Schools.

GROUPS	SCHOOL	NO. IN FORM 4	NO. SELECTED	MALES	FEMALES
GUIDANCE	1	92	40	34	6
	2	82	40	40	-
	3	91	40	40	-
MATCHED	4	130	40	25	15
	5	144	40	24	16
	6	122	40	31	9
TOTAL		661	240	194	46

The average age was 16.5 years. Sixteen point sixty-seven per cent of the students were between 13 and 15 years. Eighty-one point sixty-six per cent were aged between 16 and 19. Only 4 students (1.67%) were aged between 20 and 22 years. Age range was 13 to 22 years.

Fifteen (37.5%) out of the 40 students selected from each school were regarded as high achievers. Such students were selected on the basis of their terminal examinations. The remaining 25 (62.5%) were

regarded as underachievers. Thus two classes of students were involved in the investigation. The high-achievers of schools with adequate guidance services were matched against their counterparts in schools without organized guidance services. Underachievers of the two groups were also matched.

Instruments Used

1. Instruments For Measuring Academic Success.

(a) GPA (Student Grade Point Average). The measuring instruments were two. GPA was one of them. It is the average of all second term examinations in english and mathematics obtained from each of the six secondary schools. GPA has been regarded as an excellent measure of academic success.¹

(b) Questionnaire. Anderson² has stressed that although GPA is socially significant, objectively quantifiable, convenient measure of academic success, it is somewhat inadequate as a single outcome criterion.

1. Whiteley, John M. op. cit., pp.189-190.

2. Anderson, Alan R. Group Counseling. 1968, p.213.
Review of Educational Research. vol. 39, 1969, p. 213.

He has in effect, suggested that GPA should be used with other criteria. A questionnaire was therefore used as a supplement. Thirty questions were constructed concerning students' satisfaction with various school subjects, teachers or school work. After a professor in Guidance and Counseling had considered their content validity, 20 questions were chosen.

2. Instrument For Measuring Personal Adjustment.

A questionnaire was utilized. To ensure content validity, the same procedure used for selecting questions concerning students' satisfaction with various subjects, teachers and school work was repeated. In addition, relevant literature in Guidance and Counseling was used as a guide to make certain that the sample was representative of all possible questions about students' common problems.

3. Instrument For Measuring Educational Plans - GRZ Occupational Interest Inventory. The Occupational Interest Inventory was originally developed in Zambia and used for secondary school students. Attempts have been made to adapt it to the experiences of the Nigerian students. Participants of the Guidance and Counseling seminar conducted by the Institute of Education, Ahmadu Bello University in 1973, took part in such a

revision exercise. North Central State Ministry of Education has also adapted it for use with her secondary school students.

It's validity as an instrument in discovering the vocational interest areas of students has been proved useful in Nigeria. The professor at the Guidance and Counseling Unit, Department of Education, A.B.U., Zaria uses it every year with clients and M.Ed students majoring in Guidance and Counseling. He has commended the Interest Inventory as a useful instrument in placement service. In 1974-75 session, there were 4 M.Ed students in Guidance and Counseling. Their GRZ results corresponded with their expressed interests. All 4 students including the researcher had their interests in the area of social service which is the occupational area for counselors.

In North Central State, the Ministry of Education has tried it out on nearly 2,300 students. The expression has been given by the Ministry that the Inventory is an essential instrument to help the careers teachers prod the students into thinking rationally about the future.

Denga¹ used it in a research investigation on the relationship between students' potential and their career aspirations. The findings were not only valid but the pretest backed up by oral interviews proved that the Inventory is useful.

At the moment, the inventory has no norms. It's users have always developed local norms. The present study used as a norm, agreement between expressed and inventoried interest with students' three subjects of highest interest. Expressed interests of students were demanded in the personal data section of the questionnaire to increase the suitability of the GRZ as an instrument.

Methodology

Although the students who participated in the study were drawn at random, it was not possible to assign them to groups randomly. A case of self-selection was that of subjects in the guidance group since they possessed the characteristics measured (dependent variables).

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1. Denga, Daniel I. The Relationship Between Students' Potential and Their Career Aspirations. Unpublished Master's Thesis. 1975, p.57.

Three secondary schools made up the guidance group and their selection was randomized from a population of secondary schools with organized guidance services. The remaining secondary school became a member of the sample due to one of the principal's indifference to research investigation in his school.

After the 3 secondary schools in the matched group had been selected randomly from a universe of secondary schools without organized guidance services. The process of randomization was further carried out on class level to bring subjects into the sample.

Administration of The Questionnaire. Two questionnaires were administered and there were no intervals between the first and second questionnaire. Subjects filled them without any discussion with classmates. My presence did not influence subjects' views and it was emphasized that they were not tests.

(i) The General Questionnaire. The questionnaire was distributed and instructions were read very slowly in a classroom free from distractions. Students were then told to work carefully through the questionnaire. Assistance was given to individuals who asked for attention. The students were not told what the different sections measured.

(ii) The GRZ Occupational Interest Inventory. In explaining the aim for administering the inventory, students were told that it was to help them determine their individual occupational preferences. The instructions were read carefully and students told to read the pair of activities before giving their responses. Responses were required for all 72 pairs. The investigator walked round the class giving help to individuals. At the end, subjects helped to check through the inventory and also took part in scoring it.

School Marks. Students' examination marks for 2nd term in English and Mathematics from 1973 to 1975 were collected from the school administrators. More subjects could not be selected as the number offering other subjects varied significantly from one school to another. Tests in form four were built by the same procedures and to the same specifications. This implies that they were parallel forms of the same test.

Methods For Analyzing Data. The information about students' satisfaction with subjects, teachers and school work and student problems were presented on the questionnaire as a five-point rating-scale.

Figures were assigned to each point. Group means were computed and t-test was used in their comparison. Point zero five (.05) level of significance was required for rejection of the null hypothesis. Following was the formula used:

$$\sigma_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}} \quad 1.$$

(standard error of the difference between the group means).

σ_1 and σ_2 = SDs of the two groups.

σ_D = The SE of the difference between the two group means.

N_1 and N_2 = Sizes of the two groups.

Further, a critical ratio or CR was found by dividing the difference between the group means by its standard error.

$$CR = D/\sigma_D \quad 2.$$

Students' scores in 2nd term examinations from 1973 to 1975 were converted into standard scores.

1. Garrett, Henry E, STATISTICS in Psychology and Education. Longmans, 1967, p.214.

2. *ibid.*, p. 215.

The formula used for converting the raw scores to standard scores follows:

$$X' = \frac{\sigma'}{\sigma} (X - M) + M' \quad 1.$$

x = a score in the original distribution.

x' = a standard score in the new distribution.

M and M' = means of the raw and standard score distributions.

σ and σ' = SD of raw and standard scores.

A new distribution of $M = 100$ and $\sigma = 20$ was chosen.

For further comparison of the two groups, t-test was applied to the difference between the group means. The "single group" method was employed to compare the difference between means of the same group in two successive examinations.

$$SE_D = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2 - 2r_{12}\sigma_{M_1}\sigma_{M_2}} \quad 2.$$

σ_{M_1} and σ_{M_2} = SE's of the first and second examination means.

r_{12} = Coefficient of correlation between scores made on first and second examinations.

1. *ibid.*, p.313.

2. *ibid.*, p.266.

Coefficient of correlation between scores made on first and second examinations was calculated by Pearson product-moment method from a scatter diagram.

$$r_{xy} = \frac{\sum X'Y'/N - (M_{x'}M_{y'})}{(\sigma_{x'}) (\sigma_{y'})} \quad (1)$$

(Pearson r from grouped and coded data)

where X' and Y' = deviations of coded values for X and Y from their respective means

$M_{x'}$ and $M_{y'}$ = means of coded values x' and y' respectively

$\sigma_{x'}$ and $\sigma_{y'}$ = standard deviations of coded values x' and y' respectively.

Enumeration statistics were employed to summarize the facts resulting from congruence of educational choice and vocational aspiration.

1. Guilford, J.P. Fundamental Statistics in Psychology and Education. McGraw-Hill. Tokyo. 1973, p.88.

The alternative hypothesis had the same criteria as hypothesis one and three. Statistical analyses involved in the two hypotheses were therefore repeated for the alternative hypothesis.

Limitations of Methodology

1. Ex post facto design, was used in this study as it has been pointed out. Although, it is useful in research problems which do not lend themselves to experimental inquiry, yet it has it's flaws. The dependent variables have already occurred when the investigation was carried out. In trying to know the effects which the independent variables had on the dependent variables, the former were retrospectively studied by observing the later. This procedure demands carefulness in treating the results and interpretations of the data.

2. Examination marks from 1973 to 1975 were collected and treated as a criterion. The scores were collected for all subjects without reference to extraneous factors which have effects on school marks. It was also not possible to include measures of intelligence.

This chapter thus outlines the design and methodology of the study. The next chapter will deal with the results and conclusions which are the logical consequences of the analysis of the data.

Chapter 6

RESULTS AND CONCLUSIONS

The results of this investigation are presented in this chapter. Some of the schools were not coeducational, especially those that belonged to the guidance group. Data were thus not analyzed differently for boys and girls.

Academic Success

The first hypothesis suggests that if there is an adequate program of guidance services in the Midwest secondary schools, then the students will achieve academic success. Two criteria were employed to test the hypothesis. The first concerns the students' satisfaction with various subjects, teachers or school work in general. The other is student grade point average.

(i) Satisfaction With Various Subjects, Teachers and School Work. The implication of this criterion is that students who receive guidance services, will be satisfied with school subjects, teachers and school work in general.

On the other hand, it will be lacking in schools without organized guidance services. This suggests that there must be a significant difference between the two groups. The criterion was tested by using a questionnaire. Students were asked to rate their responses to which figures had been assigned. In analyzing the responses, the ratings were computed and the t test was applied to the difference between the means of the two groups. The results are presented in Table 2 and they support the hypothesis.

Table 2

SSTS: Comparison of Group
Means for Underachievers

GROUPS	N	MEAN	SD	t
GUIDANCE	75	65.6	15.58	3.1(S)
MATCHED	75	57.4	16.67	

SSTS: Represents the first criterion for testing academic success which is satisfaction with various subjects, teachers and school work.

(S) : Significant at .05 level.

The results show that there is a very significant difference between the means of the two groups both at the .05 and .01 levels. This shows that the students who are given guidance services are more satisfied with school subjects, teachers and school work in general. It also indicates that such students are performing well academically.

(ii) Student Grade Point Average (GPA). This second criterion was aimed at showing the effects of guidance services on student grade point average. The scores made by students in examinations from 1973 to 1975 were converted into standard scores. As this statistical analysis shows only the number of individual students who improved upon their grade point averages, the group means have been given attention. The t test is applied to the difference between the means of the groups. Tables 3 and 4 present results relating the guidance and matched groups.

Table 3

GPA: No. of Underachievers Who
Increased Their GPAs. 1974.

SCHOOL	GUIDANCE GROUP			MATCHED GROUP		
	n	No. that had increase	% increase	n	No. that had increase	% increase
1	20	12	60	17	10	60
2	23	13	57	23	12	52
3	19	15	79	-	-	-*
	62	38	61	40	22	55

*Data were analyzed for only two schools, in the matched group. Academic records were not available in the third school the previous year.

Table 4

GPA: No. of Underachievers Who
Increased Their GPAs. 1975.

SCHOOL	GUIDANCE GROUP			MATCHED GROUP		
	n	No. that had increase	% increase	n	No. that had increase	% increase
1	20	8	40	13*	2	15
2	25	13	52	20	6	30
3	19	13	68	25	8	32
	64	34	53	58	16	28

* = 8 other students took examinations but they had no academic records for the previous year.

= 6 other students participated in the examinations but did not take part during the previous year.

It was not possible therefore to identify improvement or lack of it. Three out of the 6 students had increase on their GPA of 1973.

These results indicate greater improvement in favour of the guidance group in 1974. Sixty one per cent of the students in the guidance group had increase and 60% had increase in the matched group. In 1975, the guidance group had an increase of 53% and the matched group had 28%. The above tables illustrate individual changes in the groups. The following tables present the results of the groups when compared for the three years.

Table 5
Comparison of the Group Means
1974-75

YEAR	GUIDANCE GROUP			MATCHED GROUP			t
	n	Mean	SD	n	Mean	SD	
1973	69	101	17	40	94.3	15.6	2.12(S)
1974	64	94.6	18.4	64	87.5	18.7	2.15(S)
1975	75	95.2	17.8	67	86.9	11.6	3.4 (S)

(S) Significant at .05 level.

Results contained in tables 3, 4 and 5 show support for the hypothesis that the students in schools with organized guidance services achieve academic success as shown by their GPAs. The means of the two groups were significantly different during the three years.

Albeit, this hypothesis has been borne out, yet counseling did not result in better academic performance between 1973 and 1974 for the guidance group. A decline in the grade point average is noticeable. The mean for the guidance group increased in 1975 by .6 mark after the 1974 decline of 6.8 marks.

Thus the main implication of the hypothesis has been fulfilled that underachieving students improve their academic performance when exposed to guidance services.

Personal Adjustment

This is the second part of the first hypothesis which states that if there is an adequate program of guidance services in the Midwest secondary schools, the students will achieve personal adjustment. In testing this hypothesis, the criterion employed was "problem inventories." Common student problems were included

in a questionnaire. Students rated their responses which had been previously assigned figures. This hypothesis implies that students who receive guidance services find success in personal adjustment both socially and emotionally. The group means were compared by t test. Results included in Table 6 confirm the hypothesis.

Table 6
Adjustment: Comparison of
the Groups for Under-
achievers

GROUPS	n	MEAN	SD	t
GUIDANCE	75	62.6	17.63	2.4(S)
MATCHED	75	55.8	16.25	

(S) Significant at .05 level.

The perceivable outcome from the table is a significant difference between the two groups. Therefore, the hypothesis that students exposed to guidance services are more adjusted both socially and emotionally is borne out.

Educational Plans

The second hypothesis suggests that students who receive guidance services make more appropriate educational plans than those who are not given the opportunity. Congruence of educational choice and vocational aspiration was chosen as the criterion for testing the hypothesis.

The G.R.Z. Occupational Interest Inventory was administered only once. In order to prevent the students from faking the answers, they were not told what the results would reveal. There was therefore no question about preference for certain areas of occupation. When all the students had completed the 72 pairs of activities, they were given instructions on the scoring procedure and later asked to take part in scoring their own inventories. The frequencies of choice of occupations were used to decide the particular occupation in which a student's interest is highest.

Already, a questionnaire about students' common problems and satisfaction with various subjects, teachers and school work, had been administered. A portion in that questionnaire was devoted to students' vocational aspirations. This was intended to enhance

results obtainable from the G.R.Z. Occupational Interest Inventory.

Students were also asked to indicate the three subjects in which each of them was most interested. In analyzing the results, a relationship was expected to exist between the three subjects, results of the Inventory and their vocational aspirations. It was only then the concept of congruence of educational choice and vocational aspiration was accepted. Table 7 reveals the observed results.

Table 7
Educational Plans: No. of Under-
achievers in Each Occupational
Interest Area.

SCHOOLS	OCCUPATIONAL INTEREST AREAS									TOTAL
	1	2	3	4	5	6	7	8	9	
GUIDANCE ¹	1	2	3	4	4	2	8	0	1	25
GROUP ²	4	1	10	2	3	0	3	1	1	25
3	1	3	11	1	1	1	5	1	1	25
Total	6	6	24	7	8	3	16	2	3	75
No. Cong- ruent	4	4	21	6	5	2	13	0	2	57
MATCHED ⁴	1	6	0	1	4	3	6	4	0	25
GROUP ⁵	0	9	1	1	4	0	9	1	0	25
6	1	3	7	2	3	0	2	7	0	25
Total	2	18	8	4	11	3	17	12	0	75
No. Cong- ruent	0	8	2	1	2	0	7	3	0	23

Key to Table 7 indicating Occupational Interest Areas for Underachievers:

Total: that follows school 3 in each group represents the sum of students who chose each of the occupational categories.

No. Congruent: represents the number of students whose three subjects are related to their vocational aspirations and results of the G.R.Z. Occupational Interest Inventory.

- 1 = Mechanical
- 2 = Computational
- 3 = Scientific
- 4 = Persuasive
- 5 = Literary
- 6 = Artistic
- 7 = Social Service
- 8 = Clerical
- 9 = Outdoor

The G.R.Z. Occupational Interest Inventory contains major occupational areas. And due to the variety of vocations which can be classified under

each group and the intellectual requirements of the professions, detailed results of the investigation are presented.

1. Mechanical - Common vocations in this category include all aspects of engineering. The vocations require constructing, repairing and operating things usually by the direct use of the hands. Relevant subjects are mathematics, physics and chemistry.

In the guidance group, 4 of the 6 students whose interests are in this area had their subjects, vocational aspirations corresponding with results of the G.R.Z. Occupational Interest Inventory. On the other hand, results for the matched group show none of the 2 students having congruence between all three criteria.

2. Computational - Vocations in this occupational area involve accounting, arithmetical and statistical procedures and they include accounting, banking, customs and excise. Among the academic requirements are accounts, economics, commerce and mathematics.

There were 6 students from the guidance group who belonged to this category. Four (66.66%) had

their subjects, vocational aspirations and results of the inventory to be congruent. The vocational aspirations of 5 was accounting while one wanted banking. Computational is a popular occupational area in the matched group. Two of the 3 schools in this group offer commercial subjects. However, only 8 (44.44%) out of 18 students were able to make choices which are realistic when the academic requirements of the professions of their aspirations are considered.

3. Scientific - This includes activities associated with laboratories or the study of natural phenomena. Vocations are those in the field of geology, biochemistry, pharmacy, neurology and others in the social service. The vocations in the later category are in the areas of psychology, political science and finally urban and regional planning. Twenty-one (87.5%) out of 24 students in the guidance group met all three requirements for congruence which was only 2 (25%) out of 8 students in the matched group.

4. Persuasive - Involves selling ideas or things and generally influencing other people. Common vocations in this area are salesmanship, business

(trading and contracting) and law. A variety of subjects are relevant but english, history, economics and government rank high.

Whereas 6 (85.71%) of the 7 students in the guidance group met the requirements for congruence, only one (25%) of the 4 students in the matched group had a realistic choice of vocational aspiration.

5. Literary - A great deal of reading or writing of articles, reports, stories, etc., is essential. Journalism and broadcasting are among the variety of vocations available in this area. Subjects such as english, history, linguistics are very essential.

A total of 8 students belong to this occupational area in the guidance group and 5 (62.5%) fulfilled the requirements of correspondence between their three subjects, vocational aspirations and results of the G.R.Z. Occupational Interest Inventory. Only 2 (18.2%) out of 11 students had agreement between all three criteria.

6. Artistic - Vocations in this area include painting, illustrating, designing, photographic activities and drawing. A salient subject is art. Three students in the guidance group had their highest

interest in this area. Although the 3 students were very interested in art as a subject, yet one of them indicated an unrelated vocation as his aspiration. He would want to work in an embassy instead. One of the remaining 2 students wanted to be an artist while the other chose architecture. The matched group presented an interesting result. The 3 students in this area chose architecture as their future vocation and the results of the Inventory corresponded with their choices. However, none of the 3 students had 'art' among the three subjects of their highest interest.

7. Social Service - These are occupations in which the primary concern is to attend to the needs and welfare of other persons. Included in the list of occupations are guidance, teaching, human medicine and nursing. An aspirant of any occupation in this area must be academically good in subjects such as biology, chemistry, health science, mathematics and a variety of other subjects. Whereas 16 students in the guidance group made their highest scores in this area, 17 students did so in the matched group. Thirteen and 7 students had their subjects and vocational aspirations corresponding with the results of the Inventory in the

guidance and matched group respectively.

8. Clerical - Involves writing routine letters, keeping records, sorting papers and typing. The most relevant subjects are shorthand and typing. The inventory indicated this area for only 2 students in the guidance group. Both their subjects and vocational aspirations have no relationship with this occupational area. Twelve students in the matched group belonged to this area. Eight of them who studied shorthand and typing as subjects of their highest interest, chose vocations which are not related to these subjects. Five chose occupations like accounting, broadcasting and law while the other 3 who were girls chose nursing and teaching.

9. Outdoor - This group includes agricultural, fishing, forestry, mining and similar occupations associated with the open air. Biology, economics, geography and agricultural science are courses which provide necessary intellectual requirements. Although the 3 students in the guidance group studied relevant subjects, only 2 chose agriculture as a vocation. No student in the matched group has his highest interest in this occupational area.

In conclusion the results give the indication that 57 (76%) of the 75 students in the guidance group fulfilled all the three requirements employed for judging congruence of educational choice and vocational aspiration. There was congruence between the three criteria for 23 (30.66%) of the 75 students in the matched group. The hypothesis that students who receive guidance services make more appropriate educational plans than those who do not receive guidance services has been fulfilled. In testing the hypothesis, the intention was to show that more students in the guidance group would choose vocations realistically (relating their subjects of highest interest to the academic requirements of their vocational aspirations).

High Academic Achievement

The third hypothesis which is an alternative or control hypothesis, suggests that there is no significant difference between the educational attainment of high achievers in schools with adequate guidance services and the schools without organised guidance services. Three criteria were used. The first concerns students' satisfaction with various school subjects,

teachers or school work in general. The second is student grade point average and the last is congruence of educational choice and vocational aspiration. The high achievers were selected from the sample used for testing the first two hypothesis. Their identification was based on the discrepancy between their academic performance in class as represented by grades in various subjects, when compared to the other students. Being members of the same population with other students in this sample, the same criteria have therefore been used.

This hypothesis was aimed at finding out the impact of high academic achievement on the contributions often imputed to guidance services.

(i) Students' Satisfaction With Various Subjects teachers or school work. Students' rated responses were analyzed using the figures that were pre-assigned to the statements in the questionnaire. Since it was the difference between the two groups that was required, the means were subjected to the test of significance. Results are shown in Table 8.

Table 8

SSTS: Comparison of Group Means
For Highachievers.

GROUPS	N	MEAN	SD	t
GUIDANCE	45	63.2	17.55	2.2(S)
MATCHED	45	55.4	16.49	

(S) = Significant at .05 level.

The results indicate that the mean of the guidance group is significantly different from that of the matched group.

There was support for the hypothesis that subjects in the guidance group were more satisfied with various school subjects, teachers or school work.

(ii) Student Grade Point Average. The scores made by students in examinations from 1973 to 1975 were converted into standard scores and the mean was calculated for each student. This was to make possible the identification of students who improve upon their mean score (student grade point average). Tables 9 and 10 present results for 1974 and 1975 respectively.

Table 9

GPA: No. of Highachievers Who Increased
Their GPAs 1974.

SCHOOLS	GUIDANCE GROUP			MATCHED GROUP		
	n	No. that had in- crease	% in- crease	n	No. that had in- crease	% in- crease
1	15	10	66.7	15	9	60
2	15	8	53.3	14	5	35.7
3	15	14	93.3	-	-	-*
	45	32	71	29	14	48

*Data were analyzed for only two schools in the matched group. Academic records were not available in the third school during the previous year.

Results show some differences. Seventy-one per cent of the subjects in the guidance group made improvement. On the other hand, 48% of students in the matched group showed better academic performance than their previous mean grade point. Similar results are presented in Table 10 for 1975.

Table 10

GPA: NO. of Highachievers Who Increased
Their GPAs 1975.

SCHOOLS	GUIDANCE GROUP			MATCHED GROUP		
	n	No. that had in- crease	% in- crease	n	No. that had in- crease	% in- crease
1	15	12	80	15	10	66.7
2	15	8	53.3	14	5	36
3	15	6	40	15	9	60
	45	26	57.77	44	24	54.54

Only a slight difference is shown. Fifty-seven point seventy-seven per cent of students in the guidance group made improvement and 54.54% of the matched group increased their grade point average.

The two proceeding tables show no support for the hypothesis that there is no difference between the two groups in relation to the number of students who improve upon their grade point averages. Students who improved their grade point averages were more in the guidance group. The expectation was that there would be no difference in the number of students who

improved their grade point averages since the subjects in both groups had already been identified as high achievers.

In order to eliminate chance element, in the above results for high achievers, the significance of means of the two groups was tested. Results shown in the above two tables illustrate individual changes in the groups, while results in table 11 show a comparison of the two groups.

Table 11

GPA: A Comparison of Group Means For High-Achievers 1973-75.

YEAR	GUIDANCE GROUP			MATCHED GROUP			t
	n	MEAN	SD	n	MEAN	SD	
1973	45	101.4	24.6	30	107.9	23	-1.17 (NS)
1974	45	112.7	16.82	44	111.8	19.64	0.24 (NS)
1975	45	111.6	19.69	45	110.5	21.04	0.3 (NS)

(NS) Nonsignificant at .05 level.

No significant difference was found between the means for the three years covered by this investigation. Although a difference existed in favour of the matched group in 1973, subsequent decrease or increase failed

to create significant difference in favour of any of the two groups. The guidance group improved its mean significantly in 1974 by 11.3 marks, t was 4.19. It was non-significant improvement for the matched group but the marks were 3.9. A decline of 1.1 marks in the mean occurred for the guidance group in 1975. On the other hand, the matched group had a decline of 1.3 marks.

These results therefore show support for the hypothesis that there is no significant difference between the means of the two groups. In testing the significance of the difference in means of the two groups, the investigator bore in mind that guidance services are not very helpful to high achievers in achieving success in academic performance. Apart from non-significance between means, the other statistics were in favour of the guidance group. The inference then is that the hypothesis has been partially supported in so far as the results of the investigation show. The number of students who increased their grade point averages was higher in the guidance group. The mean increase for the guidance group between 1973 and 1974 was higher than that of the matched group.

Finally, the decline which was common to both groups was less in the guidance group, between 1974 and 1975.

Thus, students who are already ~~achieving success~~ academically continue to do so without guidance services but will improve or maintain their position when exposed to guidance services.

(iii) Congruence of Educational Plans and Vocational Aspiration. The same procedure that was followed when testing the second hypothesis was repeated in this aspect of the alternative hypothesis. The G.R.Z. Occupational Interest Inventory was administered to the students but congruence was judged by using three criteria. A relationship was expected between all three criteria (the student's three subjects of his highest interest; his vocational aspiration and the results of the G.R.Z. Occupational Interest Inventory. The results are presented in table 12.

Table 12

EDUCATIONAL PLANS: No. of High-Achievers
In Each Occupational Interest Area.

SCHOOLS	OCCUPATIONAL INTEREST AREAS									TOTAL
	1	2	3	4	5	6	7	8	9	
GUIDANCE ¹	0	0	8	2	1	1	3	0	0	15
GROUP ²	3	2	7	0	1	2	0	0	0	15
3	1	3	5	1	0	1	4	0	0	15
Total	4	5	20	3	2	4	7	0	0	45
No. Congruent.	4	5	19	3	2	2	3	0	0	38
1	1	4	4	2	2	0	1	1	0	15
MATCHED ²	1	1	3	1	2	0	4	3	0	15
GROUP ³	1	1	1	0	0	0	7	4	1	15
Total	3	6	8	3	4	0	12	8	1	45
No. Congruent.	2	3	0	2	1	0	7	3	0	18

Key to Table 12 Indicating Occupational Interest Areas
for High-Achievers: Same as Key 7 p.82.

The table of results shows that 38 (84.44%) out of 45 students in the guidance group had their subjects and vocational aspirations corresponding with the results of the inventory. Forty percent (18) of the 45 students in the matched group fulfilled the requirements for congruence of educational choice and vocational aspiration. There is no support for the hypothesis that there is no difference between the vocational choices of the two groups.

A Summary of Conclusions

The following conclusions could be made from the findings of the investigation in the secondary schools.

in the Delta Province of the Midwest.

1. Students who receive guidance services are more satisfied with various school subjects, teachers and school work, and that this is indicative of academic success.

2. Underachieving students necessarily improve their academic performance when exposed to guidance services.

3. Guidance services are helpful toward students' adjustment both socially and emotionally.

4. When students are given vocational information, there exists the greater probability of choosing occupations realistically. Chance element and influence of other factors are eliminated or reduced.

5. Finally, on the basis of the findings of this investigation, guidance services are needed by both high and underachieving students.

Chapter 7

SUMMARY AND RECOMMENDATIONS

This study was concerned with the identification of the effects which the guidance program has had on the secondary school students in the Delta Province of the Mid-west. Three hypotheses were tested.

The first hypothesis states that if there is an adequate program in the secondary schools of the Mid-west, the students would achieve: (a) Academic success and (b) Personal adjustment. Statistical analysis of the data confirmed the hypothesis. It was significant at .05 level. The students who received guidance services achieved academic success as represented by their GPAs (grade point averages) and they were more adjusted both socially and emotionally.

The second hypothesis was that the students who receive guidance services make more appropriate educational plans than those who do not receive guidance services. Findings showed that a significantly higher

percentage of students in schools with organized guidance services chose occupations realistically when expressed interests were related to inventoried interest and the results of the GRZ Occupational Interest Inventory.

The third was an alternative hypothesis and it stated that there was no significant difference between the educational attainment of the highachievers in schools without organized guidance services and those schools with adequate guidance services. This hypothesis was only partially supported since there was no significant difference between the mean grade point averages of the two groups. However, the number of individual students who increased their grade point averages was higher in the guidance group. Thus, students who are already finding success academically continue to do so without guidance services but will improve or maintain their position when exposed to guidance services.

In explaining the partial support for the alternative hypothesis, the following points should be noted. First, high ability students are those whose development is already to capacity or near capacity.

Secondly, they are highly motivated and interested in high academic attainment. The conclusion is that in such a situation, guidance services are not able to assist high achievers to improve their grade point averages significantly. Another conclusion from this partial significance is that high achievers in schools have fewer emotional and personal problems that interfere with their academic performance. The improvement in personal adjustment of the subjects in the guidance group did not have immediate effect on their grade point averages.

There was a decrease in the percentage of students who had increase in their GPAS between 1974 and 1975. This was common to both underachievers and high achievers of the two groups studied. In explaining this phenomenon, a number of factors could be considered. Perhaps, more attention was paid to student unrests of that year than to educational guidance. In addition, lack of enthusiasm on the part of careers masters/mistresses may have led to the decrease.

In analyzing the data resulting from the administration of the GRZ Occupational Interest Inventory, certain observations were made. The subjects of 18 underachievers (24%) in the guidance group corresponded with the results of the GRZ but not with their vocational aspirations. On the other hand, the subjects of 30 (40%) in the matched group corresponded with results of the GRZ, but chose jobs without reference to their subjects of highest interest. Another 22 (29.3%) underachievers in the matched group had vocational aspirations which corresponded with the results of GRZ but had no relationship with their subjects.

This finding indicates that the vocational information given by the careers masters/mistresses was not effective in making students to choose jobs realistically. This is not unforeseen due to the concept of underachievement which is prevalent in all aspects of learning and caused by certain factors. Further analysis of data showed that the students' responses to what was most influential in their choice of jobs, was "prestige" for some and "high salary" for others in the matched group. This suggests that students had superficial knowledge of themselves and also of job requirements so that they could not relate the two factors in their choices.

Recommendations

1. There is need for more careers masters/mistresses to organize and administer guidance services in the secondary schools throughout the Delta Province of the Midwest. This will not only assist the students in understanding themselves but knowledge about jobs, posts, and careers will be increased. Since the process of vocational choice is lifelong and as the child grows, the increased knowledge given to him will aid him in relating his personal factors to the whole

world of work. Added to this is that the human capability will be developed and utilized to capacity.

2. Regular seminars for careers masters/mistresses should be organized. This, will not only introduce them to the current trends in Guidance and Counseling, but will equip them better to help the students through the four essential services of the program.

3. The careers masters/mistresses should give great attention to underachievers by identifying them and giving them adequate attention. This will lower the drop out rate and it will also make students able to gain cognizance into what they are capable of doing. Highachievers should also be identified so that their already adequate motivation and determination to succeed is reinforced through guidance.

4. There is the necessity for careers masters/mistresses to develop a positive attitude towards all occupations. This will make students able to choose jobs realistically and the vocational aspirations together with the students' plans will not be confined to a narrow range of occupations.

5. It is recommended that "high academic achievement" be used as a criterion for testing an alternative

hypothesis in future evaluative studies of guidance programs. Additional data might result from such an exercise.

6. The guidance program should recognise as important, the emotional and social concerns of the students. Referrals to other specialists should be made whenever it is necessary and participation in extra-curricular activities is suggested to help develop the students' interpersonal functioning. Through extra-curricular activities, students have the freedom within which they have opportunities for role - playing; taking initiative and becoming more self - directive. Athletics, drama, clubs and debate are necessary extra-curricular activities.

7. Facilities for careers masters/mistresses and a wholesome psychological environment should be available. Such physical facilities include secretarial services and an office to ensure privacy in counseling. The existence of a wholesome psychological environment is necessary with respect to adequate administrative support.

8. An offer of rewards to careers masters/mistresses will greatly enhance the guidance program. The post of a careers master/mistress can be made a

duty - post with all its remunerations and the teaching load should be reduced so that adequate time is allowed for counseling. In fact, there is need for professionally trained and full time counselors to replace the careers masters/mistresses.

9. Finally, there is need to have assistant directors of guidance services to be stationed at all Divisional State Boards of Education. Their duty includes supervising careers masters/mistresses and coordinating the guidance services in their areas. They are to act as subordinates to the Inspector of Education (Art and Special Education) based in the Ministry of Education, Benin City.

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DEPARTMENT OF EDUCATION
Ahmadu Bello University
Zaria

Ref: DE/16/M.6A

5th Dec., 1974.

The Permanent Secretary,
Ministry of Education,
Benin City,
Mid-Western State.

Dear Sir,

M. Ed. Research Thesis

The Department of Education, Ahmadu Bello University, Zaria, requires each post-graduate student working for the M.Ed. to complete a research thesis in one's area of specialisation.

Some of our students, whose M.Ed. research proposals have been approved by the Department, are supposed to carry out their investigations during the year.

Through this letter, we request permission and assistance to conduct the following research investigation:

"FINDING OUT THE STATUS OF EACH GUIDANCE SERVICE IN THE MID-WEST PRIMARY AND SECONDARY SCHOOLS", by A.J. Adugbo.

Thanking you for your continuing cooperation.

Yours sincerely,

(Sgd) Yusuf Pathan
for: Professor and Head of Education.

- cc: 1) The Chief Education Officer
State Board of Education,
Benin City, Mid-Western State.
2) Professor Eldon W. Graber, Advisor.

Our Ref: GC.1/41

Ministry of Education,
(Art & Special Education Branch),
No.89, Lawani Street,
Benin City.

30th December, 1974.

.....,
.....,
.....

M. Ed. Research Thesis

I am directed to present to you the bearer Mr. A.J. Adugbo who is a post-graduate student at Ahmadu Bello Univeristy, Zaria. He is a research student in Guidance and Counseling and has been sent here by his department to undertake some investigation in Guidance Service in schools in this State some time during the last term of the school year. Your school has been selected as one of the schools where he will carry out his research,

2. You are requested therefore to cooperate with him and make all necessary facilities available to him as far as possible in order to make his project a success.

(Sgd) J.O. Ilolo
for Permanent Secretary,
Ministry of Education,
(Art & Special Education).

AHMADU BELLO UNIVERSITY
Department of Education
Zaria

GRZ OCCUPATIONAL INTEREST INVENTORY - 1975

Adapted for Midwestern State Use

Student's Name _____
 First Other Last
 Class _____ Date _____ Age to nearest year _____
 Male _____ Female _____
 School Name _____ Number _____

Instructions:

Below are listed 72 pairs of activities, the sorts of things people do in their jobs or spare time. For each pair look at the two activities and choose which you would prefer to do if you had to do one of the two. Tick the box next to the activity you choose.

If, in the example below, you choose "Interest people in forming co-operative", you would tick that box next to it like this:-

✓

Interest people in forming a co-operative.

Check financial details to see that they are correct.

Tick one activity in every pair even if you sometimes find the choice difficult. There are no right or wrong answers - everybody decides for him/herself.

- | | | |
|-------|--|---|
| 1.442 | | Try to influence people to change their eating habits. |
| ..759 | | Give children who are behind extra help with their school work. |

- | | | |
|-------|--------------------------|--|
| 2.340 | <input type="checkbox"/> | Study ways of preventing soil erosion. |
| .174 | <input type="checkbox"/> | Plan the water supply system for a new building. |
| 3.133 | <input type="checkbox"/> | Make doors out of metal |
| .817 | <input type="checkbox"/> | Organize a new filing system in an office. |
| 4.705 | <input type="checkbox"/> | Assist in a self-help project. |
| .635 | <input type="checkbox"/> | Draw posters for a festival |
| 5.497 | <input type="checkbox"/> | Convince people that they should support an appeal fund. |
| .206 | <input type="checkbox"/> | Add up the cost of purchases in a shop. |
| 6.104 | <input type="checkbox"/> | Repair a broken table. |
| .715 | <input type="checkbox"/> | Visit and assist the sick. |
| 7.672 | <input type="checkbox"/> | Design a cover for a magazine. |
| .761 | <input type="checkbox"/> | Help people to settle into a new housing scheme. |
| 8.272 | <input type="checkbox"/> | Calculate the cost of transporting goods. |
| .572 | <input type="checkbox"/> | Translate stories from one language to another. |
| 9.795 | <input type="checkbox"/> | Do voluntary work for the Red Cross. |
| .184 | <input type="checkbox"/> | Cut and sew leather to make handbags. |

- | | | |
|--------|--------------------------|--|
| 10.642 | <input type="checkbox"/> | Design the scenery for a play |
| .495 | <input type="checkbox"/> | Organise a campaign to stop people from
smo-king |
| 11.694 | <input type="checkbox"/> | Make fine Jewelry. |
| .375 | <input type="checkbox"/> | Test and improve fuels for heating pur-
poses. |
| 12.271 | <input type="checkbox"/> | Work out percentages from a table of
figures. |
| .461 | <input type="checkbox"/> | Try to persuade a group of people at a
meeting to adopt your point of view. |
| 13.641 | <input type="checkbox"/> | Take a course in map drawing. |
| .962 | <input type="checkbox"/> | Hunt wild animals. |
| 14.823 | <input type="checkbox"/> | Check forms to see that they are filled
in correctly. |
| .996 | <input type="checkbox"/> | Work with a team looking for mineral
deposits. |
| 15.259 | <input type="checkbox"/> | Work out the costs of a new building. |
| .341 | <input type="checkbox"/> | Mix medicines in a chemist shop. |
| 16.186 | <input type="checkbox"/> | Make keys and repair locks. |
| .628 | <input type="checkbox"/> | Arrange displays for shop windows. |

- | | | |
|--------|--|---|
| 17.846 | | Type business letters |
| .474 | | Present your own point of view in a
debate. |
| 18.388 | | Examine plants to see how they are made. |
| .833 | | Classify objects according to size. |
| 19.283 | | Work out how much paper to order for an
office. |
| .974 | | Supervise the irrigation system on a
sugar plantation. |
| 20.232 | | Study graphs showing the profits of a
company |
| .858 | | Keep records of books in a library. |
| 21.805 | | Send out the details of a meeting. |
| .555 | | Study the books of a well-known author. |
| 22.778 | | Help a released prisoner to lead an
honest life. |
| .929 | | Explore by boat an unmapped river. |
| 23.955 | | Help to survey the route for a new railway
line. |
| .465 | | Set up a trade agreement with another
country. |

- | | | |
|--------|--------------------------|---|
| 24.688 | <input type="checkbox"/> | Choose photographs for a magazine. |
| .820 | <input type="checkbox"/> | File letters in an office. |
| 25.398 | <input type="checkbox"/> | Do experiments to improve the quality of
paints. |
| .403 | <input type="checkbox"/> | Persuade firms and shops to advertise in
your newspaper. |
| 26.634 | <input type="checkbox"/> | Design patterns for a clothing manufac-
turer. |
| .255 | <input type="checkbox"/> | Calculate interest payments in a bank. |
| 27.393 | <input type="checkbox"/> | Test water supplies to see if they contain
impurities. |
| .533 | <input type="checkbox"/> | Write a report of a film for a magazine. |
| 28.804 | <input type="checkbox"/> | Keep a diary of appointments for an
employer. |
| .669 | <input type="checkbox"/> | Choose furniture and decorations for an
office. |
| 29.141 | <input type="checkbox"/> | Test the mechanical efficiency of an air-
craft engine. |
| .411 | <input type="checkbox"/> | Try to persuade workers on strike to
return to work. |
| 30.507 | <input type="checkbox"/> | Judge stories in a competition. |
| .464 | <input type="checkbox"/> | Represent the views of workers at indust-
rial meetings. |

- | | | |
|--------|--------------------------|---|
| 31.791 | <input type="checkbox"/> | Take a course in First Aid. |
| .499 | <input type="checkbox"/> | Take a course in Salesmanship. |
| 32.538 | <input type="checkbox"/> | Write about popular themes in African literature. |
| .824 | <input type="checkbox"/> | Write down the proceedings in a court hearing. |
| 33.960 | <input type="checkbox"/> | Judge cows and goats at an agricultural show. |
| .253 | <input type="checkbox"/> | Analyse the figures from a population census. |
| 34.415 | <input type="checkbox"/> | Present a legal point in court. |
| .679 | <input type="checkbox"/> | Judge paintings in a competition. |
| 35.179 | <input type="checkbox"/> | Repair clocks and watches |
| .909 | <input type="checkbox"/> | Observe wild animals. |
| 36.470 | <input type="checkbox"/> | Make a speech at a meeting |
| .577 | <input type="checkbox"/> | Write articles for a newspaper. |
| 37.422 | <input type="checkbox"/> | Recruit members for a new association. |
| .990 | <input type="checkbox"/> | Be a guide in a game reserve. |

- | | | |
|--------|--------------------------|---|
| 38.938 | <input type="checkbox"/> | Raise chickens |
| .160 | <input type="checkbox"/> | Make a ladder out of wood. |
| 39.138 | <input type="checkbox"/> | Assemble a radio set. |
| .518 | <input type="checkbox"/> | Choose books for a Library. |
| 40.500 | <input type="checkbox"/> | Write about books you have read. |
| .909 | <input type="checkbox"/> | Grow crops of groundnuts for sale. |
| 41.390 | <input type="checkbox"/> | Study air conditions to forecast the weather. |
| .244 | <input type="checkbox"/> | Do calculations to change foreign money into Naira. |
| 42.205 | <input type="checkbox"/> | Work out the production costs in a factory. |
| .769 | <input type="checkbox"/> | Help to run a camp for people who have no home. |
| 43.814 | <input type="checkbox"/> | Be responsible for maintaining office records. |
| .325 | <input type="checkbox"/> | Test the strength of different metals. |
| 44.546 | <input type="checkbox"/> | Read about the lives of well known men and women. |
| .191 | <input type="checkbox"/> | Make models of airplanes. |

- | | | |
|--------|--|--|
| 45.702 | | Be a voluntary assistant at a clinic. |
| .805 | | Arrange a list of names in alphabetical order. |
| 46.747 | | Give exercises to injured people to help their recovery. |
| .393 | | Test foods to determine their vitamin content. |
| 47.866 | | Look for errors in a copy of a report. |
| .786 | | Read lessons to a blind student. |
| 48.160 | | Fit telephones in a building. |
| .302 | | Analyse chemical fertilizers in a laboratory. |
| 49.447 | | Sell clothes in a stall or shop. |
| .817 | | Take shorthand notes at a meeting. |
| 50.579 | | Read and correct articles for a newspaper. |
| .251 | | Collect figures on accident rates for insurance companies. |
| 51.994 | | Take part in a mountain climbing expedition. |
| .526 | | Write a short story about something you have done. |

- | | | |
|--------|--|--|
| 52.962 | | Grow fruit and vegetables. |
| .305 | | Do experiments to develop a variety of
maize that will resist plant diseases. |
| 53.945 | | Work on a forest plantation. |
| .645 | | Make pottery or models in clay. |
| 54.969 | | Stock a new dam with fish. |
| .783 | | Do volunteer work in a hospital. |
| 55.645 | | Design the costumes for a play. |
| .178 | | Take apart a small machine to see how it
works. |
| 56.390 | | Test soil samples for their mineral
content. |
| .623 | | Design furniture. |
| 57.996 | | Run a cattle ranch. |
| .818 | | Sort incoming correspondence in an office. |
| 58.561 | | Write a history book. |
| .387 | | Develop new detergents. |

- | | | |
|--------|--------------------------|--|
| 59.669 | <input type="checkbox"/> | Attend an exhibition of famous paintings |
| .546 | <input type="checkbox"/> | Belong to a book discussion group. |
| 60.317 | <input type="checkbox"/> | Do experiments to improve foods for
poultry. |
| .732 | <input type="checkbox"/> | Teach people the rules of hygiene. |
| 61.583 | <input type="checkbox"/> | Read about the different styles of
various novelists. |
| .644 | <input type="checkbox"/> | Attend a festival of plays and dances. |
| 62.255 | <input type="checkbox"/> | Be a cashier in a shop. |
| .173 | <input type="checkbox"/> | Repair faulty gears on a bicycle. |
| 63.824 | <input type="checkbox"/> | Type copies of reports |
| .165 | <input type="checkbox"/> | Repair radios and record-players. |
| 64.315 | <input type="checkbox"/> | Develop chemicals for destroying insect
pests. |
| .985 | <input type="checkbox"/> | Spray crops to control pests. |
| 65.889 | <input type="checkbox"/> | Keep up-to-date the work records of
employees. |
| .278 | <input type="checkbox"/> | Work out the timetable for a bus service. |

AHMADU BELLO UNIVERSITY
DEPARTMENT OF EDUCATION
ZARIA

QUESTIONNAIRE

Guidance services are expected to help you in your school work. This questionnaire is designed to find out the extent to which guidance services have assisted students in your school. It is not a test and there are no wrong and correct answers to statements. The best answer is What you feel about a state of affairs, You are therefore requested to respond to all statements.

575:300

Date.....

PERSONAL DATA

1. School _____

2. Form _____ 3. Age _____ Years _____
4. Sex _____
5. Write below the name of the subjects you are now studying in form four.

(a) _____	(F) _____
(b) _____	(G) _____
(c) _____	(h) _____
(d) _____	(i) _____
(e) _____	(j) _____
6. Write below the name of three subjects you like best.

(a) _____
(b) _____
(c) _____
7. List at least two occupations in which you are most interested:

(a) _____
(b) _____
8. Below, is a list of reasons for choice of occupations.

(a) Parent's influence.
(b) I can do the job.

- (c) I like it.
- (d) I am good in (a) Science subjects
(b) Arts Subjects
(d) Social Science subjects.
- (e) It has high salary
- (f) It is prestigious.

Now, tick the one that applies most to the occupations you have chosen in No.7 above.

9. My father's occupation _____
10. My mother's occupation _____
11. You have chosen two occupations. Do you think they are being forced upon you? Yes No
(encircle one)

If 'yes', write below what you would like to do.

(a) _____

B. Please answer each statement below by encircling one of these responses.

AS = agree strongly

A = agree

D = Disagree

DS = Disagree strongly

U = Undecided.

- AS A D DS U 1. I am forced to take subjects I don't like.
- AS A D DS U 2. Teachers have no regard for students' feelings.
- AS A D DS U 3. Too much emphasis is laid on extra curricular activities.
- AS A D DS U 4. Life in my school is generally not interesting.

- AS A D DS U 5. Students are satisfactorily aided in their transfers from one school to another.
- AS A D DS U 6. Adequate aid is given to students in selecting school subjects.
- AS A D DS U 7. Students are helped to gain admission into higher institutions.
- AS A D DS U 8. There is a good system whereby students are assisted in locating jobs.
- AS A D DS U 9. There is no one in the school to advise me on future career.
- AS A D DS U 10. Students are given adequate information about educational and training opportunities.
- AS A D DS U 11. Students are assisted to work out their educational plans through interviews with a qualified counselor/careers master.
- AS A D DS U 12. There is a good plan whereby discussions are held which deal with personal problems of students.
- AS A D DS U 13. During such discussions, valuable information concerning jobs opportunities choice of courses and subjects, scholarships are made available to students.
- AS A D DS U 14. Generally, students in my school are not encouraged to seek further education.
- AS A D DS U 15. Student grades cannot be improved by the system of preps in my school.
- AS A D DS U 16. The principal gives the guidance program adequate support.
- AS A D DS U 17. The careers master/counselor is qualified enough to operate the guidance program.

- AS A D DS U 18. It is good that the counselor has a private office.
- AS A D DS U 19. No time is devoted to occupations in my school.
- AS A D DS U 20. The students in my school have not benefited from the guidance program.

Please circle one response as above:

- AS A D DS U 1. I don't have many friends
- AS A D DS U 2. Usually, there is nothing interesting to do in my leisure hours.
- AS A D DS U 3. I don't know how to study effectively.
- AS A D DS U 4. I don't like this school.
- AS A D DS U 5. I don't know how to look for a job
- AS A D DS U 6. There is no one in the school to advise me on what to do after leaving school.
- AS A D DS U 7. The careers master/counselor gives attention to my troubles.
- AS A D DS U 8. I think about other things during studies.
- AS A D DS U 9. I know how best to choose subjects for the W.A.S.C.
- AS A D DS U 10. Help is given to me in my efforts to enter the University or a vocational school.
- AS A D DS U 11. It is difficult to get advice on learning problems.
- AS A D DS U 12. My school has no collection of books, pamphlets on jobs.
- AS A D DS U 13. The counselor/careers master has not helped me with my problems.

- AS A D DS U 14. The counselor is not friendly with students.
- AS A D DS U 15. The information service has not assisted me in the choice of my vocation.
- AS A D DS U 16. The rules in the school are too strict.
- AS A D DS U 17. Interviews with the counselor or careers master are not helpful since he asks me questions about my private life.
- AS A D DS U 18. I am bored with so much talk about realistic choice of a vocation.
- AS A D DS U 19. There are not enough activities under the group guidance program.
- AS A D DS U 20. The guidance program is an extra burden to me.