THE STUDY OF THE ATTITUDES TOWARDS INITIATING GUIDANCE SERVICES IN THE POST-PRIMARY SCHOOLS IN ONDO STATE OF NIGERIA

BY

JONATHAN BANDELE AKINTADE
B.A (lions) Ibadan; Cert. in. Education

Submitted In Partial Fulfilment of the
Requirements for the Degree of
MASTER OF EDUCATION (M.Ed)
GUIDANCE AND COUNSELING

DEPARTMENT OF EDUCATION
AHMADU BELL0 UNIVERSITY
ZARIA

JUNE 1977

APPROVAL SHEET

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

M P Mallam

Research Project Advisor

Eldon W Taber

Staff Evaluator

29/10/77

External Examiner

A B S T R A C T

This study sets out to determine attitudes toward **the** initiation of guidance services in post primary schools in Ondo State of Nigeria.

The study has surveyed the post primary institutions in the State, collected relevant data from forms four and five students, administrators of schools, government officials, teachers and parents to exploit the possibility of initiating guidance services in the St-ate.

The study sets out with questions vhich have been answered and deal with the attitudes of administrators of schools in Ondo State to the scheme of initiating guidance services; the attitudes of the students, the teachers, the public and the parents; and the government about providing funds.

The results were analysed by the use of percentages for the opinion poll and as expressed in the questionnaires.

This showed a high positive support toward initiating guidance services in Ondo State.

The government, too, is willing to provide funds to establish the scheme.

It is therefore recommended to set up some machinery in the Ministry of Education, Akure, Ondo State to work out the details of the programme,

ACKNOWLEDGEMENT

I wish to express my appreciation for all the assistance given by my supervisor, Professor E.W. Graber without whose assistance it would have been impossible for me to complete the course of studies. His untiring efforts in giving careful, constructive assistance in all phases of this study are appreciated.

My indebtedness is due to Dr Mallum for his advice and instrumentality to the speeding up of this project.

My thanks are also due to Dr. Badmus, and to the Ondo State Government for their encouragement and support through inservice TRAINING and permission to conduct this survey in its area of jurisdiction.

I also convey my gratitude to the Central Schools Board Akure through the Secretary for their support financially and morally, also to Rev. R.E. Ariyo, Principal Ondo High School, for his moral support and other Principals, in Ondo State in whose schools I collected the data used in this study.

I would like to thank Mr. W. Akingbola, permanent member of the Central Schools Board, Akure for the inspiration drawn from him, as a Father and senior

colleagues in the Classical Association of Nigeria, which has sustained my ability to undertake further studies.

Finally, I appreciate the spirit with which the Permanent Secretary, Ministry of Education, Chief J.B. Ojo has upheld the idea of initiating the scheme of guidance and counselling in Ondo State Post-primary Schools, his encouragement is assuring and this would lead shortly to set up a machinery which would promote the programme.

DEDICATION

This study is dedicated to my wife Mrs Victoria Adekunbi Akintade for her great courage, immense vision and fierce commitment to the best ideals of academic achievement.

TABLE OF CONTENTS

	Page
Approval Sheet	i
Abstract	ii
Acknowledgement	iv
Dedication	vi
Table of Contents	vii
List of Tables	ix
CHAPTER I Introduction	1
The Statement of the Problem ..	9
Significance of the Problem ..	12
Basic Assumptions..	13
Definition of Terms	15
CHAPTER 2: Review of Related Literature	18
Educational & Vocational Guidance in School	43
How the teachers perceive the counsellor	45
How the Principal perceives the counsellor	48
How the students view the counsellor	51
Professional Problem of the counsellor - tools	52
Types of Tests	56
CHAPTER 3: Procedures	65
The Design	65
The questions to be answered ..	65
Likert Scale Technique	69
Scoring	71
Disadvantages	73

Table of Contents contd.

	Page
CHAPTER 4: Analysis of Data	76
Personal Interview with Education Policy Makers and Administrators of school ..	78
CHAPTER 5: Conclusions and Recommendations ..	116
Recommendations	119
Bibliography	123
Appendix I	127
Appendix II	128
Appendix III	129
Appendix IV	130
Appendix V	135

List of Tables

		Page
1.	Respondents Age Analysis	77
2.	Respondents Opinion poll on the efficacy of Guidance to spot light talents ..	88
3.	Students Opinion poll on Guidance counsellors help to make wise vocational choices ..	90
4.	The use of test in guidance	92
5.	The Relationship between the Principal and the Counsellor	94
6.	The counsellor as a specialist	95
7.	Subject interest areas of respondents ..	97
8.	Analysis of the Occupational and Educational goals of respondents	98
9.	Choice of place of work - Urban or Rural	100
10.	Solving Students Problems	102
11.	Guidance help teachers to know students interest and potentialities	103
12.	Area of Operation of the Counsellor ..	105

CHAPTER 1

INTRODUCTION

"Education may be said to be the key to human progress and an essential pre-requisite for all developments".[1] Only recently have the different State Governments voted heavy sums of money on Education to develop it to such an extent that provision is made for everybody both young and old able bodied and the handicapped.[2]

The guidelines for the third National Development Plan 1975-1980 has this to say about increasing educational opportunities in Nigeria:

(i) To expand facilities for education aimed at equalising individual access to education throughout the country.

---

[1]Professor E.W. Graber: Education Placement as factor initiating Guidance Services on a State-wide-basis in Nigeria. Page 1.

[2]Governor Ikepme: Ondo State Budget Speech 1976-77.

(ii) To make an impact in the area of Technological Education so as to meet the growing needs of the economy.[3]

Further, in any democratic and free Society the educational policy and planning has to make provision in particular for women. "The road that leads to successful employment of women is long and contains many wrong turns. It demands more attention than just providing money and opening up Schools. There needs to be much guidance and counselling, encouragement planning and consultation with parents and students alike.

The UPE programme which has just taken off is bound to pose problems in the near future as pupils may not be able to go through post-primary school owing to their differences in abilities, aptitudes, interests and emotions. Some guidance has to be well established in the post-primary institutions to meet such problems as drop-outs and other category of students who may prefer Technical Education may pose.

---

[3]The Federal Government of Nigeria Memorandum on the Third National Development Plan 1975-1980.

Furthermore, the immediate need for guidance services in Secondary Schools stems from the plan to restructure post-primary education, whose implementation began in January 1972.

The thinking behind this comprehensive scheme declares that it should respond to the needs of the Nation (Economic, Social, Cultural, Political) considered by the government to be most important in the next stage of development.

Furtherstill, "This comprehensive scheme accepts the fundamental belief in the intrinsic worth of every human being, and in the furtherance of this belief it must cater effectively to the educational abilities and aptitudes of every child. There must be equal opportunity for every child to develop his/her natural gifts.

Generally there is a growing recognition of Individual differences in personality, potential achievements, needs, interests, values and hopes. Added to this is the democratic ideal of equality of opportunity to develop one's human potential to the full.

It seems to me that teachers in addition to academic demands upon them to meet 'the qualification

spiral', are being faced with a growing number of personal and social problems which (a) take time (b) present a level of counselling which can be beyond the teachers' scope and training.

In Britain, Marilyn Rhydderch Preece, Head of Guidance, King Henry VIII School, Abergavenny declared, "It was once thought that a counsellor was a luxury in a school, but as the traditional supports of Church and family crumble, schools are having to assess their guidance roles and what was once a luxury has now become a painfully obvious necessity"[4].

Moreover it clearly should be a national policy that each state should have counsellors for each of its secondary schools to cope with levels of current need, provide a service for the pupils and make necessary links with outside agencies e.g. child guidance clinics. Some states have even started the Guidance Services who have at present well defined roles within the educational system. Other States have taken a more dilettante attitude to the whole question and have adopted the 'let's wait and see' approach with disturbing outcomes.

---

[4]Mavilyn Rhydderch Preece: New Trends in Education 1972, Volume 9. Page 6.

If students are to benefit from the educational and training opportunities available to them they need to have this support of a guidance system which helps them chart a route through the Secondary Schools Courses and 'sees' them through the 'normal' adolescent problems.

People have gasped with horror the increase in gymslip mums and cases of delinquency, the sexually active unmarried, drug adicts, riots, fallen standards, discourteousness, high-handedness etc. It is impossible to complete a very lengthy list, but the few quoted serve to illustrate the point that teachers are being over taxed beyond their academic and training abilities.

What is required of the schools is not simply to teach subject matter, but also life planning skills for a world that is rapidly changing and in which unemployment is a reality.

As value systems in Society present confusions and divorce rates creap up, for some of the students School can be the one positive experience in their lives. Now the UPE has crept in to harbour all nation's children irrespective of their home background or personal deformity so it should be expected that the dimensions of problems to match with the increase

of the intake.

Surely, I am inclined to think that the country has a duty as a nation in general and as Ondo State in particular to equip pupils with skills to make an even better world for themselves and their children in which to live.

Of course, counselling and any one counsellor is not the complete answer to such a complex problem, the onus is on all concerned with education to keep on aiming at reform and better conditions, however perfect some situations might seem. Yet in my opinion a guidance system in Schools with a team approach led by a counsellor goes part of the way to alleviating stress for both pupils and teachers.

One of the greatest compliments one individual can pay to another is to give them their undivided attention. Obviously, in a group situation, this is no easy task for a teacher. Without destroying that delicate relationship between pupil and teacher, a counsellor should have the time to listen to pupils and do much in the way of preventive work so that headlines about sad youngster committing abortion or running amock for taking drugs or even suicide are

fewer.

It is pertinent and instructive to note that ignorance and poverty are two of the three major problems on which all Black African governments have declared war. But ignorance and poverty are very closely related and in ways whose complexity becomes increasingly, apparent.

The most pronounced manpower problems in Africa as a whole are rising unemployment in the urban centres and underutilisation of available labour. The people most affected by this are primary School leavers who fail to win one of the relatively few available Secondary School places. One of the Causes of unemployment include high rates of population increase excessive rural urban migration, educational facilities that are "out of balance" with manpower needs of the country, and a too slow rate of economic growth and industrialisation.

The soaring high rate of population and Universal free Primary Education and other dramatic changes in Society now call for there to be a national policy on the role of School Counsellor and guidance Services in order to really help young people make the fullest of their education and lives.

Conclusively, it is therefore the intention of this research to work out a scheme for organising guidance services in Ondo State of Nigeria to carry out Counselling and guidance Services in all its teaming Secondary Schools so that Secondary School Students may tap to the fullest their Educational opportunities in the world of Educational expansion and improved facilities of modern School buildings and furniture, qualified teachers, up-to-date text books, new Curricula and freedom to develop their aptitudes, differential abilities and capabilities to work out the most appropriate vocation best suited for their maximum satisfaction.

Since guidance implies involvement with human beings in problems and decision-making, ordinary observation or an informal investigation into the individual backgrounds may not supply adequate information for effective counselling. The nature of the modern schools where students from different backgrounds and with different aptitudes, interests and motivations come together demands that there must be someone to help students and a means of assessing their capabilities and potentialities.

Scientific guidance is based on the precise knowledge of the individual obtainable through the use of sound testing instruments. For instance no one can ascertain the aptitude, vocational interests and aspirations, attitudes, achievement levels or operative personality factors of an individual without testing facilities. Tests measure individual differences, which are the principal roots of Counselling and Guidance efforts.

This research edeavours to exploit the possibilities of setting up guidance services in the nine divisions of Ondo State, such services are inalienably tied up with sound progressive Educational System.

THE STATEMENT OF THE PROBLEM

The main problems of this research titled the scheme to initiate Guidance Services in Ondo State of Nigeria are to ascertain what Guidance Services are needed in Ondo State and why such Services are needed and to know whether personnel can be found and the necessary equipments for Organising the Services.

The problems stem from the guidelines for the third National Development Programme 1975-1980 about increasing educational opportunities in Nigeria.

(i) To expand facilities for Education aimed at equalising individual access to education throughout the country.

(ii) To make an impact in the area of Technological Education so as to meet the growing needs of the economy[5].

Again in a memorandum presented to all the States' Excutive Council in Nigeria concerning the subject of Education, it was declared that:

"..... The comprehensive scheme or multilateral programme accepts the foundamental belief in the intrinsic worth of every human being, and in the furtherance of this belief, it must cater effectively to the educational abilities and aptitudes of every child. There must be equal opportunities for every child to develop his/her natural gifts"[6].

Further the immediate needs to restructure post primary education whose implementation started in 1972.

---

[5]Ibid: page 1

[6]Udahi: Follow up study of the 1972-73 placement of students page 6 quoting Ministry of Education, Kaduna Gazette.

The present waste of human resources must be alleviated. It can be. This nation has an obligation to assure the maximum growth of all individuals, both for their own satisfaction and for the benefit of all Society.

With guidance services our youth can make their choices in freedom, and they can meet the human resources shortages in all areas of our democratic life.

The situation has been well summed up in the following words:

"Education has to be told in terms of autonomy in the individual the liberation and realisation of his potentialities"[7].

Prima facie, the question of setting up a machinery to draw up a scheme for guidance services in Ondo State cannot be over emphasised. The foregoing has raised the following questions with regard to the statement of the Problem.

(1) What guidance services are needed in Ondo State Secondary Schools?

7Cho Rank: Educational Review, Volume 24 No.2 February 1972 p.141.

(2) Can personnel be found?

(3) Why are such services needed?

(4) What necessary equipments are needed for organising the services?

SIGNIFICANCE OF THE PROBLEM

Under the full implementation of Guidance Services an era of complete autonomy in the individual, the liberation and realisation of his potentialities are realised.

A firm ground of educational experiences is being prepared for the thousands of children now enjoying the UPE.

Opportunities and good placement both at school and after secondary school would have been firmly established.

The rate of dropouts without anything doing would be greatly reduced and a complete educational system would have begun.

It might be well in place here to attempt a comprehensive all embracing study both longitudinal and horizontal, the Guidance Services personnel would increase the accuracy of the individual's self percepts, his environmental realities and perceptions; to present relevant information and to improve the individuals

ability to make and execute plans.

These plans when carried out would lead to the following:

(1) Improved self concept

(2) Decrease in drop-out rate

(3) Improved school achievement

(4) Decrease in school problem behaviour

(5) More realistic Educational Planning

(6) More realistic post Secondary School Educational and Vocational choice.

(7) Greater satisfaction post high school progress.

Self realisation, self actualisation and individual satisfaction are the indisputable fruits of a good guidance service.

BASIC ASSUMPTION:

In order to give credence to the research and to show that the scheme can give some measure of solution to the problems confronting our secondary schools such as were predominant in America, an example of a country where Guidance Services have developed greatly giving rise to modernity, specialisation, advancement in all fields of Education, technical, scientific, vocational etc. the following

Basic Assumptions are formulated.

(1) Guidance Services have started in some States in Nigeria - Kaduna State-1972. STATE Lagos where it is known as School Psychological Service. Oyo State at Aiyetoro Comprehensive High School. Bendel State has also started some guidance in schools. Kano State too is not left out in initiating guidance programme.

(2) Universities in Nigeria offer Courses in Guidance and Counselling and at the Ahmadu Bello University, Zaria Professor E.V. Graber has laid the foundation of Graduate Studies in Guidance and Counselling. Since 1973 Post graduates students have been turned out in good numbers who have graduated Masters in Guidance and Counselling.

(3) The Federal Government of Nigeria offers Scholarships for the training of Guidance Counsellors. State Governments give in-service TRAINING to graduates to train as Guidance Counsellors the writer of this research is under the In-service of the Old Western State and since the creation of Ondo State,

What people do with their lives is the strategic result of the one-by-one tactical choices they make in their formative years. Since these tactical choices are so important, we have come to feel that some charge must be taken of the process by which they are made, and so we have "invented" guidance counsellors, interview method material-gathering procedures, aptitude test batteries and a host of other paraphanalia which we place at the disposal of young people to enable them as we say, to make move intelligent choices"[8].

Further, "Certain activities usually referred to as guidance services are engaged in as a means of carrying the objectives of the vocational guidance programme in the secondary school. These services are:

(1) Making available to the individual cumulative evidence about his abilities, interests and attitudes through testing

(2) Supplying comprehensive factual information about educational and occupational opportunities - placement

---

[8]Van Clave Morris: A look at Guidance Theory page 24.

CHAPTER II

REVIEW OF RELATED LITERATURE

Guidance and Counselling form part of the services that help the school to achieve its aims. They help the student to take full advantage of all the facilities which a school provides.

A modern educational system requires organised programmes of guidance services. To conduct their activities such services must have active support in materials, facilities, and personnel with an attitude of concern for the welfare of youngsters and dedication to effort in their behalf. The belief that the maximum development of children is basic to the whole educational structure and to society has strong support.

Confidence in the guidance service, a faith in its outcome, and a commitment to its philosophy are essential elements for its success. As the guidance service helps to fulfill many social needs, it presents an opportunity for strengthening the framework of society.

The theme of this research is that guidance services, if fully implemented, provide the opportunities for assisting children and youth in their development. A justification is also made for the guidance programme in terms of the needs of growing children and of society itself.

The guidance programme provides many opportunities for services to young people, for aiding them educationally and personally. Flexibility is possible within the structure of the programme, and it permits variations in the services among schools as adjustments are made to local conditions. A statement by Frank H. Bowles reflects quite accurately the thinking of many people concerning their responsibility to youth:

"We all believe in guidance - that is, in the idea that the older generation has a responsibility to counsel and assist the rising generation - but it is only the idea on which we agree we differ widely in our belief as to the nature of guidance"[11]

From the early twentieth century to the present, the guidance movement has experienced both historical

---

[11]Frank H. Bowles: Nature of Guidance Personnel & Guidance Journal Vol.38 p.112 October 1959.

discouragements and achievements. Perhaps greater progress should have been made however, any worthy endeavour takes time and the dedication of many people. Optimism is justified in terms of startling accomplishments of the past and exciting promises for the future.

A succintt and profound statement from an accomplished guidance counsellor summarises well what has taken place in the guidance movement:

> "In the short space of approximately half a century, guidance has developed from a hesitant, grouping, constructured effort in behalf of students to become one of the most potent forces for good in our educational system. It has been publicised, popularised, and propagandised. Books on the subject abound. Authorities range the country explaining its alpha and omega.
>
> Counselors flock to Universities to learn more about the matter Teachers are constantly urged to be "guidance minded". Institutes are conducted under governmental sponsorship and special funds are made available to the states for guidance purposes..... To say that guidance has arrived is surely to bark one's shins against the obvious. In fact some schools would as soon admit that they lacked an enriched curriculum as own up to the fact that they lacked a guidance programme".[12]

Utilisation of human potentialities depends upon two factors: one, the nations decision to turn needed education talent to national uses: two, the

---

[12]James Cibbin: "Essentials and Incidentials in Guidance" The Catholic Education Review, Vol.59, No.9 P.608, December 1961.

maximum growth of human talent through our educational processes. Through education, it is possible to alleviate the present manpower shortage. Our freedom of choice of any vocation can greatly be enriched through the educational process, for persons can grow to the height of their potentialities when.

(1) They know their potentilities, interests and values.

(2) They have the opportunity to develop them through education.

(3) They know about the complex, rapidly changing career picture.

(4) They are motivated to develop their potentialities and to relate them to the opportunities in our society.

By the introduction of the UPE, this generation has been called upon to make a decision that will shape the destinies of many future generations.

Faced by a tragic shortage of scientists and technologists we should channel our secondary school educational opportunities for students to discover their potentialities.

> "Thus there is a great need for guidance services even now than before..... Rapid technological advances, and increasingly complex society, new concepts of government and its role in the lives of people, the need for outstanding leadership talents, a shift in standards of morality and intergrity..... all contribute to the need for the philosophy.... also specific conditions within the educational setting contribute„immensely to the need for the guidance services"[13]

It is of utmost importance that we should recognise that the statements quoted above are in line with the basis for guidance in countries where such services are more fully developed.

The American Personnel and Guidance Association upholds the following principles for establishing guidance services:

1. "Freedom to choose one's life work is basis to our democratic society and is necessary to the fullest possible growth of individuals.
2. In order for freedom to flourish:
   (a) students must learn at successive levels of education, progressively more about themselves - their interests, talents, values, and abilities - through assistance in interpreting test results, educational experiences,

---

[13]Downing, L.M. Guidance & Counseling Services. An Introduction, McGrawHill Book Company New York 1968 P.9

and personality potentials,

(b) students must learn about the large, complex and changing world of career opportunities.

(c) students should be motivated to explore the best outlets for their talents.

(d) students must be instilled with a sense of responsibility, and a feeling of "stewardship" in the use of their talents.

3. Professional Counselors must be available in elementary and secondary schools and colleges, where in co-operation with teachers, they can help students understand their potentialities especially suitable for particular potentialities. There, also skillful counselors can encourage these students to try out their potentialities.

4. The appalling waste of human resources can be reduced by providing guidance and personnel facilities within our educational institutions that make it possible for young people to plan their careers and the education necessary to achieve their careers.

5. Counsellors have a profound obligation to individuals and to our society to assist students

in making their career and educational plans in terms of their potentialities, as well as in terms of the uses to which these potentialities can be placed in our society. Students whose future contributions and prospects of self fulfillment can be greater in fields other than science and technology should be encouraged to develop in these fields.

6. In order to make fullest use of scholarships and testing programmes, it is necessary to have an adequate staff of professional counselors, assuring every student the opportunity to plan his future wisely. Without suitable counseling assistance, testing, scholarships, and other aids cannot be fully effective.

Talents can be identified by means of Counseling and testing, and through observation of students by teachers. What happens to those talents - whether or not they are developed - depends largely upon the counseling functions in our schools and colleges"[14]

---

[14]Herman J. Peters and Gail/Farwell

The guidance service, as part of the educational programmes, must be considered in its true perspective. An educational activity is a part of the guidance service to the degree to which the activity capitalizes on guidance as a sound concept or the extent to which it utilizes the instruments, tools, and techniques of the guidance service. Considerable guidance - type activity of an incidental or informal nature takes place in education. These activities are essential to the educational process. Personal contacts between teachers and pupils, wherein genuine concern and interest are exemplified, have real value for pupil development. It is important that every child experience a warm feeling for his teacher. The services and activities of an organised guidance programme are also essential to his development. The guidance worker plays his role as a member of the educational team by performing the tasks his position provides. The teacher does likewise. Their combined efforts provide experiences for, and promote the development of, youngster to a higher and more effective degree than could do alone.

> "Guidance, therefore is an organised set of specialised services established as an integral part of the school environment designed to promote the development of students and assist them toward a realisation of sound, wholesome adjustment and maximum accomplishments commensurate with their potentilities"[15]

An analysis of this definition reveals the following elements:

(1) The programme is organised, it has structures, system and personnel.

(2) The programme includes specialised services of testing, counselling, educational and vocational information, placement and follow-up.

(3) The guidance service, along with its conceptual and technical aspects, is an integral part of the school environment.

(4) The promotion of student development is a major aim of guidance.

(5) The realisation of adjustment as a developmental process is promoted, and as children develop under superior tutelage they gain in their ability to deal with problems.

---

[15]Herman J. Peters and Gail F. Farwel P.21

(6) The guidance programme provides for the identification and development of talents and potentialities.

(7) The intangible elements are recongised as a point of view or as an attitude.

The following services constitute the usual pattern of activities within a guidance programme and are called "basic elements". As a student makes these educational decisions he is made to relate them to his future career. Vocational guidance has often been defined as a process of choosing, preparing for, entering into, and making progress in, career. The services should be offered systematically by the school though not necessarily controlled by the Head of Guidance or Guidance teacher.

1. Reception and orientation of the first year intake.
2. Medical examination of the new intake by the Medical Officer's team coming to the school, checking especially for defects in sight and hearing.
3. Maintenance of an individual cumulative records, including the regular collection of assessment ratings.

4. Diagnosis of individual academic and social needs and provision of appropriate facilities by the School, e.g. remedial English.
5. Assisting each pupil to understand the options at the end of the 2nd or 3rd year, which might be the most appropriate for him/her
6. Provision of information about training and occupations open to pupils after the secondary school course.
7. Helping pupils to assess themselves and make realistic decisions about what to do after school.
8. Assistance in applying for further education or jobs.
9. Counseling as one of many guidance services.
10. Vocational information file containing up-to-date job and career data.

The need for all these services within all schools became increasingly evident in the recent past and is currently regarded as a foregone conclusion owing to the introduction of the UPE, manpower shortage need to cater for the individual child. Not all schools have guidance programme,

but very few deny its need. A number of studies dealing with the problem of dropouts include recommendations for more and better guidance and counselling programme in the schools. Much of the current research concludes that potential dropouts can be identified early and that many can be kept in school through broader programmes of services and activities.

Preponderant evidence supports the position that there is a great need for guidance services and that this need will become increasingly persistent in the future.

A greater utilisation of the capabilities of all people must be realised if the demands of the times are to be met even minimally.

It is relevant to point out the specific conditions within the educational setting that contribute to the need for guidance services. These conditions are in addition to but related to the factors of change and advancement within the total society afore-mentioned in the introduction.

Each of the enumerated guidance services will be examined closely in order to assess their relevance to the clarion call set up guidance services in Ondo State.

It seems to the researcher that guidance is not completely new in Nigerian schools. For quite a number of years back Pastoral care has been going on in the schools. Although the system was unorganised, crude and unscientific and incidental. The researcher suggests that Guidance work in a school should be a team work with the guidance teacher coordinating planning sorting out what informations are relevant and significant towards helping the child to develop his potentials fully.

Professor E.A. Yoloye of Ibadan University has been an exponent of modern research work into how the knowledge of the Nigeria children's background could be useful in the planning and development of their education.

He had carried out several other researches concering development of aptitude tests for the prediction of academic success.

In 1965 he studied the concurrent validation of the Lorge-Thorndike Intelligence tests with grades on teacher made tests in nine secondary school classes.

Validity coefficients ranged mostly between.25 and .62.[16]

The wide fluctuations were probably due to the variations in the quality as well as in the standard of making of teacher made tests from one class to another. A more reliable criterion to use for estimating the predictive validities of the tests is the West African School Certificate examination, which is a common examination taken by all Secondary Grammar School students in Nigeria at the end of five years in the Grammar Schools. Performance in this examination serves as basis for selection to jobs and higher institutions of learning, such as the school of Basic Studies, Preliminary Courses of various nature, Polytechnics Advanced Teacher Training Colleges and the present various Colleges of Arts and Tecynology. The entire secondary grammar Technical and Commercial School Curriculum is geared towards this examination.

Professor Yoloye's intention in the conduction of the study was to determine the extent to which the Thorndike Intelligence Tests predict success in the

---

[16]Professor Yoloye, E. A. The Predictive Validity of L. Thorndike Intelligence Tests for achievements in Nigeria schools Tedro Journal p.48.

West African School Certificate Examination. The multi-level edition of the tests - verbal and non-verbal batteries - were administered to a sample of 150 students from three secondary Grammar Schools in Ibadan during their first year in school and again during their 5th year. These tests were conducted during the 4th month of the year.

The research is considered to be important in that it was conducted on Nigerian children. The results indicated that Western tests could be used with modifications in Nigeria Secondary Schools.

Concluding the research, Professor Yoloye reports:

> "..... There is much in common between what is measured by the two batteries. The Lorge-Thornidke tests in spite of being developed in a non-Nigerian Culture, has a substantial predictive validity for achievement in Nigeria Grammar Schools[17].

Gone are the days when parents in particular and vicarious experiences with one's community in general contributed much to the long process of preparing young people for life and work.

In any contemporary society, the heart of this long process is centred in the educational system.

---

[17]Professor Yoloye Op. cit. p. 48.

It would seem that this gigantic task is now left or delegated to the formal education system primarily because parents and communities can no longer cope successfully with the complexities and intricacies of this present jet and supersonic age.

In the last decade there has been a rising awareness of the role that guidance services can play in secondary schools and in recent years, teaching as a career has attracted much attention in Nigeria consequent upon full realisation by the nationalist governments that education is an indispensable instrument of social and economic development. More so the decision of the Federal Government of Nigeria to start off the Universal UPE. This calls for stupendous efforts to recruit and train the multitude of teachers required to give the scheme a reasonable chance of success.

Experiences in Nigeria had shown, however that teaching was very rarely enthusiastically accepted as a career owing partly to the relatively poor remuneration and low status of teachers.

An investigation[18] conducted recently among adolescents in some Nigeria secondary school in 1970, for instance, revealed that teaching was mentioned as a desired occupation by a relatively small population of the prospective school leavers. The investigation was aimed at measuring attitudes to teaching among students who, by their courses of study had chosen teaching as a career.

Assessing the relative contribution of some of the elements involved in these attitudes and discoveri ring particularly whether the Udoji salary awards of 1975 which liberalised to an appreciable degree teachers' remuneration and other service conditions had any perceptible effect in modifying such attitudes.

In his paper titled 'Choice Points in the Nigerian Educational System - Implication for Careers Guidance Dr. Gesinde has this to say:

> "..... Considering the multiplicity of choices of each choice point, no doubt every young person must be repeatedly confronted with the need to make decisions with respect to education and work. Indeed, the criticalness of decision making at every choice point could be very drammatic for

---

[18] Gesinde, S. A. 1976. Choice Points in the Nigerian Educational system - Implications for career Guidance pp 5 & 6.

an individual. For instance at each point there seems to be four alternative choices for consideration.

1. to quit school completely and enter the labour market?
2. to quit school for a while and secure employment in order to test hypothetical career images?
3. to stay in school and prusue either pure academic or vocational programme?
4. to quit school and enter labour force but attend evening classes or study through correspondence?

To decide to follow any of the above alternatives is not an easy thing for a youngster because there are so many issues involved....

It is the responsibility of Career masters/ guidance counselors during any of the critical points to help youngsters know about the alternative routes or the implications of following one route rather than another[19]

At this juncture it is indeed relevant to appreciate the number of major choice points; at the end of Primary Six when the pupils are about ten or eleven years old; at the end of the Secondary

[19]Gesinde S.A. Op. cit pp 5 & 6

Commercial/Technical/Grammar School Education or the UPE teachers grade II course.

Decisions have to be made as to whether to go straight into employment or to continue with some general education by attending higher institutions to do Higher School Certificate Course/Preliminary Courses/ Basic Studies or go into any of the following professional training institutions: Polytechnic, School of Agriculture, School of Survey, School of Nursing, School of Medicine to do Para-Medical Courses or Advanced Teacher Training College.

The students third major choice point comes up during their last year in the institutions of higher learning.

By the end of the first degree, most Nigerian youngsters reach the last choice point in their formal educational pursuit. The majority of them go into full time or permanent employment while an insignificant proportion of them read on the obtain masters, doctorates or diplomas in some specialised areas. At this stage the choice of vocation rears its head.

It has been said that one of the most important of life's decision is that of choosing one's occupation because work forms an integral part of

a total life plan and effects many aspects of living.

On this Patterson' said

> "A man's occupation moulds his life". It determines his social class, his place of living his style and manner of living, his dress, his hours of work, and thus his hours at home. Indirectly it affects his attitudes and opinions, his goals and values, his outlook on life and his politics - length of life is also related to one's occupation, with educators lawyers and business execitives being among those with long life spans,
> doctors falling in the middle, and poets being the lowest"[20]

In his article titled, "Guidance Services needed for University students" Professor Graber has this to say:

> "if work thus affects so many aspects of our lives, then there is the real need for vocational guidance so that we can make wiser and realistic occupation choices by striking a balance between our career aspirations and our actual potentials"

"Some of you either through guidance or by luck will make their first choices rightly, but others will become disatisfied with their first tentative choices. And wrong choice of careers may be very costly in that it may result in job frustration, and unhappiness or hopping from one job to another without really making a mark."

---

[20]Professor E.A. Graber quoting Patterson in his paper titled 'Guidance Services needed for University Students' 1977, p.3

Recently an article entiled "Dilemma of the Nigeria Graduate" appeared in the Sunday Times of Nigeria. Among other things, it has this to say:

The 'golden age' of Nigerian graduate is certainly over.

These days he has to compete with many of his counterparts for jobs which some years ago would have been offered to him as a matter of course. The call on graduates to return home is still persistent but their employment back home has never been guaranteed. This is because he has to be educationally qualified and obtain stipulated standards required.

Sometimes he is expected to have acquired period of experience which often times, for reasons beyong his control, he cannot achieve[21].

This observation is a pointer to the need forfurther research on occupational information and dissemination and to support the clarion call for guidance services in Ondo State.

In the same vein as the Sunday Times quoted above the Vice-Chancellors of Nigerian Universities reported recently as follows:

---

[21] Professor E. W. Graber, Op. cit p.3

> We expect to see changes in structure of demand for manpower. The relative scarcities of manpower of various types differ between parts of the country..... and these are tending to change with the times. While engineering and agriculture graduates may have trouble finding relevant employment, Nigeria's real needs for such graduates can hardly be nearing exhaustion. The use of graduates is not something the Universities can solve themselves, but they would be fully prepared to go into it with those more directly concerned, looking at both appropriate forms of employment and any changes needed in the types of training offered. Similar considerations apply to engineering graduates and how to see that they gain practical experience, or any other areas in which changing needs emerge. If nothing is done students will naturally gravitate to other subjects, and then the country may find that when it is ready to develop new programmes, it lacks man power to do so.

In the light of the above evaluation of Nigerian needs for manpower, research is again needed to point the way for those who would counsel students regarding their future vocations.

It has become the practice in Nigeria Post-Primary Schools for students to go on rampage. One has just to pick up a copy of the times to ready of Secondary Schools being closed down, schools of Basic Studies and Polytechnics too are not left out. Rioting, riotus living, strong headedness, wild and brutish acts culpable acts of irresponsibility, excessive groovy discos, high-handedness, sex problems to mention

just a few, are rife in our secondary schools and Institutions of higher learning. Today the students of Polytechnic have been suspended tomorrow the students of Secondary School have gone on rampage, one in serious troubles and problems without adequate guidance services especially the problem of drug abuse.

Professor E.M. Graber Head of Guidance and Counselling A.B.U., Zaria has observed:

> Students are becoming more and more aware of and are actually getting and using dangerous drugs for various purposes. Mind expanding drugs among students seems to be on the increase, and thus the population of the inmates of the few psychiatric centres keep swelling. The question is how do students get at such drugs?

Perhaps this article from a recent newspaper and Alhaji Aminu Kano's Comments may give us a clue. It says:

> The Federal Military Government has set up a department for drugs quality control in an attempt to check the freee flow of dangerous drugs in the country, and to reduce any case of drug addiction. The department is headed by Dr. T.O. Oke. The Commissioner said that some 'friendly' countries were dumping dangerous drugs in our country in deliberate attempt to weaken our social and economic development. On his own part Alhaji Aminu Kano noted, of recent too, that there was almost a free flow a dangerous drugs to the country and that drugs come into the country under different labels while their content were in fact dangerous drugs, adding that "we should not kill ourselves by becoming drug addicts". Also joining in the crusade was a sundary times editorial of recent. It reads:

> There is no doubt that the incidence of hemp smoking is high in this country. Hemp provides some solace to the jobless and the hopeless and gives its victim some false sense of power. But hemp is a human destroyer. It kills initiative to work. When he is disatisfied with its lot, instead of improving himself by honest efforts, the victim falls to hemp smoking.
>
> But the satisfaction he derives is momentary. The weed reduces mental alertness and is often said to cause mental illness. Yet the ten-years jail (now six months) imposed on hemp smoking traficking does not seem to have much effect on reducing the habit. Even now, some secondary school pupils smoke the weed.

This observation could also be equally true of University students. Now, as the future of a nation depends on the quality of its youth, what could be done to stamp out the habit of hemp smoking among young people? Why do the youth form this deadly habit and how does it spread among students? The situation is not totally hopeless, though. There are ways of working with this problem.

It has been found out in other countries that drug abusers tend to come from families in which there was little cohesive family life, whose parents frequently express helplessness, pessimism, and resentment towards society and where use of chemicals - from tobacco and aspirin to alcohol, tranqulizers, and illicit drugs - was frequent method of seeking

tranqulizers, and illicit drugs - was frequent method of seeking pleasure and/or escaping pain and stress. Here again research is needed to find out what factors are responsible for drug abusing by students especially in this country. In the mean time, the student should be made conscious of the full range of harmful effects, physical and psychological, that narcotics and dangerous drugs can produce. He should be made a ware that, although the use of drugs may be a temporary means of escape from the realities of the world about him, in the long run, they will destroy him and all he aspires to be.

Here again the need for the implementation of Guidance Service in our post primary schools cannot be overemphasised. Professor E.W. Graber observes:

> The quality of a nation depends on the quality of its youths. When stress strikes, as it will do not go it alone. Seek help at once. The quickest way for a minor problem to become a crisis is to ignore the skilled assistance available - thus keeping the problems to yourself. The mature person is one who recognises that 'no man is an Island', then proceeds to identify the resources available and takes the initiative to use them. Many mental, psychological, social, financial, and physical health problems could be dealt with in this way[22].

---

[22]Guidance Services needed in the University, 1977 p.8.

Research is again needed here to determine the introduction of Guidance Services in Ondo State Post Primary institutions so as to enlist the interest of the students before they get into the Universities or into the World of work. This research intends to look in all areas of students life so as to pinpoint what guidance services are really needed, and what training should be recommended to those persons who are asked to staff them.

Educational and Vocational Guidance in School

It is unnecessary to see what happens at choice points or to wait to track down drug addicts or the furstrated before guidance services are introduced into post primary schools. This can be putting the cart before the horse. This is better imagined than allowed to happen Guidance Counsellors are not expected to wait until choice points before counselling students on their education and vocational aspirations and choices.

Guidance services should be built into the overall school programme so that students right from their first year through their course in that school enjoy such services offered all along; It is the opinion of the researcher that choice point counsell

ing should climax the services for each student.

The following very important guidance services should be introduced into the post primary schools programme in addition to the our earlier mentioned:

1. Counselling
2. Testing
3. Cummulative Record
4. Placement

Counselling:

a. Who is the Counselor?
b. How teachers perceive the Counsellor.
c. How Principals perceive him.
d. How the students view the counsellor.
e. How the counsellor sees his roles.
f. Profession problems of the counsellor: tools.

School Counsellor is a term used to designate a counsellor working in a Secondary School concerned and accepting a responsibility for assisting all pupils and having as his major concern, first, mental health and, secondly manpower. Just as education is concerned with the welfare of the individual and also upon the status of the society in which he lives, but when counsellors talk about mental health,

emotional stability, personal adjustment or happiness they usually are thinking about the way the ~~individual~~ individual feels and the behaviour that is a direct cause or result of his feelings. Counselling is perceived as involving a dynamic relationship between counsellor and counsellee, and thus the School Counsellor accepts the responsibility of involving himself in the lives of pupils with a clear and humble knowledge of the implications.

The counsellor is dedicated to the idea that most pupils will enhance and enrich their personal development and self-fulfillment by means of making more intelligent decisions if given the opportunity to experience on accepting non-evaluating relationship in which one is helped to better understand himself, the environment he perceives, and the relationship between these. Counselling is essentially such a relationship.

How the Teachers Perceive the Counsellor:

"It is difficult for the classroom teacher to accept the need for specialists in human relations in the school. For to admit that specialists are necessary is [illegible] to imply that teachers have

certain limitations which they are reluctant to face"[23]

The above quotation speaks for itself as to why hostile opinions against the Counsellor could emanate from teachers.

"The classroom teacher should view the counsellor as the closest professional ally as both professions are considered the primary guidance personnel in a school programme"[24]

This research reveals that many teachers regard counsellors as providing only ancillary services to the educational programme.

In that research, Denga found that 70% of the total sample of teachers interviewed strongly agreed that the School Counsellor should carry equal teaching load as any other does.

Teachers felt that where the counsellor takes guidance and teaching responsibilities together he should not receive any compensatory pay nor should his teaching load be reduced to allow him more time

---

[23]Patterson: The Counsellor in the School" 1969 p.134.

[24]Denga 1976 p.10

to attend to his student counselling duties.

"Sixty percent in the School poses some professional threat to their status in the School as well as in the Society.

> Asked whether the above problem is being felt on a significant scale in view of the limited impact of the counsellor both on the society so far, some teachers still claimed that the theoretical definition of the counselor's qualities potentially designates him as a friendly helping, sympathetic fellow and he is therefore likely to amass more popularity and prestige among the students and the parents. There is therefore, a tendency on the part of some teachers to be jealous and reluctant to cooperate with the counselor. This brings into focus the due recognition some teachers ascribe to the counselor's qualities and functions though they do not openly declare it"[25]

Indeed, the teachers are indispensable in helping the counsellor with the non-technical aspects of his duties, this makes them believe that counsellor is just like any ordinary teacher and does not possess unique skills in helping the students solve their problems.

Classroom teachers can help the counsellor by recording the test scores, through providing the counselor with environmental information to assist

---

[25]Denga 1976 op. cit. p.11

him in guiding students.

According to Denga he found that teachers complain that the counsellors enjoy undue relief from teaching.

Many teachers do not see any need in coming to discuss their personal and social problems with the counsellor. They feel that he is just one of them and so he possesses no unique magical powers to turn round and help them solve their personal social problems.

How the Principals Perceive the Counsellor

> "to be effective and successful, a guidance programme in a school needs the blessings of the Principal. The Principal is the person to serve as a liason between the Ministry of Education and the School Counselor soliciting for the guidance needs. He is the one to make an effective representation to the Education Mainistry about the material needs of a guidance programme"[27]

In his capacity the principal can interpret the goals of guidance, the roles and functions of the counsellor not only to the teachers and students but also to the community which his school is serving. He should urge the cooperation of fellow teachers for the counsellor and should make provision for a

---

[27]Denga, D. 1974 p.16

conducive space for the counselling practice in his school.

In his research, Denga, observes that:

> "In the first place the Principal regards the Counselor as a professional rival as far as popularity amongst the students is concerned over 52% of the sample shows that this is true although this attitude is often concealed and may only find manifestation in the Principal's encroachment on the counselor's professional territory. Where the Counselor is not the Vice Principal, the latter may really regard him as a serious rival as students take most of the educational and vocational problems to the Counselor for assistance and consequently regard him as next in importance to the Principal if not most important in the School. This situation is understandable since by virtue of his position as the head of the institution administrative chores keep the Principal most of the time away from students intimate contact and it is possible that students may feel alienated by the principal. Furthermore, as the head of the school discipline, the Principal's role is often linked with discipline, and he appears to students as a threatening adult who must be avoided and dreaded. Students feel that the counselor who helps them to solve their personality problems, educational, and vocational problems is not only most helpful but is also most intimately informed about them as he helps them direct their future goals"[28]

According to Denga, further reports on his research shows considerable dislike for the presence of the counselor. The roles of guidance as distinct from those of other teachers and the Principal were

---

[28] Denga, 1976 op. cit p.17

not defined.

"As a corollary the Counselors reported that they are often accused by the Principal of infringing on his rights by claiming competence in performing his traditional duties. Such duties include writing letters of recommendation in support of college and job applications for students certifying the students as qualified to participate in extra-curricular activities following a brief period of training in such activities under the guidance of the counselor"[29].

The Principal views the counsellor as a disciplinarian and assigns him as a number of the disciplinary committee in the school. This destroys the counsellor's effectivencss as students begin to regard him with suspicion as a spy for the principal as he tries to counsel them.

They regard him as a threatening adult, and not a person with sympathy, understanding, empathy, warmth and someone in whom they can confide.

> "Counselors should not be known as the disciplinarians of the school or they will lose their counseling relationship to pupils. The disciplinary relations function is sometimes

---

[29]Denga, 1976 op. cit. p.18

the greatest obstacle to effective counseling relationship"[30]

On the training of counsellor specialist Denga observed that 60% of principals showed resistance to the idea. More than 50% of the principals interviewed by that research disclosed that they cannot spare their clerical assistance for the counsellor for use in computing various types of data on students and maintained that they could look into students records without informing the counsellor.

How the Students view the Counsellor

"The counselor's first and most important duty is to students not to the teachers or the administration"[31]

Students are the direct recipients of his services students unanimously perceive the counsellor as someone who can help them solve educational and vocational problems.

How the Counsellor sees his roles

"The counsellor must understand his own position vis-a-vis social mobility, class structure and man-power demands. His degree of self understanding

---

[30] Erickson in Miller 1968, page 219

[31] Denga, 1976 op. cit p.19

relative to these factors is reflected in his value structure and most importantly in his behaviour with clients"[32]

The counsellors must perceive their roles correctly and regard the present misguided perception of their roles as one of the "growing pains" of any new profession.

The Professional problems of the Counsellor-tools:

The tools of the counselor refer to the instruments which can be employed to yield information about the student that will aid him in understanding himself and will also help others to understand the student. These tools include the appraisal instruments like aptitude tests, interest inventiories, personality scales, teacher made tests and non-test techniques like cumulative records, student data questionnaire, case studies, biographies, socio-metric devices among others.

This leads the researcher to the discussion of Tests generally.

TESTING

Testing, measurement and evaluation have been

---

[32]Patterson, 1967 p.10

with us for along, long time. The original evaluation was when God, after forming the earth, the sun, the moon, and the stars, looked at everything he made and saw that it was very good[33]

An often quoted, though probably not the first standardised test was one used by the Gileadites:

> the Gileadites took the passages of Tordan before the Ephfaimites: and it was so that when those Ephraimites which were escaped said, let me go over, that the men of Gilead said him, Art thou an Ephraimite? If he said nay; then said they unto him, say now Shiboleth; and he said Sibboleth; for he could not frame to pronounce it right. The they took him, and slew him at the passages of Jordan; And there fell at that time of the Ephraimites forty and two thousand.[34]

As Stanley points out, "Here indeed is an old final examination"[35]

The use of these Biblical examples is not to suggest measurement and evaluation were procedures ordained by God - although some psychometrists might wish or act as if this were the case. Rather, these

---

[33]Genesis 1: 1-31 Holy Bible, King James Version.

[34]Judg 12: 5-6 Holy Bible King James Version

[35]Julian Stanley, Measurement in today's Schools. 4th Edition Sucle wood Cliffs M.J. Prentice Hall, 1964, P.8.

examples are used to illustrate the point that man has always been concerned with measuring and evaluating the progress of their students.

As the goals of education have become more complex, and as the numbers of students have increased enormously, this task has become much more difficult, standardised tests constructed by various educational and psychological specialists in conjunction with psychometric experts have been found to be quite useful in the task of measurement and evaluation. As a result, the use of standardised tests has permeated the ducational establishments.

A test is defined as "essentially objective and standardised measure of a sample of behaviour"[36]. The idea implicit in the above brief definition is that the aspect of behaviour under consideration should be measured in such a way that it is independent of the examiner's subjective judgement and should be based on normative behaviour. The use of tests in guidance and counselling is predicted by the rationale that no child comes to school devoid of education; conversely each child brings to school a

---

[36] Anastasi: Psychological Testing 1960: p.21

variety of competencies, aptitudes, and interests which he has acquired through systematic learning or informally.

In most cases the teachers' remarks and grades are subjective and cannot give a reliable estimate of the child's real potentialities.

It is therefore imperative that counselors should rely more on the objective and standarised tests than the teachers' grades and remarks.

A motto often heard in educational circles is that the School should assist each pupil to achieve the maximum of which he is capable. But behind that well meaning phrase lurks impelling problems. How do we know what a person's capabilities are? Can we define capacity? Can we measure capacity? Does a person have a general capacity to acquire knowledge, or are there many different capacities, each specific to a given type of knowledge? Is capacity constant over time? If not, what conditions affect capacity? These are all relevant questions.

For more than 75 years psychologists have been using various labels such as capacity, intelligence potential, aptitude and ability to identify a construct that appears to be useful helping to

predict various kinds of behaviour. The tests that have been designed to measure this construct (or set of constructs) vary considerably because test authors may not define a construct the same way or indeed may be talking about different constructs.

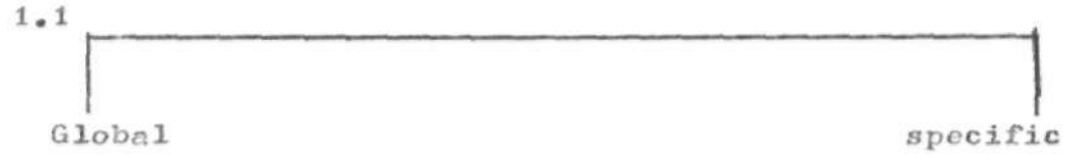
Types of Tests

Aptitude Tests: An aptitude test is generally regarded as a test designed to measure an individual's capacity to acquire knowledge or skill after a period of training. These tests are useful in predicting future school success, or predict future behaviour.

Aptitude Test include the following:

S-B WISC COT CTMM DAT FACT MAT

1.1



The above fig. 1.1 illustrates a global-to-specific continuum of intelligence aptitude test measures.[38]

KEY:

S-B - Stanford-Binet

WISC - Wechsler intelligence scale for children

---

[37] Winston, H.R. Standard Tests in Education, 1968 page 72.

COT - College Qualification Tests

CYMM - California Test of Mental Maturity

DAT - Differential Aptitude Test

FACT - Flanegan Aptitude Classification Test

MAT - Muscial Aptitude Test.

This is just to name a few. If the counsellor uses an aptitude test in combination with other personality tests, the whole picture of the student will emerge for counselling.

But standardised tests of indegenous character which will prove the activities we value in developing countries are very few at present.

Perhaps the most of the standardised tests of indigenous nature at present are tests designed by TEDRO (Tests Development and Research Office), a department of the WAEC. This body was established in 1963 and was formerly called the Nigerian Aptitude Testing Unit essentially involved in designing aptitude tests. The department has since then gained an international recongition and for the past several years many testing programmes have been developed by this body which again organises various courses on on aptitude testing "TEDRO has developed 21 aptitude tests which they furnish to any recognised organisation

or government who is trained in tests administration goes to help training the testing personnel or he may help administer these tests with the help of others. Since these tests are machine scored, they are sent to Lagos for scoring and the subsequent reporting of results by TEDRO.[38]

Experimental work on aptitude test construction was begun in 1961 by Dr. Schwartz. TEDRO later took over in 1964 and added more aptitude tests which are being used today.

The fact that if use is made of aptitude tests in counseling students it will help them at a relatively early age to know whether or not they have special talents to be developed. When the aptitude and interest scores are combined, an all round picture of an individual will emerge his future happiness in work will be predicted more objectively.[39]

But copy right restrictions are tight and preclude the wide use of these tests in Schools. The tests should be made available to individual schools

---

[38]Denga, 1976 page 28

[39]Napier, 1972: page 187

to be kept in the students' folders for use in counselling. Thus the problem of availability of the aptitude test discourages the use of tests in school counselling in many Nigerian Schools.

Interest Inventories: Interest tests or inventories are another set of appraisal instruments counsellor could use to measure the likes and aversions of the individual students - Typically, an interest inventory consists of statements about various occupations and activities of people.

Vocational interests of secondary school students can be inventoried through direct personal tests or through the use of group test.[40]

Inventories are related to academic success, job satisfaction, and eventual adjustment and ~~ple~~ pleasures in life.[41]

Thus when the test of aptitudes is given like the case in Kaduna State it should be accompanied by an interest test since both are vital to success in a job. Several interest tests have been developed

---

[40] Jordan, A.M. 1953 p.18

[41] Karmel 1966, p.57

in the developed countries particularly in the USA.

Interest tests include the strong Vocational Interest Blank designed by E.K. Strong. This interest test is used widely in the USA., and other countries, but is not culturally suitable to developing countries in the original form until the test has undergone some modification.

L.K. Thurstone, another American author working on an interest Invetory; Professor E.A. Yoloye modified this and administered on Nigerian students in 1965. Culturally it is unsuitable to Nigerian situation but Yoloye so modified it that it was administered in Nigeria.

Thus here again, the counsellor in Nigeria and other developing nations will have to devise their interest inventories and standardise them for use in counselling.

Individual Nigerians are making efforts to devise or at least adapt the American tests for use in Counselling. Dr. Christopher Bakare of the Institute of Education, Ibadan University has adapted some American interest inventory items to compile his interest Areas of the Vocational Interest Inventory.

Dr. Bakare has also devised the Motivation for occupational Preference Scale (M.O. P.S.) for use in occupational guidance.

Another Interest Inventory being tried in some schools in parts of Nigeria is the G.R.Z. Occupational Interest Inventory (The Grand Republic of Zambia) classification. This instrument contains 72 pairs of activities which fall into nine occupational interest areas. This test was devised in the Grand Republic of Zambia and is yet being tried out. No norms have yet been established to prove its validity.

"The problem of the counselor tools, is not only that of availability of appraisal instruments but also that of competent personnel to select, administer and interpret-tests. Not all trained counsellors can use tests.

A trained counselor is not necessarily trained to handle the tests competently. Most of the instruments used to tap the student's potential require more skill than the present counselor can offer.

"At present Nigerian Universities do not give any substantial training in test administration, or test interpretation especially at the undergraduate level"[42]

Personality Tests (Projective Techniques)

The materials used in appraising personality are designed to serve as a sort of screen on which the students being tested will "project" their traits, needs, aversions, anxieties emotions, etc. through their responses.

"The underlying hypothesis is that the way in which the individual perceives and interprets the test material will reflect fundamental aspects of his psychological functioning"[43] Personality appraisal intruments like the Rorsachach inkblots developed by the Swiss Psychiatrist, Herman Rosachach, and the Thematic Apperception Test (TAT) cannot be used by the counselor without adequate training for them.

Many counselors indicated that they make use of foreign tests such as Ravens' Standard Progressive

---

[42]Denga, 1976 p.30

[43]Anastasi, 1968 p.495

matrices, Thurstone interest Inventory (already modified by Professor Yoloye)[44] and the Weschler Intelligence Scale for children, Weschsler Adult Intelligence Scale (WAIS), Stanford Binet etc. But are these tests culture-fair to the students in a developing country with differential backgrounds?" A prioneer in the field of inter-cultural psychology shares the view that "it is unrealistic to expect that a test designed in the Western Cultural setting is validly transferable to another culture"[45]

"Lack of stimulating upbringing, unfamiliarity with tests items and lack of test sophistication are among the influences which could possibly mar the validity of these tests"[46]

Other problems include fund to purchase these tests and Office for counseling.

Cumulative Records File

The use of tests is counselling implies the use of cumulative records file as a storehouse for test

---

[44]Denga, 1976 p.31

[45]Biesheuvel, 1952 page 45

[46]Denga, 1975 page 38

information about the students. Apart from the test information, the cumulative record will contain students career preferences, family data, remarks about students' progress, and anecdotal information. Building a cumulative record should be a joint venture by the counsellor, the teachers, the principal, the Ministry of Health and the parents.

CHAPTER III

PROCEDURES

The purpose of the research, as stated earlier is the scheme of initiating guidance services in post-primary schools in Ondo State of Nigeria.

The research intends to find out from the Administrators of Education, the teachers, public and the parents their opinions and attitudes to the scheme. It is the intention of the researcher to meet the Commissioner for Education, Ondo State to know whether the Government is prepared to provide funds to meet the needs of the scheme.

The following four questions are to be answered:

1.) What is the attitude of Administrations of Education in Ondo State to the Scheme?

2.) What is the attitude of the Students to the scheme?

3.) What is the attitude of the teachers, the public and the parents to the scheme?

4.) What is the attitude of the Government about providing funds?

"Opinionnaires" and "Questionnaires" were used and interviews conducted to answer these questions.

Opinionnaires and Questionnaires were designed specifically to elicit the following responses.

1. The Administrators feeling as to whether the Guidance Services Scheme is a way of dealing effectively with the problems hitherto faced by students such as academic, vocational, personal and the dilemma presented by alternative choices.
2. That it would be easier through the scheme to indentify talented students very early.
3. That by the Scheme it would be easier to meet the need of each student to develop personal decision-making competency.
4. That the scheme would assist each student to understand himself in relation to the social and psychological world in which he lives.
5. That the scheme would help each pupil to understand his optitudes interests abilities and opportunities for self-fulfillment and the interrelationship among these.
6. That the scheme would help each student to meet the need of accepting (defined as being able to behave consistent with) his interests abilities and opportunities.

7. That the scheme would assist all members of the school staff to understand the importance of the individual pupil and to provide information material, and consultative assistance aimed at supporting their efforts to understand students.
8. That the scheme would assist the parents to understand the developmental process of their child, his needs and environmental opportunities for purposes of increasing their ability to contribute to their child's development.
9. That the scheme would interpret to the community the importance of consideration for the individual and the consideration of the school counseling programme to that end.
10. That the scheme would use and/or promote
c community resources designed to meet unusual or extreme needs of pupils which are beyond the responsibility of the school.
11. That the scheme would promote in the community non-school opportunities necessary for pupil development.
12. That the scheme would eventually solve the manpower needs of the state in particular and the country in general.

For the purpose of distributing the opinionnaire and questionnaires 200 persons including Administrators of Education, Teachers and Students have been drawn from the post secondary school in the State.

Interviews will be held with high Government Officials such as the Commissioner for Education in the State, the Permanent Secretary Ministry of Education and the Chief Inspector of Education in the State, the Chairman and Secretary of the Central Schools Board and the District Education Officers in the State stationed in each of the District Capitals.

The responses from the 200 persons were analysed and tabulated. The questions were asked in an effort to determine whether or not they believe that the Guidance Services Scheme is worthwhile and can be of assistance to the post-primary students in their educational and vocational decisions.

Likert Scale Technique:

In order to obtain the desired information one of the scaling techniques[47] was used for the appraisal and measurement of the attitudes and opinions of the 200 persons concerning the initiation of the Guidance Services Scheme.

This technique is an attitude scale and referred to the "technique of summated ratings"[48], although it is frequently labelled the "Likert technique"[49], and "the method of internal consistency"[50].

---

[47]Daniel Day, "Methods in Attitude Research", Sociological Review V June 1940 pp.395-410. Scales also can be classified accordint to their function. Some scales are designed to arrange data in such fashion as to maximise their power to predict an external criterion. Aptitude test, prediction of adjustment on parole or probation, and predictions of maritial adjustment are some of the most common examples of this type of scale. Other scales are designed to arrange sets of data in such fashion that if the researcher is given a single score, he can reproduce all the items in the Scale.

[48]Quinn McNemar, "Opinion-Attitude Methodology, "Psychological Bulletin XLII (June 1946), pp.289-374.

[49]Ibid, p.4

[50]Ibid, p.4

This technique is similar to the Thurstone Technique of equal appearing intervals. In fact the only important difference is in the determination of values. The basic procedures of attitude scale contruction which is associated with Likert had been used previously in constructing personality scales and as early as 1916 was applied by Lewis Terman in his work on intelligence tests[51]. Besides being the first one to apply the method of internal consistency to attitude measurement, Likert also emphasised the importance of each item as a scale in itself, made comparison of the sigma and arbitrary methods of scoring, and compared the summated method with the Thunstone method.

The Technique of summated ratings avoids the somewhat combersome procedure of having a group of judges sort the statements for the alleged that the technique of summated ratings require less labour and at the sometime gives equally reliable, if not more

---

[51]Dr. Bogardus: "A Social Distance Scale" Sociology and Social Research, XVII (Jan.-Feb., 1933), pp.265 - 271.

reliable results, since the subjective influence of judges is eliminated[52].

S C O R I N G

Like the Thurstone technique[53] a series of prospositions expressive of wide range of attitudes from extremely positive to extremely negative and concerning a particular question are compiled and careful edited. In selecting the statements emphasis is placed on values rather than on facts. Moreover, the statements are so constructed as to indicate clearly a position for or against the point at issue[54].

---

[52]Rensis Likert, "A Technique for the Measurement of Attitudes", Archives of Psychology No.140 (June, 1932), pp.50-52.

[53]L.L. Thurstone and E.J. Chave "The Measurement in the Depression". Minneopolis: University of Miani Press, 1936, p.2. One of the most important methodological contributions to attitude scale construction, as well as perhaps the most widely used procedure of attitude measurement, is L.L. Thurstone's technique of equal-appearing intervals. Thurstone attempts to devise a method that would represent the attitude graduation from the most favourable at one end to the least favourable at the other with a neutral zone in between. The various opinions or items on a scale are allocated to different positions in accordance with the attitude they express.

[54]Selltiz, C. Jebod, M. Dentsch, M. Cook, S.W. "Research Methods in Social Relations-Revised one vol. ed. Holt Rinehart and Winston, N.Y. 1966 pp.367-372

Each proposition usually calls for a response by checking or underlining one of five words as strongly approve, approve, undecided, disapprove, strongly disapprove. Frequently the expressions strongly agree, agree, undecided, disagree and strongly disagree are used and lamost always frequently occasionally, rarely almost never may be applicable for certain proposes. It should be pointed out that the working or order of response categories may affect the response.

Although a five-point continuum is most common, a three, four, or six point continuum is occasionally used[55].

In the five-point continuum, for example weights of 1,2,3,4,5 or 5,4,3,2,1 are assigned in proper order to the several expressions. The direction of weighting being determined by the favourableness or unfavourableness of the statement[56].

A total score for each subject taking the test

---

[55]Matilde White Riley, Sociological Studies in Scale Analysis 1950 Vol.IV pp.20-22

[56]Ndahi, 1975, p.59

is obtained by summing the value of each item that is checked.

As basis for determining the selection of items for the final scale the discriminative value of each item is computed. This is done by obtaining the difference between the average scores for each item.

DISADVANTAGES

The Likert Scale does not claim to be more than on Ordinal Scale. That is, it make possible the ranking of individuals in terms of the favourableness of their attitude towards a given object, but it does not provide a basis for saying how much more favourable one is than another nor for measuring the amount of change after some experience.

Another disadvantage of the Likert Scale, is that often the total Score of an individual has little clear meaning, since many patterns of responses to the various items may produce the same score.

However, despite the lack of theoretical rationale for scalability, pragmatically, "the scores on the Likert-type questionnaires often provide the basis for a rough ordering of people on the characteristic being measured"[57].

The opinionnaires and questionnaires designed for the purpose of these research are indicated in the appendixes of the project report.

In responding to each item, a person indicated how strongly he approved or disapproved of an event, usually on five-point scale

(1) Strongly Agree (SA)

(2) Agree (A)

(3) Undecided (U)

(4) Disagree (D)

(5) Strongly Disagree (SD)

In order that the technique might be effective, the students agreement or disagreement was determined on the basis of their own particular convictions. They were therefore to check their positions on the

---

[57]Nwana, O.C. Feb. 1973 Three dimensional approach to achievement, West African Journal of Education and vocational measurement Vo.1, No.1 pp.14-19

scale as the statements first impressed them; and also to indicate what they believe rather than what they thought they believed.

It should, however, be noted that statements are arranged in the form of a five-point scale so that subjects can indicate the intensity of their attitudes for each item. Weights are assigned to the several categories, for each item the least favourable response usually representing the lowest value.

After collecting the data, they were synthesised, analysed and arranged into suitable tables. This procedure was followed by summary, conclusion and recommendation.

CHAPTER IV

ANALYSIS OF DATA

The data and information used in this investigation were gathered from the following sources:

(1) Personal interviews with government officials, Administrators of post-primary schools in Ondo State.

(2) Questionnaires: Two sets of questionnaires were prepared, one for the students and the other for the teachers parents and others in the public to whom referral could be made in carrying out guidance services such as doctors and paramedical staff.

These questionnaires were read and approved by the researcher's supervisor before they were administered to 200 students drawn from four secondary schools in Ondo State. These comprised boys and girls from classes four and five of the schools. The rationale for administering the questionnaires to this category of students is that they are on the threshold of leaving school and are more concerned with what will happen to them after leaving school. In other words they are getting nearer the world of work than their junior ones.

Further, it seemed they want urgent counselling and guidance to decide the next line of action after leaving school.

Furthermore, most of them as the age analysis shows in Table 1 below have reached the age of 18 and above so that their responses could be taken more seriously than say responses from forms I and II students who are at the Fantasy or Tentative stages of occupational choices as postulated by Ginsberg[58].

Further still, Daws in Hayes and Hopson holds the view that "the most reliable assessment of the client is that available when he is nearing the end of his school or College life and is conscious of the imminent necessity to choose an occupation".[59]

Table 1

Respondents Age Analysis

Sex	Number of respondents	Age 17 and above	Age below 17	Total
Boys	118	106	12	118
Girls	82	68	14	82
Total	200	174	26	200
%		87%	13%	100%

At the age of about seventeen, reality considerations which were on the periphery of consciousness, move into a more central position. In large part this shift

---

[58] Hoppock, R. 1967. Occupational Information. McGraw Hill Book Company N/York.

[59] Hayes, J. and Hopson B. 1972. Careers Guidance - the role of the School in Vocational Development Heinemann Education.

reflects the fact that the values which an individual hopes to realise through work are deeply embedded in the social and economic structure to which he must adjust himself.

The decision concerning an occupational choice is in the last analysis, a compromise whereby an individual hopes to gain the maximum degree of satisfaction out of his working life by pursuing a career in which he can make as much use as possible of his interests and capacities, in a situation which will satisfy as many of his values and goals as possible. In seeking an appropriate choice, he must weigh the actual opportunities and limitations and the extent to which they will contribute to or detract from maximum work satisfaction.

This then is the period on which one can rely on the responses made by students.

Personal Interview with Education Policy Makers and Administrators of Schools.

This is structured to save time and get busy government officials and school administrators, doctors,

paramedical staff attend to the researcher and their other daily commitments. It is designed to get these administrators to know ahead of time what type of information about the scheme the researcher wants to know about and start to find answers to them before the appointed date.

In the course of gathering data some of the government officials and school administrators desired that the researcher should throw some light into three main aspects of the Guidance Counsellor. They asked who the guidance counsellor is: What he does; his working environment.

Indeed no one can answer any question reasonably intelligently without knowing the nature of the subject upon which the interview would be based. The researcher quickly enlightened them on their inquiries.

The school counsellor is a professional educator with graduate level training in counselling and related guidance services whose concern is for the normal, developmental needs and problems of all the pupils for whom he is responsible.

He is an integral part of the school staff, a member of the 'pupil' personnel services team.

He is a person who is dedicated to the idea that a pupil will enhance and enrich his personal development and self-fulfillment if given an opportunity to experience an accepting, non-evaluative relationship in which he is helped to better understand himself and his environment and the relationship between them. He is a person who perceives each pupil as a unique individual who has a right to acceptance, self-development and self-direction and who has responsibility for making decisions and living with the consequence of these decisions.

To him the school is a democratic institution which may in its necessary emphasis on group instruction and variety of programmes, create some conflicts for individual students, the mediation of which is an important part of his role. He also perceives the society as an ever-changing, complex structure offering endless challenges and opportunities to its individual members, the strength of which is ultimately dependent upon the contributions of each of its members.

And finally, he perceives himself as a member of the school staff with the professional competencies behavioural science understandings philosophical

orientation, and position within the school necessary to provide professional counselling and related guidance services to pupils.

Next, on what the Guidance Counsellor does, the researcher gave a summary of the main functions viz:

(1) The counsellor helps to plan and develop the guidance programme and the curriculum in relation to the needs of pupils.

(2) Through the counselling relationship, he helps pupil to: Understand himself in relation to the social and psychological world in which he lives:

_____accept himself as he is

_____develop personal decision making competencies.

_____resolve special problems.

(3) He assumes the role of leader and consultant in the school's programme of pupil appraisal by:

_____coordinating the accumulation and use of meaningful information about each pupil.

_____interpreting information about each pupil to them, to their parents, to teachers, and to others who are professionally concerned.

_____helping to identify pupils with special ambition or needs.

(4) He collects and disseminates to pupils and their parents information concerning:

_____School offerings

_____Opportunities for further education

_____Careers and career training opportunities.

(5) He coordinates the use of services available beyond those he can provide by:

_____making pupils and their parents aware of the availability of such services

_____making appropriate referrals

_____maintaining liaison and cooperative working relationships with other pupils personal specialists and with agencies in the community where special services are available.

_____encouraging the development and/or extension of community agencies for meeting special pupil needs that are not already adequately met.

(6) He assists in providing placement services for pupils by:

_____planning with teachers and administrators for the grouping and scheduling of pupils.

_____helping pupils make appropriate choices of school programmes and develop long-range plans of study.

_____helping them make the transition from one school level to another, and from school to employment successfull

_____coordinating his placement work with others for the most effective use of the placement services available in the school and the community.

(7) He helps parents by:

_____acting as a consultant to them regarding the growth and development of their children.

_____providing them with information about their children (with due regard to the child's desire for confidentiality)

_____providing them with information about educational and occupational opportunities and requirements and about counselling programmes and related guidance services available to them and their children.

_____assisting them to develop realistic perceptions of their children's development in relation to their potentialities.

(8) He serves as consultant to members of the administrative and teaching staffs in the area of guidance by:

_____sharing appropriate individual pupil data with them

(again with due regard for the pupil's desire for confidentiality).

_____helping them to identify pupils with special needs and problems

_____participating in the inservice training programmes.

_____assisting teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.

(9) He conducts or cooperates with others in conducting local research related to pupil needs and how well school services are meeting those needs by:

_____contacting graduates and dropouts.

_____comparing scholastic aptitudes with achievement, selection of courses of study and post high school experience

_____studying occupational trends in the community.

_____evaluating the school's counselling and guidance services.

(10) He carries out a programme of public relations by:

_____participating in programmes of various community groups

_____furnishing information regarding the counseling and guidance programmes to local publishers, radio and TV stations.

Finally, on their enquiry concerning the guidance counsellor's working environment the researcher pointed out that the contributions of the secondary school counsellor to pupils school and society are dependent upon the existence of certain environmental conditions.

First, he should be free from administrative and clerical assignments which would interfere with his responsibilities as a professional school counsellor.

Second, he should have the physical facilities appropriate to his work.

This would include a private office which offers visual as well as auditory privacy, and provides a relaxed, confortable atmosphere in which he may communicate with pupils and others in confidence and without interruption.

Third, he should have paid clerical assistance and such equipment as will help him to carry out his functions as a counsellor and guidance specialist.

Fourth he should have the opportunity to initiate and carry on Conferences with pupils during school hours but with due regard for their academic programmes.

Fifth, his employment should be on a full-time basis and should extend beyond the normal school year. His salary should be commensurate with his level of training and experience and should compensate him for time he works beyond the regular school year.

Sixth, he should have a time schedule which will enable him to grow professionally and which will permit him to pursue such, activities as research, participation in professional conferences and visitation of other schools, colleges, places of employment etc.

Seventh, budgetary provision should be made that will allow the school counsellor to have the equipment, materials, travel allowances etc necessary for him to carry out his functions.[60]

Eighth, he should have access to professional supervision and consultation as needed. His role as a member of the pupils personnel services team, as well as his relationship to other members of the team and to teachers and administrators, should be firmly stated.

With these facts at their disposal, they were well equipped to answer the questions the researcher was posing to them on the scheme of initiating guidance services in Ondo State.

---

[60]Prof. E. W. Graber M.Ed Lecture notes in Guidance and Counseling 1976/77 Session.

* More than 85% of the officials interviewed showed * support for the scheme.

Although a negligible percentage of about 5% adopted the attitude of "let's wait and see".

From the interview it can be inferred that both government officials, and parents expressed that such scheme was long overdue and pledged support for its initiation.

From the government circles the idea of initiating scheme of guidance and counselling was supported enthusiastically. See Appendix II - Letter No. INS/HQ 137/31 of 31st May 1977.

The Ondo State Central Schools Board gave the researcher a circular letter to all Principals of Secondary Grammar Schools and Teacher Training Colleges introducing the researcher the Principal, and urging them to allow and cooperate with him in his survey and collection of data in their schools and colleges. No palpable evidence of support is greater than this - see appendix III for the copy of the Circular letter.

The Principal of the School to which the researcher was attached had already filled necessary forms for grants to start off the scheme after the course. More than 90% of the administrators of schools and colleges

expressed optimism at the success of the scheme when initiated.

With particular reference to the administration of the questionnaires the following observations were made:

The students question number 8 which reads: Guidance services assist each individual to know his talents.

Table 2

Respondents Opinion poll on the Efficacy of Guidance to Spot light talents

Number of Students Interviewed	SA	A	U	D	SD	No of Responses
200	47	146	7	-	-	200
	23.5%	73%	3.5%	%	%	100%

Table 2 above reveals a negligible percentage of students who are undecided as to whether or not Guidance services assist each individual to know his talents.

The response shows a great support for the efficacy of guidance services. As much as 23.3% + 73% = 96.5% agreed that guidance services would assist them in spot lighting their talents.

The researcher has every reason to rely on this response in view of the fact that the theory of Ginzburg[61] as demonstrated in Table 1, gives credence to the realistic age of decision making and in view of the overwhelming percentage position response, at this age "the youth gives his imagination full rein, as he sorts what is and is not important." In doing this he may need noncritical adults as "sounding boards". He can develop vision for his life in terms of optimistic aspirations and for the arts and social activity as means of enriched being. His interests are usually stable enough to be assessed along with his special aptitudes, making this probably the best age for vocational testing and guidance. He now has the ability to think in terms of abstractions, and to translate his social ideas into specific experiences, solve problems and participate more vigorously in groups.

During this period, adults need to make themselves available and provide provocative "food for thought" in classes. Aesthetic interests and skills should be encouraged. Various tests of interest, abilities, and

---

[61] Ligon, E.M. The growth and Development of Christian personality,. Sechenectady, N. York. The Union College Research Project, 1957.

attitudes toward life can be useful. Sixteen to eighteen year olds need problems which require creative applications of what has been learned. They also need help in finding creative ways to stand by their beliefs and to practice their such ideals. Adults themselves need to seek creative solutions when they find themselves in conflict with the seventeen-to-eighteen year old.

Questions 9 - 11

Q.9 Guidance services work through counsellors who help individuals to obtain their education goals

Q. 10 The Guidance counsellors assist students to make wise vocational choices.

These questions are best treated together as they reveal two of the most important functions of the counsellor in the field of vocational guidance.

Table 3

Students Opinion poll on Guidance Counsellors help to make wise vocational choices

	Number of Students	SA	A	U	D	SD	No of Responses
Q.9	200	61	135	4	-	-	200
	Percentage	31%	67.5%	1.5%			98.5%
Q.10	200	101	99	-	-	-	200
	Percentage	50.5%	49%	-	-	-	99.5%

Moreover the score is overwhelming support for the capability of the Guidance counsellor to guide students reach their goals educationally and vocationally.

It is interesting to observe the negligible percentage that are doubting 'Thomases'.

The response was positive and the score 99.5% must be convincing.

Indeed the young individual's need for guidance varies directly with the number of choices open to him. In the past occupational choices were relatively restricted and a common body of learning was deemed appropriate for all students the need was minimal. But now life has grown more complex as the adult individual has become more mobile both socially and economically and as the function of the school has been enlarged and new emphasis on adopting instruction to meet individual differences has been accepted. The UPE with its teeming intakes, several differentiated programmes and opportunities to participate in a variety of optional courses and extra-curricular activities were initiated. The modern crase for industrialisation and improved

technology have made the world of work complex and specialised. Competition within the rank and file of workers, employers are becoming more and more selective. Each of these changes has heightened the need for student guidance and broadened the scope of guidance required.

Questions 11 - 15

These questions and their responses are best treated together because they are all based on the use of tests in guidance.

Table 4
The Use of Tests in Guidance

		No of Students	SA	A	U	D	SD	No of Respondents
Q.11 4.1.		200	89	111	-	-	-	200
	Percentage		44.5%	55.5%	-	-	-	100%
4.2	Q.12	200	31	169	-	-	-	200
	Percentage		15.5%	84.5%	-	-	-	100%
4.3	Q.13	200	28	172	-	-	-	200
	Percentage		14%	86%	-	-	-	100%
4.4	Q.14	200	87	111	2	-	-	200
	Percentage		43.5%	55.5%	1%	-	-	100%
4.5	Q.15	200	32	168	-	-	-	200
	Percentage		16%	84%	-	-	-	100%

The above five tables speak abundantly clearly for themselves. They deal with the use of tests in guidance.

The respondents have positively agreed that the use of tests in guidance is of paramount educative importance.

As we see in tables 4.1, 4.2, 4.4 and 4.5 all respondents agreed positively. Except in 4.3 where a negligible percentage of 1% is not sufficient to alter the overwhelming support for the use of tests.

The tables show clearly the importance of this instrument in counselling.

Tests generally as instruments of importance to the high school counsellor may be classified as follows:

1. Tests of scholastic aptitude, intelligence
2. Achievement tests
3. Vocational interests inventories
4. Personality tests

These instruments, according to the tables above, in the hand of a well trained counsellor enable students to know themselves, their areas of interest and skills. Individual differences are well portrayed. These tests indicate also necessary changes that are sometimes needed in some aspects of a student's life. They also help to indicate individual placement in courses at school.

Q.16: Parents seek the well-being of their individual child and his overall development.

The respondents all strongly agreed that parents seek thwell being and overall development of their children. This is a natural thing to do. The parents seek physical, educational and mental growth of their children. This would enable them to stand on their own to make wise choices in their vocations and recognise their best areas of interest, talents, capabilities abilities etc.

Q. 23: Counsellors are professional rivals of the principal.

Table 5

The Relationship Between the Principal and the Counsellor

No. of Students.	SA	A	U	D	SD	Total
200	65	55	20	20	40	200
Percentage	32.5%	27.5%	10%	10%	20%	100%

This is another interesting question that is very controversial. Here a greater percentage of the respondents agreed that the counsellor is a professional rival of the Principal, and 30% disagreed, 10% are undecided.

Indeed, it is normal and natural to think or assume this. Most of the duties traditionally carried out by the Principal are now scientifically the counsellor's.

Parents would no longer come direct to the Principal but to the Counsellor who now assumes most of the responsibilities for the developmental processes of the individual child.

It should be pointed out however that there is no clash of authority. The Principal still remains the principal and the counsellor is part of the school staff whose duty is to apply science to all that are regarded as the traditional duties of the Principal.

The post of a principal as head of the school has nothing to do with the functions of the counsellor.

But as students become used to the work of the counsellor they would come to realise that there is difference between the two posts.

Q. 24: Counsellors have nothing new to offer the students, they are like any other teacher.

Table 6
The Counsellor as a Specialist

No. of Students.	SA	A	U	D	SD	Total
200	-	4	20	96	80	200
Percentage	-	2%	10%	48%	40%	100%

This is another interesting question. 88% disagreed with the idea that the counsellor has nothing new to offer students.

10% are undecided and 2% agreed that the counsellor has nothing new. 10% is neglible to destroy the work of the counsellor. The 88% of the respondent are sufficient to ground a good case infavour of the counsellor.

It is only necessary to repeat here that the counsellor is a specialist in his field with graduate level training to handle guidance and counselling in all its ramifications. This is scientific and his work greatly complements the school curriculum. He alone can handle psychological tests, and interpret. He is an expert in placement by the use of those tests. His own place cannot be filled by any other teacher on the school staff as he attends to individuals in a special way. He cares for individual differences interests, attitudes choices and educational goals and aspirations. The maladjusted, the worried, the problem ridden, the frustrated, the drug adicts, hemp smokers.

Q. 25: The next question is for the respondents to mention two subjects they like best.

Among the subjects that came up most

Table 7

Subject Interest Areas of Respondents

Subjects	No of Respondents	Subjects	No of Respondents
Physics, Chemistry	34	Commerce, Typing	14
Geography, Mathematics	28	Agric. Science, Yoruba	22
B. K., English Lit.	40	History, French	32
Economics, Government	30		

The researcher will discuss this with Q.28 where they were asked to mention two occupations.

It is interesting to note that even those who wrote B.K. Geography want to be doctors and those with History and English want to be Engineers.

These two questions point to the urgent need for guidance services to enable the students to know their ability and to direct this to their vocational aspiration. Vocational aspiration must be in consonance with potentialities. The counsellor comes in here to help the individual to know the vocation for which he is best suited.

This "analysis points to the fact that the foundations for an effective occupational choice must lie in the values and goals of an individual, for it is these which enable him to order his current activities with reference to the future. The essential element in occupational decision making is the effective link of present action to future objectives. Certainly, capacities and interests must be considered, but the individual will not make an effective occupational choice unless he has support from his value scheme.[62]

Table 8
Analysis of the Occupational and Educational Goals of Respondents

Take to Occupation	No of Students	Percentage
	70	35%
Further Education	150	65%
Total	200	100%

65% of the respondents want to further their education and 35% to enter into the world of work.

For those who wish to further their education one has to ask whether these can get admission into the highly competitive post secondary schools and colleges.

---

[62] Hoppock, R. 1967. Occupational Information Mc Graw Hill Book Co. New York.

Students in Nigeria are career oriented. The important role of guidance and counselling toward the solution of career problems must be viewed in the light of students needs and the needs of the society.

Students needs include the need to study effectively to make a wise choice of school subjects for academic advancement, to obtain sufficient and appropriate vocational information about the world of work around them. The manpower needs of the society must be borne in mind too.

There is therefore abundant evidence of support from the analysis of students opinion poll for the initiation of guidance services in Ondo State of Nigeria.

Table 2 above shows more than 96% positive support for the efficacy of guidance services in assisting each individual to know his talents.

Further, table 3 above shows about 99% positive response for the capability of the guidance counsellor to guidance students to reach their goals educationally and vocationally.

Furthermore, the use of tests as a tool in guidance has been overwhelmingly supported as an efficient technique to determine students areas of interests, individual

placement in courses at school and their skills and potential. Further still, in the analysis it has been shown clearly that the work of the Counsellor to overcome problems of maladjustments, vocational choice and attendant dilemmas, frustrations and vocational decision-making competency.

Out of the eighty teachers to whom questionnaires were distributed only sixty returned theirs filled. Others claimed that they had joined the parents in the interviewed. Indeed some of the teachers come up under the platform of parents and they were interviewed. The sixty that returned their questionnaires have got so many interesting answers for analysis.

Question 8.

Of the sixty that returned their opinions it is interesting to note that ten strongly agreed that guidance services will solve most of the problems confronting students in the school.

Table 10

Solving Students Problems

No. of Respondents.	SA	A	U	D	SD	Total
60	10	40	10		-	60
Percentage	16.66%	66.6%	16.6%	-	-	100%

More them 80% agreed that guidance services would solve most of the problems of the students. What problems? Such problems include maladjustment, lack of individual attention, waste of talents misdirected efforts, lack of vocational guidance and information. Other problems are overdiscipline resulting into frustration; unnecessarily high aspirations, untapped potentialities and mischannelled talents.

A negligible percentage of sixteen percent who are undecided is not sufficient to effect the positive support the teachers give to guidance services.

Question 9:

Guidance will help you teachers to know more of your students interest and potentialities.

Of the sixty that turned in their responses, fifteen strongly agreed, forty agreed and five remained undecided.

Table 11

Guidance Help Teachers to Know Students Interests and Potentialities

No of Respondents	SA	A	U	D	SD	Total
60	15	40	5	-	-	60
%	25%	66.67%	8.33%	-	-	100%

The use of teacher made tests which turn out raw scores of students marks do not go any length to reveal the totality of students interests. The records kept by teachers are meant for all students. No individual cumulative records, no anecdotal records no testing, no vocational information. The use of aptitude and interest inventories the use of personality tests - all these would help the teachers to know more of the interest of his student and this would help him to know more of his students and to direct his energy to helping them adjust properly, physically, educationally and vocationally.

Over 90% of the teachers responded in support of this and those doubting Thomases' - form just a negligible 8% of the whole respondents.

Question 10:

Guidance Counsellors are specialists whose work in a school cannot be adequately performed by any other teacher.

Twelve respondents strongly agreed, forty-five agreed and three were undecided.

Table 12

Arears of Operation of the Counsellor

No of Respondents	SA	A	U	D	SD	Totals
60	12	45	3	-	-	60
%	20%	75%	5%	-	-	100%

When we look at the analysis in Table 11 we are not surprised because the guidance counsellor is a specialist with graduate level training in guidance services which include the use of Psychological Testing, placement, keeping of cumulative record and counselling.

There is no teacher who can do all those adequately except the counsellor alone. So the analysis reflects the true picture of the teachers limitation and field of operation.

A total of 95% agreed either strongly or agreed the negligible 5% that were undecided may not want to commit themselves into taking sides as they may not be very sure of the actual functions of the counsellor.

Question 11:

Guidance in post primary schools helps to solve the manpower needs of the nation.

In the long run this is one of the primary objectives of guidance and counselling.

The analysis reveals that 25% strongly agreed and 71.67 agreed and a negligible percentage of 6.33 are undecided.

One of the goals of the guidance services is to solve the manpower needs of the nation because vocational choice is a psychological process and because the vocations structure may be classified in various dimensions - social, psychological and educational - vocational counselling is a specialty task for professionally qualified counsellor.

A vocational choice is a phase of the total developmental pattern of the individual, is responsive to self-concept and ego needs, may be influenced by varying values of different ages and in different connections. Because of the complexity of this process, a vocational counsellor must study the person of the client not merely know vocational demands.

Vocational information has its own dynamics as does appraisal and other self-information. The clients attitudes toward vocational experience and vocational knowledge as these relate to his needs may be of more significance than the more possession of the information itself.

Guidance services help greatly to channel individual potentialities to the vocational needs of the nation. Thus the educative aspiration of the students are geared towards its manpower needs of the nation.

Question 12:

The tests administered by the counsellors are true predictors of students learning capacity.

Something more must be said about the analysis of the respondents, although question 12 and the following few ones have been delat with extensively in Quesionnaire I and therefore not much time would be spent on them here.

It is however important to note that more than 80% of the respondents agreed that tests are true predictors of students learning capacity. The remaining 20% who remained undecided may hang on the shortcoming or the limitations of the use of foreign tests in Nigeria. Definitely others on the fact that tests could be manipulated by unscrupulous counsellors or be given subjective interpretation.

Instruments of importance to the high school counsellor may be classified as follows:

(1) Test of scholastic aptitude, intelligence or general intellectual acuity (2) Tests of achievement (3) Tests of aptitude having special significance for vocational preparation and choice, (4) Wocational interest inventories and (5) Measures of personality.

Tests are now available at the TEDRO (WAEC) for use and Professor Bakare of the University of Ibadan has made four interest inventories and Professor Yoloye too has adapted Thurstone Apptitude test for use in Nigeria.

No doubt these are good instruments in the hand of the counsellor for use in our post primary school and their results are far reaching.

Question 13:

Guidance helps in career choice. See Question 11.

Question 14: See Question 9

Question 15-23: These have been fully analysed in Question 1 and the interview.

Question 24: Suggest two reasons why you think guidance services are not good in post primary schools.

Many varied answers are given ranging from the clash of interest between the Principal and the Counsellor.

That the Counsellor has completely overthrown the Principal and this might lower his positive dignity among parents. Others suggest that parents are not likely to accept the results of Psychological tests. For example a parent who wants his child to read Medicine is not likely to compromise with the Counsellor who suggests after considering all tests and records and finds that the child's potentials can only land him as an accountant.

One thing such parents should realise is that further research will gradually clarify the value of interest inventories. For the present, the cautious and perceptive counsellor is justified in encouraging students to think seriously about fields in which they show usually strong interest and in discouraging students from embarking on extensive training for vocations in which they evidence a marked disinterest.

Question 25:

"The wave of lawlessness, riots, hoolignaism, wanton destruction of school property and demonstrations are increasing despite all efforts by the administrators of schools to curb these. Give two reasons why this disintegrating situation will probably continue".

Teachers themselves realise that some of them are no longer dedicated to the calling. This made such teachers pay lip service to their employers. Under such a situation no serious attention could be given to students. When students are not attended to properly and not charged with any responsibility they bound to be irresponsible. Further, no proper records of students admitted are kept and no attention paid to individuals. So the students with varying backgrounds and behaviours can resort to any type of behaviour if no steps are taken to restrain them. Teachers also suggest that the way schools discipline the students need some modification or complete change from the status quo, the flogging or any other form of corporal punishment is no longer yielding any good fruits instead it hardens students and in some cases induces them to commit further atrocities.

Other reasons include broken homes which prevent students from receiving proper home training. That deviant behaviours come from students whose parents are rich and well-to-do in the society. Those students always find it difficult to make themselves amenable to discipline.

With the initiation of guidance services the researcher strongly feels that such deviant behaviour may be reduced and a new lease of peace would reign supreme in our post-primary schools.

Question 26:

What roles do you think guidance counsellors perform in schools. Mention just two of them.

Teachers answers are not at all very adequate. Answers range from just the counsellors guide to the counsellors advise on what to do and what not to do. This shows complete misconception of the actual duties of the Counsellor. So the teachers actually pinpoint the counsellor as a specialist with certain methods of teaching.

But as we have seen the main functions of the guidance counsellor are:

(1) Psychological Testing

(2) Placement

(3) Keeping of Cummulative Records

(4) Counseling.

He has a graduate level training in these fields and the results of those functions are far reaching.

Question 27:

What individual records do you keep in your school

apart from registers, records of scheme of work, log-books, and rawscores of marks?

The teachers answers to this question limit themselves to the main records kept in the school. Such records are:

The Register
The records of work
Discipline Book
The Log book
Record of fees i.e. the cash book
Admission Register

This shows exactly how ignorant of the work of the counsellors some of these teachers are. The main records that reveal the individuality of the students are absent. Such records as Biographical Records. This is important as it shows the Teacher the type of home the individual student comes from. His ailments, problems at home, whether his parents live together or are divorced, his age etc.

Individual Records. Cummulative Records
Anecdotal Records
Health Records
Records of Graduates of the School
Records of Referrals made.

Records of Occupational Information - Occupational

Information file
Records of tests available
Records of placement.

The keeping of all these records reveal the students individuality and the way each could be helped to attain the highest educational vocational aspirations.

Question 28

What amount of detailed attention do you give individuals in their educational and vocational choices?

Teachers answers are rather discouraging because they reveal that no individual attention as this would be preferential treatment to individuals to all students are treated the same way and together.

Infact this attitude negates the fact that individuals have differences and that no two students are the same.

This is great difference from the way the counsellor handles the situation. The counsellors main concern is for the overall development of the individual students.

Question 29

Give two reasons why you think tests are not suitable predictor of individual placement in the school?

Teachers answers have been treated under Question 12. It is however to be noted that just a negligible percentage of the teachers do not like tests in schools

for as they say tests could be given subjective interpretation as the Counsellor is the only person that can interprete tests. Parents may not take kindly with the results of such tests.

Question 30

Mention two criticisms against guidance in post primary schools?

Teachers maintain that guidance seeks to probe students secrets. That counsellors merely duplicate personnel as their functions are the same as those of the Principal. That the counsellor would be more important than the Principal.

Teachers are ignorant of the intentions of counsellors. Counsellors work with utmost confidentiality with the records of individual students. These records are jealously guarded and used for the overall development of the students. These records as they reveal the individuality of the students, the counsellors are in good positions to guide and to counsel.

Summary

This study has conclusively answered and proved with facts and figures the questions which are investigated in this project.

Question 1, which sets out to know the attitude of the Administrators of Education has been supported both at the interview held and in the analysis of data above.

The positive support given by students and teachers has been well analysed and pointed out in the summary. As to the Government's support the interview gave the researcher not only a verbal support but also was followed by two assuring letters from the Permanent Secretary, Ministry of Education of that State and the Secretary Central Schools Board of the State. (See Appendices II and III for copies of the letters.

The stage has been set by all parties concerned in the initiation of guidance services and the 'go ahead' order has apparently if not definitely been communicated to the researcher.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS:

The increasing grave concern of the Nigeria Federal Military Government and States government and indeed the public at large for the deviant behaviours in post primary schools resulting into riots, hooliganism, acts of desperate highhandedness and wanton destruction of school property coupled with the belief of the researcher in finding solution to such behaviour problems through guidance and counselling and cummulative concern for the increasing rate of school drop outs, unrealistic career or vocational choices by students of post primary schools led to this research.

The concern of the Federal Military Government has been succinctly put in the following words:

> "In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children career officers and counsellors will be appointed in post primary institutions. Since qualified personnel in this category in scarce Government will continue to make provisions for the training of interested teachers in Guidance and Counselling will also feature in teacher education programmes".[62]

---

[62]The Federal Military Government Educational Development Plan. Federal Ministry of Education, Lagos.

Hitherto, Education has been costly to come by and the post primary school is infested with some students who resist with brute force constituted authority.

Now that Education is free and with the UPE in force, the researcher foresees the future as perfectly bleak and pregnant with more serious problems in all facets of Educational and vocational endeavours. The researcher therefore feels strongly that the haven of rescue from impending national calamity and catestrophe may lie in the initiation of guidance services in post primary schools in Ondo State of Nigeria.

The study therefore set out with following questions which have been answered.

1. What is the attitude of Administrators of Education in Ondo State to the scheme of initiating guidance services?

2. What is the attitude of the students to the scheme?

3. What is the attitude of the teachers, the public and the parents to the scheme?

4. What is the attitude of the Government about providing funds?

The survey results have proved that guidance services are urgently necessary in Ondo State of Nigeria.

Among the students the concensus of opinion was that the scheme would benefit them greatly as it would assist them to adjust properly their educational and vocational endeavours.

The parents too were prepared to support any more that would help their children's progress and development in their education and vocational choices.

The teachers even though registered their support but they feared that there was great overlap in the functions of the counsellor and the administrators, that these would be keen rivalry between the two for power and that the principals would still want to maintain the status-quo and this might bring constant clash between them.

The administrators have come to recognise the importance of guidance and that the full implementation of such services would only serve to aid them in their administration and placement of students that individuals would begin to receive attention and records hitherto unkept would now be in force and these would help the school to help the students. Hitherto students have received little or no vocational guidance and their disciplines have not reflected in their choice of

vocation. Henceforth students aspirations and potentialities would be reflected in their choice of vocation.

The likely causes of indiscipline is a feeling of insecurity shown in the form of anxiety, inadequacy which derives from a feeling of being unwanted, unloved, aimless or goalless aspiration would be discouraged. Unrealistically high aspirations unwillingness to accept one's limitations and live within the confines of same would also be tempered.

The government officials interviewed also registered their support but entertained some fear as to how to get the personnel now to start off. As to the finance of the services there was no fear as the Federal Government would subvent all states governments in their educational pursuits.

RECOMMENDATIONS

The study therefore suggests the following possible recommendations. (1) The Ondo State Government should step up the training of guidance counsellors to disseminate vocational information in the post primary institutions in the State.

(2) Vocational information should be taught right from the primary schools up to the University level.

(3) Activities such as field trips and career conferences should be utilised by counsellors to expose the students to the world of work and thereby provide vocational information for them.

(4) African tests should be used so that they can appropriately probe the abilities and interests valued in Africa. They will be cheaper to buy too.

(5) The TEDRO (Test Development Research Office) should make the aptitude tests more accessible for counselling purposes in schools to enable the counsellor to aid the students to understand themselves, their potentials abilities through the use of testing. Each school should be supplied with aptitude test to use in counselling.

(6) Guidance Committees should be set up to help promote guidance programmes in the Nigerian Schools.

(7) Curriculum should be varied and innovated to provide a more comprehensive range of activities to cover students of varying abilities aptitudes and interests.

(8) There should be an office in each post primary school specially furnished for the use of the counsellor on the lines explained in chapter four of this research.

(9) The Ministry of Education should make Principal of schools realise that counsellors do not fall under the category of teachers who should have the same teaching periods as other teachers if they should perform their duties well.

(10) The Ministry should not vote money to run the Guidance services through Principals as some of these would begrudge the counsellors such funds, and very important equipment the principals would dismiss.

(11) The core of any guidance programme should be to make the youth aware of the educational and occupational realities.[63] Since guidance services are yet being developed in the developing nations, the nations experiences of the educational and vocational opportunities are very limited.

This study has revealed that vocational information is seriously lacking, and this is manifest in the narrow range of occupational categories or title

---

[63] Napier. 1972 p. 155

displayed by the 200 students. The Government should try to make available informations through several guidance activities.

(12) Government should support and finance attendance of career conferences. This could be an excellent avenue to make vocational information available. A career conference is a meeting of experts and heads of work departments to help students become familiar with the existing occupations, opportunities and work requirements.

(13) The study has revealed that the reading material about occupations is painfully lacking. Career guides, vocational journals and adverts should be made available to students. This should be financed by the school. Infact, an occupational information file in the school should be built up.

(14) Conclusively, Seminars should be arranged and financed by the Government where heads of departments in Government Ministry and Industrial Managers and University lecturers would deliver papers aimed at strengthening guidance services and training of career officers.

BIBLIOGRAPHY

A. TEXTBOOKS

1. Adams, J.P. 1965. Counseling and Guidance - A summary view. Macmillan Co., New York pp.368

2. Anastasi, A. 1968. Psychological Testing (3rd Edition) Macmillan Limited, London pp.665

3. Bhat, L.J. and Esan, A.J.A. 1972. "A critical study of research needs for guidance in Nigeria", in Durojaiye, M.A.O. (Ed.) Psychological guidance of the School Child. Evans Brothers Limited, Ibadan p.128

4. Buros, O.K. ed. 1960. Mental Measurements Year Book (3rd ed.) Gryphon Press N.J. 1047 p.

5. Bennett, Margaret E. Guidance and Counseling in groups. McGraw Hill Book Co., New York 1963 pp 419

6. Cote, M.P. 1972. "Guidance in Education: the application of the behavioural Sciences in Secondary Schools" in Durojaiye, M.O.A. (Ed.) Psychological guidance of the School Child.

7. Cronbach, L.J. 1960. Essentials of Psychological testing (2nd ed.) Harper, New York.

8. Durojaiye, M.O.A. 1972. "An introduction to counseling and guidance for Nigerian teachers", in Psychological guidance of the School Child, chapter 6.

9. Esen, A.J.A. 1972. "Towards an indigenous philosophy for guidance in Nigeria" in Durojaiye M.O.A. Ed. Psychological guidance of the School Child chapter 8.
Evans Brothers Limited, Ibadan 128p.

10. Downing, Lester N. 1974. Guidance and Counseling Services - An Introduction McGrawHill Book Co., pp.105

11. Garret, H.E. 1956. Statistics in Psychology and education (6th ed.) Longmans (6th ed.) 491p.

12. Gesinde, S.A. 1976. Choice Points in the Nigerian Educational System Implications for Career Guidance pp. 5 & 6.

13. Hann, N.E. and Maclean, M.S. 1958. Counseling Psychology. McGrawHill Co., New York. 302p.

14. Hoppock, R. 1967. Occupational Information (3rd ed.) MacGraw Hill Book Company, New York 598p.

15. Hughes, P.M. 1971. Guiding and Counseling in Schools: A response to change Oxford Pergamon. 241p.

16. Jordan, A.M. 1953. Measurement in Education MacGrawHill Book Company New York 533p.

17. Karmel, L.J. 1965. Testing in our Schools Macmillan Company, New York, 112p.

18. Miller, F. 1961. Guidance: Principles and Services (2nd ed.) Chalres E. Merril Publishing Company. Columbus 536p.

19. Napier, R.W. 1972. Schools Guidance Services. Evans Brothers Limited, Ibadan 200p.

20. Olayinka, M.S. February, 1973. Job Aspirations of the Youth and the educational provisions in Lagos. West African Journal of Education Vol.XVII No. 1. p.41

21. Okam, E.C.N. ed. 1966. Careers in Nigeria Evans Brothers Limited, London 288p.

22. Patterson, C.H. ed. 1967. The Counselor in the School Selected readings. McGraw Hill Book Company New York 495p.

23. Shertzer, B.F. and Stone S.C. 1971. Fundamentals of Guidance (2nd ed.) Houghton Mifflin Company Boston 557p.

24. Smith, G.E. 1955. Counseling in Secondary School. Macmillan Company. New York 365p.

25. Thorndike, R.L. and Hagen E, 1965. Measurement and Evaluation. Psychology and education (2nd ed.) John Willy and Sons, New York 597p.

26. Tolbert E.L. 1974. Counseling for Career development Houghton Mifflin Company. Boston pp.340

27. Vaughan T.D. 1970. Education and Vocational guidance today. Routledge and Kegan Paul, London. 160p.

28. Van Dalen, Deobold. B. 1973 Understanding educational research - and introduction McGrawHill Book Company New York pp.352.

B. PUBLICATIONS

29. Aleyideino, S.C. ed. November 1970. Guiding Secondary School leavers towards Making Career decisions. Institute of Education, Ahmadu Bello University, Zaria.

30. Denga, D.I. July 31, 1973. Guiding and Counseling in Nigerian Schools; in the Rennaissance 10.

31. Denga, D.I. The Relationship between the Students Potential and their Career aspirations unpublished Master's Degree Thesis ABU Zaria 1974 pp.105

32. Federal Ministry of Information, Lagos 1970. Report on National Curriculum Conference of September, 1969. 325p.

33. Federal Ministry of Information, Lagos, 1970 Second National Development Plan 344p.

34. Federal Ministry of Information, Lagos
Third National Development Plan 1977-1980
pp.36

35. Federal Manpower Board, Lagos, 1963
Manpower situation in Nigeria 19p.

36. Graber E.W. (Professor) March 1974. What guidance services are needed in Nigeria. Paper presented at the Conference of Secondary School Principals in the six Northern States at Bagauda, Kano State.

37. Ibadan, Careers Council, July 2-7, 1972.
The fourth annual workshop on guidance.

38. New Nigerian April 22, 1974 pp. 16 col.5

39. Weeks, J. ed. November 1973. Manpower and unemployment in Africa. A newsletter Vol.6, No.2
Institure of Development Studies University of Sussex, 118p.

C. JOURNALS

40. Durojaiye, M.O.A. ed. November 1970. Guiding Secondary School Leavers Towards Making Career decision and occupational Choice in West Africa Journal of Education pp.60-64.

D. TEST PAMPHLETS

41. Bakare C.M. 1970. Motivation for Occupational Preference Scale. Department and Institute of Education University of Ibadan 2p.

42. Professor Yoloye. The Predictive Validity of Lorge Thorndike intelligence tests, 1965.

BIBLIOGRAPHY

E. ADDENDA

Preece, M. R, 1972. New Trends in Education; vol. 9, p. 6.

Ndahi, 1972-1973. Follow up study of the placement of students p. 6 quoting Ministry of Education, Kaduna gazette.

Rank, O. 1972. Educational Review, vol. 24, No. 2, p. 141.

Morris, V. C. A look at Guidance Theory. p. 24.

Roberts, Roy. W. Vocational Education. p. 307.

Bowles, F. H. October, 1959. Nature of Guidance, Personnel & Guidance Journal. vol. 38, p. 112.

Cibbin, J. 1961. "Essentials and Incidentals in Guidance". The Catholic Education Review. vol. 59, No. 9, p. 608.

Herman, J. Peters and Gail Farwell. 19... p. 21.

Ericksen, in Miller 1968. p. 219.

Winston, H. R. 1968. Standard Tests in Education, p. 72.

Biesheuvel, opcit. 1952. p. 45.

APPENDIX I

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

M/GC/2.1

28th April, 1977

The Permanent Secretary
Ministry of Education
Akure, Ondo State.

Dear Sir,

I am writing on behalf of Mr. J.B. Akintade to request your kind permission to allow him conduct some survey in ten primary schools under your jurisdiction.

Mr. Akintade is a post graduate student in the Faculty of Education and he is expected to conduct his survey on Educational Guidance in the ten selected primary schools as part of the requirement for the completion of his master's degree.

I will appreciate whatever you can do to ease his task, with the understanding that a copy of the results of his findings in this project would be made available to the authority on request.

Thank you for your anticipated cooperation.

Yours sincerely,

M. J. Shuaibu
Secretary, Post-graduate Studies Comm.

MJ/csb.

cc: The Chief Inspector of Education
Ministry of Education
Akure, Ondo State.

The Secretary
Central State Scholarship Board
Akure, Ondo State.

The Commissioner for Education
Ministry of Education
Akure, Ondo State.

The Principal
Babatope Memorial Gram. Sch.
Ikere-Ekiti, Ondo State

The Principal, Okemesi Gram. Sch.
Okemesi-Ekiti, Ondo State

The Principal
Ondo High Sch.
Ondo, Ondo State.

APPENDIX II

CENTRAL SCHOOLS BOARD
AKURE ONDO STATE OF NIGERIA

19th April, 1977

All Principals
Secondary Grammar & Teacher
Training Colleges
Ondo State.

Authority to Conduct Survey on
Guidance Services in Post-
Primary Schools in Ondo State

I wish to inform you that Mr. J.B. Akintade, a Post-graduate student of the Ahmadu Bello University has been authorised to visit your school for the purpose of conducting a survey on Guidance Services in Post-primary schools in the State.

2. It will be appreciated if you would co-operate fully with him during his visits to your school.

Sgd
(S. O. Ijaboyode)
for: Secretary
Central Schools Board

APPENDIX III

MINISTRY OF EDUCATION

AKURE, ONDO STATE

NIGERIA

Examination Division

Ref: INS/HQ 137/31 31st May, 1977.

Mr. J. B. Akintade
Student in Guidance and Counselling
Faculty of Education
A. B. U.
Zaria

The Role of A Secondary School Guidance Counsellor 1

Your letter dated 30th April 1977 refers please. Thanks very much for your concern over the introduction of Guidance and Counselling into schools in Ondo State. It will interest you to know that the State Ministry of Education feels very concerned too and has infact drawn up a programme towards this end.

2. I would appreciate your sending the notes and papers referred to in your letter. You are assured that the notes would be carefully studied and objectively appraised.

3. Thanks a lot for your interest.

Sgd
(S. A. Ajayi)
for Permanent Secretary

APPENDIX IV

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
Z A R I A

The Student Opinionnaire on the Scheme of Initiating Guidance Services in Post Primary Schools in Ondo State of Nigeria.

The Ministry of Education, Administrators of Education, teachers and other educationists and indeed the Public are very much interested to know the students students feelings and attitudes with regards to the scheme of initiating guidance services in the post primary schools in Ondo State.

The questions are being asked in an effort to determine whether or not you believe such scheme is worthwhile and would be of great assistance to you in your educational and vocational decision-making competency and indeed in your over-all developmental process as individuals.

Note that the success of this opinionnaire will depend on the mature way you answer the questions and the personal interest you have in the scheme. Your honest opinions will therefore be of considerable assistance and this will be greatly appreciated.

DATE.....

1. Full Name: Mr./Mrs./Miss.....
2. Postal Address.....
   .....
3. Date.....and place of birth.....
4. Name of Secondary School.....
5. Year of first attendance.....
6. Form.....House.....
7. Previous Post Primary Institution attended.....
   .....

The following statements represent opinions and your agreement or disagreement will be determined on the basis of your particular convictions. Kindly check your position on the scale as the statement first impresses you.

Indicate what you believe, rather than what think you should believe.

SA	Strongly agree
A	Agree
U	Undecided
D	Diagree
SD	Strongly

	SA	A	U	D	SD
8. Guidance services assist each each individual to know his talents					
9. Guidance services work through counsellors who help individuals to attain their education goals.					
10. The guidance counsellors assist students to make wise vocational choices.					
11. The guidance counsellors are trained men and women who could be psychological tests to enable students to know themselves, their areas of interests and skills.					
12. In guidance tests are used to measure individual differences					
13. These tests are to indicate necessary changes that are sometimes needed in some aspects of a students life.					
14. These tests help individual placement in courses in the school.					
15. The tests are taken into consideration before each student's school placement is determined.					
16. Parents seek the well-being of their individual child and his overall development.					

	SA	A	U	D	SD
17. Under the guidance scheme every individual has the freedom to choose his life's work.					
18. Guidance helps individuals to learn to face problems and to deal with them effectively.					
19. Individuals are free to meet the counsellor and to have his/her problems related and solved with utmost confidentiality.					
20. Skillful counsellors encourage students to try out their potentialities.					
21. Under the scheme the students must learn about the large, complex and changing world of career opportunities.					
22. Students are instilled with a sense of responsibility and a feeling of "stewardship" in the use of their talents.					
23. Counsellors are professional rivals of the principal.					
24. Counsellors have nothing new to offer the students, they are like any other teacher.					

Answer the following questions briefly:

25. Name two subjects you like most

    1. .....

    2. .....

26. Name the two hobbies you like most

    1. .....

    2. .....

27. What is your ambition after leaving secondary school.

    1. take to occupation

    2. further education

28. What occupation would you like:

    1. .....

    2. .....

29. Where specifically would you like to work if you have an opportunity to work?

    1. Urban area

    2. Rural area

    3. Anywhere

30. Briefly give two reasons for your choice of the area of work.

    1. .....

    2. .....

APPENDIX V

Opinionnaire on the Scheme for Initiating Guidance Services in Post-Primary Schools in Ondo State of Nigeria.

Date.....

1. Name of Staff.....
   Surname Other Names

2. Sex.....Male.....Female.....

3. Nationality: Nigeria.....Expertriate.....

4. Area of Specialisation.....

5. Specific nature of duty assigned in the school. Tick the appropriate one.

   _____/ _____
   Teaching Administration

6. State other responsibilities if any.....
   .....

7. Name of the school.....

The following statements represent opinions and your agreement will be determined on the basis of your particular conviction.

Kindly check your position on the scale as the state first impresses you what you believe, rather than what you think you should believe.

SA Strongly agree

A Agree

U Undecided

D Disagree

SD Strongly disagree

	SA	A	U	D	SD
8. Guidance services will solve most of the problems confronting students in the school.					
9. Guidance will help you teachers to know more of your students interest and potentialities.					
10. Guidance counsellors are specialists whose work in a school cannot be adequately performed by any other teacher.					
11. Guidance in post primary schools helps to solve the manpower needs of the nation.					
12. The tests administered by the counsellors are true predictors of students learning capacity.					
13. Guidance helps in career choice.					
14. Guidance helps students to know their interests, aptitudes and skills.					
15. The guidance counsellor is a professional rival of the principal.					
16. The employment of a counsellor in just shear waste of money.					

	SA	A	U	D	SD
17. The government cannot provide money for the costly tests and numerous records kept by school counsellors.					
18. The school cannot afford to furnish and maintain another clerical office for the counsellor.					
19. Every teacher is a counsellor					
20. Guidance should be left to developed countries as the idea of psychological test in foreign to Nigeria.					
21. All members of the teaching staff are happy as guidance would make for easy teaching and talents would be discovered very early.					
22. The counsellor should among other duties have the same number of teaching periods like any other teacher.					
23. Guidance is not a full time job, it could be done at leisure or after school hours So the counsellor has nothing special to offer.					

Answer the following questions briefly.

24. Suggest two reasons why you think guidance serv services are not good in post primary schools in Ondo State.

1. .....

2. .....

25. The wave of lawlessness, riots, hooliganism wanton destruction of school property and demonstrations are increasing despite all efforts by the administrators of schools to curb these.

Give two reasons why this disintegrating situation will probably continue.

1. .....

2. .....

26. What roles do you think guidance counsellors perform in schools. Mention just two important ones.

1. .....

2. .....

27. What individual records do you keep in your school apart from registers records of scheme of work, I book, and raw scores of marks?

1. _____

2. _____

3. _____

4. _____

28. What amount of detailed attention do you give to individuals in their educational and vocational choices?

1. _____

2. _____

3. _____

4. _____

5. _____

29. Give two reasons why you think tests are not suitable predictors of individual placement in the school?

1. _____

2. _____

30. Mention two criticisms against guidance in post-primary schools?

1. _____

2. _____