APPRAISAL OF PRACTISING COUNSELLORS' PERSONALITY, AND THE EFFECTIVENESS OF GUIDANCE PROGRAMME IN FEDERAL CAPITAL TERRITORY SECONDARY SCHOOLS

BY

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DECLARATION

I hereby declare that this Thesis is a record of my work. It has not been presented partially or wholly anywhere in any previous application for a higher degree.

E. F. OCHOLI

CERTIFICATION

This Thesis, entitled "Appraisal of Practising Counsellors Personality and the Effectiveness of Guidance Programme in Federal Capital Territory Secondary Schools, by E. F. OCHOLI meets the regulations governing the award of the degree of Doctor of Philosophy (Guidance and Counselling) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and Literary Presentation.

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DEDICATION

This thesis is dedicated to the memory of my late father, Mr. Emmanuel Olarewaju Bankole who laid the foundation of my academic life but was not opportuned as a result of his death, to know how far I could aspire to. Also to my beloved Late elder sister Mrs Olufunmilayo Mopelola Sanni.

Similarly I dedicate this thesis to the memory of my beloved Late younger sister, Folusho Adebimpe Bankole, who accompanied me to the Post-Graduate School of the University of Ilorin during the course of my registration for the M.Ed degree in 1987 but died in a fatal accident involving both of us on our way home.

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ABSTRACT

The major objective of this study was to assess the personality traits, vocational interest and training levels of the practising counsellors and the effectiveness of guidance programme in the Federal Capital Territory Secondary Schools. Five research questions were asked and five hypotheses were also formulated. The population of this study was made up of practising counsellors, teachers and students. In specific, 45 counsellors, 331 teachers and 728 students were sampled.

The instrument for data collection were a modified version of Holland's Self-Directed Search (SDS), Bakare's Vocational Interest Inventory (VII) and Guidance Programme Appraisal Scale (GPAS) constructed by the researcher. All these instruments have psychometric properties of validity and reliability established for them. Analysis of Variance (ANOVA), chi-square and Product Moment Correlation were the statistical techniques used to analyse the data.

The findings of the study revealed that practising counsellors in Federal Capital Territory belong to the social group, hence Holland typological theory is applicable to the practising counsellors vocational interest pattern and personality types. The study further revealed that Bakare's vocational interest inventory which is an indigenous inventory can also be used to identify the counsellors' vocational interest area.

From the findings of the study, it can be concluded that: as a group, counsellors in the Federal Capital Territory belong to the social personality type, bearing relevance to Holland typological theory. Sex was not an intervening variable

in the vocational choice of practising counsellors in Federal Capital Territory. Teachers and students perceived their counsellors and counselling programmes as being effective.

Based on the findings and conclusions, it was recommended that employers of labour should endeavour to employ candidates who exhibit congruency between their personality type and the career requirement they want to undertake.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the terms are defined as follows:

Personality

These are the characteristics exhibited by the individual, which has direct relevance or bearing to his vocation and are measured by the Holland Self-Directed Search Inventory. The response of the individual to the personality inventory, determines the personality group an individual belongs.

Vocational Interest

This is a person's expression of likeness for a particular career which is measured through an interest inventory such as Bakare's vocational inventory.

Practising Counsellors

These are individuals who have gone through theoretical and practical training in counselling either at an undergraduate or postgraduate level and are carrying out guidance services in secondary schools.

Guidance Programme

Is the outlined group of guidance activities carried out by practising counsellors in the Federal Capital Territory secondary schools with the sole objective of aiding students to adjust to their personal, social, career and educational related needs.

Effective Counsellors

Are those counsellors whose rating by the respondents are on strongly agree and agree in most of the statements describing such counsellors in the GPAS. Also they are counsellors that the respondents rated as very effective and effective in the first questions in the general section of the questionnaire. So they are counsellors who both the teachers and students rated high as per their performance of their duties in the school.

Perception

This is the rating of the practising counsellors by the teachers and students of Federal Capital Territory on the GPAS in the light of their experience as regards the performance of their duties.

CHAPTER 1

INTRODUCTION

1.1 Background

Guidance has been in existence since the creation of man, but what was obtainable then, was a form of advice giving and traditional expert advising. Formalised and professional counselling in Nigeria started about four decades ago when the Reverend Sisters of Saint Theresa's College, Oke-Ado, gave their final year female students some vocational guidance in 1959.

Guidance and counselling got another boost with the change in educational policy in 1977 when the Federal Government of Nigeria launched a new policy on education, inculcating a 6-3-3-4 system into the educational policy system. The implementation committee of this policy, observed that the system cannot effectively take off without the help of counsellors, since the system places emphasis on vocational guidance of youth and guidance-oriented continuous assessment of pupils and students, hence, the need for adequate, qualified guidance counsellors to ensure the success of the system.

The National Policy on Education (1981) revised, section 10:84(11) states that:

> In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers, and counsellors will be appointed in post-primary institutions. Since qualified personnel in this category is scare, government will continue to make provisions for the training of interested teachers in guidance and counselling. Guidance and counselling will also feature in teacher eduction programmes. (p. 43).

Since the launching of the new policy on education in Nigeria, almost all the Universities have made provision for Guidance and Counselling to be offered as a course in their Faculties of Education, and all Colleges of Education have made similar provision for it to be at least offered as a course unit in education. The prospects of counselling as a profession also may have lured so many teachers into studying guidance and counselling both at the undergraduate and graduate levels.

Despite the rush of teachers to the counselling profession, it is observed that so far academic qualification has been the only criterion for selection of people into the profession. It is also observed that while some may be successful practising counsellors, others have failed probably because of differences in personality traits, and/or vocational interest after entering the chosen career. Successes and failures of practising counsellors may also be attributed to the training they acquired in their various universities and/or even the level at which they were trained. Successes and failures may also be as a result of a particular school guidance programme which possibly may not address the need of the target population. Success may be recorded when a practising counsellor has cooperation from his or her publics and failure may be recorded if the counsellor's target population are uncooperative, because the programme has not been seen as beneficial to them. From these assertions, it can be opined that success or failure in counselling as a career cannot be determined by a single factor alone.

It is therefore evident that counselling as a profession because of its importance to mankind, should be held at high esteem and the universities should make sure that the right people are offered admission to study the course. However, despite these short comings in the admission, many counsellors have been trained to practise in schools. From the several years of this researcher's experience during CASSON Annual Conferences, reports from different States as usually given in the yearly Counselling Association Conferences indicate mixed results. While in some States school guidance programmes are seen as been successful, in others it is projected as a total failure. Again within the state, some school counsellors find their programmes as being successful, while others report failure. The diverse reports from Counsellors have given this researcher a motivation to assess what make others fail and others successful in their counselling services.

The Guidance programme in the Federal Capital Development Authority (FCDA) schools began in earnest in 1990. With the inauguration of the Counselling Association, Abuja Chapter, programmes have been developed for use in all Secondary Schools in the Capital City. Various counsellors of diverse personalities, career interest and professional training qualifications have been appointed to provide counselling services. While a lot of successes have been reported in some schools based on monthly reports, career days, and the implementation of the designed Federal Capital Territory Counselling programme, not much of such successes have been reported in some other schools. The researcher therefore intends to assess the entire programme which include the content, the personnel in terms of their

personalities and career interest, the level of their training in order to establish some of the variables that account for success or failure. Such findings could be used as indices for the improvement of the entire programme.

1.2 Statement Of The Problem

It is generally agreed and further stressed by the National Policy on Eduction, that counsellors are needed to meet the demands of the new 6-3-3-4 system of education. Despite this need, it is assumed that counsellors selected for training and those already practising in the schools, should be able to counsel effectively and to counsel effectively, needs more than academic qualification. The National Vocational Guidance Association of America (1949) issued a statement that counsellors, ideally, are characterized by such personal characteristics as interest in people, patience, sensitivity to others attitudes and reactions, and have emotional stability and objectivity, and that they respect facts and are trustworthy. Hamrin and Paulson (1950:323) reported a study in which ninety-one counsellors listed traits that in their opinion, facilitate counselling. In order of frequency these traits are: Understanding; Sympathetic attitudes; Friendliness; Sense of humour; Stability; Patience; Objectivity; Sincerity; Fact; Fairness; Tolerance; Neatness; Calmness; Broadmindedness; Kindliness; Pleasantness; Social intelligence and Poise

While it is not possible to possess all these traits on equal amount to be an effective counsellor, some of these traits are essential. From the observation of the counselling programmes in Federal Capital Territory as also

confirmed by Mamman (1995) the programme has not generally gained much desired recognition by the students. As directly put by Mamman "researches have shown that students even if they do consult guidance counsellors, only ask for educational and vocational problem assistance, neglecting their personal and social developmental problems." This might be due to the level of their awareness of the counsellors' competency to handle such problems.

With this statement about the school guidance programmes in Federal Capital Territory, many questions began to agitate the mind of this researcher. Among them are:

(i) Are the guidance programmes designed for these schools not really good enough?

(ii) Are the counsellors providing these services not interested in the counselling career any longer?

(iii) Could it be that the counsellors personality inhibit the students from discussing other social and personal problems with them?

(iv) Could it be that the counsellors level of training is an impediment to their effectiveness?

Having these questions agitating the researcher's mind, this study therefore focuses on the assessment of the personality type, occupational interest, training level of the practising counsellors and the effectiveness of a guidance programme in Federal Capital Territory Secondary Schools. This focus becomes necessary because of the researcher's observation, that while counsellors in training depict a high degree of interest in counselling, and depict personality types congruent with counselling services, but as they practice counselling after the completion of their studies,clients do not patronize them as they should. One then begins to wonder whether the type

of personality and occupational interest demonstrated during training is no longer congruent with the reality of the counselling job they are now engaged in.

1.3 Research Questions

The main concern of this study is to provide answers to the following research questions:

1. Is there any difference in the personality types of practising counsellors in the Federal Capital Territory secondary schools as measured by Holland's self-directed search? (SDS)
2. Are the personality types congruent with the type of environment the counsellors are operating as hypothesized by Holland?
3. What are the vocational interest pattern of the practising counsellors in Federal Capital Territory secondary schools?
4. What are the training levels of the practising counsellors in the federal Capital Territory secondary schools?
5. How effective are the counsellors as perceived by their students and teachers in carrying out their guidance programme in schools?

1.4 Hypotheses

To achieve the objective of this study, the following null hypotheses were tested at 0.05 level of significance:

Hypothesis 01

There is no significant difference in scores of practising counsellors in the six personality types using Holland's self-directed search.

Hypothesis 02

There is no significant difference between males and females in each of the six personality types as measured by Holland's self-directed search

Hypothesis 03

There is no significant difference in each of the vocational interest areas of practising counsellors as measured by Bakare's Vocational Interest Inventory.

Hypothesis 04

There is no relationship between the various training levels of practising counsellors and the effectiveness of the guidance programme in the Federal Capital Territory secondary schools.

Hypothesis 05

There is no significant relationship in the teachers and students perception of the effectiveness of the practising counsellors in the Federal Capital Territory secondary schools.

1.5 Objectives Of The Study

The objectives of this study are three-fold:

1. To assess the personality traits, vocational interest, training levels of the practising counsellors and the effectiveness of guidance programme in the Federal Capital Territory secondary schools.

2. To provide some useful information to counsellor educators on the personality types, and career interests of practising counsellors to enable them make necessary adjustments in the education of the cousnellors.

3. To suggest areas of improvement in the schools guidance programme development based on findings from the research.

1.6 Delimitation Of The Study

This study is delimited to the assessment of the personality traits, vocational interest, training levels of the practising counsellors and the effectiveness of guidance programmes as perceived by teachers, students and counsellors themselves in the Federal Capital Territory secondary schools.

This study is delimited to this counselling area of research which is both process and outcome researches because counselling cannot be effectively implemented without putting into consideration variables like personality traits, vocational interest, training levels of practising counsellors, and the guidance programme. The researcher delimited this study to these areas so as to establish whether the traits exhibited by counsellors in training in terms of types of personality and interest is still congruent with what obtains at practice.

It is worthy of note that even though, similar studies on personality traits and vocational interest of counsellors have been carried out extensively in Nigeria, but such studies concentrated on the would-be-counsellor i.e., students still undergoing training. Since much have been done on that group,

this study now delimits itself to those counsellors now on the job on these variables.

This study is also delimited to the Federal Capital Territory because it is an assessment of the guidance programme carried out by practising counsellors in the Federal Capital Territory secondary schools. Since the programme of guidance in the Federal Capital Territory is peculiar to that geographical area, the rational for the assessment of the programme will be defeated if extended to other parts of the country where different programmes and conditions for operation may vary.

1.7 Significance Of The Study

For effective performance, job satisfaction, self-fulfilment, self-actualization, happy and a disciplined citizen and society, it is important that people choose the profession for which they have the right ability, interest, aptitudes, values, personality trait, self-concept and self-esteem. Ikeotuonye (1982) said

> psychological appraisal help to make the individual knowledgeable about his abilities, as well as the limitations. If one is not aware of the limits imposed by his capabilities, it is more likely that when he has to make any academic or occupational decisions, he will be forced to do so by a process of trial and error. The probability of making a wrong choice is greater under such condition (p.14).

It is assumed that some of the practising counsellors in the Federal Capital Territory entered counselling profession by a process of trial and error, therefore, the findings of this investigation, will help the Federal Capital Territory and the entire employers of counsellors to identify suitable

candidates to be employed as counsellors, based on Holland's typological theory. This study will also give some knowledge to interested candidates on what the profession entails.

The result of this study will intimate counsellor educators, with the areas where counsellors are not measuring up to expectation on the job in terms of course content, personality traits and interest. This will enable counsellor educators put more emphasis where necessary, and also enable them evaluate their own programmes.

The findings of this study, will also make counsellors be aware of the way, the teachers and students in their environment perceive their effectiveness as counsellors. It will also enable them, appraise themselves, and make necessary corrections. Furthermore, the result of this findings will also make the Counselling Unit of the Department of Education, Federal Capital Development Authority evaluate its counselling programme, and make corrections where necessary, to be able to achieve its counselling objectives.

1.8 Summary

The National Policy on Education of 1977 called for a change in the National System of Education from the 7-5-2-3 system to the 6-3-3-4 system, which emphasized the acquisition of vocational skills. And for a student to go through a successful transition, the services of trained counsellors are needed. Since the implementation of this system, universities have graduated thousand of counsellors without putting into consideration factors other than academics.

For an individual to be job satisfied, his capability and interest takes prominence. Holland in his topological theory of vocational choice has developed a method of ascertaining one's interest through the use of his instrument. After responding to the instrument, a glance at the instrument enable students know the career choices bearing relevance to their interest. This study therefore attempts to determine the relationship that exists between the counsellors in Federal Capital Territory secondary schools choice of career and their personality. It is also interested in establishing the relationship between the counsellors training level and their effectiveness.

Finally, it is anticipated that the findings of this study will be beneficial to employers for purposes of recruitment, to counsellor educators for purposes of adjustment and evaluation, and to counsellors for purposes of self-appraisal and counselling of students.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews relevant literature to the present study. The chapter has two basic parts in it. Part 'A' deals with theoretical concept of "personality" and personality theories are reviewed. Also some relevant theories on occupational choice and interest are presented. Furthermore, relevant literature to counsellors education as regards level of training and guidance programme in schools are also discussed. Part 'B' of the chapter focuses on the empirical background on counsellor's personality, characteristics and interests. Each of the areas remained both foreign and Nigeria research evidence.

2.2 Concept Of Personality

The word personality connotes different meanings to both layman and a professional psychologist. Hall and Lindzey (1957) point to the difficulty of trying to define personality. They do not believe that any definition of personality can be generally accepted. They therefore observe that "personality consists concretely of a set of values or descriptive terms which are used to describe the individual being studied according to the variables or dimensions which occupy a central position within the particular theory utilised" (p.9). However, various definitions of personality can be attempted for a general representative insight into its meanings.

To Allport (1937) personality is "the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment to his environment". This in the writer's opinion means the constant internal motivational conditions of the individual that induces action and thought.

Eysenck (1947) said, personality is the enduring organisation of a person's character, temperament, intellect and physique which determines his unique adjustment to his environment. Sullivan (1953) also said personality is "the relatively enduring pattern of recurrent internal situations which characterizes a human life (pp. 110-111).

Maddi (1976) asserts that "Personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings, and actions) of people that have continuity in time and that may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone" (p.9).

Angyal (1965) using general system theory, defines personality as a "hierarchy of systems, an organized whole, each personality having its own particular system principles (p.50).

Jaspers (1963), conceptualizes personality as "the individual's differing and characteristic totality of meaningful connections in any one psychic life (p.428). This to the writer means, an individual differs totally in character from the other because of the meaning he or she attaches to the phenomena and conditions which appear to be outside physical or natural laws.

Bischof (1964) summarises personality into four categories:

First, personality is a dynamic and moving force. It is never fixed or rigid. Whatever the personality is, it changes from day to day; whether a person becomes more set in character, or develops in forward looking direction. One of the irrefutable facts of life is that, daily man grows one day older. So we subscribe to the thesis that personality is not a "cast in the bronze" fact.

Second, personality is of a structured nate. Whatever the dimensions of it may be, it consist of something. Personality may be considered to have inner dynamics, whether they be called drives or dynamism or forces or id or life style, there is more to man's personality than his body.

Thirdly, personality is a behaving and reacting thing; it does not remain dormant.

Fourth, except possibly for Allport, personality consist of more than what we see on the surface. Whether that is called the unconscious or the persona or the image the evidence would indicate that not all of what man possesses as a personality is apparent on the surface of his physiognomy or actions.

Arndt (1974) following Allport (1937) classifies the definition of personality into six varieties:

1. **External appearance** - personality is overt behaviour (the persona).
2. **Omnibus** - personality is the "sum total" of qualities.
3. **Integrative** - personality is a "pattern".

4. **Hierarchical** - the pattern is organized with a unifying principle at the top.

5. **Adjustive** - personality is the style of coping in the world.

6. **Distinctiveness** - Personality is the attribute which makes a person unique.

In 1937 Allport found fifty different definitions connected with the word persona. Therefore Allport (1962, pp.23-27) asserts that the multifarious definitions of "personality" given by psychologist could be classified into three groups namely:

1. **External Effect Definition:** Some psychologists accept the ordinary concept of personality. That is, they look at only the "outer" or social view of personality. Examples of definitions in this category are that personality is:

> "the sum total of the effect made by an individual upon society".
>
> "habits or actions which successfully influence other people".
>
> "responses made by others to the individual as stimulus". (p.24).

External effect definitions of personality have been shown to be not satisfactory because they confuse personality with reputation and because personality may exist independently of any observer and may have aspects that are not visible to us (Allport, 1961, p.24; Shultz, 1976, p.9; Uba, 1987, p.2).

2. **Internal Structure (or Essentialist) Definitions:** Some philosophers and psychologists view personality only in terms of internal structure, they define it as objective entity that is "really out there". Although they concede that a person is affected by and he affects, the world around him, yet personality has its own life history and its own existence. It must not be confused with society, nor with the perceptions other people have of it. Example of definition in this category are:

> "The sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual, the acquired dispositions and tendencies acquired by experiences" (p.26).
>
> "Personality is the entire mental organisation of a human being at any stage of his development. It embraces every phase of human character; intellect, temperament, skill, morality, and every attitude that has been built up in the course of one's life" (p.26).
>
> "Personality is the organised aggregate of psychological processes and states pertaining to the individual" (Allport, 1961, p.26).

3. **The Positivist View:** Some psychologist criticise the "Essentialist" definitions arguing that "internal structure" is inaccessible to science. We cannot know the "internal structure" that is really there"; thus it cannot be studied directly. What we know about personality is merely our "operations". If we administer a personality test and obtain certain scores, then these are our operations, that is our method. Inner

personality is therefore a "myth, a mere construct tied together by a proper name" (Allport, 1961, p.27). We can only make guesses about it, "conceptualise" it. This conceptualisation must not go beyond the scientific methods used. An example of such operation is "the most adequate conceptualisation of a person's behaviour in all its detail that the scientist can give at a moment of time".

Allport points out that this definition resembles the "external effects definition with its attendant shortcomings.

Based on these definitions the researcher is of the view that personality is the sum total of the individual comprising both the external effect and internal structure of a person. The writer further contends to Allport (1937) point of view which says "personality" has been accorded sociological, biosocial and psychological meanings in recent times. Sociologically, "personality is the integration of all traits which determine the role and status of the Person in society (i.e., social effectiveness).

Biosocial definitions of personality, Allport classify as those concerned with external appearance. They are close to the original mask connotation of persona and can be summed up in May's view of personality as a man's social-stimulus value". (This is close to the popular use of "personality" as behaviour pattern used to elicit favourable reactions from other people)

Psychologically, Allports definition of personality is in terms of adjustment. He summarized it by saying that personality is the integration of those systems of habits that represent an individuals characteristic adjustments to his environment.

opined that "personality" is the sociological, biosocial and psychological characteristics of the individual that are long-lasting and relatively stable which differentiate him from another and makes him or her a unique individual.

2.3 Types Of Personality

There are different types of personality but the writer is limiting the discussion to the following three, aggression, extroversion, and introversion because these three are common in any given society. In describing these three, the writer has adopted William H. Sheldon's description of human behaviour, though the writer is not in total agreement with Sheldon's body structure.

Sheldon (1940) believes that the behaviour an individual exhibits is as a result of the genes and the environment, while other psychologist like Freud believes that "the behaviour of the individual, is totally as a result of the genes, that the environment has no influence on the human behaviour. The writer has the same opinion with Sheldon. Nevertheless, the relevance of Sheldon's classification to human behaviour cannot be overemphasized.

Sheldon categorized people's behaviours and body structure into the following three:

1. Endomorph (tends to be fat-body type)

   Visceortonia (tends to be relaxed-behaviour)

   Endoviscerotone-personality (tends to be reserved).

Among the description of his behaviours are:

(a) Relax in his posture and movement. This is, he sits, stands and work with ease.

(b) He loves physical comfort.

(c) Slow in reaction.

(d) Love of eating.

(e) Sociophilia - He loves people.

(f) Love for polite ceremony - He loves parties and likes to be known at ceremonies.

(g) Indiscriminate amiability - It is almost impossible to cut him off or be rude to him because he fails to accept the snub. He may be hurt for the moment, but within seconds he's trying with renewed vigour to win friends and influence people to the joys of living. Rich or poor, friend or foe, they are all grist for his mill.

(h) His orientations are to people. Technical, mechanical, and scientific phenomena bore him and frustrate him.

(i) Evenness of emotional flow. He is often the envy of his acquaintances. Nothing much seems to bother him.

(j) Tolerance.

(k) The untempered characteristic. He is malleable. He listens to others' opinions before taking decisions.

(l) Smooth, easy communication of feelings. This person loves to talk and he is good at it.

(m) Need of people when in trouble to discuss all his personal and family problems.

(n) Relaxation and sociophilia under alcohol (Sheldon, 1942). In the writers opinion, this category of person can be classified as an extroverts because he is the outgoing type, the social, less timid, people oriented and one who can control emotions. This person in the writer's opinion will be a good counsellor because he will be able to tolerate people of different types and behaviour. He will also be a good client because of his willingness to open up to the counsellor.

2. Mesomorph (tends to be muscular-body type)

Somatotonia (tends to be assertive-behaviour)

Meso/somatone - Personality.

Among the description of his behaviours are:

(a) Assertiveness of posture and movement. He moves with vigour. He wants action.

(b) Love of physical adventure. He does not sit in a place. He prefers taking a walk.

(c) Energetic characteristic. Whatever he does, he does with full energy and capacity of his body.

(d) Need for and enjoyment of, exercise.

(e) Love of dominating, just for power.

(f) Love of risk and chance. He likes taking risks that will make him superior over others.

(g) Bold directness of manner. Most of his conversation expresses the frontal attack. He approaches his acquaintances with a gibe or critical remark.

(h) Physical courage for combat. He makes the ideal soldier in combat, for to attain superiority over his fellow man is a natural goal.

(i) Competitive aggressiveness. He plays all games aggressively.

(j) Psychological callousness. When his fiancee wishes to indulge in love play and his own sexual appetites are not engaged, he roughly rejects the advances.

(k) Claustrophobia. He never makes a telephone call from a booth with the door closed. He intensively hates to feel "cooped up". He wants freedom.

(l) Ruthlessness, freedom from squeamishness. Violent scenes of death do not disturb him.

(m) Unrestrained voice. It is loud, clear stentorian, with no attempt at modulation.

(n) Spartan indifference to pain. The last thing in the world he wants to admit is that the injury hurts.

(o) General noisiness.

(p) Overmaturity of appearance. As a youth he needs to shave long before his peers.

(q) Horizontal mental cleavage. His mind operates in an across-the-board manner which accepts an idea or reject it. He knows

what he believes in, and he dislikes contrary evidence.

(r) Assertiveness and aggression under alcohol.

(s) Need of action when troubled.

(t) Orientation towards goals and activities of youth. The muscular individual with the assertive behaviour must, when he engages in recreational activities, do so with a purpose. He finds it almost impossible to participate in a game without scoring more points (Sheldon, 1942).

In the writers opinion, this category of person is an embodiment of aggression and authoritarian which is not fit for any conventional profession except the military profession and he may not be a very good client because of his rigidity of behaviour.

3. Ectomorph (tends to be thin - Body type)

Cerebrotonia (tends to be restrained - behaviour)

Ecto/cerebrotone - Personality.

Among the description of these behaviours are:

(a) Restraint in posture and movement. The ecto/cerebrotone is a symphony of delicate and refined movement. His every physical act is a discipline of motion. He stands erect, sits erect, sleeps rigidly, and never seems to relax in body.

(b) Physiological over-response. The thin man of the cerebrotonic personality treats his body like a machine. It must always be "at the ready" to receive any situation.

(c) Overly fast reaction. He is always fast and accurate in action but never powerful.

(d) Love of privacy. He wants to be alone almost all the time.

(e) Mental overintensity hyperattention. He knows most things because he is mentally alert and active.

(f) Secretiveness of feeling, emotional restraint. This type of personality feels that to reveal an emotion is a sign of weakness in control and character. His response to love play is made primarily to satisfy an organic sexual appetite and does not indicate an emotional feeling on his point.

(g) Self-conscious mobility of the eyes and face. When the ecto-cerebrone talks to you, he avoids looking directly at you.

(h) Sociophobia. Essentially he dislikes people - especially when he meets them in large groups. He most emphatically dislikes and probably never will give large parties.

(i) Inhibited social address. Ectocerebrotone avoids, to the point of rudeness, introducing people.

(j) Resistance to habit and poor routinizing. With the ecto/cerebrone there is a tendency to do things differently from day to day and thus resits the monotony of habitual conduct.

(k) Agoraphobia. The ecto/cerebrotone dislikes wide open spaces.

(l) Unpredictability of attitudes. Because the ecto/cerebrotone does not reveal the thought process behind his decisions he is hard to predict.

(m) Vocal restraint and general restraint of noise. He is a quiet person with a well-modulated voice, usually excellent diction. He does not, however, speak a great deal.

(n) Hypersensitivity to pain. Things seem to hurt the ecto/cerebrotone more than they hurt other types. A pain is a deep-seated, shocking, horrible experience to him with lasting effects.

(o) Poor sleep habits, chronic fatigue. Because the ecto/cerebrotone never really quite relaxes his mental activities, sleep is a difficult state for him to enter.

(p) Youthful intentness and manner of appearance. This is the persons whose age is very difficult to guess from appearance.

(q) Vertical mental cleavage, introversion. The third of Sheldon's type likes to think things through to their ultimate sources. He would like to go deep, to the thorough, and by all means to be exhaustive in his way whether it be his vocation or avocation. For this reason he often becomes a dedicated researcher or scientist, working away from the mainstream of life, devoting himself to his studies. In so doing, he can avoid people, people being unpredictable, demanding, and confusing.

(r) Resistance to alcohol. The thin man of the ecto/cerebrotonic personality does not like alcohol.

(s) Need of solitude when troubled. The ecto/cerebrotone just turns away, to be by himself, when he has problems. The

outside world of acquaintances never knows how deeply or how often the ectomorphic body suffers.

(t) Orientation toward the later periods of life. Even as an adolescent, the ecto/cerebrotone acts older than his contemporaries (Sheldon, 1942).

In the writers opinion this category of person is an introvert and he is good as a scientist. He may be a very difficult client for a counsellor because he may be very unwilling to open up to the counsellor, therefore, making counselling an unfruitful venture.

The type of body structures, temperament an individual has, can influence the type of vocation the individual enters. An individual that is aggressive cannot work in an environment or with people who need love and care while an extrovert cannot work in an asocial environment or work with confidential issues, likewise an extrovert cannot work in a people oriented environment. However, other variables in other theories of career choice and development do equally play a significant role in career choice. Some of those variables are reviewed in the theories of vocational choice in the next section.

2.4 Selected Personality Theories

There are various personality theories in existence but those most relevant to this study are that of Allport which is a "Trait Theory" and Raymond Cattell which is "Factor Theory" and Holland's "Typological Theory".

2.4.1 Gordeon W. Allport's Trait Theory

According to Allport (1961, p.28) "Personality is the dynamic organisation within the individual of those psychophysical systems that determine his characteristic behaviour and thought. This as earlier discussed, in the writers opinion means the constant internal motivational conditions of the individual that induces action and thought.

Uniqueness both in form and in pattern, of the whole of human nature, is the keynote of Allport's personality theory. He also placed emphasis upon the normal and integrated person rather than the abnormal and the degenerate which most psychologist based their personality theories upon. Allport put major emphasis upon the concept of "functional autonomy", a belief that motivation is not solely attributable to instincts or other propensities stemming from birth which was basically Freudia's view, but is, rather, a contemporary system", possessing an autonomy in its own right and responsible for the governance of the personality (Allport, 1961).

A very important unifying element of personality is the PROPRIUM (Allport's term for SELF or EGO). According to Allport (1955, p.40), "we think of the proprium as the warm, central, private region of our life ... (one) we regard as peculiarly ours,and which ... (makes) for inward unity. This implies that uniqueness earlier discussed. As the representative of all major self and ego processes, the proprium has seven major aspects or functions (Allport, 1961).

1. **Bodily self or coenesthesis** - is the sense of self as apart from the environment. It involves the recognition of the body as a unit, a

bodily me, through the perception of sensations flowing from internal organs, muscles, joints, and the like. (Infancy).

2. **Self-identity** - is the individual's sense of unity, entity, and continuity. It is the recognition that "I am me", that there is a person called John, and I am that person, apart from all other persons and all other objects. The thoughts, feelings and tasks which are uniquely mine. (First 18 months).

3. **Self-esteem, also termed ego enhancement** - involves self-satisfaction, self-love, pride. It includes the tendency and desire to seek self-autonomy and to value the self, to see oneself as positive rather than negative.

4. **Self-extension or ego-extension** - is essentially the sense of possession, the concept of "mine". In a sense, objects in the environment are incorporated into the self, resulting in such conceptualizations as my father, my home, my money.

5. **Self-image** - is the person's picture of himself or herself, essentially an evaluative perception of one's own characteristics.

6. **Self as rational coper** - is essentially the freudian ego, responsible for reality contact and the realistic solution of problems relating to the environment, the society (super ego), and the impulses of the individual (id).

7. **Propriate striving** - refers to the tendency of the individual to hold long-range purposes and goals, to have a sense of intentionality or directedness. Propriate striving is thus an anergic construct,

motivation to become more like one's ideal self. Allport cites Maslow's distinction between deficit motives and growth motives and specifies that propriate striving refers to growth motives and the achievement of long-range goals. (From 12 to adulthood).

Trait like proprium is of immense importance in personality since they underlie and direct the many constant aspects of one's personality: What therefore is a TRAIT? Allport (1977b, p.295) defines a trait as generalized and focalized system (peculiar to the individual), with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviour."

"A trait ... has more than nominal existence; it is independent of the observer, it is really there ... there are benefit mental structures in each personality that account for the consistency of behavior" (1937b, p.289).

By implication, a trait is a product of the nervous system and it accounts for stability and consistency in an individual's behavior. Allport (1961) describes the structure of personality in terms of straightforward traits like friendliness, ambitiousness, cleanliness, enthusiasm, seclusiveness, punctuality, shyness, talkativeness, dominance, submissiveness, generosity and so on.

Allport further distinguishes between two kinds of traits, common traits and personal traits. Common traits refer to "those aspects of personality in respect of which most people within a given culture can be profitably compared. They are used for classifying groups of people on a particular trait. They are therefore abstractions because they reflect social mores and

values, and result from social pressure to behave in a certain way. For example, we might say a group of rulers may have common traits while a group of followers may have a common trait.

Personal trait is said to be unique to the individual and determine one's own style of behavior (Allport, 1961, p.373). Allport further made distinctions among traits. He classified them into three groups namely: cardinal traits, central traits, and secondary traits.

Cardinal Trait

In every individual, there are traits of major significance and traits of minor significance. Occasionally some traits are so pervasive and so outstanding in a life that it deserves to be called the cardinal trait. It is so dominant that there are few activities that cannot be traced directly or indirectly to its influence. No such trait can for long remain hidden; an individual is known by it, and may even become famous for it. Such a master quality has sometimes been called the eminent trait, the ruling passion, the master-sentiment, "the unity theme" or the radix of life. Allport (1961) gave examples of cardinal traits as sadism and chauvinism.

Central Trait

These are less pervasive but generalized characteristics of the individual. Central traits are the handful of "themes" that describe a person's behaviour, such as aggressive, self pitying, sentimental or cynical. They are "those we mention in writing a careful letter of recommendation" (Allport, 1961, p.365).

Secondary Trait

These are dispositions that are less observable, less conspicuous and less generalised such as attitudes or behaviours that are situationally determined. Individual tastes and preferences comes under secondary traits (Hjelle et al, 1981, p. 289).

Allport (1961) distinguished trait from some other personal characteristics that initiate and guide behaviour. Amongst those so distinguished from traits are habits, attitudes and personality types.

Habits have narrower and more limited influences than traits. They are also rigid, involving a specific response to a specific stimulus. A trait, on the other hand, is broader because it arises from integration of a number of individual habits that have in common the performance of the same adaptive function for the person. A number of habits may thus blend to become a single trait. For example, the habits of washing one's mouth, washing one's hands before and after eating, washing hand after using toilet, washing one's clothes regularly, bathing and so on, are behaviours which serve the same function, namely cleanliness.

Attitude and trait are indispensable concepts, but attitude should be employed when the disposition is bound to an object or value, that is to say, when it is aroused by a well-defined class of stimuli, and when the individual feels towards these stimuli a definite attraction or repulsion. Attitudes are either in favour or against something. They are either positive or negative. They lead a person to like or dislike, accept or reject the object. An attitude involves an evaluation, a trait does not. A trait is not so specifically directed

to a single object or even to a class of objects, traits are therefore wider in scope.

Trait and Type

We refer to the sharp contrast between the theory of traits and the doctrine of types. Unlike traits, types always have biosocial references. A man can be said to have a trait; but he cannot be said to have a type. Rather, he fits a type. This bit of usage betrays the important fact that types exist not in people or in nature, but rather in the eye of the observer. Types includes more than is in the individual. Traits, on the contrary, are considered wholly within the compass of the individual. The crux of the distinction is that in type the reference point is always some attribute, or cluster of correlating attributes abstracted from various personalities, a biosocial (i.e., external appearance) references defined by the interest of the particular investigator (Allport, 1937, pp. 295-296).

2.4.2 Raymond B. Cattel's Factor Theory

According to Cattell (1950, pp. 21-23), "The personality of an individual is that which enables us to predict what he will do in a given situation. This definition was given a mathematical expression as follow:

$$R = F (S.P)$$

This formula means that the behavioral response (R) of a person is a function (F) of the situation (S) that controls him and the nature of his personality (P) (Ryckman, 1978, p.158).

Hall and Lindzey (1978, pp. 237-38) said Cattell used some specification Equations to describe personality in terms of ability, temperament and dynamic traits. For example, B = F (P.E) means behaviour is a function of person and environment.

Cattell (1965) like Allport is a trait theorist but his work marks a break with traditional trait theory, for he was the first to apply statistical concepts and methods to the study of traits.

According to Cattell, the traits are the factors of personality derived (by the method of factor analysis) out of a huge mass of measurements taken of human subjects. They are the building blocks of personality. It is only through a thorough knowledge of an individual's trait that we can predict what he or she will do in a given situation. A person's personality is, therefore, a pattern of traits (Cattell, 1950).

Cattell, like Allport made several classification within the concept of trait. These classification include

1. origin;
2. uniqueness;
3. level of functioning
4. depth or importance in the personality.

Classified in terms of origin, traits are divided into those that arise from hereditary influences (constitutional traits) and those that arise from environmental conditions (environmental mold traits). On the uniqueness dimension, some traits are seen as specific to a single individual. Some unique trait are intrinsically unique, meaning that the trait is totally different

from those found in other individuals. Other traits are only relatively unique, that is, elements of the trait may be found in other individuals, but the precise organization of these elements is found only in a single person. In contrast, common traits are behaviour determining tendencies found in many and sometimes all individuals (Cattell, 1965).

Cattell further classified traits according to their level of functioning. He said traits can be classified into cognitive, motivational, and emotional. Those associated with cognition are ability traits that deal with goal-oriented instrumental behaviour. Example of ability trait is intelligence. Those relating to motivation, dynamic traits, are concerned with impelling the individual into action toward some goal; these are the driving forces of the personality. Finally, emotional or temperament traits are concerned with the expressive quality of the individual's behaviour. They deal, for example, with the degree of emotional volatility and the quickness or speed of movement characterizing the person.

The most important classification of trait, is the division of trait into source trait and surface trait. Source traits exist at a "deeper" level of the personality and represent sets of behaviours constituting unitary, independent personality characteristics. In origin, source traits may be constitutional or environmental mold traits. They may also be unique or common traits and may exist at the dynamic, ability or temperament levels of functioning. They are therefore the basic elements of personality that control behaviour.

Surface traits are sets of apparently interrelated behaviours which look superficially like traits but are not consistent over time. Surface trait

behaviours do not have a unitary basis they are made of clusters of several elements. Surface traits are less important in the understanding of personality because it is a product of several elements (Cattell, 1965).

Most theorists take heredity and learning into account as factors in personality and behaviour, and many lean heavily toward one side or the other of the nature - nurture argument. Cattell is no exception. Shultz (1978, p. 265-67) explains Cattell's concept of dynamic source traits thus:

Cattell's dynamic traits comprise of two systems - "ergs" and sentiments". The word "erg", means "energy", "instinct", or "drive". An erg is the energy source of all behaviour; it is innate and therefore constitutionally derived. It is the basic unit of motivation and is directed towards specific goals. Cattell specifically mentioned 11 ergs present in human beings as follows: curiosity, sex, gregariousness, protection, self-assertion, security, hunger, anger, disgust, appeal, and self-submission.

Just as ergs are constitutional source traits expressed as sets of attitudes, sentiments are environmental model source traits, which are also motivational or dynamic in nature and expressed as sets of attitudes. A sentiment is focused on important objects in one's life, for example, country spouse, career, religion and home, (social desirability). Although both ergs and sentiments motivate behaviour, an erg, since it is constitutionally derived, is a permanent structure which cannot disappear totally. However, sentiments that are learned can be unlearned and therefore, disappear, so that a particular sentiment may no longer be of value in a person's life.

According to Cattell (1965), an attitude indicate a specific interest in taking a particular course of action under some implied set of circumstances and with regard to some particular implied person or object.

Ergs, sentiments, and attitudes are related to one another in Cattell's concept of "subsidisation. Subsidisation here implies that a certain trait control can lead to the occurrence of the other. For example, "attitudes", are subsidiary to "sentiments", which in turn is subsidiary to "ergs". Cattell therefore explained the interrelationships of ergs, sentiments and attitudes schematically and called it "dynamic lattice" (Shultz, p. 266).

The one sentiment which stand above the others in importance is the self-sentiment. the central significance of this particular sentiment pattern derives from the scope of its influence, which cuts across rarely all the individual's attitudes. Virtually every attitude the person expresses, even though it may be closely related to some other sentiments, will be expressed and evaluated partly as a function of the way it relates to the self. In other words, self-sentiment is the most important of all sentiments and refers to a person's conception of himself, which is reflected in all the attitudes he holds. It provides stability, coherence and organisation to all the source traits and is directly linked to the expression of the ergs and sentiments. Since it contributes to the satisfaction of all the ergs and sentiments, the self-sentiment operates to control all the structures in the personality (Shultz, 1978, p. 267), Cattell, 1965).

In the writers opinion, self-sentiment is the individual value and it is reflected in all the attitude he holds. For example, if an individual values

academics all his actions which are attitudes will be directed towards been highly educated and this he or she will achieve by working hard to get educated. This self-sentiment is directly linked to the ergs and sentiments which are similar to the Freudian id and ego.

It is eminent therefore in a counselling session for the counsellor to be able to identify the self-sentiment of a client. If the self-sentiment is a socially desirable one, the counsellor helps the client motivate his or her "ergs" and direct it towards achieving the sentiment but, if the self-sentiment is not socially desirable, the counsellor helps the client to redirect his or her sentiments and help the individual motivate the "ergs" to the newly directed sentiments. Furthermore, an individual self-sentiments should be determined before he or she could be counselled towards choosing a particular career.

2.4.3 Holland's Typological Theory of Vocational Choice

John L. Holland's theory of vocational development is otherwise known as a "Theory of Personality Inventory". The title "Career Typology" simply means that the theory deals with types of personality and environments which are identified with types of career choices (Denga, 1986, p.128).

The theory seeks to explain vocational behaviour and suggest some practical ideas to help young, middle-aged and older people on how to select jobs, behave in such jobs, change jobs, and attain vocational satisfaction (Holland, 1973, p.1). Although Holland's theory is not completely different from these propounded by other vocational psychologists like Super (1957), Crites, (1969) and Hoppock (1957, 1976) but by the integration of ideas of

these people Holland (1959, 1963, 1966, 1973) has arrived at new perspectives and emphasis.

The major assumption of the theory is that, "the choice of a vocation is an expression of personality (Holland, 1966, -.2). In other words, a person's vocational choice is an expression of one's personality. To him, in the process of making a vocational choice, if there are many occupations from which choice can be made, people should seek out and consider only those vocations that are likely to foster rather than hinder their personality characteristics. Thus the content of the individual's vocational choice is a function of the interaction between one's personality type and environmental influence. Consequent upon this assumption, Holland (1966, pp. 16-17, 1973, pp. 13-18) grouped all occupations, environments and people into six types or a combination of types. The tendency of people is for each personality type to seek out the corresponding environment in respect of his occupational choice i.e., a person of the realistic personality type will choose an occupation in a Realistic Environment (R.E).

Holland (1966, pp. 9-10) asserts that people can be characterized by their resemblance to one or more personality types. The closer a person's resemblance to a particular type, the more likely it is for him to exhibit the personal traits and behaviour associated with that type.

It is assumed that the environments in which people live can be characterized by their resemblance to one or more model environments.

It is further assumed that the pairing of persons and environments leads to several outcomes that we can predict and understand from our knowledge

of the personality types and the environmental models. These outcomes include vocational choice, vocational stability and achievement, personality stability, creative performance, and susceptibility to influence.

Most persons can be categorized as one of six types: Realistic, investigative, social, conventional, enterprising, and artistic ... A "type" is a model against which we can measure the real person. Each type is the product of a characteristic interaction between a particular heredity and a variety of cultural and personal forces, including peers, parents, other significant adults, social class, culture, and the physical environment. Out of his experience, a person develops habitual ways of coping with the tasks presented by his psychological, social and physical environment including vocational situations. His biological and social heredity, coupled with his personal history, creates a characteristic set of abilities, perpetual self-concepts (his image and evaluation of himself), and coping behaviour (his typical methods of dealing with the problems of living). A type is then a complex cluster of personal attributes.

Holland (1973, pp. 6-10) states the principles underlying his theory. These include the following:

1. The choice of a vocation is an expression of personality.
2. Interest inventories (for), if vocational interests are an expression of personality, then it follows that interest inventories are personality inventories.
3. The members of a vocation have similar personalities and similar histories of personal development.

4. Vocational satisfaction, stability, and achievement depend on the congruence between one's personality and the environment (composed largely of other people) in which one works.

Holland Personality Types

It is assumed that there are as many as 720 different personality types, but Holland (1973, p.2), said people can be characterized by their resemblance to each of the following six personality types.

The Realistic Type

The realistic person is associated with activities that entail the explicit, ordered or systematic manipulation of objects, tools, machines, animals, and dislike educational or therapeutic activities. These behavioral tendencies lead to the acquisition of manual, mechanical, agricultural, and electrical competencies and to a deficit in social and educational competencies.

The realistic person is apt to show himself to be "asocial" (shy), conforming, frank, genuine, masculine, materialistic, natural, normal, persistent, practical, self-effacing, stable, thrifty, unrightful, uninvolved (Holland, p.14). An example of a realistic person is an engineer.

The Realistic (R) Environment

The people in this environment are stimulated to perform realistic activities such as using objects, tool, machines, and animals. The environment encourages people to see themselves as having mechanical ability

and lacking ability in human relations. It encourages them to see the world in simple, tangible,and traditional terms. It rewards them for the display of conventional values and goods, money, power and possessions. The environmental experiences leads people to be more attracted to realistic occupations and roles in which they can express themselves in realistic activities.

The Investigative Type

The investigative person as the name implies, prefers to be associated with activities that includes the observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomena, and dislikes persuacisive, social and repetitive activities. These behavioral tendencies lead to an acquisition of scientific and mathematical competencies.

The investigative individual is apt to show himself to be "analytical, cautious, critical, curious, independent, intellectual, introspective, introverted, methodical passive, pessimistic, precise, rational, reserved, unassuming, unpopular" (Holland, p. 15). Examples of investigative person are scientists, mathematicians and computer programmer.

The Investigative (I) Environment

The investigative environment is characterised by the dominance of environmental demands and opportunities that entail the observation and symbolic, systematic, creative investigation of physical, biological or cultural phenomena, and by population dominated by investigative types. It

encourages people to see themselves as scholarly, as having mathematical and scientific ability, and as lacking in leadership ability. It encourages them to see the world in complex, abstract, independent and original ways.

These environmental experiences lead people to become more attracted to investigative occupations and roles in which they can express themselves in investigative activities.

The Artistic Type

The artistic individual prefers to be associated with ambiguous, free, unsystematized activities that involves the manipulation of physical, verbal, or human materials to create art forms and products, and dislikes the explicit, systematic, and ordered activities. These behavioral tendencies lead to an acquisition of artistic competencies such as language, art, music, drama, writing, and to deficit in clerical or business system competencies.

The artistic person, is apt to show himself to be "complicated, impractical, impulsive, independent, introspective, intuitive, non-conforming original". Examples: fashion models, artists, dramatists, novelists, musicians, etc.

The Artistic (A) Environment

The people in this environment are stimulated to engage in artistic activities. The environment fosters artistic competencies and achievements. It encourages people to see the world in complex, independent, unconventional and flexible ways. It rewards people for the display of artistic values.

The environmental experiences lead people to become more likely to cope with others in personal, emotional, expressive and unconventional ways. They are more attracted to artistic occupations and roles in which they can express themselves in artistic activities.

The Social Types

The social individual gets himself involved in activities that demands the manipulation of others to inform, train, develop, cure, or enlighten, and dislike explicit, ordered, systematic activities involving materials, tools or machines. Such behavioral tendencies led to acquisition of human relations competencies such as interpersonal and educational competencies.

The social person is apt to show himself to be "ascendant, cooperative, feminine, friendly, generous, helpful, idealistic, insightful, kind, persuasive, responsible, sociable, tactful, understanding (Holland, p. 16(). Examples of people in this category are teachers, lecturers and journalists.

The Social (S) Environment

The social environment is characterised by the dominance of environmental demands and opportunities that entail the manipulation of others to inform, train, develop, cure, or enlighten, and by a population dominated by social types. The environment stimulates people to engage in social activities. It encourages people to see themselves as liking to help others, understanding of others, cooperative, and sociable. It encourages them to see the world in flexible ways. It rewards people for the display of social values.

These environmental forces lead people to become more susceptible to social, humanitarian, and religious influences. More attracted to express themselves in social activities (Holland, 1973, pp. 31-32).

The Enterprising Type

The enterprising person associate themselves with activities that entail the manipulation of others to obtain organisational goals or economic gain and dislikes observational, symbolic, and systematic activities. These behavioral tendencies lead to an acquisition of leadership, interpersonal, and persuasive competencies.

The enterprising person is apt to show himself to be "acquisitive, adventurous, ambitious, argumentative, dependent, domineering, energetic, exhibitionistic, flirtatious, impulsive, optimistic,pleasure-seeking, self-confident, sociable, talkative" (Holland, pp. 16-17). Examples are business tycoons and advertisers, politicians concern for power and status.

The Enterprising (E) Environment

The enterprising environment is characterised by the dominance of environmental demands and opportunities that entail the manipulation of others to attain organisation or self-interest goals, and by the dominance of enterprising types. The environment stimulates people to engage in enterprising activities such as selling, or leading others. It fosters enterprising competencies and achievements. It encourages people to see themselves as aggressive, popular, self-confident, sociable, and as possessing leadership and

speaking ability. It encourages people to see the world in terms of power, status, responsibility, and in stereotyped, constricted, dependent, and simple terms. It rewards people for the display of enterprising values and goals. Money, power, and status.

These environmental experiences lead people to become more prone to cope with others in an enterprising manner - by dominance, talkativeness, and so on.

The Conventional Type

The conventional individual is involved in activities that are explicit, ordered, systematic manipulation of data, such as keeping records, filing materials, reproducing materials, organising written and numerical data according to prescribed plan, operating business machines and data processing machines to attain organisational or economic goals, and dislikes ambiguous, free, exploratory or unsystmatised activities. These behavioral tendencies lead to an acquisition of clerical, computational and business system competencies and to a deficit in artistic competencies.

The conventional person is apt to show himself to be "conforming, conscientious, defensive, efficient, inflexible, obedient, orderly, persistent practical, prudish, self-controlled, calm, unimaginative" (Holland, p. 17-18). Examples are administrators, bank workers and secretaries, cost estimators, budget reviewers, typists.

The Conventional (C) Environment

The people here are stimulated to engage in conventional activities such as record keeping, filing materials, reproducing materials, organising written and numerical data according to a prescribed plan, operating business and data processing machines. The environment encourages people to see themselves as conforming, orderly, non-artistic, and as having clerical competencies. it encourages them to see the world in conventional, stereotyped, constricted, simple, dependent ways. It rewards people for the display of conventional values; money, dependendability, conformity.

These environmental models were developed to provide a more complete model for understanding human behaviours. The environmental formulations are patterned after the personality types and can be applied to natural environment by categorising the occupations or vocational interest of the inhabitants.

2.5 Counsellors Vocational Interest Relevant Theories Of Vocational Choice.

Many theories of vocational choice have been advanced. These theories explains why individuals select and enters into different occupations.

Crites (1969) classified these theories into three groups namely non-psychological, psychological and general. This section therefore highlight in brief, these three categories and gives a detailed discussion of the two most important and relevant vocational choice theories to this study: These are trait-and-factor theory and Holland's Typological theory.

2.5.1 Non-Psychological Theories

Crites (1969) asserts that, the non-psychological theories of vocational choice are those who attribute occupational choice to the influence of external force alone. That is individual innate characteristic such as interest, intelligence, personality traits and so on are not a contributing factor, directly or indirectly to the occupational choice of the individual. He said the individual enters an occupation solely because of environmental factors. Such as:

1. Chance of contingency factor.
2. The laws of supply and demand; and
3. The folkways and institutions of society.

The theories responsible for the above explanations are the accidental, economic and sociological theories of vocational choice.

2.5.2 Psychological Theories of Vocational Choice

Crites (1969) states that psychological theories of choice focus more on the individual as the determinant factor in the vocational decision-making process. Various psychological theories assume that the individual has some freedom in the choice of occupation he or she enters. That the individual has some control over his vocational future based on his interest and aptitude whereas the non-psychological theories does not give chance for such latitude. The psychological theorist asserts that vocational choice of an individual is determined mainly by the characteristics of the person and directly by the environment which he lives.

Crites further classified psychological theories into four main categories which are:

1. Trait and factor theories.
2. Psychometric theories
3. Developmental theories.
4. Decision-making theories.

Each of these theories emphasizes a different aspect of the individuals behaviour as the basic factor in choice of vocation.

2.6 General Theories of Vocational Choice

These general theories are classified into three, namely:

1. An interdisciplinary concept of vocational choice.
2. A general developmental interpretation of vocational choice; and
3. A typological theory of vocational choice.

Some of these general theories attempt to explain how these factors interact to determine the individual's preference of choice of occupation.

The knowledge of the interdisciplinary concept of vocational choice, general developmental interpretation of vocational choice and topological theory of vocational choice will enable the counsellor know whether he or she has the ability and aptitude to be in his or her chosen career. Furthermore, the knowledge of the above helps the counsellor counsel clients concerning subjects combination in relation to the vocational choice (interdisciplinary concept), the general developmental interpretation of vocational choice as regards the stages the client will pass through in his chosen career and

topological theory of vocational choice as regards one's resemblance in behaviour to one or more personality types. For example if the behaviours one exhibits is in resemblance to a realist type, you feel the person is working towards being an engineer and if his behaviour is like the investigative type, you may categorise the person as being a scientist or a counsellor.

2.7 The Trait-and-Factor Theories of Vocational Choice

The trait and factor point of view is sometimes called directive counselling and counsellor-centred theory. As it is true of all dynamic viewpoints, it has undergone change since its origin as a vocational counselling approach. It has been broadened to include a concern vocational development.

Advocate of trait and factor viewpoint explain personality as a system of interdependent traits on factors such as abilities, interest, attitudes, and temperament. Fundamental to trait and factor theory is the assumption that individuals seek to use self-understanding and knowledge of their potentialities. Achievement of self-discovery results in intrinsic satisfaction and rein forces efforts to become all that one is able to become (Williamson, 1965, p.56). In other words, trait and factor view point emphasizes uniqueness in the individual, the understanding of the self now makes one perform well in his or her occupation, good performance in turn leads to psychological satisfaction which eventually reinforces self-actualization. The counsellor therefore study the individual in his or her own unique way and help him by directing him in making a meaningful decision concerning his

choice of a career that will make him psychologically satisfied which eventually will reinforce his or her self actualization.

Parson (1909, p.5) postulated three stages through which a person passes in choosing a vocation. They are as follows:

1. a clear understanding of (himself), (his), aptitudes, abilities, interests, ambitions, resources, limitations,and prospects in different lines of work;
2. a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects, in different lines of work;
3. true reasoning on the relations of these two groups, of facts.

In other words, the knowledge of self and the knowledge of the world of works, will enable the individual choose an occupation that he or she can appropriately fit in best.

However, this theory is not free from criticisms. Critics say that there are various occupations with complexity of duties and tasks that it becomes difficult to identify trait and factors which differentiate them (Super and Bachrach, 1957, p.103).

Crite (1969) went further to say assuming that individual's make several decisions about their future occupations before they enter them, what are the trait-and-factor correlates of these decisions? Are the correlates different at different age levels, or do they remain the same as the individual grow older?

The writer is of the opinion that trait-and-factor correlates of a decision-making process in the choice of occupation are subject to change due to ones experience and as one grows older. It is assumed that the most important aspect of the trait and factor theory is that the theory outlined the ideal situation for choosing an occupation, therefore counsellors may apply this situation when counselling students or youths on choice of career.

It is important to note at this juncture that vocational theory cannot be discussed without the mention of interest, because the importance of interest in vocational choice cannot be overemphasized. Also worthy of mention in vocational choice are factors like intellectual ability, aptitudes, influence of schooling, family, self-concept and self-esteem, values, stereotypes and expectations, realism, sex differences, and environmental influence.

The measurement of interests closely parallels that of mental ability in its development. Early in the twentieth century when Binet was making the first scientific attempts to measure intelligence, other psychologists were attempting to do the same for interests. Fryer's measurement of interest in Relation to Human Adjustment (1931), which covers the history of the subject,is considered the basic landmark in the field because it is a comprehensive summary of the theorizing and experimenting that went on in this area of human personality up until about 1930 (Fryer, 1931).

Fryer (1931, p. 349) in the course of his writing derives a theory of interest that states:

> Objective interest are acceptance reactions and objectives aversions are rejection reactions. It may be that the acceptance, or turning towards stimulation, and the rejection, or turning away from stimulation, are

> correlated with pleasant and unpleasant experiences. Subjective interests, or likes, would appear to be acceptances of stimulation and subjective aversions, or dislikes, would appear to be rejections of stimulation. At any rate, they may be regarded as acceptance-rejection experiences.

As psychologists measured interests, they also began to speculate and hypothesize on the nature of interest. Fryer developed his theory of acceptance-rejection. Early in his major book, Strong (1943, p.6) reverses Fryer's stand and says that interests are aspects of motivation. He said since interests involve reactions to specific things, they must all be learned. As time went on, he reviewed his book and he said there are significant relationship between mental ability and vocational interest. Most of these correlation coefficients fall between plus and minus 40.

Other researchers have considered interest as arising from the development of personality. Carter (1940) considers the choice of a vocation to be the practical adjustment to the environment. Solutions possible for an individual are limited by his own capacities, needs, motives, and by his and his family's socio-economic status. If there are no major discrepancies between these factors and the requirements of a vocation, an individual will tend to continue in an occupation. If there are discrepancies, he will seek another vocation. In this way, as time goes on, a pattern of vocational interests forms that is closely identified with the individual.

On the basis of Strong and Carter's work, Darley (1941) suggested cautiously that the data supported the hypothesis that occupational interests emerged from the development of one's personality. Darley's theory was

based upon studies made with the three "non-occupational scales" of the SVIB: Occupational level, Interest-Maturity, and Masculinity-Femininity.

In another approach, Kitson (1942) wrote that vocational interests develop through experiences. It follows that an important task of the counsellor is to aid the client in obtaining experiences that will help him in making a vocational decision.

Super, a critic of the idea of Strong, Carter, and Darley proposed his own theory of multiple causation (1949, p.46). According to Super, interests are product of interaction between inherited aptitudes and endocrine factors, on the one hand, and opportunity and social evaluation on the other. Some of the things a person does will bring him the satisfaction of mastery or the approval of his companions and result in interests, some of the things his associates do appeal to him and, through identification, he patterns is actions and interest after them: if he fits the patterns his actions and interest after them: if he fits the pattern reasonably well, he remains in it, but if not, he must seek another identification and develop another self-concept and interest pattern. His mode of adjustment may cause him to seek certain satisfactions, but the means of achieving these satisfaction vary so much from one person, with one set of aptitudes and in one set of circumstances to another person with other abilities and in another situation, that the prediction of interest patterns from modes of adjustment is hardly possible. Because of the stability of the hereditary endowment and the relative stability of the social environment in which any given person reared, interests patterns are generally rather stable: their stability is further increased by the multiplicity of

opportunities for trouts, identification and social approval in the years before adolescence.

By adolescence most young people have had opportunities to explore social, technical, and business activities to some extent, they have sought to identify with parents, other adults, and school mates, and have rejected and accepted others of these identifications; self-concepts have begun to take definite form. For these reasons interest crystallize by early adolescence and the exploratory experiences of the adolescent years in most cases merely clarify and elaborate upon what has already begun to take shape. some persons experience significant changes during adolescence and early adulthood, but these are most often related to endocrine changes and less often to changes in self-concept resulting from having attempted to live up to a misidentification and to fit into an inappropriate pattern. Vocational interest patterns generally have a substantial degree of permanence at this stage; for most persons, adolescent exploration is an awakening to something that is already there.

Based on these theories of interest, counselling psychologist then came together to speculate upon the nature of interest and they agreed on the following ideas.

Hahn and Maclean (1955, pp.201-202) summarized the bulk of the research and theories on vocational interest thus:

1. Interest is an aspect of personality shaped by both hereditary and environmental factors.

2. Long-range, stable, occupational interest emerges during the early tens but mature interest patterns are not fixed for most individuals until an age of approximately twenty-five years.

3. Interests are not necessarily closely related to aptitudes or abilities.

4. Interests probably cannot be created de novo and in a short time merely by the classroom presentation of varied and vicarious experiences to youth. Such exposures may possibly, however, start the development of a new zone of interest, help fix existing interests, or uncover latest ones.

5. A strong motivation toward certain types of occupational or avocational behaviour is expressed by a wide number of responses to an extremely wide range of stimuli.

6. Interests, as aspects of personality and as employed by the general clinical counsellor, involve both acceptance and rejection of possible lines of activity. For example the typical worker with processes and things (mechanical interests) obtain interest scores which are negatively related to scores which measure a liking for persons and measure a liking for persons and social situations.

7. The estimated, judged, or measured interests of secondary school and college students in an occupation seem to them to be and in fact often are quite unrelated to the training programme they must take to prepare them for employment in the occupational family in which they have an identified dominant interest.

8. A legitimate interest in an occupational outlet often has little effect on grades earned in the curriculum leading to that outlet. Much of the training in a medical school may be largely quite unrelated to the particular aspects of medical practice toward which the interest is expressed.

9. Vocational and avocational interest appear to run in similar directions of a large proportion of individuals.

10. The interests of individuals tend to be less varied with increasing age.

2.8 Ideal Characteristics Of Effective Counsellor

This section discusses some of the speculated and tested characteristics of a counsellor as related to counselling effectiveness.

In 1949, the National Vocational Guidance Association in United State of America, issued a statement that counsellors ideally are characterized by the following personal characteristics:

1. Interest in people
2. Patience
3. Sensitivity to others' attitudes and reactions
4. Emotional stability
5. Objectivity
6. Respect facts and
7. Trustworthy.

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(Shertzer and Stone, 1976, p.121).

The Association of Counsellor Eduction and Supervision (1964) asserts that counsellors should have six basic qualities as:

1. Belief in each individual
2. Commitment to individual human values
3. Alertness to the world
4. Open-mindedness
5. Understanding of self; and
6. Professional commitment.

(Shertzer and Stone, 1980, p.92).

In 1964, the Council of Student Personnel Association in Higher Education recommended the following traits for college personnel worker:

1. Abiding interest in students
2. Faith in students capabilities
3. Understanding of students aspirations
4. Interest in educational process
5. Good physical and emotional health
6. Willingness to serve others
7. Ability to function at regular hours
8. Respect for others
9. Patient; and
10. Sense of humour

(Shertzer and Stone, 1976, p.123).

Polmantier (1966) survey of counsellors characteristics, summed up the counsellors personality in ten statements as follows:

1. The counsellor is an intelligent person who possess verbal and quantitative abilities sufficient to think, reason and solve problems with logic and perception.
2. The counsellor's measured interest reveal a desire to work with people but are scientific enough to consider and utilize the science of individual and social behaviour.
3. The counsellor manifest an acceptance of self. The counsellor does not use clients to satisfy personal needs beyond the limits imposed by the professional role.
4. The counsellor possess value commitments which he or she understands and recognizes since they influence counselling behaviour and behaviour in general.
5. The counsellor exhibits a tolerance for ambiguity and has the ability to face ambiguity without letting it disorganize professional or personal aspects of life.
6. The counsellor is flexible enough to understand and deal psychologically with all kinds of human behaviours without mustering authority or social pressures to force the client to conform.

These speculation about the characteristic led Cattel to say although the above listings were helpful, they were unsatisfactory because:

1. they represent merely the opinions of people who make them;
2. they fail to distinguish between the counsellor and other school personnel;
3. the traits of successful counsellors vary so widely that it is difficult to

select one list as being satisfactory; and

4. it is the interrelation or pattern of characteristics that is important.

It is then assumed that due to these criticism, psychologist decided, to carry out empirical researches in order to arrive at more defined and unique characteristics of counsellors which will be discussed later.

2.9 Counsellor Education

Prior to 1981, when guidance and counselling was given emphases in the National Policy of Education, the term counselling was not a wide spread phenomenon. Modern approach to counselling according to Kolo (1992) started in Nigeria in 1959. The beginning of school guidance programmes at St. Theresa's College, Ibadan was purely career oriented. The service at then was purely guidance oriented and no much counselling was involved. The career advisers to the students of St. Theresa's College were not purely trained counsellors. Despite these shortcomings, the modern approach to guidance as demonstrated in the College was accepted and was gradually adopted by other schools. This orientation lasted in Nigeria for some decades until about the 1970's when professionally trained counsellors began to emerge in Nigeria.

It is assumed that due to the importance of counselling in the daily development of an individual cognitively, affectively, and socially for the betterment of the future, the few psychologist and professional counsellors of the 1970's felt it was possible for a provision to be made in the current National Policy on Education document for guidance and counselling be

provided in schools as a matter of urgency (NPE, 1981). Kolo (1992) asserts that this provision has made many higher institutions in Nigeria to offer courses in guidance and counselling in order to turn out the needed manpower for the services in the schools mainly. It therefore means the practice of modern counselling demands some appropriate level of training in order to be effective.

2.9.1 Effective Counselling

Kolo (1992) said to be an effective counsellor i.e., helping others to be rational and self-actualising demands certain characteristic firstly on the part of the counsellor educators and secondly on the part of the trainee counsellor. As also observed by Okon (1982, p.31), to be an effective helper "training in content may not be as important as training in process, skill and self-knowledge". He further suggested that knowledge in academic disciplines and theory are important, but human-relations training programmes need to focus more on trainees' self-awareness and communication skills". This area, if not more important is equally as important in effective helping as training in content or its theoretical background.

At this juncture, it is important to note that the effectiveness of a counsellor in a counselling process depend on the training he or she acquires and also on the characteristics expected of him or her as a counsellor. In relation to this, Comba, Avil and Purky (1969) identified the following characteristics for effective helping by helping practitioners including counselling. They are as follows:

1. **Knowledge:** To be effective, counsellors must be personally committed to specialised field of knowledge and utilise the knowledge usefully.

2 People as being capable rather than incapable as Freudian psychoanalysis will make us understand.

3. **Self-Concept:** Effective counsellors feel personally adequate most times and identify with others rather than being socially withdrawn.

4. **Helping Purposes:** Successful counsellors are freeing rather than controlling or directing people out of their wishes.

5. **Approaches to Helping:** Effective helpers have the tendency of approaching the helpees subjectively rather than having a pre-determined conception about the helpee. Subjective in this case means that the counsellor is open-minded to whatever information he/she might have earlier got about the client.

It also said that an effective counsellor must be able to communicate with the client qualitatively. Communicating qualitatively has some components which Shertzer and Stone (1976, p.176) referred to as facilitating conditions. They are as follows:

1. **Emphatic understanding:** Accurate emphatic understanding, means an understanding of the client's internal frame of reference. Truax and Carkhuff have stated that accurate emphatic understanding not only consist of the counsellor's sensitivity to the client's feelings but also includes the counsellor's ability to communicate this understanding.

2. **Nonpossessive warmth:** The counsellor experiences and communicates acceptance, respect, interest, and liking for the client.

Nonpossessive warmth, means that the counsellor is nonjudgemental about the person; that the counsellor does not place conditions on the client; and that the counsellor accepts and cares for the client as an individual.

3. **Genuineness:** This condition is similar to Rogers (1957) statement that the therapist is congruent or integrated into the relationship. It means that the counsellor is natural, does not put on an "act", does not feel one thing but say another. Truax and Carkhuff have stated that genuiness does not mean that the counsellor makes extensive personal disclosures or that "anything goes" but rather it means that the counsellor is authentic, "real", and non-defensive.

4. **Concreteness and specificity:** This means that counsellor's statements refer to specific feelings, experiences, and behaviours of clients.

Ivery Simek-Downing (1980, p. 107) added two more facilitating conditions earlier mentioned. They are:

1. **Immediacy:** This means speaking in present instead of the past or future tense.

2. **Confrontation:** This has to do with discussions focused on the difference between the counsellor and the client.

These conditions are what Kolo (1991) referred to as core response and action condition necessary for effective counselling. He said these conditions cannot be all inborn. Many of them are learnt in the process of counsellor education.

The counsellor education programme are in three levels in this country. They are the First degree, Masters and Doctor of Philosophy degrees.

Before obtaining any of the above mentioned degrees, a professional counsellor must undergo some theoretical and practical training which cut across the three levels of degree.

Hassan (1991, p.53) said one fundamental parameter for the identification of a counsellor is his professional training. The professional training of a counsellor centre around three content areas. These are the theoretical content of the training, the practicum content training and lastly the internship content training. But it is unfortunate that the internship training has not yet taken off in Nigeria.

2.9.2 Theoretical Content

Shertzer and Stone (1980, p.431) said counsellor education content varies from state to state and from institution to institution both in quantity of offerings and inequality. Shertzer and Stone said the usual courses offered in America area:

1. An introductory course (guidance, community or agency counselling, elementary school, college, and so on).
2. Career theory, development, information.
3. Test and measurements.
4. Counselling theories and techniques.
5. Developmental psychology (child or adolescent).
6. Supervised counselling experiences.

7. Guidance programme development.

Similarly most of Nigerian institutions offering counsellor education programmes offer most of the following courses as observed by Kolo (1992.)

1. Theories and techniques of counselling.
2. Theories of vocational choice/development.
3. Occupational information.
5. Psychology of Adjustment.
6. Abnormal psychology.
7. Organisation and administration of guidance services.
8. Practicum.
9. Research method.
10. Statistics.
11. Research project/thesis etc.

Others are:

1. Communications.
2. Group dynamics.

All the above courses gives the theoretical knowledge that the would be counsellor should have. The only exception is the practicum which is the practical aspects of counselling. According to Patterson and Eisenberg (1983), to be truly an effective counsellor, one should have thorough knowledge and understanding of human behaviour. The theoretical knowledge, therefore, becomes necessary through all the above courses to enable the counsellor understand the human behaviour he or she is going to handle in the field.

In as much as emphasis is given to the theoretical aspect of counsellor education, the importance of the practical aspect too cannot be overemphasized. The practical aspect according to Kolo (1992) are in two different states i.e., the practicum and the internship. Practicum alone will be discussed in this study, since internship is not tenable in Nigeria situation.

2.9.3 Practicum

This aspect of counselling has not been given adequate weighting in the present counsellor education programmes in Nigeria due to lack of facilities to enable effective practicum classes to hold. However according to Kolo (1992) an ideal practicum class where the students will be exposed to practical activities should involve:

1. role playing and simulation of skills on how to prepare, receive and interact with clients;
2. listening to well-taped cassettes on cases handled by the ex-practicum students and counsellor alike, criticise the recorded tapes and think of how better such cases could be handled;
3. demonstrate to the other students the different approaches and techniques of how to handle cases so that the students can learn from the supervisors and students as well.
4. watching video-taped on how counselling sessions are conducted at both individual and group levels.

The practicum classes according to Alao and Morakinyo (1991) enables the students to achieve the following three purposes:

1. Acquiring counselling experiences and practice before going into the field alone.
2. Developing in the students counselling skills and techniques through the practical experiences provided in the practicum class.
3. Test the applicability of the theoretical background they are exposed to during the theoretical courses earlier identified.

In a similar dimension, Gesinde (1991, p. 1-4) stated eight objectives for a practicum class in counselling. they are:

1. Opportunity to synthesise ideas from various courses.
2. Collection and utilisation of education, vocation, and social personal information.
3. Ability to select, administer, analyse and interpret relevant tests.
4. Development of skill in handling group activities.
5. Development and utilisation of initiative and resourcefulness.
6. Acquiring administrative skills.
7. Acquiring counselling skills; and
8. Increased self-understanding.

All mentioned above are the knowledge a trained or a professional counsellor should have either at the First Degree, Masters or at the Doctor of Philosophy level.

2.10 Guidance Programme In Schools

As an institution of the society the school is set up to do certain specific work and to exercise certain functions in order to maintain the life

and advance the welfare of the society (Dewey, 1959). Thus the school develops and carry out programmes and activities that can meet the needs, values and goals of the society. One of such various programme is guidance and counselling which assist students to better understand and accept themselves; their strengths and weaknesses; aptitudes, needs, interests, and worth as unique individuals. It helps them in acquiring better inter-personal relationships, problem-solving and decision making skills, better understanding of complex developmental needs of students, the human and economic needs of the society and the present secondary school educational trends (Ezeukwu, 1987).

Kolo and Maisamari (1995) said, a school guidance programme is the execution of a pre-outlined group of guidance activities with the sole objective of aiding students to adjust to their personal social career and educationally related needs. For example, sourcing of guidance objectives based on prevalent school problems and drawing out an appropriate calendar of events for execution with a view to helping students and the entire school overcome those events.

Okon (1984) said the aim of guidance within education is to assist children and youth in their total development. In doing this, guidance services must, among other things, help an individual to see himself as being worthy, rather than unworthy, as possessing dignity and integrity that must be respected and maintained rather than as an unimportant individual whose integrity may be violated, as being able to develop maximally and capable of utilising his capacity effectively. He further said education and guidance in

Nigeria must provide assistance to an individual to enable him achieve personal freedom, confidence in himself and healthy self-image. Guidance services must be concerned about helping an individual to grow in self-understanding, develop capacities for wise and realistic educational and vocational decisions, overcome personality maladjustment and work towards realising chosen educational plans.

In achieving the above the guidance counsellor is left with the responsibility of designing the guidance programme within the school.

Guidance programme though an integral part of the school educational programme, must be relevant to the school characteristics and needs, especially those of significance to the development of an appropriate curriculum within the educational institution.

A school guidance programme not only strengthens the link which exists between the school and other institutions and agencies designed to serve youths, but makes it possible for them to realise their maximum potentials. Failure to implement this programme not only denies students the guidance services but also inhibits their potentials.

According to Collota (1979) the steps involved in designing a guidance programme in school include a planning phase during which needs are ascertained, resources considered and objectives are selected. This phase is followed by an implementation phase and finally by an evaluation phase. But according to Campbell, et al, (1973) in Okon(1984), the basic steps in designing guidance services are as follows:

(i) **Need Identification:** The first thing is for all the entire staff members, including the principal, vice principal(s) and guidance counsellors, career masters and mistresses to understand the characteristics and needs of the particular population requiring the guidance services. Need assessment inventories such as "Youth problems inventory", "Student problem inventory", interviews etc., could be effectively used to identify the diversifying needs and problems of youth for the guidance services. Parents-Teachers Association, principals, teachers, students, officials of Ministry of Education, community leaders, representatives of the business community and voluntary organisation are important and useful groups that should participate in needs identification.

Another way of identifying needs according to Ezeukwu (1987) is that the philosophy of the school should be studied in order to find out whether the aims are being met. If there is no school philosophy, then the national objectives of secondary education as contained in the National Policy on Education will be viewed as against what the school is offering. The minutes of the staff meetings, and the principals end-of-year reports would also be studied to see whether the aims are being met or not.

(ii) **Clearly Defined Goals and Purposes:** Okon (1984) assert that after the characteristics and needs of the particular population

to be served, by guidance services have been identified, the second step is that the guidance goals and purposes should be derived from the descriptions of the student's needs. The general purposes and goals should later be translated into specific behaviour objectives for the programme statements of purposes should include specific plans for meeting the unique needs of any sub-population within the particular population. This step has much to do with the desired ends to be achieved by guidance services.

(iii) **A Description of the Means to be Employed to Achieve the Specified Ends:** The third step is the guidance workers to survey broadly all available guidance methods which have potential to meet the objectives of the programme. A variety of methods should be used in giving information about careers to students. For example, it is possible to use educational media (written materials like books), (audio materials like radio and tape recordings, and video materials like films and television, to disseminate career information to the learners. Other vocational guidance methods include various group procedures (for instance large classroom instructions and small-group sessions), information systems, simulation games and career relevant curriculum in which conscious attempts are made to relate the nature of the information being taught to either the present or future vocational life of the student. It is

important to stress that often a combination of methods is more effective than any one method used individually. There is a need to select appropriate method which can be used by the available staff (Okon, 1984).

(iv) **Selection of the Most Appropriate Methods for Programme Goals:** after surveying several methods and techniques which could be used, the next step is to evaluate each method, technique and possible alternatives and finally to select the most appropriate method/technique or combination of the means which appear to offer the best chance for attaining guidance system, outcomes or goals (Okon, 1984).

(v) **Adaption of methods that will suit a particular school situation:** Having selected the most appropriate methods, the next step is to adapt such methods that will suit a particular school situation. Once a particular method has been selected, a great need exists for an accurate knowledge of all of the applications which others have developed of that method. Any method selected for use should be relevant not only to a particular school situation but also to the developmental levels, age and background experience of the students.

(vi) **Determining how Well the Assessed Needs are Being Met:** It is important to determine how well the assessed needs of students are being met. This involves the evaluation of the total guidance programme. There is a great need for the

members of the staff to make systematic judgements of the relative effectiveness with which goals are achieved in relation to specific standards. Guidance programme should always be evaluated in order to improve the effectiveness of every staff member involved in it, to determine if the entire programme contributes to the realisation of its goals and objectives and to determine whether the services produce specific desirable benefits to individuals associated with the services.

According to Okon (1984) the professional counsellors are managers, administrators and organisers of guidance services. They are leaders and team members. They must have expertise in both guidance and management. They must be skilled planners, expert in implementing and evaluating guidance services. All these they acquire during their training as professionals.

2.10.1 General Objectives of Guidance Programme in Schools

Bearing in mind the basic principles underlying guidance services in school, counsellors should be able to outline the objectives of their state or school guidance programme. Bulus (1990) asserts that guidance services in an educational institution have the same aims as the activities known as pupil personal services. In relation to the individual, the basic goal of guidance services are to help the students make progress in the following ways:

1. To understand himself, know his points of strength and weaknesses.
2. To strive for improvement and growth to the fullest possible extent.
3. To work towards self-development and self-realization, based on his understandings, his experiences and his knowledge of his capacities

interests, values, motivations.

4. To learn efficiently.

   (a) to adopt himself satisfactorily to varied changing situations within his environment;

   (b) to be willing to make changes in behaviour and attitude and thereby gain greater personal satisfactions in as many aspects of his life as possible.

5. To develop the ability increasingly to make decisions wisely and solve his problems independently to become self-directive and self-reliant.

6. To accept his responsibilities to society and be cooperative.

7. To learn to live a satisfactory life in all prospects - physical, mental, emotional, social, ethical.

Ipaye (1983) said in planning guidance programme, there is the desire to prepare clear-cut statements of objectives preferably in behavioral terms. He said the objectives could be stated around areas like the following:

(a) Improved self-knowledge, self-understanding, and self-perception.

(b) More positive attitude to others, to work and to school.

(c) Improve school achievement.

(d) Improved use of time and better use of leisure.

(e)) Decrease in school/home problem behaviour.

(f) Better understanding of others.

(g) Improved social relations and less conflicts in social interactions.

(h) Improved communication with other peers, siblings, parents, teachers, etc.

(i) More realistic post-secondary school educational or vocational choice.

(k) More interest in seeking usable information and better use of such information.

(l) Better understanding of the available opportunities in personal social, educational and vocational areas.

(m) Assessment of the post-secondary school progress five years after graduation.

(n) Decreased incidence of problem behaviours five years after secondary school.

(o) More awareness of the world of work.

The writer is of the opinion that though Ipaye's (1983) behavioral objectives are good, they are short term objectives which does not go beyond five years after graduation from secondary school. Whereas, ideal objective should take care of the totality of ones life that is, every aspect of ones life and throughout his or her stay on earth.

2.10.2 Resources For A Guidance Programme

Human Resources

The human resources of the guidance programme of a school should include the principal, vice principal(s), staff members (teaching and non-teaching) parents, students and members of the community (Okon, 1984).

The team members will be properly educated by the counsellor on what it means to serve the needs and interest of youths. They should understand how guidance will operate, the particular group of students the system will

serve and how curricular will be consciously used to make what is taught meaningful and relevant to students' needs and interest. The members should discuss how guidance will be accomplished, made more effective and how it will be financed.

The teams should agree on how "guidance" as a subject will be allocated periods on the school time table. Facilities and sites in which guidance services will operate, supportive personnel, guidelines to follow in insuring cooperation, participation and support of principal, vice-principal(s) and staff members should be discussed thoroughly and agreed upon. The team should establish guidelines to follow in carrying out public enlightenment concerning the guidance system, working with parents, representatives of business and community, ministries of education and voluntary organisations.

Physical Facilities

Gesinde (1991) asserts that, mandatory for effective counselling service is an office full of complete relief and privacy for the client. It is in his office that the counsellor plans his work, keeps his records and equipment, helps his client both as individuals and sometimes as a group. The counsellor's office occupies a central position in counselling service. Therefore, the design which must be given to its (office) is as crucial as the service rendered in it. Irrespective of the counselling setting, no client would volunteer to contact a counselling relationship in an atmosphere germane with threats and in-security. A disorderly designed office with unkept infrastructure and personnel puts the average client off rather than foster the closeness demanded of counselling relationship.

The writer may want to add that an institution needing the services of a professional counsellor without the provision of an office, is frustrating the counsellor, rendering him ineffective, making him totally dissatisfied with counselling job and eventually assaulting the profession.

According to Gesinde (1991) of all the factors that may constitute a threat to client privacy, the location given to a counsellor's offices ranks uppermost. Rather than a noisy-easy to pry into atmosphere, the counsellor's office should be sited in a quiet place where heart-to-heart discussions can take place. A counsellor's office should not be located in a place which easily suggests that the objectives of counselling are only peripheral.

Within the school setting, for instance, a place close to the administrative block, especially the staff room and the principal's office is certainly unconducive. This is because student clients would easily avoid such locations for fear of the principal and subject masters seeing them.

The location of a counsellor's office also affects the attitude of clients towards counselling. The counselling relationship, therefore, may be rendered ineffective if the counsellor's office is placed "check-and-jowl" with the administrative building. Thus, whether in a school, college, industry or hospital setting, a counsellor's office should be located in a place that guarantees privacy, confidence and complete relief to client. Nevertheless the demand for privacy and security does not and should not imply that a counsellor's office be tucked away into the doldrums of a hidden place less it attracts endless raising of eye-brows by structure.

According to Gesinde (1991), the counsellor's office should include the

following:

1. the counsellor's main office serving as the interview room;
2. the reception conference or waiting room; and
3. the secretary's office.

These three will be discussed as follows:

The Counsellor's Main Office - the Interview Room

This is the main office where counselling interviews are conducted. Its dimensions could be 10 feet x 12 feet. The colour of the inner walls of the room must be cool. A colour such as grey or brown might be ideal for most clients since it depicts gentleness and business-mindedness (Gesinde, 1991).

The list of items one expects to find in the office of the counsellor is endless; it includes:

(a) a table of moderate size and design
(b) three modest and comfortable chairs for clients
(c) a rotating chair for the counsellor
(d) a call-bell to be used during emergency
(e) a telephone or telex for internal and external communications
(f) enlarged photographs of counselling sessions
(g) the counsellor's graduation photographs
(h) gentle carpeting or rouging of the floor
(i) pleasantly looking translucent door; and
(j) window blinds, a cabinet.

Fig. I: Structural Set up of a Counsellor's Office

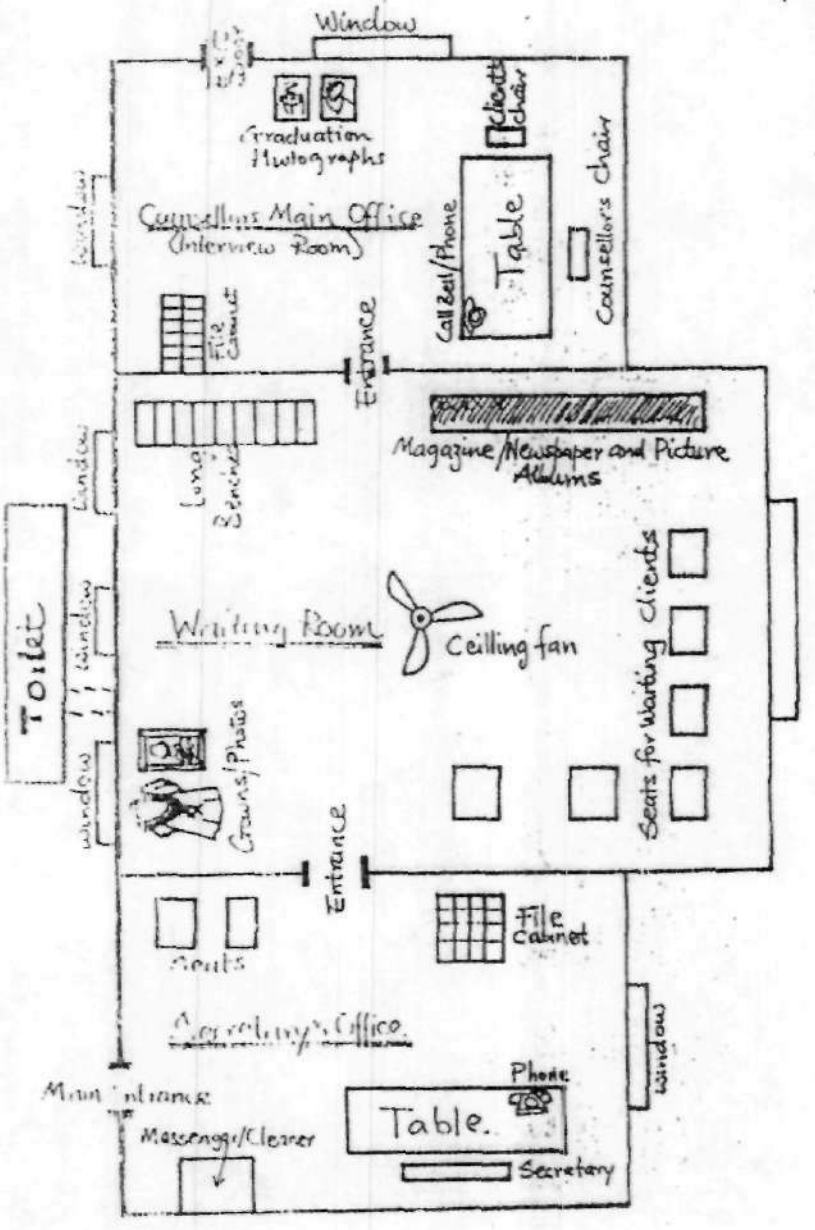


Fig. I Structural Set up of a Counsellor's Office

The inclusion and specification made of each of these items have a lot of implications for effective counselling service. For example, a bell is necessary to call the secretary or client into the interview room lest he or she comes in uninvited and by so doing embarrasses the client, the counsellor or both during an interview session. Non-transparent door and window blinds are vital for the purpose of shielding the client from external intrusion during counselling sessions.

The counsellor's office should have an exit door other than the door that connects the secretary/reception room. Experience has shown that most clients would opt to leave the interview room through a different door other than the one through which they entered. This, according to them, is to avoid being seen a second time or too many times either by the secretary, visitors or other clients.

The sitting arrangement of the counsellor and his clients during a counselling/interview session, majority of opinions hold that the client's chair should stand by the side of the counsellor's table to prevent, to the barest minimum, unnecessary bodily contact or any infringement (Gesinde, 1991).

The Reception/Waiting Room

If there is any room in the whole set-up of the counsellor's office which should enhance complete relief to the client, it is the reception room. This is so because the reception room is supposed to cushion (but not make him/her too comfortable) the client and endlessly assure him/her that solution to his problem is at sight.

The reception room should be an anteroom to the interview room. It should be well ventilated, painted and decorated. Several articles of modest beautification could be used to grace the reception room. These include: academic and professional certificates of the counsellor, graduation photographs and any other suitable pictures, which depict responsibility, credibility and business-mindedness.

There should be long benches or seats for the accommodation and comfort of waiting clients. Journals, newspapers, magazines and picture albums of psychological relevance should be made available for waiting clients. Clients on waiting could be stimulated by or with radio transmissions or light music from recorded-tape cassettes which are solemn, sweetening and inspiring. There should be cottons and blind shading the fairly large louvre frames (Gesinde, 1991).

The Secretary's Office

The secretary's office is the main administrative room. Among a number of items which should be found in the office, are typewriters, tables, chairs and a few cabinets.

In places where the telephone is rarely used or where there is no electricity supply, battery-operated intercoms should be mounted between the counsellor's main office (interview room) and the secretary's room. The secretary's office could be decorated with different types of photographs, flowers and blinds (Gesinde, 1991).

Personnel and Infrastructural Staffing

In ideal situations, it is appropriate to have a number of workers, say three, excluding the counsellor. These may comprise: the secretary who could act as the typist and receptionist at the same time; a driver, in case the establishment may have need for one; and a cleaner-cum-messenger.

Whatever is the number of personnel recruited, the entire staff should be people of amiable and jovial dispositions, and who are prepared to render service and sympathize with clients. They should be untiring crusaders of counselling services with potentials to extol and foster the virtues and delicacies of the counselling profession (Gesinde, 1991).

We have so far discussed the ideal, situation of a counsellor's office. This situation in the writer's opinion is not realistic in Nigeria context, because most principals do not have these facilities in their own offices, in such circumstance, getting a befitting office for a counsellor will be impossible. On the other hand some principals, even where such facilities are available, will refuse to give to counsellors out of envy. And where the principal is cooperating with the counsellor, the vice-principal administration who sees the counsellor as a threat to his position may be a hindrance to the counsellor getting these facilities. But this ideal situation may not be tenable presently in Nigeria and in other developing countries (Gesinde, 1991) said may be because of the present economic situation of Nigeria. But with the trend of events in Nigeria, may be the new private missionary schools coming up may be able to provide such facilities.

2.11 Evaluation

Programme Evaluation

What is evaluation? Shertzer and Stone (1976) defined it thus: Evaluation consist of making systematic judgements of the relative effectiveness with which goals are attained in relation to specified standard.

Ogunniyi (1984) said evaluation deals with the appraisal of value or the estimation of worth of a thing, process or programme in order to reach meaningful decisions about that thing, process or programme. It is also a form of ascertaining the worth of an endeavour in terms of a set objective.

In the writer's opinion, evaluation is the systematic appraisal of a thing or programme in order to make a meaningful decision about that thing or programme in relation to set down standards.

Need for Evaluation

Evaluation of guidance programmes is mandatory if the effectiveness of its services is to be known or its services improved. The fundamental nature of evaluation consists of judging the worth of an experience, idea, or process. The evaluation of guidance programmes enables school personnel to judge how well they are doing and provides a base for deciding the nature of improvement needed. If a systematic evaluation is not conducted, then the decisions that are made are too often shaped by prejudice, by tradition, or by rationalization.

Evaluative data are needed to assist school personnel in interpreting the guidance programme to the community. Parents need to be informed of the

present status of a programme if they are to participate intelligently in its support and assist in defining its direction and objectives (Shertzer and Stone, 1976, p. 345).

Types of Evaluation

The rationale for discussing the types of evaluation is to educate the readers on the various approaches to evaluating effective guidance programme within the school system. Also the difficulties inherent in evaluation were discussed to prepare the minds of the readers who may want to adopt such approaches in future researches to proferring solutions to them.

Evaluation can be classified into two:

(i) Those with external evaluative characteristics; and

(ii) those with internal evaluative characteristics.

External Evaluative Characteristics

1. A counsellor-student ration of 1 full-time counsellor for 250-300 students has become one of the most obvious and well-known external criteria of judging a good system. Although a few schools have attained such and ideal staff student ratio, many schools are just now beginning their efforts to attain this "standard" and most are probably at two or three times this ratio (Shertzer and Stone, 1976). Nigeria has a similar ratio. Bulus (1990) asserts that here in Nigeria, counsellors are allocated to schools on the basis of one counsellor to

a number of students e.g., one counsellor to 500 students. Nevertheless,the fact remains that schools recognized as possessing distinguished guidance programmes have a counsellor-pupil ratio that permits them to meet the students body's educational and developmental needs, rather than an external arbitrary standard.

2. Counsellors are qualified for their positions by meeting the minimum requirements for state certification or by holding a graduate degree in counselling. Clearly, the practices of awarding counselling positions to those who experience difficulty managing classrooms, appointing "deserving" individuals who are ill-prepared for counselling, or using counselling positions as a testing ground for future administrators do not characterize high-quality programmes. Rather counsellors in highly rated programmes are both personally inclined and educationally prepared to be counsellors. They are counsellors because they desire intensive, intimate professional contact with pupils and are productive in their relationships with them. They take pride in their particular kind of work, they consider important, and they communicate their enthusiasm to students as well as to others who are interested (Shertzer and Stone, 1976).

3. Appropriate, usable records are maintained that reflect a body of information about each pupil, enabling teachers and counsellors to understand and help students. These records are used, not only for a demographic study of the student population, but also to:

(i) help students gain self-understanding that enables them to make appropriate decisions; and

(ii) facilitate understanding of students by counsellors, teachers, and parents, so that educational programmes can be adapted to meet students' individual needs and enhance the students' unique development.

4. Informational materials are present and accessible. Essentially, this means that up-to-date materials are available that describe the changing character of educational and vocational opportunities and requirements. provisions are built into such programmes to keep career materials current, to interpret them to pupils, and to maintain them in condition for use by students and staff (Shertzer and Stone, 1976).

5. Appraisal data are available and used by school personnel to help pupils with individual concerns relating to adjustment, planning and development. Schools that have good reputations do not glorify the mere collection of facts about pupils but see these data as a means to an end; the identification of strengths and weaknesses within and among individuals and the maximization of students insight and understanding. The predictive power and the diagnostic clues available from pupils appraisal data are not misused.

Appraisal data, then will be used by the student and counsellor for vocational planning, educational planning, self-exploration, and understanding of personal development.

6. Personnel are self-evaluative and experimentally oriented. Quality programmes have specified their guidance objectives and appraised their progress toward mutually determined goals. They do more than routine accounting and surveying of the year's activities. The staff is committed to testing one method against another and feels obligated and free to use imaginative approaches and take the risks involved in efforts to improve its services. They know that steady improvement of the school's guidance service will come through objective and scientific evaluation.

7. Effective guidance programmes are not confined to one grade or one school level, but operate throughout the entire span of the pupil's school career. Such schools do not risk curtailing the effectiveness of their guidance efforts by locating services at the high school level only. They know that a high-quality guidance programme is continuous as well as comprehensive, with coordinating efforts made at all grade levels.

8. Adequate physical facilities are available for guidance. This characteristic is a readily observable one, and often leads to the belief that a school has a good guidance programme. Planned, functional physical facilities that adequately provide for space, privacy, accessibility, and the like are a hallmark of quality guidance programme.

9. Shertzer and Stone (1976) asserts that another major external characteristic is the existence of adequate financial support. The

estimate at that time indicate that good guidance programmes cost approximately $75 to $100 per pupil annually. Over budgeted programmes are as unjustifiable as inadequately financed programmes. Good guidance programme cannot be quantified in terms of monetary input in Nigeria. For money input is so small that it cannot be quantified per student so there will be no need even quantifying.

Internal Evaluation Characteristics

1. Guidance programmes praised by others are based on pupils needs. Student needs are always present and evolving. The counsellor's approach to the task of ascertaining needs does not assume they are fixed for all time. Some needs stem principally from the maturation process and necessitate continuous personal, social, and environmental adjustment. Other needs are attributable to complex social, psychological and economic forces and pressures. Some needs are relatively general among youth of a given age, and others are specific to certain individuals in particular localities or schools.

   Secondly, recognizing these needs, successful school administrators build appraisal, planning, informational and counselling services to care for them.

2. Guidance programmes of real merit balance corrective, preventive, and developmental functions. Personnel in such programmes know that adolescents need help in extricating themselves from potentially harmful difficulties. Yet without deprecating this important corrective function, greater efforts are made to anticipate pupils difficulties, to

reduce threat, and to strengthen students so that they can cope with their problems. Guidance personnel do this by providing cumulative learning experiences for pupils in which they can test and try themselves in exploratory situation rather than by providing ready-made solutions which too often do not fit unique future conditions.

3. Quality programmes are purposeful. A guidance activity such as counselling is not an end in itself, but is merely one important service for accomplishing definite purposes. Career information, routinely presented to pupils, will be no more than routine unless it is supported by the recognition that it is related to programme purpose. Schools in which the personnel have gone through the process of clearly deciding what they hope to achieve and can realistically accomplish find that the practices they employ are more appropriately chosen to achieve desired objectives.

4. Balance is an essential quality of good organisation. A balance guidance programme is one in which the various services have been developed strictly in accordance with the relative importance of their contributions to student needs. Certain services may be more highly developed, but should not be developed at the expense of other necessary services. If imbalance exists, it should exist because it is appropriate to the particular requirements of the school setting. Effective guidance programmes guard against the lack of balance often found in ineffective programmes and caused by:

(a) personnel who are more interested in one aspect of the programme and exaggerate its importance;

(b) personnel who attempt to advance themselves, regardless of the programme's well-being; and

(c) quick growth of the programme.

5. Programme stability - the quality and ability to adjust to loss of personnel without serious loss of effectiveness - is directly related to programme quality. Stability demands that the system is able to fill positions quickly and satisfactorily. Good guidance programmes are concerned about stability, and personnel, such programmes work hard at recruiting from both within and without the system.

6. Shertzer and Stone (1976) asserts that another characteristic of effective programme organisation is flexibility. Flexibility in the sense of adaptability to future growth is the quality that enables the programme, or an element of it, to expand or contract, without serious loss of effectiveness. Flexibility frequently demands modification in the load a service must carry. Effective programmes provide for future growth and realignment of services, both of which require the foresight to recognize the need for changes in services and personnel that are required by altered objectives, function, or the modified character of the student population. Good programmes avoid the dangers of inflexibility, destruction of organizational balance, and overloading of counsellors.

7. The staff of guidance programme that have achieved recognition and praise have high morale and work cooperatively. Good morale is a quality that leads individuals and groups willingly to subordinate their personal objectives, temporarily and within reasons, to further the success of the programme.

Cooperation among personnel makes the good guidance programme. Cooperation is a condition of working together effectively. Cooperation in guidance programme is manifested in the degree of mutual help and collaboration between counsellors and teachers. In positive programmes of guidance, teachers and counsellors relate meaningfully to each other (Shertzer and Stone, 1976).

8. Personnel in high-quality programmes avoid the search for quick answers and face the reality that guidance in its broadest sense has many dimensions. Though counsellors bring to the helping situation skills in counselling, appraisal, and knowledge of educational and work opportunities, they simultaneously recognize that:

(a) pupils need help from a variety of sources; and

(b) these sources may represent levels of competence.

Counsellors in such programmes marshal the resources of the school and the community for the use of students and faculty. they are aware of referral resources and will use them without hesitation when they are appropriate.

9. In guidance programme praised by others, counsellors have thought through and arrived at an understanding of their role and function which they are able to communicate to others.

10. According to Shertzer and Stone (1976), another characteristic is that they students who are a part of good guidance programmes are not nameless and faceless to the school counsellor. Effective guidance programmes are concerned both with process and with product.

11. Finally, a characteristic of highly praised programmes is that leadership is exercised by individual formally prepared by a study of guidance and experienced in the counselling of students. What is qualitatively apparent is that the leader exhibits imagination in approaches to guidance, courage in confronting manifold problems, and intelligence in working with colleagues. Good programmes are marked by directors of guidance who are not afraid to lead and who are willing to risk failure and disapproval. They are not afraid to assert themselves because they have a clear conception of what is possible for the programme and communicate this meaningfully to others (Shertzer and Stone, 1976).

2.11.1 Approaches To Evaluation

Evaluation of guidance has been approached in diverse ways. Whatever approach is utilized, however, three component elements are inherent in any comprehensive evaluative process.

First, the objectives of the programme, service, or activity must be stated in observable behavioral terms. The anticipated outcomes of whatever is being done must be formulated in such a manner that they can be observed and verified.

Second, the activities or methods that are used to attain the objectives must be established.

Thirdly, procedures must be developed to collect evidence as to whether the activities or methods result in the attainment of objectives. This involves giving consideration to the kind of observable evidence, the situations in which it may be found, its collection and organization, and its appraisal and significance.

Three approaches to guidance evaluation will be discussed, many of the evaluative efforts cuts across these approaches and involve a mixture of methods (Shertzer and Stone, 1976).

2.11.2 Survey Approach

The survey approach is probably the most frequently used appraisal method in the school setting. Survey method:

1. selects predetermined criteria to inventory;
2. collects evidence of the services being offered;
3. makes judgements regarding the degree to which these services are provided in reference to the predetermined criteria. The survey approach is often used in self-study by schools to appraise the assumed impact of the entire guidance programme on the lives of pupils.

Survey approaches usually focus upon the intent and presence of certain services, the number of staff personnel, their qualifications, and use of time, physical facilities and other external factors. Though survey approaches involve both objective and subjective judgements, they supply little evidence as to whether student behaviour is significantly affected by the services. The survey approach tends to emphasize the availability of activities, staff, facilities and programmes.

The limitations of survey approaches lack of experimental validation, difficulty in inferring causal relationships, sampling errors that bias survey data - have led school personnel to be increasingly critical of a simple survey approach to guidance programme evaluation. Despite these very real limitations, survey approaches continue to be used, and they are valuable, if for no other reasons than the sheer magnitude of the data collected and the tremendous sweep of their coverage (Shertzer and Stone, 1976).

The writer is of the opinion that survey approach has an external evaluation characteristics because this is mostly used by students and schools for self-evaluation. External evaluation characteristics and survey approach makes it possible for the researcher to know the physical facilities that are put in place for the guidance programmes such facilities like finance, staff personnel, their qualification, provision for space privacy, use of time, collecting and use of data etc. All mentioned above make it possible for the school to be able to appraise its guidance programme and know whether it is good or otherwise.

2.11.3 Experimental Approach

Experimental methods require carefully planned steps to study one or more groups of individuals in terms of one or more variables. Experimental studies require the application of scientific methods that involve a predetermined sequence such as:

1. the determination of objectives and methods of attaining these objectives;
2. the development of ways to measure the attainment of these objectives;
3. the selection of one or more groups for control and experimentation.
4. the process of carrying out necessary steps for the objectives; and
5. a measurement of the outcomes of experimentation.

The most appropriate form of this method requires control and experimental groups. Experimental control is employed in order to ascertain whether change or gain by the experimental group can be attributed to the method of treatment rather than to chance alone (Shertzer and Stone, 1976).

Experimental approach has an internal evaluation characteristics because it is an experimental process that takes a long time to accomplish with the use of one or more variables. This does not allow for search for quick answers. It is a high quality programme which the writer opines that, demands for high level of competence. It also demands for mutual cooperation between the counsellors and teachers to be able to handle the control and experimental group without problems.

2.11.4 Case Study Approach Or n of 1

The case study approach, as the term applies, is designed to assess the changes that take place in an individual as a result of introducing a variable, such as counselling. Goals appropriate to the individual are formulated, counselling takes place, data are collected on progress toward goals. These steps are followed by review and assessment of changes in the individual that are attributable to the procedures employed.

The case study approach is time consuming but emphasizes individuals and personal development. It avoids the massing effects of many other evaluative approaches by which much may be learned of the effect on the group but little is known to what happens to single individuals.

Frey (1973) points out that N of 1 investigations are serious, thoughtful processes based on systematic data collection, synthesis, and interpretive strategies. He suggests that individuals who are the subjects of idiographic or case-study approaches are analyzed in context of where they hope to go. Moreover, "... the counsellor places himself in the present and looks backward and forward within the space of a single life, attempting to understand the rhythm, the themes and the cycle of that life".

2.11.5 *Difficulties Inherent In Evaluation*

1. Many school counselling practitioners state that they do not have time for evaluation. They claim that the great amount of time and energy demanded for the conduct of programmes do not permit them to evaluate, except informally.

2. Many school counsellors legitimately insist that they do not have the training to conduct either research or evaluative studies. it is the exceptional staff member who has had the specialized training to plan and conduct an extensive research project. This shortcoming in the preparation of guidance personnel solely needs rectifying (Shertzer and Stone, 1976).

3. By their nature, guidance programmes are dynamic, unique, and complex. The modification of human behaviour is not easily assessed through observation or other tools of measurement. The crude nature of present measuring instruments and methods, particularly in the areas of personality, attitudes, motivation, and environment, presents severe obstacles. Until better techniques and tools are forthcoming most schools will have to depend heavily upon subjective approaches to determine the adequacy of their guidance efforts. Controlling the numerous variables that influence human behaviour is essential to adequate evaluation (Shertzer and Stone, 1976).

Contrary to what Shertzer and Stone said the writer is of the opinion that presently there are a lot of valid instruments used for measuring personality traits such as 16 PF, VII, personality self-rating scale to mention a few. These instruments when used judiciously will remove subjectivity in evaluation.

4. From a pure research point of view, available school data tend to be incomplete and fragmentary. The original reason for gathering such data is inevitably different from the research uses that often evolve at

a later data. Unless evaluative purposes are conceived in advance and meticulous collection of all pertinent data is accomplished, it is difficult to conduct reliable and valid evaluation.

5. Evaluation cost time and money. There is no doubt that initially evaluation appears costly. In the long run, however, it represents the most economical route to more appropriate and effective guidance services. Without evaluation, the school guidance programme will be marked by wasteful trait-and-error methods.

6. Employing a suitable control group (a group used for comparison purposes but not used experimentally) is a difficult problem. The control group must be similar in all relevant respect to the experimental group.

7. Formulating appropriate, assessable criteria is a difficult problem in evaluation and research in guidance. A research criterion is a standard selected, for comparison purposes to determine if change has occurred (Shertzer and Stone, 1976).

2.12 Studies on Personality Characteristics Of Counsellors

Psychologist have carried out several empirical studies through the use of various instruments in making conclusions regarding personality traits of counsellors. Some of the empirical studies are as follows:

Farson (1954) who wrote on the counsellors behaviour, said that "the counsellor is a woman". His thesis was that counsellor behaviours were fundamentally those that the society traditionally attributed to women;

tenderness, gentleness, receptiveness, passiveness. MaClain (1968) also reported that both men and women counsellors in his sample appeared to possess in acceptable degrees the tenderness and requisite ego strength that Parson deemed appropriate for the successful counsellor. He pointed out that recent research portrays the counsellor not only as tender, gentle, and loving but also active, assertive, and able to confront and interprete immediate interactions when they occur.

Carkhuff and Berenson (1969) suggested that "the counsellor is a man and woman". They are not only tender and gentle, they are able to exhibit active, assertive, confronting behaviours which enable their clients to act on their own perceptions. Hopke and Rochester (1969) reported that effective counsellors were younger and had fewer years of teaching experience than their less effective counterparts.

Cash and his colleagues (1975) reported that a male counsellor in a physically attractive condition was perceived favourably by both sexes (more intelligent, friendly, assertive, trustful, competent, and warm) and was rated higher on possible counselling outcomes than the same counsellor in a physically unattractive condition. The counsellor wore the same clothes in both conditions. In the attractive condition he was mesomorphic tanned, clear complexioned, with moderate, stylish black hair, whereas in the unattractive condition he was endomorphic, had shadows under his eyes, a mole on the side of the nose, and less stylishly groomed hair. These personalities fell into sheldon's body type.

Lewis and Walsh (1978) examined the effects of physical attractiveness on thirty male and thirty female subjects perceptions of a female counsellor. Subjects viewed the video-taped professional self-descriptions of a presumed counsellor who was either physically attractive or unattractive. Subjects recorded their impressions of the counsellor on twelve traits and their expectancies of her helpfulness for fifteen personal problems. The attractive female counsellor was perceived more favourably by female subjects than her unattractive counterpart on such measures as competence, professionalism, assertiveness, interests, and ability to help with problems of anxiety, shyness, career choice, and so on. Two control groups who listened to the tapes but were unaware of the counsellor's appearance did not differ in their ratings of the two tapes.

Highly dogmatic counsellors are believed to be less effective because they are thought to be more critical and less emphatic of their clients than less dogmatic counterparts (Shertzer and Stone, 1980).

Wright, (1975) reported a study by saying dogmatism was an unstable characteristic of counsellors during counselling. Those counsellors who were low on dogmatism appeared to show higher level of psychological insight during counselling than "high dogmatic counsellors". He concluded that the psychological state of the client determined to a great extent whether highly dogmatic counsellors were effective.

Wittmer and Webster (1969) studied forty-nine counsellor trainees prior to their practicum experience and found that those with teaching experience were more dogmatic than those with no teaching experience. Age

and sex differences were not significant, although older students tended to be more close minded.

Heikkenen (1975) replicated the study of Wittmer and Webster and the results were in agreement with the earlier findings of Wittmer and Webster. However, age was found to be related to close-mindedness among Heikkenen's subjects as well as the combined sample of the two studies.

Wicas and Mahan (1966) also reported that high-rated counsellors were anxious, sensitive to the expectations of others and society, patient and non-aggressive in interpersonal relationships, and concerned about social progress but always with appropriate self-control. Although many of their findings indicated a pleasant, stable, dedicated person, they also reported undesirable traits such as low originality, rejection of contemplation, lack of persistence, and a conservative orientation to social problems.

Some Nigerian psychologists and counsellors have conducted some researches on the concept "personality", a few of the report of their findings are as follows:

Akinboye (1977) carried out a study and drew a conclusion that an internally consistent instrument for measuring counsellor characteristic is possible and that the construct, "counsellor characteristics" does exist.

Alao (1980) investigated a practicum class of 87 undergraduate and graduate students of the University of Ibadan, by asking the subjects to list.

1. at least ten characteristics of a counsellor they have learnt;
2. at least ten expected ideal characteristics of counsellors, though not learnt.

Based on the second question, he reported the top ten characteristics most frequently mentioned by the subjects were: friendliness, neatness, tolerance, patience, good interpersonal relationship, emotional maturity, confidentiality, interest, kindness and pleasantness.

Similarly, Gesinde (1980) administered Holland's Self-Directed Search (SDS) to investigate personality types of 113 undergraduate trainee counsellors of the University of Ibadan. A major finding of his was that most of the subjects were the social type. According to Holland (1973) the social person is seen as "ascendant" cooperative, feminine, friendly, generous, helpful, idealistic, insightful, kind, persuasive, responsible, sociable, tactful, understanding which coincidentally are all characteristics of a counsellor, which also makes the subjects suitable for the profession they are already in. Among the second year Bachelor Education degree students, females were significantly more social than males, whereas it was the other way round between the males and females of the first year Bachelor of Education degree students. There was a greater degree of homogeneity, with respect to personality orientations, among the second year Bachelor of Education degree students when compared with their counterparts in the first place.

Okoye-Ikonta (1989) quoted by Yusuf (1992) studied the predominant personality characteristics and occupational interest of 180 professional Librarians in Nigerian Universities, using the sixteen Personality Factor Questionnaire (16, PF), the Vocational Interest Inventory and the Desirable Traits Inventory (DTI). Considering the personality characteristics, he found that as a group the Librarians were rated average, on warmheartedness,

intelligence, emotional stability, assertion, sobriety, conscientiousness, venturesomeness, toughmindednes, apprehension, conservatism, self-sufficiency, control and tension. He reported further that the Nigerian University Librarians and their deputies considered personality traits most desirable for their staff as "intellectual" and "responsible" while the most undesirable were "pessimistic" and "uninvolved". They also said the professional Librarians in Nigerian University should belong to the "social type" of Holland's typology.

According to Yusuf (1992), Jegede (1981) investigated the social and personality characteristics of 139 Medical Students of the University of Ibadan, using the Health Opinion survey (HOS) and Eysenck Personality Questionnaire (EPQ). He reported that based on the EPQ analysis, both male and female (SS) students obtained much higher mean scores than the British SS of the standardisation sample. For males, P (Psychotism) mean scores were of the same order as obtained the British SS. Females had lower N (Neuroticism) scores and higher P and E (Extroversion) scores than the British SS. Eysenck defined "Extroverts" as happy-go-lucky type who are very social, but have difficulty with impulse control in terms of their aggressive and anger (Abramson, 1980, p. 161).

In the study of some personality traits and vocational interest of trainee counsellors in selected Nigerian universities using 275 undergraduates and postgraduate students, and administering 3 different types of instruments, the (16 PF), vocational interest inventory (VII) and the Personality self-Rating scale, Yusuf (1992) reported that the subjects were average in all but two of

the sixteen factors of the sixteen primary personality factors are: Factors F and N which are sobriety and shrewdness where they scored below and above average respectively.

2.13 Relevant Studies On Vocational Interest Of Counsellors

Some previous relevant empirical studies are reviewed as follows:

1. Foreign relevant studies;
2. Nigeria relevant studies;

Foreign Relevant Studies

Researchers and psychologist in the past have used a variety of vocational interest inventories and other instruments, including Strong Vocational Interest Blank (SVIB), Kuder Occupational Interest Survey (KOIS), Holland's Self-Directed Search (SDS) and Vocational Interest Inventory (VII) to investigate vocational interest of counsellor and came up with the following findings:

McGowon and Schmidt (1962, p.39) reported that Brown, a doctoral student of North-Western University in the Untied States of America in 1946 investigated 42 counsellors using the Strong Vocational Interest Blank (SVIB). He said the result of his findings shows that both male and female counsellors have a high interest in occupations dealing with people as individuals and as members of a group, and a secondary interest in business.

Frey and Shertzer (1969) investigated the validity of the scored life history as a predictive index of the career commitment of school counsellors.

They assumed that if life history data were objectively described, scored and statistically treated, an analysis of these data might provide information about the characteristics of committed counsellors. The 560 subjects involved in the study held Indiana School Counsellor certification from Indiana State University, U.S.A. and were employed in public school as either full-time teachers, administrators or counsellor. The 276 full-time counsellors were labelled "committed-to-counselling" while the rest employed as teachers or administrators were tagged "uncommitted-to-counselling". A biographical inventory, composed of 106 rationally selected multiple choice items, was used to collect life history data. Statistical analysis of the data indicated that selected and empirically weighted life history materials are valid indices of counsellors career commitment. For practical purposes, life, history data for teaching and administration demonstrated a lack of consistent predictive power. The researchers concluded from their result that the objective life history variable is apparently valid for counsellor selection, classification and description (pp. 951-957).

Tinsley and Tinsley (1977) also divided counsellors in training into three groups namely: "Relatively effective counsellors", "Relatively ineffective counsellors" and an "indeterminate group". The two extreme groups "Relatively effective and Relatively ineffective", were compared on the Strong Vocational Interest Blank (SVIB), the General Aptitude Test Battery (GATB) and the Minnesota Importance Questionnaire (MIQ). They reported that effective counsellors scored significantly higher than ineffective counsellors on the GATB verbal aptitude scale. Furthermore, ineffective counsellors had

stronger needs (based on the Minnesota Importance Questionnaire) than effective counsellors to make use of their abilities, attain feelings of accomplishment, tell others what to do, be paid well, do things for other people, have a boss who would back them up, have a boss who would train them well, and have a good working conditions. Effective female counsellors scored higher than their ineffective counterparts on SVIB - W scale that reflect interest in artistic, verbal-linguistic and verbal-scientific types of occupations.

Relatively ineffective counsellors appeared to be more interested in occupations in which concrete, routine, physical skills of a repetitive or semi-repetitive nature were required, and they seemed to have greater vocational needs (pp. 83-86).

Hohensil (1989) carried out a research on the vocational interests of 75 vocational counsellors in public schools in Ohio, using the Kuder Occupational Interest Survey (KOIS), the result of the research shows that the counsellors had high scores on the ten top occupational scale that are people-oriented, helping type-occupations. These ten top occupations are: High school counsellor; social worker, physical therapist, group social worker, psychiatrist, social worker, personal manager, Young Men Christian Association (YMCA) secretary, counselling psychologist, optometrist and minister. On the other hand, all the ten are low scales or data-or-thing oriented occupation except (lawyer). The researcher then concluded that the inventoried vocational interests of the vocational guidance specialist in his study were much more closely related to those individuals in occupations requiring contact with people in a helping type relationship than those of

individuals in occupations requiring major emphasis on data or things.

Cegelka, Omvig, and Larimore (1974) investigated the extent to which the vocational interests of 125 male and 138 female ninth-grade students differed as a function of sex and aptitude. Vocational interests were assessed by the Ohio vocational Interest Survey (OVIS) while the aptitude test battery verbal reasoning and numerical ability scores. Significant differences were found between males and females on nineteen of the twenty-four OVIS interest scales (males were higher on ten of the twenty-four scales while female scored higher on nine scales). Manual work, machine work, inspection and testing, crafts and precise operations, numerical, and appraisal were among the interest areas for which males scored higher while females scored higher on personal services, caring for people or animals, clerical work, nursing, teaching, counselling, etc. These researchers note that sex bias may contribute to labour power under-utilization and that it has direct implications for counselling (pp. 106-111).

Olive 1973, pp. 199-201) investigating the vocational preferences of 197 male and 237 female students, reported that the female group choose significantly higher status occupations than did the male group. They did not, however, choose the most prestigious positions (physicians, dentist, college presidents) but were clustered in typically "feminine" occupational areas (social work, teaching, and secretarial work).

Nigeria Relevant Studies on Vocational Interest of Counsellors

It is observed that the studies done in the area of personality types and vocational interest in Nigeria are very few, nevertheless, some of the researches done in this area are discussed as follows:

Gesinde (1980) investigated the personality types and vocational interest of 113 undergraduate trainee counsellors at the University of Ibadan using Holland's Self-Directed Search (SDS) inventory. One significant finding of the study was that the trainee counsellors were predominantly social and enterprising in their career orientations. From the result of the research, he drew a conclusion that congruency exist between the trainee counsellors and the profession they were being trained for (pp. 89-109).

Okoye-Ikonta (1989) investigated the predominant personality characteristic and vocational interests of 180 professional Librarians in Nigerian Universities. Librarianship like counselling, is a people-oriented profession, a helping-type service. In his study, he administered three kinds of instruments to his samples, namely: the sixteen personality factor questionnaire (16 PF), the Vocational Interest Inventory (VII), and the Desirable Traits Inventory (DTI). The researcher reported that he found out that his sample showed highest interests in the literary and persuasive areas which are characteristics associated to professionals in people-oriented and help-type services such as teachers, counsellors, nurses, Librarians to mention a few, and they also scored lowest in the musical and computational scales.

Yusuf (1992) investigated the personality traits and vocational interest of trainee counsellors in selected Nigerian Universities using 275

undergraduates and postgraduate students. He administered 3 different types of instruments to them, namely: 16 PF, Vocational Interest Inventory (VII) and the Personality Self-Rating Scale. In the cause of his study, he found out that trainee counsellors as a group are mostly average and normal individuals who are not driven to extreme behaviours. He went further to say the subject in the study scored below and above average in two out of the sixteen personality factor questionnaire (16 PF) namely, sobriety and Shrewdness which are in fact traits that are desirable in a good counsellor. He asserts that the sample exhibited high interest in those occupation that are prerequisite for training as counsellors, namely: persuasive and social services occupations, therefore he concluded that they are congruent with the profession for which they are training. He also said some significant difference exist in personality characteristics and vocational interests among the trainee counsellors in respect of the variables of sex, level of training within each sex type, age and years of teaching experience.

From literature, previous researches in this country have carried out studies on personality of would-be-counsellors, that is, counsellors in training but the interest of the researcher in this study is on practising counsellors, that is, those that have already gone through the counsellor training, and are already practising in schools as professional counsellors, which has not been done in the previous studies.

2.14 Summary

The review has shown that there is no known general definition for the concept "personality" but it is certain that the construct "personality exist. The review shows that an individual is a unique person, that an individual possess unique trait or characteristic which distinguish him or her from another person. Theories of vocational choice shows that different occupations require the possession of different personality traits to some degrees for successful performance.

The review of literature has shown that there are three levels of counsellor education in this country which are B.Ed, M.Ed and Ph.D. Literature also revealed that for guidance programme to be a success in our schools, there must be a professional trained counsellor to develop and implement the programme with the support of the school principal, teachers, students and other counsellor public.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The main focus of this chapter is to describe and discuss the design and procedure of investigation used in this study. The researcher attempts to describe the selection of the sample for the study, the instruments used, the administration and scoring of the instruments, and the statistical techniques used.

3.2 Research Design

The research design adopted for this study was essentially a survey. Leedy (1974) describes the survey method of research as that which simply looks with intense accuracy at the phenomenon of the moment and describes precisely what the researcher sees, making a careful record of what is observed so that he can then analyze the meaning of the information.

Survey research method was adopted because it is probably the most frequently used appraisal method in the school setting. Survey method:

1. Selects predetermined criteria to inventory. That is criteria to collecting detailed information about the study.
2. Collects evidence of the services being offered.
3. Makes judgements regarding the degree to which these services are provided in reference to the predetermined criteria. The survey approach is often used in self-study by schools to appraise the assumed

impact of the entire guidance programme on the lives of pupils.

Survey approaches usually focus upon the intent and presence of certain services for example guidance services, the number of staff personnel,their qualifications, and use of tie, physical facilities and other external factors (Shertzer and Stone, 1976). All mentioned above are also the criteria of investigation of this study, hence the selection of the design over other types of designs in descriptive researches.

The information used for the analysis in this study using the above design was elicited through the use of the following instruments rather than observation as described by Leedy (1974).

1. Self-Directed Search (SDS) by Holland.
2. Vocational Interest Inventory (VII) by Bakare.
3. Guidance Programme Appraisal Scale (GPAS) designed by the researcher.

3.3 Population

Three groups of respondents participated in this study. They consisted of counsellors, teachers and students of the Federal Capital Territory secondary schools, Abuja. The responses of these groups of respondents were examined to determine their knowledge of the counsellors effectiveness. Junior Secondary III and Senior Secondary III students were selected as part of the population for the study on the basis of their being terminal students, and on the assumption that, they must have had several counselling sessions with their counsellors and so they are in the best position to appraise their

counsellors effectiveness correctly or near accuracy. The total population of the students in all the 26 secondary schools were 35,073 (Education Resource Centre, 1995).

Teachers were also selected as another group of population on the assumption that:

1. they are in the school environment;
2. they relate with the counsellors;
3. they are conversant with the school guidance programme; and
4. they could appraise counsellors without being biased.

The total population of this group in the entire 26 secondary schools in Federal Capital Territory were 2,316 (Education Resource Centre, 1995).

The third group of the target population in this study were the counsellors. The entire population of this group at the time of the research was 45.

Table 3.1: Population for the Study

Category	Number
Practising Counsellors	45
Teachers	2,316
Students	35,073
Total	37,434

3.4 Sample size

The target population of this study include all the professional practising counsellors; teachers and students in the Federal Capital Territory secondary schools.

The federal Capital Territory has forty-four (44) secondary schools. Thirty-four (34) are managed by Federal Capital Development authority (FCDA) while three (3) are managed by Federal Government and seven (7) are private institutions.

There are 53 practising counsellors in the services of Education Department of the Federal Capital Development Authority. Two (2) out of the 53 practising counsellors are in the counselling unit of the Education Resource Centre while three (3) are in the Counselling Unit Clinic and three (3) are in the primary schools. The remaining forty-five (45) are in the secondary schools. The 45 Counsellors are practising in 26 secondary schools while the remaining 18 schools have career masters.

The total from each stratum is as indicated in table 3.1 below. They were selected using proportionate random sampling:

Table 3.2: Sample for the Study

Category	Number	Total	Percentage %
Teachers	13 in each school	331	29.98
J.S. III Students	14 in each school	364	32.97
S.S. III Students	14 in each school	364	32.97
Practising Counsellors	45 Counsellors	45	4.08
	Total	1,104	

In totality, a sample of 1,104 respondents were used for this study from all the three main stratified population.

The researcher, observed that some of the 26 schools with practising counsellors have more than one counsellor.

The rationale for the sample size in Table 3.1 above will be discussed in the sampling technique.

3.5 Sampling Technique

The researcher adopted a stratified random sampling technique in selecting the respondents involved in this study. The entire population was stratified into the following strata:

1. Practising counsellors in all the secondary schools;
2. Teaching staff in all the schools with practising counsellors;
3. Students in all schools with practising counsellors who are substratified into:
    (i) Junior secondary student; and
    (ii) Senior secondary students.

Following the guidelines given by Krejcie and Morgan (1970) in their article on determining sample size for research reports, a sample of 331 teachers was suitable for a population of 2,316 while a sample of 728 students was adequate enough for a population of 35,073. A sample of 364 J.S. III students was considered suitable for a population of 6,791 and a sample of 364 S.S. III students was also found suitable for a population of 4,970. All the 45 practising counsellors in the Federal Capital Territory, Education Department, were used for this study.

Following the administration and analyses of the instruments, it was discovered that only 317 out of 331 teachers, 723 out of 728 students and 37 out of 45 counsellors responded to the instruments correctly.

3.6 Research Instruments

The following instruments were used in this study:

1. The adopted and modified copy of Holland's Self-Directed Search (SDS) by Gesinde (1973) and Maisamari (1991).
2. Vocational Interest Inventory (VII) constructed by Bakare (1974) used for a similar study by Ikeotuonye (1982), Okoye-Ikonta (1987) and Yusuf (1992) and a five point likert scale questionnaire on effectiveness of the guidance programme in the schools, designed by the researcher as approved by her supervisors.

3.6.1 Self-Directed Search

Holland used this instrument to elicit subject's vocational awareness. He explained his topological theory, by listing traits which bear relationship with each of the six major topological groups he isolated, namely: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (Holland, 1970).

The instrument Self-Directed Search (SDS) was constructed by Holland and it is based on Holland's theory of vocational choice and his occupational classification. This Self-Directed Search (SDS) instrument consists of two booklets which will be used for the purpose of this study is designed to identify occupational preferences by classifying people into types while the occupational classification is needed or used for vocational exploration.

The assessment booklet has 66 items of preferred activities, 66 competency items, 84 titles for occupational preferences, 6 ability self-rating areas and 6 skill self-rating areas (all totalling 228 items). This instrument is very comprehensive because a person's resemblance to each of Holland's six personality types is determined five times rather than once. Maisamari (1991) says this seems to give it advantage over the vocational Preference Inventory (VPI) also developed by Holland. If responses are given to the 228 items of the SDS, a set of six scores emerges.

When responding to the instruments, the individual begins by making a list of occupational preferences or choice, then indicate his likes or dislikes for certain occupations or activities. After that, they indicate activities they can competently perform and then identify occupations that appeal to or interest them. Finally, they appraise themselves on 12 different traits based on previous experience. Each person's scores are then calculated according to easily understood directions and the 3 highest ranking scores are recorded in a descending order of magnitude.

The 3 highest scores are ascertained by adding scores of individuals to responses of activities most liked, activities done most competently, interest in occupations and self-estimates of traits. These scores are then arranged to elicit a summary of 3 letters in Holland's personality types: realistic, investigative, artistic, social, enterprising and conventional.

The highest score of the first letter code, signifies that an individual has a resemblance most closely to one of the six types, while the second and third identifies with second and third resemblance respectively. The

remaining 3 letters are those that the respondent does not show much resemblance with on the Self-Directed Search (SDS).

Bearing in mind the three types, an individual can identify the career or occupation which match well with his/her interests and capabilities through a search in the occupation Finder (Holland, 1977), for example, if an individual's highest score on the SDS is on the enterprising scale, the second on the social and the third on the conventional. The individual's code on the occupation Finder is ESC and a few out of the professions having resemblance to that are Administrative Assistant, Branch manager, Director, Industrial Relations, Operations Manager, Personnel Manager, Production Manager, Sales Manager, Sales Person, Sales Clerk, etc. In order to determine other career possibilities, the individual is expected to list other codes related to the earlier mentioned one "ESC". They are as follows, SEC, SCE, ECS, and CES.

A lot more could be said about Holland's occupation Finder, but the most relevant to this study, is the six SDS types rather than the occupations. The sample of this study, are those counsellors that have already chosen a career and are practising.

The self-Directed Search (SDS) is an instrument which combines the VPI with questions about self-estimates of competency. The goal of this instrument (SDS) is the stimulation of self-inquiry which produces a summary statement combining the individual's perception of his abilities and preferences. Holland claims that about half the people who take this instrument find it all they need to begin the process of vocational selection,

while for the other half, it sensitise them to a need for further counselling (Holland, 1971).

It must be mentioned that the Self-Directed Search (SDS) was constructed to reflect the American socio-economic structure. However, the researcher is of the opinion that, for this instrument (SDS) to be applicable for this study, some adaptations and modification must be made. Although this instrument has been adopted and modified by some earlier Nigerian researchers.

3.6.2 Adaptation of the Self-Directed Search (SDS)

The researcher used the adopted and modified copy of the Self-Directed Search (SDS) by Gesinde (1973) and Maisamari (1991) for this study. Approval for the adaptation was obtained from the consulting psychologists Press Inc, through Gesinde of the Department of Guidance and Counselling, University of Ibadan, Ibadan - Nigeria. Gesinde (1973:33) considered it necessary to make some adaptations or modifications of the SDS instrument for application in Nigeria. Since according to him, the instrument was constructed to "reflect the American socio-economic structure". The first major modification was in respect of the SDS format. Hence, instead of having the activity items divided into six areas of personality type as in the original format, Gesinde lumped together all the items thus producing a long list of 66 activity items. The same exercise was performed on the competency and occupation items. It was the view of Gesinde that by this approach (which the researcher also share the same opinion), the response set would be

avoided and that no structural disorganisation would be caused. Secondly, some items and occupational titles that were not relevant to or common in the Nigeria socio-economic structure were removed and appropriate ones from the occupational classification booklet were substituted (Maisamari, 1991).

The researcher in this study also made some modifications in the first part of the instrument to make the biodata about the respondents more comprehensive as needed by the researcher in certain variables not included in the initial questionnaire, such variables include, sex, age, marital status, teaching experience and level of training.

3.6.3 Vocational Interest Inventory (VII)

The Vocational Interest Inventory (VII) was constructed by Bakare (1974). This instrument is intended to help individuals choose a career or occupation in which he or she is interested, capable and enjoy doing. The instrument consists of 100 items; 10 items in each of 10 areas. These areas include, outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social services and clerical occupations.

The instrument has two parts. The first part requires the respondents' bio-data and directions for completing the inventory, while the second part are statements which are meant for measuring the respondent's vocational interest areas. This part contain 10 different vocational interest areas.

3.6.4 Guidance Programme Appraisal Scales (GPAS)

These are instruments constructed by the researcher to evaluate the guidance programme effectiveness in the schools. The instruments were designed for teachers and students respondents. They consist of 20 and 17 items respectively. They were constructed in three parts. Part one consist of demographic information of the respondents, while part 2 and 3 consists of questions or statements which demands the response of students and teachers respectively.

The instrument was constructed on a 5-point likert-type rating scale which specify the degree of agreement of the respondent to the statement. In order to eliminate faking, the reverse of some of the items were included. For every item stated, the scoring followed the format below:

SA	=	Strongly Agree	-	5 points
A	=	Agree	-	4 points
U	=	Undecided	-	3 point
D	=	Disagree	-	2 points
SD	=	Strongly Disagree	-	1 point.

3.6.5 Validity and Reliability of the Self-Directed Search

The validity and reliability of SDS has already been established. O'Connell and Sedlacek (1971) conducted a study of the test-re-test reliability and administering the instrument to 65 college freshmen with an interval of seven-to-ten months and reported, a median reliability coefficients on the six scale ranging from .75 (Pearson Product Moment), .95 (Spearman Fho).

Holland (1972) said the internal consistency coefficients of Self-Directed Search (SDS) is KR-20, for the six summary scales ranging from .63 to .88 for males (N=358) and -54 to -85 for females (N=366). Crites (1969) also said that the validity studies of SDS indicated moderate to high agreement between occupation and occupational aspiration with the SDS classification and its associated occupation.

The researcher in this study is of the opinion that since the SDS is a standardized instrument whose reliability and validity have been found to be high on test-retest, it is therefore not necessary to conduct same again. The researcher, therefore, relies on the already established reliability and validity tests.

3.6.6 Reliability and Validity of VII

Like the SDS, the reliability of the Vocational Interest Inventory (VII) has already been established. Bakare (1974) explained that because of the relative newness of the inventory, predictive data based on years of application, could not be produced. Nevertheless,the activities described in the inventory are within the actual experience of African subjects and that those activities logically belong to the interest area indicated. These facts indicate the content and fact validities of the VII. However, the test re-test reliabilities for the various interest areas range from 0.57 for Artistic to 0.92 for scientific (VII Manual, 1974, p.8).

Bakare (1974) asserts that there are low intercorrelation between such interest areas as persuasive and mechanical, artistic and scientific, music etc.,

as regards construct validity. Similarly, Bakare asserted that a substantial intercorrelation exist between literary and persuasive and between computational and mechanical interest area. Such intercorrelations attest to the construct validity of the VII.

3.6.7 Reliability and Validity of the (GPAS)

The questionnaire as earlier mentioned was constructed on a 5 point likert-type. To determine the content validity of the questionnaire, copies of the initial draft were given to five lecturers of the Department of Guidance and Counselling of the Faculty of Education, Ahmadu Bello University and the University of Abuja who themselves are counsellor trainers and are well knowledgeable in all the attributes of an effective guidance programme. The five of them read through the questionnaire and made valuable suggestions on content areas. After collating their views, the entire scale was rewritten integrating the suggestions made from the five sources, hence the face and content validities were established. However, the test-retest reliabilities of the two questionnaires of the teachers and the students were .69 and .73 respectively which were reliable.

3.6.8 Administration and Scoring of Self-Directed Search

The administration of Self-Directed search to the counsellors was done during one of such bi-monthly meetings of the practising counsellors in Federal Capital Territory secondary schools. First the cooperation of the Head of Guidance and Counselling Unit of Education Resource Centre was sought to make the administration possible.

The instruction on the questionnaire was carefully read to the counsellors and all of them been University graduates were able to respond to the questionnaire without much difficulty. The counsellors were allowed sufficient time, up to 45 minutes to respond to the questionnaire. The questionnaires were collected immediately after the respondents had responded to the questionnaire.

3.6.9 Treatment of the Data

To eliminate the error of scoring, the researcher did the scoring by herself. The responses of the questionnaires were subjected to two different scoring systems.

The first treatment was used to obtain the respondents three letter code. This task was handscored through the use of answer keys for SDS constructed by Maisamari (1991). The answers appeared as pencil or biro marks (depending on which one of them an individual used in the spaces provided for their responses under the columns of "Like" or "dislike" for Activities section, "Yes" or "No" for occupations, and the "number(s)" circled as in the case of ability and skill self-estimates by respondents.

As the stencilled scoring keys were fitted over the completed SDS instruments, marks visible through the holes of each and every question ticked were counted. These were summed up and entered in the space covering the six vocational orientations (RIASEC) indicated below each of the five response areas of Activities, Competencies, Occupations, Abilities and skills dully tagged as stated below:

DO NOT WRITE BELOW THIS LINE. With the following letters:

R_____I_____A_____

S_____E_____C_____

The letters above represent the six personality types of Holland's which are Realistic, Investigative, Artistic, Social, Enterprising and Conventional. The scores were carefully checked under each of the five response areas by taking a special note of their order of ranking. Then letters representing the three highest scores were written down as earlier explained i.e., "ESC". Where high scores tie, both were written in the same space separated only by a line i.e., E/S.

The second scoring system was the graphical comparison of the personality type of counsellors. The counsellor profile was simply represented in a bar graph. At a glance, one could easily know the category the counsellor belongs on the Holland's typology.

3.6.10 Administration and Scoring of the Vocational Interest Inventory (VII)

The VII instrument was administered to the practising counsellors in the Federal Capital Territory secondary schools. For maximum result, the researcher administered the inventory personally to the counsellors at one of such bi-monthly meetings of Federal Capital Territory practising counsellors usually held at the Education Resource Centre, Abuja. The inventory was administered and collected during such meetings. The instruction on the inventory was carefully read and explained to the respondents. Since the respondents are practising counsellors who are familiar with the instrument, the researcher did not encounter much problems.

The researcher computed the total scores on each of the ten interest areas by summing up the numerical values of the response, alternatives circled for each of the items related to each interest area. The maximum score on each interest was 50 while the minimum score was 10. The score was then recorded in the space provided for on the instrument. The information was fed into the computer for analysis.

3.6.11 Administration and Scoring of the Guidance Programme Appraisal Scale

The instrument (GPAS) was administered to the teachers and students in the schools where there are practising counsellors. For maximum results, the researcher went to all the schools personally to obtain permission from the principals to administer the questionnaire to both the teachers and students. In each school, permission was granted and the questionnaires were administered with the assistance of the school counsellors to the teachers and JS III and SS III students. These teachers and students were randomly selected.

The instructions on the questionnaire were carefully read to them, especially to the students to eliminate wrong responses. The teachers and students were gathered in separate classes and were given 30 minutes to respond to the questionnaires which were collected immediately after they finished responding to them.

The researcher, then computed the total score on each of the items. The highest score a respondent had on each item was 5 points showing favourable response towards the item and the lowest score a respondent had on each item was 1 which signified the respondents' unfavourableness to the item.

3.7 Data Analysis

The researcher in this study used a number of statistical techniques in data organisation, analysis and interpretation.

The statistical tools used in this study are summarized as follows:

Table 3.3: Statistical Techniques Used

S/N	Statistical Techniques	Purpose(s) for Its Use
1	Frequency tabulation	To organise demographic data of respondents
2	Mean Score	To determine the major personality types of practising counsellors according to Holland personality types
3	Percentages	To show the relative frequency distribution of the counsellors according to their personality types. Frequency and percentages were calculated for all the demographic data to help describe the respondents
4	Analysis of variance (ANOVA)	To test for differences in the responses of practising counsellors as regards their vocational interest as stipulated by Holland's Self-Directed Search and Bakare's Vocational Interest Inventory. Hypothesis 1 and 3 were tested by ANOVA.
5	Chi-Square	To test for differences between males and females in each of the six personality type as measured by Holland's Self-Directed Search. It was also used to test for relationship in the teachers and students perception of the effectiveness of the practising counsellors. Hypothesis 2 and 5 were tested by chi-square analysis.
6	Product Moment Correlation	To test for relationship between the various training levels of practising counsellors in the effectiveness of guidance programme. Hypothesis 4 was tested with this statistical technique, Product-Moment Correlation.

The hypotheses were tested at .05 level of significance.

3.8 Summary

This chapter has discussed the population and sample of the study, and the data collection which was done by the researcher in 26 schools of the Federal Capital Territory. The description of the research instruments including self-Directed Search, Vocational Interest Inventory and Guidance Programme Appraisal scale which were constructed in three parts by the researcher was also given. The administration of the instruments and the statistical techniques employed in analyzing the data of the study was also outlined.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter the result of the analyzed data are presented to show:

1. The demographic data of respondents
2. The testing of hypotheses
3. The answering of research questions
4. Discussion on the findings.

Research questions come after hypotheses because tables in hypotheses were referred to in answering the questions.

4.2 Demographic Data

This section presents a brief description of the characteristics of the subjects that constitute the sample for this study in respect of the variables such as sex, age, class, marital status and qualification.

4.2.1 Sex

Table 4.1: Distribution of the Students Respondents by Sex

Sex	Frequency	Percentage (%)
Male	347	48.0
Female	376	52.0
Total	723	100%

Table 4.1 above shows the distribution of the students respondents by sex. The data show that 48 per cent (347) of the subjects were males while 52 per cent (376) were females. This may be probably because females were more than males in the schools.

Table 4.2: Distribution of the Teachers Respondents by Sex

Sex	Frequency	Percentage (%)
Male Female	158 159	49.8 50.2
Total	317	100%

Table 4.2 above shows the distribution of the teacher's respondents by sex. The data show that 49.8 per cent (158) of the subjects were males, while 50.2 per cent (159) were females.

Table 4.3: Distribution of Practising Counsellors Respondents by Sex

Sex	Frequency	Percentage (%)
Male Female	5 40	13.5 86.5
Total	45	100%

Table 4.3 above shows the distribution of the practising Counsellor by sex. The data show that 13.5 per cent (5) of the subjects were males, while 86.5 per cent (40) were females.

4.2.2 Age

Table 4.4: Distribution of the Students Respondents by Age

Age	Frequency	Percentage (%)
12-14 years	201	27.8
15-17 years	459	63.5
18-20 years	57	7.9
21 and above	6	0.8
Total	723	100%

Table 4.4 above shows the distribution of the students respondents by age. The data reveals that 27.8 per cent (201) belong to the age range 12-14 while 63.5 per cent (459) were in the age range of 15-17, and 7.9 per cent (57) were in the age range of 18-20 while only. .8 per cent (6) belong to the age range of 21 and above. The large number of 459 which is 63.5 per cent signifies that majority of the junior secondary III and senior secondary III belong to the age range 15-17. This probably may imply that the average age-range of students in secondary schools are 15-17.

Table 4.5: Distribution of the Teachers Respondents by Age

Age	Frequency	Percentage (%)
20-24 years	10	3.2
25-29 years	74	23.3
30-34 years	132	41.6
35-39	60	18.9
40 and above	41	12.9
Total	317	100%

Table 4.5 above shows the distribution of teacher respondents by age. The data reveals that 3.2 per cent (10) of the teacher respondents belong to the age group of between 20-24 while 23.3 per cent (74) were in the age group of 25-29, and 41.6 per cent (132) belong to between 30-34, 18.9 per cent (60) belong to 35-39 category and 12.9 (41) belong to the age group 40 and above.

Table 4.6: Distribution of the Practising Counsellors Respondents by Age

Age	Frequency	Percentage (%)
25-29 years	5	13.5
30-34 years	11	29.7
35-39 years	16	43.3
40-44 years	4	10.8
45 and above	1	2.7
Total	37	100%

Table 4.6 above shows the distribution of practising counsellors respondents by age. The data reveals that 13.5 per cent (5) of the practising counsellors belong to the age group of between 25-29, while 29.7 per cent (11) were in the age group of 30-34, and 43.3 per cent (16) belong to between 35-39, 10.8 per cent (4) were in the age group of 40-44 and 2.7 per cent (1) belong to the age group of 40 and above.

4.2.3 Class

Table 4.7: Distribution of Students Respondents by Class

Class	Frequency	Percentage (%)
J.S.S III	309	42.7
S.S.III	414	57.3
Total	723	100%

Table 4.7 above shows the distribution of the students respondents by class. The data show that 42.7 per cent (309) of the students were in Junior Secondary III while the remaining 57.3 per cent (414) students respondents were in Senior Secondary III.

4.2.4 Qualification

Table 4.8: Distribution of Teacher Respondents by Qualification

Qualification	Frequency	Percentage (%)
OND/HND	16	5.0
NCE	141	44.5
BA/B.SC HONS	75	23.7
BA.ED/B.SC (ED)	75	23.7
M.ED/PH.D	10	3.2
Total	317	100%

Table 4.8 above shows the distribution of the teacher respondents by qualification. The data reveals that 5.0 per cent (16) of the teachers belong to OND/HND category while 44.5 per cent (141) were NCE, 23.7 per cent (75) were in B.A/B.Sc Hons category, 23.7 per cent (75) also belong to B.A(Ed)/B.Sc (Ed) category while only 3.2 (10) were in the M.Ed/Ph.D category.

Table 4.9: Distribution of Practising Counsellors by Qualification

Qualification	Frequency	Percentage (%)
B.Ed	31	83.8
M.Ed	6	16.2
Total	37	100%

Table 4.9 above shows the distribution of practising counsellors by qualification. The data reveals that 83.8 per cent (31) of the practising counsellors had B.Ed while the remaining 16.2 per cent (6) had M.Ed.

4.2.5 Marital Status

Table 4.10: Distribution of Teacher Respondents by Marital Status

Marital Status	Frequency	Percentage (%)
Single	82	25.9
Married	235	74.1
Total	317	100%

Table 4.10 above shows the distribution of teacher respondents by marital status. The data shows that 25.9 per cent (82) of the respondents were single teachers while 74.1 per cent (235) were married.

Table 4.11: **Distribution of Practising Counsellors by Marital Status**

Marital Status	Frequency	Percentage (%)
Single	5	13.5
Married	32	86.5
Total	37	100%

Table 4.11 above shows the distribution of practising counsellors by marital status. The data shows that 13.5 per cent (5) were unmarried while the remaining 86.5 per cent (32) were married.

4.3 Practising Counsellors Vocational Classification Identification

One of the main objective of this study was to identify the vocational classification of practising counsellors in Federal Capital Territory using Holland's classification system. The self-directed search (SDS) instrument was used to determine the personality type groupings of practising counsellors in FCT. Figure 1 below shows the personality spread of counsellors as proposed by Holland's topological theory of vocational choice.

Figure 4.1: **Practising Counsellor's Distribution. Different Vocational Orientation**

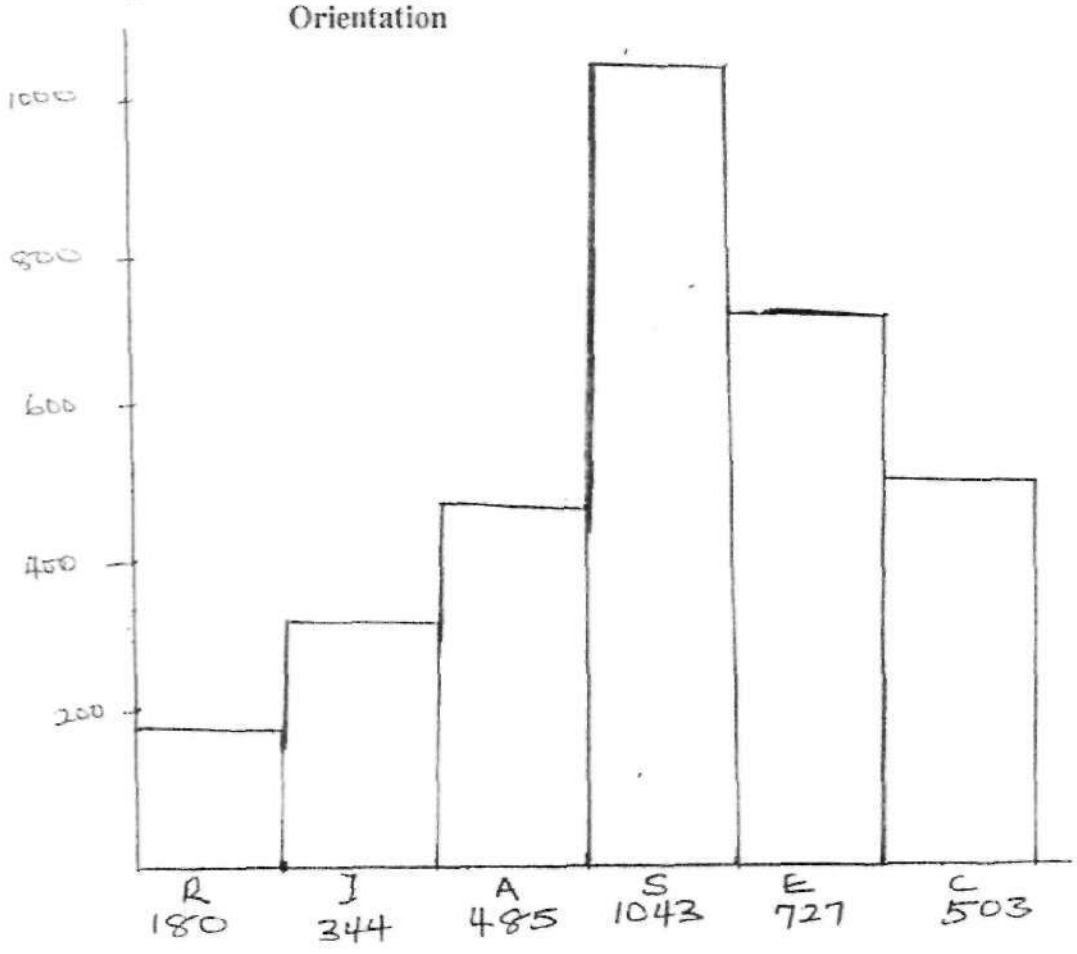


Figure 4.1 which is in form of a bar chart, shows distinctively that out of the six categories of Holland typology, majority of counsellors in Federal Capital Territory (FCT) scored highest on the social type, followed by enterprising type, conventional, the Artistic, the investigative and lastly the realistic type. From all the analysis, the most frequently rated group in this assessment were the social, enterprising and conventional groups respectively. This is the three letter type of the personality SEC.

Another objective of this study was to identify the vocational interest of practising counsellors in Federal Capital Territory using Bakare's vocational interest classification. The vocational interest inventory (VII) instrument was used to determine the vocational interest of practising

counsellors in Federal Capital Territory. Figure 3 below shows the vocational spread of counsellors by Bakare's vocational interest theory.

Figure 4.2: Practising Counsellor's Distribution Different Vocational Interest

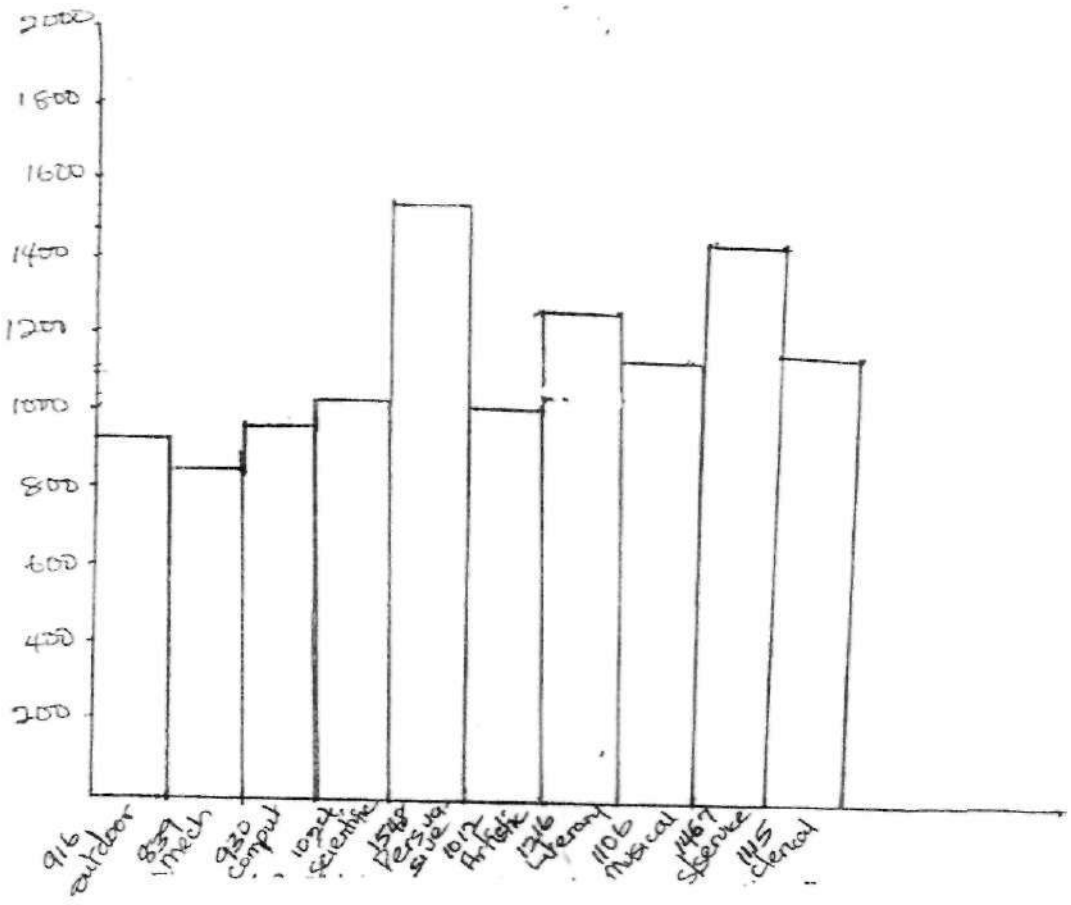


Figure 4.2 which is also a bar chart representing Bakare's vocational interest category, reveals that the first vocational interest of the practising counsellors in Federal Capital Territory was the persuasive, second was social service, third was literary, others were clerical, musical, scientific, artistic, computational, outdoor and mechanical in descending order of scores in the interest areas. From the analysis, the most frequently rated groups in the

assessment using Bakare's VII are persuasive, social service and literary which has relevance with counselling.

4.4 Testing of Hypotheses

In this section, the five hypotheses tested help clarify the issues of the applicability of Holland's topological theory of vocational choice of the career choice of practising counsellors of Federal Capital Territory, Abuja. Analysis of variance (ANOVA), chi-square analysis and product moment correlation coefficient set at 0.05 level of significance, were employed to test for the differences and relationships between the personality types and effectiveness of practising counsellors in Federal Capital Territory.

Hypothesis (H_0 01)

There is no significant difference in scores of practising counsellors in the six personality types using Holland Self-Directed Search. To test this hypothesis, Analysis of Variance was used to analyse the data. The result of the test of hypothesis is presented in table 4.12.

Table 4.12: Analysis of the Scores of Practising Counsellors in the Six Personality Types Using Holland Self-Directed Search

Source	Sum of Squares	Degree of Freedom	Mean Square	F.
Between	10083.32	36	280.01	3.07
Within Error	3282	36	91.16	
Total	13365.32			

Table Value 2.78.

Table 4.12 contains the summary of analysis of variance of the scores of practising counsellors in the six personality types using Holland self-directed search. The findings show that, the calculated value of F which is 3.07 is higher than the critical or table value of F 2.78 at 0.05 level of significance and 36 degree of freedom. Therefore the hypothesis which states that there is no significant difference in the scores of practising counsellors in the six personality type using Holland self-directed search is rejected. Hence it can be concluded that there is a significant difference in the scores of practising counsellors in the six personality types of Holland theory of typology.

Hypothesis H_0 02)

There is no significant difference between males and females in each of the six personality types as measured by Holland self-directed search.

Table 4.13: Differences between males and females in each of the six personality type as measured by Holland self-directed search.

Sex	Realistic	Investigative	Artistic	social	Enter-prising	conven-tional	total
Male	30 E(26.48)	54 E(50.63)	65 E(71.38)	137 E(153.49)	121 E(106.99)	76 E(74.02)	483
Female	150 E(153.51)	290 E(293.37)	420 E(413.63)	906 E(889.50)	606 E(620.00)	427 E(428.97)	2799
Total	180	344	485	1043	727	503	3282

Chi-square	df	Table value
5.9	5	11.07

The table above contains the observed and the expected frequencies of male and female response in six personality types using Holland Self Directed Search. The computed analysis in the table shows the following result: the chi-square value is 5.9 which is lower than the table value of 11.07 at 0.05 level of significance at 5 degree of freedom. Hence the null hypothesis which states that there is no significant difference between males and females in each of the six personality type as measured by Holland self-directed search is retained.

Hypothesis H_0 03)

There is no significant difference in each of the vocational interest areas of practising counsellors as measured by Bakare's Vocational Interest Inventory.

Table 4.14: Differences in each of the vocational interest areas of practising counsellors as measured by Bakare's Vocational Interest Inventory.

Source	Sum of Squares	Degree of Freedom	Mean Square	F
Between	111703.21	36	3102.87	0.99
Within Error	111706	36	3102	
Total	223409.21			

Table Value 2.78.

The computed result above, indicates that, the calculated value of F is 0.99, which is lower than the critical or table value of F 2.78 at 0.05 level of significance and 36 degree of freedom. This means therefore that the null hypothesis which states that there is no significant difference in each of the vocational interest areas of practising counsellors as measured by Bakare Vocational Interest Inventory is retained.

Hypothesis H_0 04)

There is no relationship between the various training levels of practising counsellors and the effectiveness of the guidance programme in Federal Capital Territory schools.

Table 4.15: Product Moment Correlation Coefficient. analysis of the relationship between the various training levels of practising counsellors and the effectiveness of the guidance programme.

Variable	Cases	Mean	Standard Deviation
V_1 B.Ed		44.6000	50.1378
V_2 M.Ed		18.8000	18.7803

Correlations:	V1	V2
V1	1.0000	.3443
	(5)	(5)
	P = .	P = .571
V2	.3443	1.0000
	(5)	(5)
	P = .571	P = .

(Coefficient/(cases)/2-tailed significance).

The table above contains the mean and standard deviation between the two training levels of counsellors that is, B.Ed and M.Ed. The computed r = .3443 and p = 0.571 shows that there is a high positive relationship between the various training levels of practising counsellors and the effectiveness of guidance programme in Federal Capital Territory schools. Therefore the null hypothesis which says that there is no relationship between the training levels of practising counsellors and the effectiveness of guidance programme is rejected.

Hypothesis H_0 5)

There is no significant relationship in the teachers and students perception of the effectiveness of the practising counsellors in Federal Capital Territory secondary schools.

Table 4.16: Chi-square Analysis of relationship in the teachers and students perception of the effectiveness of the practising counsellors.

Variable	Very Effective	Effective	B. L. Effective	Ineffective	Very Ineffective	Total
Teachers	97 E(153.62)	171 E(115.21)	40 E(33.22)	9 E(9.45)	0 E(5.49)	317
Students	407 E(350.38)	207 E(262.78)	69 E(75.78)	22 E(21.55)	18 E(12.51)	723
Total	504	378	109	31	18	1040

Chi-square	df	Table value
88.66	4	9.488

The computed data in the table above shows a chi-square (χ^2) value of 88.66 with 4 degree of freedom. This is greater than the critical χ^2 value of 9.488 at 0.05 level of significance. Therefore the null hypothesis which states that, there is no significant relationship in the teachers and students perception of the effectiveness of the practising counsellors in Federal Capital Territory secondary schools is rejected.

4.5 The Following Were The Findings

4.5.1 Is there any difference in the personality types of practising counsellors in the Federal Capital Territory secondary schools as measured by Holland's self-directed search?

In an attempt to answer question one above, it is evident from the information available in Figure 1, that there is a great difference in the personality types of the practising counsellors, that majority of the practising counsellors belong to the social group, while others belong to the enterprising and some belong to the investigative and artistic group.

Table 4.17 below gives us an outline of the difference in the personality types of the practising counsellors.

Table 4.17: Differences in the personality types of practising counsellors in Holland topological theory.

Personality Types	Frequency	Percentage %
Social	31	83.8
Enterprising	4	10.8
Realistic	0	0
Investigative	1	2.7
Artistic	1	2.7
Conventional	0	0
Total	37	100

The above table reveals the number of counsellors who rated these personality types as their first personality type.

4.5.2 Are the personality types congruent with type of environment the counsellors are operating as hypothesised by Holland?

In answering the second question, the information available still in Figure 1 shows that there was congruency between the personality types and the type of environment the counsellors are operating as hypothesized by Holland, because majority of the counsellors belong to the social type, followed by enterprising and conventional. This is because Holland constructed his SDS instrument putting into consideration the type of environment such people are likely to work in.

4.5.3 What are the vocational interest pattern of the practising counsellors in Federal Capital Territory secondary schools?

The information available in Figure 2 reveals that the vocational interest pattern of the practising counsellors in Federal Capital Territory secondary school using Bakare Vocational Interest Inventory are mostly in the persuasive, social service and literary. These are the three highest groups majority of them belong to.

4.5.4 What are the training levels of the practising counsellors in the Federal Capital Territory secondary schools?

The information available in table 4.9 shows that the training level of practising counsellors in Federal Capital Territory are B.Ed and M.Ed respectively.

4.5.5 How effective are the counsellors as perceived by their students and teachers in carrying out their guidance programme in schools?

Table 4.16 reveals that out of a total of 317 teachers, 97 of them say the practising counsellors are very effective, while 171 said they are effective, 40 said they are borderline effective, 9 said they are ineffective. Furthermore, 407 students said the practising counsellors are very effective, 207 said they are effective, 69 said they are borderline effective, 22 said they are ineffective while 18 of the 723 students said the practising counsellors are very ineffective. In general, the assessment of the counsellors by both the teachers and students is that the counsellors in Federal Capital Territory schools are effective.

4.6 DISCUSSIONS

Hypothesis 01 which says, there is no significant difference in scores of practising counsellors in the six personality types using Holland self-directed search is rejected. This implies that there is a significant difference in the scores of practising counsellors in the six personality types of Holland theory of typology.

The present study portrays the mean score of the practising counsellors in the six personality types as follows. Social type had the highest mean score of 1043, while enterprising had the second highest mean score of 727, conventional had the third highest mean score of 503 and Artistic, Investigative and Realistic had mean scores of 485, 344 and 180 respectively. The difference in the mean scores of the practising counsellors shows that a significant difference exist in the six personality types using Holland self-directed search.

This study reveals that practising counsellors in Federal Capital Territory had personality types congruent with their vocational orientation and that the practising counsellors were in conformity with Holland's typology.

Furthermore, the finding of this study is in support of an earlier work by Gesinde (1980). Gesinde's study aimed at identifying the personality types of counselling trainees at the University of Ibadan and the degree of congruency between these trainees personality/career orientations and the profession for which they were being trained, found amongst other issues that both first and second year Bachelor of Education (Guidance and Counselling) degree students to be predominantly social and enterprising respectively in

their personality career orientation.

A possible explanation for the high degree of the interest shown by practising counsellors for socially-oriented occupation according to Gesinde (1973) quoted by Maisamari (1991) could be that the Holland's SDS instrument contains items of high social desirability. It would seem that many of the items for social under Activities, competencies and self-estimates are socially desirable in the Nigeria society. As a result of an extensive socialisation and indoctrination to which a typical Nigeria child is exposed, through the rearing processes in the extended family system, it seems likely that many Nigeria children have come to accept the view that good and warm relations are an integral and cherished aspect of the Nigerian traditional values. In fact, many of the items for social in the SDS appear to be descriptive of the values that are sanctioned by the custom and society of every citizen in which practising counsellors are not exempted. Besides, because we are in a different cultural setting from that of America and that the extended family system is still very much with us whereby people live in large numbers, it becomes evident that one cannot isolate sociable activities (Maisamari, 1991).

Figure 4.1 reveals that Holland's typological theory is applicable to the practising counsellors vocational interest pattern and personality types. The graph shows that the first highest rated career choice of practising counsellors in Federal Capital Territory was social type, while the second highest rated was enterprising and the third highest rated was the conventional followed by artistic, investigative and realistic respectively.

The argument for this is that a high proportion of the practising counsellors are in the right profession probably due to the training they obtained. This finding is further supported by the research evidence of Holland, Whitney, Cole and Richard (1969) on the Hexagonal relationship between the six personality types. According to them, highly correlated environments, similar to one another are closer together than those with low correlations. In this way, from the diagram above, social which is the highest rated career and personality type of practising counsellors is closer to enterprising which is second highest rated by practising counsellors and enterprising is closer to conventional which is the 3rd highest rated.

Hypothesis O_2 which states that, there is no significant difference between males and females in each of the six personality types as measured by Holland self-directed search is retained. This means that apart from the number of females being higher than that of males, their responses in each of the six personality types as measured by Holland self-directed search had no significant difference.

This finding of no sex difference in personality type supports a similar finding of no sex difference in occupational interest as found by Brown (1946) in McGowan and Schmidt (1962). In another study conducted by MaClain (1968), he reported that both men and women counsellors in his sample appeared to possess in acceptable degrees the tenderness and requisite ego strength that Farson deemed appropriate for a successful counsellor. He pointed out that recent research portrays the counsellor not only as tender, gentle, and loving but also active, assertive, and able to confront and interpret immediate interactions when they occur.

Carkhuff and Berenson (1969) suggested that "the counsellor is a man and woman". They are not only tender and gentle, they are able to exhibit active, assertive, confronting behaviours which enable their clients to act on their own perceptions. All the characteristics mentioned above relate to the enterprising personality type on Hollnad's topological theory in which most of the counsellors in Federal Capital Territory rated has second highest in their vocational choice.

However, the present findings lend no support to Yusuf's (1992) findings of significant difference between the male and female counsellors in training responses on vocational interest. A possible explanation for this present finding of no significance difference between males and females in the six personality type as measured by Holland's self-directed search could be as a result of the counsellors interest in helping others either individually or in a group where sex may not be an intervening variable. It may also be as a result of the training the counsellors acquired which is similar, that might have contributed in making them more similar in personality type despite sex differences. This explanation implies that professional training can lead to similarity in personality type that is congruent to the profession one belongs irrespective of sex differences. This also bear relevance to what Holland asserted, that people in the same profession are likely to have similar personalities and siilar histories of personal development (Holland, 1973:32).

Hypothesis O_3 which says that, there is no significant difference in each of the vocational interest areas of practising counsellors as measured by Bakare's vocational interest inventory is retained. This means that considering

counsellors in each of the vocational interest areas of Bakare's vocational interest inventory, which are as follows: persuasive 1551, social service 1437, literary 1197, clerical 1091, musical 1061, artistic 1051, scientific 943, computational 941, outdoor 879 and mechanical 827 the difference as revealed by these figures is not significant. On the contrary, the practising counsellors rated, persuasive, social service and literary as their three highest vocational interest areas which make them belong to the helping profession. This result has similarity with the social type of personality in Holland's theory.

Yusuf (1992) in an earlier study using Bakare vocational interest inventory reported that significant difference exist between male and female trainee counsellor in outdoor; mechanical, computational, scientific, persuasive, musical and social service areas while the male trainee counsellors have higher mean scores in outdoor, mechanical, computational and persuasive interest areas,which means that they have significantly greater interests in these occupations than the females. Yusuf's findings is contrary to the findings of the present study.

A possible explanation for this findings may be that, these are people who have similar vocational interest, with similar traits and characteristics, and also, they have undergone similar training. This make them familiar with all that counselling entails and because of their familiarity with what their chosen profession entails, hence their similar responses.

Another explanation for this findings may be as a result of the on the job experience of practising counsellors with the Vocational Interest Inventory (VII). These counsellors use VII in guiding and counselling students, and their familiarity with the instrument may have aided them in their responses.

Hypothesis O_4 which says that, there is no relationship between the various training levels of practising counsellors and the effectiveness of the guidance programme in Federal Capital Territory schools, is rejected. This means that there is a relationship between the training level of a practising counsellor and his or her effectiveness.

For a guidance programme to be effective, it is assumed that the counsellor handling such programmes must be physically, emotionally and intellectually prepared for such programmes. It is therefore logical to say the higher the level of the counsellors training, the more effective his or her guidance programme. This bear relevance to the present study which says, a relationship exist between the training level of a practising counsellor and his or her effectiveness. This further confirms what Shertzer and Stone (1976) said, counsellors are qualified for their positions by meeting the minimum requirements of a graduate degree in counselling.

A possible explanation for this finding may be that, the rigour in training between masters and first degree holders could place the two groups in a different level of effectiveness. It is assumed that the training the master degree holders have is more intensive and as a result of this, it makes them more effective when they graduate.

Furthermore, the level of entry into the various training programme is another variable to be considered. It is assumed that before entering into M.Ed programme, a counsellor might have had some years of experience either in counselling or in the school setting, possibly that period of experience is likely to be longer for M.Ed than the B.Ed and this could have assisted those with M.Ed to be more effective.

Hypothesis O_5 which says that, there is no significant relationship in the teachers and students perception of the effectiveness of the practising counsellors in Federal Capital Territory secondary schools is rejected. The result of this hypothesis implies that a significant relationship exist in the teachers and students perception of the effectiveness of the practising counsellors in Federal Capital Territory secondary schools.

The possible explanation for this result may be due to so many reasons, among which are: The level of awareness of the counsellors roles and functions on the part of the students, teachers and other counsellors public. If the counsellor's public are well informed about the counsellors roles and functions, and he gets his public cooperation, the counsellor may be seen as being effective.

The counsellor's physical, emotional and intellectual capability are other factors that enhances counsellors effectiveness.

The physical facilities available to the counsellor may also render the counsellor effective or ineffective. For example if a counsellor does not have an office to himself, his ability and capability cannot be evaluated correctly. The location of counsellor's office is another important variable to be considered.

Gesinde (1991), said the location of a counsellor's office also affects the attitude of clients towards counselling. The counselling relationship therefore, may be rendered ineffective if the counsellor's office is placed "check and jowl" with the administrative building. Thus, whether in a school, college, industry or hospital setting, a counsellor's office should be located in a place that guarantees privacy, confidence and complete relief to client.

Another possible factor contributing to effectiveness from the result of this study is the professional training in Guidance and Counselling by counsellor in Federal Capital Territory. Whether the training is at B.Ed or M.Ed level is not the issue, but that all had training in Guidance and Counselling an area which they practice. This training possibly gives the students and teachers the confidence that their counsellors are knowledgeable to certain extent in Guidance and Counselling.

4.7 Summary

Generally, the analysis of the data has shown that the Holland's topological theory of vocational choice and Bakare's vocational interest inventory are applicable to the career choice of the practising counsellors.

Based on the variable of sex and training levels, the result revealed that sex was not an intervening variable on the performance of practising counsellors. The result also revealed that a relationship exist between the training levels of practising counsellors. It implies therefore, that the higher the training levels of counsellors, the more effective they are.

The overall findings of this study will be fully summarised in the next chapter. Recommendations, based on the findings of this study will also be made.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The findings of this study are summarised in an orderly manner. Appropriate conclusions emanating from the findings are drawn, while recommendations based on the findings are made. Finally, some suggestions for further research are made.

5.2 Summary

The National Policy of Education of 1977 called for a change in the Nigeria system of education from the 7-5-2-3 system to the 6-3-3-4 system, which emphasized the acquisition of vocational skills. For a successful and effective transition, the services of trained counsellor is needed. It is observed that since the implementation of this system, universities have graduated thousands of counsellors without putting into consideration factors other than academics.

For an individual to be job satisfied, his capability and interest takes prominence. Holland in his topological theory of vocational choice has developed a method of ascertaining one's interest through the use of his instrument, the self-directed search (SDS) this enables students make career choices bearing relevance to their interest.

This study attempted to determine the relationship that exists between the counsellors in Federal Capital Territory secondary schools choice of career and their personality. It was also interested in establishing the relationship between the counsellors training level and their effectiveness.

This study was further interested in determining the teachers and students perception of the effectiveness of guidance programmes in Federal Capital Territory secondary schools.

Five research questions were asked, among which are:

1. Is there any difference in the personality types of practising counsellors in the Federal Capital Territory secondary schools as measured by Holland's Self-directed?
2. What are the vocational interest pattern of the practising counsellors in Federal Capital Territory secondary schools?

Answers were provided for these questions in the study.

The findings of this study will be beneficial to employers for purposes of recruitment, to counsellor educators for purposes of adjustment and evaluation, and to counsellors for purposes of self-appraisal and counselling of students.

Many literature were reviewed. The review showed that there was no known general definition for the concept "personality" but it is certain that the construct "personality" exist. The review also showed that an individual is a unique person, that an individual possess unique trait or characteristic which distinguish him or her from another person. Theories of vocational choice

showed that different occupations require the possession of different personality traits to some degrees for successful performance.

The review of literature has shown that there are different levels of counsellor education in this country which are B.Ed, M.Ed and Ph.D. Literature also revealed that for guidance programme to be a success in our schools, there must be a professional trained counsellor to develop and implement the programme with the support of the school principal, teachers, students and other counsellor public. Also for a successful guidance programme, there must be good physical facilities in place. Furthermore, for a guidance programme to be meaningful, there must be a well conducted guidance programme evaluation which could be done using various approaches such as survey, experimental to mention just a few.

The population of this study were the teachers, students and the counsellors and the total sample that responded meaningfully in this study were 1,077. The research instruments used were Holland Self-Directed Search, Bakare's Vocational Interest Inventory and Guidance Programme Appraisal Scale constructed by the researcher. The Statistical techniques employed were, Analysis of Variance (Anova) Chi-Square and Product-Moment Correlation respectively.

However, those who fully participated in this study were 723 students participated, while 317 teachers responded and 37 trained and practising counsellors participated.

The findings of this study revealed that practising counsellors in Federal Capital Territory belong to the social group on Holland typological theory of career choice which shows that Holland topological theory is applicable to the practising counsellors vocational interest pattern and personality types.

Furthermore, the findings revealed that Bakare's Vocational Interest Inventory which is an indigenous inventory is also applicable to the counsellors vocational choice. Five hypotheses were tested and they were summarised thus:

Hypotheses

1	There is no significant difference in the scores of practising counsellors in the six personality types using Holland's Self-Directed Search.	-	rejected
2	There is no significant difference between males and females in each of the six personality types as measured by Holland's Self-Directed Search.	-	retained
3	There is no significant difference in each of the vocational interest areas of practising counsellors as measures by Bakare's Vocational Interest Inventory.	-	retained
4	There is no relationship between the various training levels of practising counsellors and the effectiveness of the guidance programme in the Federal Capital Territory secondary schools.	-	rejected

5	There is no significant relationship in the teachers and students perception of effectiveness of the practising counsellors in the Federal Capital Territory secondary schools.	-	rejected

All hypothesis were retained or rejected at 0.05 level of significance.

5.3 CONCLUSIONS

Considering the findings of this study, the following conclusions were made:

1. Considering the pattern of vocational orientations, and the results of the five major hypotheses, Holland's SDS instrument and Bakare's VII instruments are capable of measuring the personality types and career interest areas of the practising counsellors in Nigeria. Fro these two instruments, it can also be concluded that there was congruency between the career and personality type of the practising counsellors in Federal Capital Territory. It can further be concluded that sex is not an intervening variable on the congruency of personality and career choice.

2. With regards to the effectiveness of the guidance programme, it can be concluded from the findings of this study that the higher the level of training, the more effective a counsellor is with regards to his role expectations.

It can finally be concluded that the practising counsellors were rated as being effective by the generality of the students and teachers.

5.4 Recommendations

As a result of the findings of this study, a number of recommendations are being made.

1. That employers of labour should endeavour to employ candidates who exhibit congruency between their personality type and the career requirement they want to undertake.
2. The head of counselling unit should be a member of the committee that will employ practising counsellors.
3. That where available, counsellors with higher degree should be employed for productivity who are more congruent in the personality.
4. That Parents/Teachers Association should support the government in providing all the necessary facilities for effective counselling in schools both in terms of infrastructure, tools and materials. The government should further continue to speed up the training programme of counsellors, so that counsellors will be made available to every secondary school especially in Federal Capital Territory, so that students transiting from other areas of the country to Federal Capital Territory will enjoy guidance and counselling services so as to be better adjusted.
5. Counsellors in training should be exposed to the demands of counselling as a career so that they are aware of the personality type, career interests and level of training that enhances effectiveness in counselling.

5.5 Suggestion For Further Studies

It is being suggested that this study be carried further in the following areas:

1. A comparative study of the applicability of Holland's typological theory of vocational choice and Bakare's vocational interest inventory using samples from various states in Nigeria is also a study that is encouraged by the researcher.
2. The researcher also feels that it will be interesting to carry out a longitudinal study starting with the admission of guidance and counselling students into the university and stretching into their working life. The aim will be to ascertain whether the personality characteristic they had when they were in training is still the same on the job or whether the environment has had some influence on them. Such research is recommended to be undertaken by Counselling Association of Nigeria (CASSON) considering the length of time, resources and personnel needed for the research. Such research will be able to come out with a blue print concerning matters that affects counselling in Nigeria.
3. A longitudinal study should also be carried out by counselling unit of Federal Capital Territory to evaluate the effectiveness of practising counsellors. This study should take a long time of 6 years, so that a counsellor that begins with a set of students should also terminate with them, so as to determine such counsellors effectiveness. This means that counsellors will not be transferred at random. This will enable the Federal Capital Territory Department of Education evaluate its programme and make amendments.

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APPENDIX A

SUMMARY OF THE POPULATION IN THE FEDERAL CAPITAL TERRITORY SECONDARY SCHOOLS WITH PRACTISING COUNSELLORS

S/NO	NAME OF SCHOOL	TEA-CHERS POPULA-TION	STUDENTS POPULA-TION	J.S. 3	S.S. 3
1	G.S.S. Karshi	76	1939	358	287
2	A.D.S.S. Sani	48	846	192	90
3	Abachi Barracks Asokoro	161	2529	515	328
4	G.S.S Gwagwalada	197	1697	386	179
5	G.D.S.S. Gwagwalada	106	958	-	533
6	G.T.C. Zuba	128	1941	418	228
7	G.S.S. Garki	41	952	-	317
8	G.G.S.S.S Kuje	64	1415	283	188
9	G.G.S.S. Dutse	70	484	98	63
10	C.S.S. Gado Nasko Barracks Maitama	115	1387	306	155
11	G.S.S Tundun-Wada	159	1312	285	156
12	G.S.S Wuse	103	1496	294	204
13	G.S.S Gwarinpa	129	2163	475	245
14	G.S.S Karu	136	1854	424	193
15	G.S.S Nyanya	126	1544	356	158
16	G.S.S Kubwa	74	2068	329	360
17	G.S.S Kuje	66	1981	463	197
18	G.G.S.S. Abaji	55	1348	142	128
19	G.S.S Abaji	28	507	86	83
20	G.S.S. Yaba	55	1514	234	270
21	G.S.S Rubochi	93	1946	444	204
22	G.S.S Jiwa	94	1235	245	166
23	G.S.S Tunga-Maje	43	423	79	61
24	G.S.S Airport	32	248	73	29
25	Model Sch. Sec. Maitama	69	902	192	108
26	AA.D.S. Yakubu Gowon Barracks Maitama G.G.V.S.S. Gwawalada	48	384	114	40
	Total	2,316	35,073	6,791	4,970

Reference: Education Resource Centre (1995)
Federal Capital Territory Secondary Schools: At A Glance Abuja

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(Department of Counselling and
Science Education)

Our Ref:

Date: 13/2/96

Ocholi [illegible] Jintolo (Mrs),
Department of Education,
Faculty of Education,
Ahmadu Bello University,
[illegible].

Madam,

RE: PERMISSION FOR THE USE OF MY ADOPTED AND MODIFIED HOLLAND SELF DIRECTED SEARCH (SDS)

Reference to your letter of 3rd January, 1996 on the above subject matter, I write to grant you approval given to Dr. Onunde of the Department of Guidance and Counselling, University of Ibadan, by the Consulting Psychologist Press Inc. whose approval I also used (letter attached).

Thanks.

Yours faithfully,

Dr. J. Y. Maisamari

GUIDANCE PROGRAMME APPRAISAL SCALE FOR TEACHERS OF FEDERAL CAPITAL TERRITORY , ABUJA

INTRODUCTION

This questionnaire is part of a research study designed for teachers to appraise their school counsellor. These questions require information about the effectiveness of the school counsellor in discharging his or her duties and accomplishing his or her programme.

These questions should not be regarded as examination, because there are no right or wrong answers. They should be answered as honestly as possible without bias. Information given will be treated as confidential.

SECTION A

1. Sex ..... Male ( ) Female ..... ( )
2. Name of school .....
3. Age .....
4. Highest qualification .....
5. Marital status .....
   (a) Single ( ) (b) Married ( )
6. Where there are more than one counsellor
   Counsellor (a)
   " (b)
   " (b)

SECTION B

The following statements are opinions. Please tick ( ) your position of agreement.

SA = Means strongly Agree
A = Means Agree
U = Means Undecided
D = Disagree
SD = Strongly Disagree.

Example:-

Our counsellor displays rapport to everybody.

SA	A	U	D	SD
✓				

SA has been ticked (✓) to mean that the respondent strongly agrees to the statement.

Now tick your level of agreement to the following statements.

		SA	A	U	D	SD
1.	Since I have been in this school, I am not aware that we have a counsellor.					
2.	I know we have a counsellor but I have not gone for counselling with him/her.					
3.	The counsellor is known by everybody in this school					
4.	Many students go for counselling because of the good characteristics of the counsellor.					
5.	One of the first people I met when I assumed duty in this school was the counsellor.					
6.	The counsellor is well known to students because of the punishment he/she gives to the students.					
7.	The counsellor is very active in looking for resources for the guidance programme.					
8.	The resources available are adequately used by the school counsellor.					
9.	A variety of guidance activities are planned for the school by the counsellor.					
10.	Even people outside this school benefit from the guidance programme of the school.					
11.	I have benefited from the career guidance mounted by the guidance programme.					
12.	The guidance programme has provided me with information regarding my further studies opportunities.					
13.	I have benefited from the family or marital counselling services of the programme.					
14.	The guidance programme has benefited the teachers in improving their teaching strategies.					
15.	The teachers have benefited from the guidance programme as regards their relationship with students.					
16.	The guidance programme has reduced the teachers disciplinary problems experienced with					

	SA	A	U	D	SD
students in the school.					
17. The programme has brought a more positive attitude to work of teachers in the school.					
18. The programme has also improved the teachers relationship with the school administration.					

SECTION C. GENERAL ASSESSMENT

1. On the whole, the counsellor as a person in this school can be rated as:
   (a) Very effective
   (c) Effective
   (c) Boarderline effective
   (d) Ineffective
   (e) Very ineffective

2. Also the guidance programme as being used in this school can be rated as:
   (a) Very effective
   (b) Effective
   (c) Boarderline effective
   (d) Ineffective
   (e) Very ineffective.

APPENDIX D.

GUIDANCE PROGRAMME APPRAISAL FOR STUDENTS OF FEDERAL CAPITAL TERRITORY - ABUJA

INTRODUCTION:

This questionnaire is part of a research study, designed for students to appraise their school counsellor. These questions require information about the effectiveness of the school counsellor in discharging his or her duties and accomplishing his or her ~~programme~~ programme.

These questions should not be regarded as examination, because there are no right or wrong answers. They should be answered as honestly as possible without bias. Information given will be treated as confidential.

SECTION 'A'

1. Sex ..... Male ( ) Female ( )
2. Name of school .....
3. Age: .....
4. Class: .....
5. Where there are more than one counsellor
   Counsellor (a)
   Counsellor (b)
   Counsellor (c)

SECTION 'B'

The following statements are opinions.
Please tick (✓) your position of agreement.
SA = Means strongly Agree
A = Means Agree
U = Means Undecided.
D = Disagree
SD = Strongly Disagree.

Example:

	SA	A	U	D	SD
Our counsellor displays rapport to everybody.					

SA has been ticked (✓) to mean that the respondent strongly agrees to the statement.

Now tick your level of agreement to the following statements.

		SA	A	U	D	SD
1.	Since I have been in the school, I am not aware that we have a counsellor.					
2.	I know we have a counsellor but I have not gone for counselling with him/her.					
3.	The counsellor is known by everybody in this school.					
4.	Many students go for counselling because of the good characteristics of the counsellor.					
5.	One of the first people I met during re registration in school was the counsellor.					
6.	The counsellor is well known to students because of the punishment he or she gives to students.					
7.	The counsellor is very active in looking for resources for the guidance programme.					
8.	The resources available are adequately used by the school counsellor.					
9.	A variety of guidance activities are planned for the school by the counsellor.					
10.	Even people outside this school benefit from the guidance programme of this school.					
11.	I have been more informed about career opportunities from the guidance programme in this school.					
12.	I can make a better career decision now as a result of the guidance programme in this school.					
13.	The guidance programme in this school has effectively taken care of my educational problems.					
.	The guidance programme also has benefited me well with my psychological problems.					
15.	Not many students go for counselling because the guidance programme in the school does not address their problems.					

SECTION C. GENERAL ASSESSMENT

1. On the whole, the counsellor as a person in this school can be rated as:

   (a) Very effective

   (b) Effective

   (c) Boarderline effective

   (d) Ineffective

   (e) Very ineffective

2. Also the guidance programme as being used in this school can be rated as:

   (a) Very effective

   (b) Effective

   (c) Boarderline effective

   (d) Ineffective

   (e) Very ineffective.