PERCEPTION OF STUDENTS ON PARENTAL INVOLVEMENT IN THE CAREER GUIDANCE OF SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS

BY

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CERTIFICATION

I hereby declare that this Thesis has been written by me. And to the best of my knowledge,the topic has not been presented for a higher degree until now. All quotations are indicated and sources of information are dully acknowledged by means of references.

AUDU, ESTHER.

DEDICATION

This Thesis report entitled "perception of Students on Parental Involvement in the Career Guidance of Secondary School Students in Kaduna Metropolis" by Esther Audu meets the regulations governing the award of the degree of Master of Education (Guidance and Counselling) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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To my father Fun gain g Ngam and Mother Ladi Fungaing for their understanding and selfless moral and financial assistance throughout the period of my course.

CERTIFICATION

It is also dedicated to my brothers and sisters who were my source of encouragement in making this educational persuit a reality.

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ABSTRACT

The main purpose of this study was to investigate perception of students on parental involvement in the career guidance of secondary school students and how such involvement can be increased.

The sample size of 568 students from a population of eight thousand (8,000) was used for this study. The researcher used random sampling techniques to select the respondents from the fourteen (14) Government Secondary Schools. This technique was used to give each respondent in the population an equal opportunity of being selected.

Analysis of the data collected revealed that significant difference exist between the mean scores of male and female students on their perception of their parents contribution to school guidance programmes. It showed that female students tend to perceive the parents as making significant contribution to school guidance programmes. It also revealed that nosignificant difference exists in the perception of male and

female students with respect to parents with formal or informal education in their contribution to students' participation in school guidance programmes.

Based on these findings the following recommendations were made:

(a) The guidance programmes in the schools investigated will be meaningful and relevant to the students if parents and members of the community should be fully involved.

(b) Through the Parents' Teachers' Association parents

be given proper orientation towards guidance programmes and those who can not attend should be given papers presented during seminars and conferences.

(c) Parents should be enlightened to afford utmost freedom for career choice of their children.

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ABBREVIATION, SYMBOL AND DEFINITION OF TERMS

The following terms have been used in the study and they are defined below:

Career. Way of making one's living. It could also mean a profession in which one makes his living.

Counselling. An enabling relationship in which the counsellor's non-judgemental stance supplies the conducive condition for the client to explore his inner-most feelings, take responsibility for his actions and strive toward self-actualization.

Formal Education. An organized system of education that is characteristicaly western.

Impact. Generally it means a continuing, powerful influence, but as regards to this study it is the effect of parents involvement in the students career guidance.

Informal Education. An unsystematized form of education devoid of the characteristics of western type of education.

Guidance. A cluster of services brought to bear upon the individual to enable him make better choices, become a better chooser and live in harmany with self and environment.

Parental Involvement. Concern and contributions showed by parents in the career guidance of students.

Perception. By perception here the researcher means the way students see parents contributing to career guidance of students.

Secondary School. The six years of the formal education that fall between primary and university levels. It is divided into Junior Secondary School (JSS) and Senior Secondary School (SSS).

Vocation. The work or profession for which one has a sense of special fitness.

6-3-3-4 System of Education. New system of education which comprises of 6 years in the primary school, 3 years in Junior Secondary School (JSS), 3 years in Senior Secondary School (SSS), and 4 years in higher institution.

Chapter 1

1.1 Introduction

Society has always taken interest in the occupational future of the youth from the earliest of times. The youth were expected to learn one form of trade or another. No man or woman would be described as having grown to maturity without acquiring a skill by which to make a living.

Career guidance is a necessary integral aspect of the total education process. It is a service that complements rather than supplements teaching and administration (Cote, 1977). It must be seen that the learning received by a student is such that places him where his aptitude, interest, ability and talents are most appropriate in terms of utility. One way of achieving this is through the provision of career guidance.

Career guidance is a programme of activities which facilitates the process of career development. Watts in Okon (1984), defines career guidance in terms of services deliberately provided to help students prepare for and adapt to the vocational choices and transitions on leaving school

and entering adult roles. Career guidance can valuably be integrated into a broad conception of guidance which takes into account help with the educational, personal and vocational problems. Through career guidance, one person assists another person in understanding self and the environment, including work opportunities and in determining life style.

The beginning of organised career guidance in Nigeria can be traced back to Ibadan in 1959 by a group of Reverend Sisters of Saint Theresa's College, who felt the need for their graduating students to obtain some help concerning information about, and placement in, the world of work. They invited twenty professional from different occupations to give some occupational information to the sixty girls due to graduate from the school in December 1959. These professionals invited were parents. This shows that parents have been involved in the career guidance right from the beginning. Though from the researcher's experience now in schools parental involvement is minimal, therefore the need for this study in which ways to increase their involvement.

1.2 The Research Problem

From the researcher's experience in schools as a teacher and administrator when students are asked what their future career would be, their responses are not clear, they appear confused. The confusion

may be due to lack of basic knowledge about careers, appropriate curricular offering leading to them. One often finds students who regret their choice of subject combinations, for instance, a science student complains that he should have been offering arts subjects because he realises now that he is arts - oriented. Similarly, some of these young people enter, ignorantly into jobs that come their way without adequate preparation and guidance. They later regret their choices. Without job satisfaction they become frustrated and work with less dedication leading to reduced efficiency and output. In the same light Nzewi (1990) states that for the majority of students, curricular choices involving broad selection of occupations must often be made at the beginning of Secondary school. Lack of adequate occupational information, makes students fail to take necessary pre-requisite courses for their desired occupations. At the end of their Secondary school, they are unable to gain entry into appropriate higher educational institutions for skilled training because no information on the required subject combination was given. At the end students engage in cris-crossing from one occupation to another, and this may involve alot of frustrating experience. The situation becomes pathetic once it is realised that choosing a job is synonymous with choosing a way of life and personal development (London, 1973). In the same line Ikeotunnye (1983)

states that job satisfaction is inseparable tied up with right or wrong choice of occupation. A wise choice may bring in joy and satisfaction. Conversely, misdirected choice may result in frustration change of jobs, or even loss of jobs.

The current problems that the researcher has observed confronting students in Kaduna Metropolis have prompted her to study this topic. Guidance and Counselling is young in Nigeria that parents have to be enlightened about their involvement in the career guidance and counselling of students. Fafunwa in (Agoi, 1989) opined that "we should not understimate parents and guardians in guidance activities because of their immense influence which they wield on their children. He even advocated a guidance programme for parents".

The students at this young age can easily be be misled and the school counsellor who has about a thousand students to care for can contribute

very little to individual students. So parents have to come in to assist the counsellor in the guidance of the students. Denga (1983) has stated that for efficiency, a School counsellor should take care of one hundred to three hundred students, but we can see now in Kaduna a school with the population of two thousand students may have only one careermaster/mistress who may not even be a trained counsellor. The day boarding systems of our schools is another issue causing problems for counsellors and parents especially from the females.

From the researcher's experience they leave their homes in the morning for school but go to other places, while those in the boarding schools use the holidays to go round without any good reasons. It is in this light that Okon (1984) states that a comprehensive career guidance programme should involve parents and community resource people. The school counsellors can do very little unless parents give a helping hand in the guidance and counselling of these students.

1.3 Statement Of Objectives

The objectives of this study are as follows:

(i) To examine involvement of parents with formal and informal education in the career guidance and counselling of their children in secondary schools in Kaduna Metropolis.

(ii) To find out the impact of parents' involvement in the students career guidance and counselling in the metropolis.

(iii) To suggest ways in which guidance counsellors and parents can be more cooperative in helping students in their career selection.

1.4 Significance Of The Study

The period when academic and career choices are made by youth is always a crucial one in their lives. Crucial in the sense that the occupation one finally settles on is capable of moulding one's way of life. Denga (1975), states that choosing an occupation is one of the most important life decisions. The success or failure in occupation has profound repercurssions not only for the

individual's total life, but also for the society in which he is to serve.

It is in the light of this that the researcher intends to explore ways of increasing parental involvement in the guidance of their wards. This study will help schools, because during the meeting of Parents' Teachers Association (...) issues will be discussed and the need for parents to be involved in the career guidance of their children stressed.

The Ministries of Education can also benefit from this study because the findings and recommendations can be used to enlighten parents on why they should have interest in the progress of their children by giving them guidance on their future careers. Finally, it will help counselling practice itself, because counsellors will see the need for involving parents in the guidance of their children. It will be also add information to the counselling resource centres.

1.5 Hypotheses

(i) There is no significant difference between the male and female students mean scores in their perceptions of parental contribution to school guidance programmes.

(ii) There is no significant difference among the students in their perceptions of parental contribution to guidance and counselling programme.

(iii) There is no significant difference among the students in their perceptions of counsellor's contribution to guidance and counselling programme.

1.6 Scope Of The Study

The study is delimited to the Senior Secondary School One students (SSS.I). The researcher chose SSS.I because they have just made choices of subjects at the end of Junior Secondary School three (JSS 3) leading to their future careers. So the researcher wants to know the extend of parents involvement during the selection of subjects for Science, Arts, Technical and Commercial.

The students used as respondents for this study came from selected secondary schools in Kaduna North and South Local Government Areas. The reasons for selecting these local government areas is because they have many secondary schools with large population of students from different national home backgrounds. So also the researcher is familiar with the environment which made the data collection less problematic.

1.7 Basic Assumptions

The following are the assumtions of the study:

(i) Parental involvement in career guidance and counselling affect student's career choice.

(ii) Career guidance and counselling is necessary in order that students may make realistic occupational choices.

(iii) Some students do not really understand which school subjects are best suited which lead to the occupations/careers they would like to enter.

1.8 Summary

The researcher in this chapter has tried to trace the origin of organised guidance in Nigeria. The importance of this study and why organised guidance should be introduced in all secondary schools. Some null hypotheses stated which were tested after the data collection. This study was delimited to only Senior Secondary One (SS.I) students because at this level they make selection of subjects for sciences, arts, technical and commercial classes.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this chapter is to explore some conceptual framework and to review the literature, directly related to the chosen problem of the study. It is treated accordingly in section; Vocational guidance, need for vocational guidance, factors affecting vocational choice and development, theories of vocational guidance and review of previous works.

2.2 Vocational Guidance

The origin of organised and formal vocational guidance dated back to early 20th century. In the United States of America, the origin of what might be called modern formalized vocational guidance is usually associated with the work of Frank Parsons who lived between (1854-1908). In Nigeria, the genesis of vocational guidance can be traced to Ibadan where in 1959 a group of Reverend Sisters of Saint Theresa's College, felt the need for their graduating students to obtain some help concerning information about, and placement in, the world of work. They invited twenty professionals from

occupations to give some occupational information to the sixty girls due to graduate from the school in December 1959. The invitees arranged vocational talks for the students and helped them to gain further insight into their capabilities, and interest, particularly as these abilities and interests were related to the available occupation opportunities.

The group of helpers were not vocational guidance counsellors, yet they were able to sustain the interest of the students (in the helping service) so well that regular meetings were subsequently organized. They later extended their services to other schools in Ibadan city and its environs.

In October 1961, there was a crucial meeting to which post-primary school principals, and representatives from the Ministries of Education, Labour, Trade and Industry, and Health were invited, and an important outcome was the establishment of the Ibadan Career Council.

With the formation of the Ibadan Career Council in 1961, many schools in different parts of Nigeria joined the Association thus increasing its membership. This necessitated the change of name for the Association to accommodate its national outlook. Hence 1967, the

Ibadan Career Council has transformed into the Nigerian Career Council. It drew its membership mainly from post-primary schools, although the membership was open to higher Institution of Education, Employers, Government Ministries and other interested in the association activities.

In performing his guidance and counselling functions, the practising school counsellor finds out that parents are indispensable. He also finds out that individual students vary one from the various qualities that make up the individual child. It is widely agreed that the school and the home, as well as many other educational and social institutions must contribute their quota to the total and broad education of a student. To observe one's own position in the broad educational scheme as stated in the National Policy of Education (1981 p. 16). The two broad aims of secondary education in Nigeria are:

(i) Preparation for useful living within the society.

(ii) Preparation for higher education.

The counsellor observes further from the same national document that the 3 - 3 secondary education system has implications both for primary and higher education. In the professional sector, the counsellor realises that in order to achieve the above outlined objectives, the student must be involved in various far-reaching types of selections, choices and decisions to which both the counsellor and the parent should make useful contributions. Here both the student and the parent should be oriented towards their individual roles for a successful achievement of the objectives. Since then, various attempts, have been made to define 'vocational guidance'. Parsons (1909, p.5) popularly called 'the father of vocational guidance', made the first attempt to define vocational guidance as:

> Helping the individual have: a clear understanding of aptitudes, abilities, interest ambitions, resources, limitations and their causes, a knowledge of the requirements and conditions of success, advantages, compensations, opportunities and prospects in different lines of work, true reasoning on the relation of these two groups of facts.

Crites (1969) quotes the National Guidance Association in the United States of America as defining vocational guidance as the process of assisting the individual to choose an occupation, prepare for it, enter it and progress in it. He equally reported Super's broadened version of the National Guidance Association's definition to stress the Psychological nature of vocational choice as:

> The process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into reality with satisfaction to himself and benefit to society.

Olayinka (1983) defined vocational guidance as any assistance given to an individual by a counsellor to help the individual discover his potentials, and how best he could utilize them to his advantage within his environment.

Whichever way vocational guidance is viewed, one would agree with the opinion that it is a facilitative process that is meant to help the individual make wise choice of occupation as well as adjust to it. In a similar view, Ikeotuonye (1983) commented that, in a vocational guidance process, there is need for the individual to effectively work out a compromise between his strengths and limitations on the one hand, and available occupational opportunities on the other.

The researcher agrees with this definition that vocational guidance is the help given by counsellors to an individual, to secure an occupation that best suits his personality, taking into consideration his limitations and abilities so that he will succeed in the occupation, be useful to himself and the society in general.

2.3 Need For Vocational Guidance

The transitional period from school to work is therefore very important in the life of the youth because the choice of a career is one of the most important life decision that an individual makes. This is because the individual's career has a lot of influence on his life style. The need for vocational guidance is to aid the individual in making a wise choice.

Some adolescents may make right choice of careers without vocational guidance, but a large percentage of the youth may not be lucky. In order to make effective choice of career, the individual needs to have a very sound knowledge about himself, his capabilities and areas of interests. He should also be knowledgeable about the various occupational opportunities available to him.

The researcher is of the opinion that there is a definite need for career guidance in a complex world of today in which thousands of occupations have been identified with limited careers. Hoppock (1976) stressed the need for career guidance as:

(i) It will help an individual to know about the stability or seasonality of occupations.

(ii) Job satisfaction is inseparably tied up with right or wrong choice of occupation.

(iii) There will be effective distribution of the society's manpower resource, and thus manpower wastage will be reduced.

Finally total psychological health or well-being of a society is enhanced if the greater majority of the work force are adjusted to and happy with their occupations.

If career guidance is given, human resource wastages would be minimised, because the youths would be helped to pick up jobs which strike a compromise between their strengths and limitations on one hand and the available occupational opportunities on the other.

Individual posses unique interests and potentials that should be developed and tapped for the overall development of such individuals and the society. The development of an individual's interest and potentials calls for vocational guidance which may in turn lead to specialization based on proven aptitudes.

The utilization of specialists in different facts of development in any country enables that country to progress. In recognition of this need, the Federal Government of Nigeria stated it clearly in its National Policy on Education (1977, p.30) that: "In view of the apprent 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...".

It is therefore, apparent that vocational guidance programme, if well implemented, will help both the individual and the society. It will help the individual to maximise the use of his potentials and the society to make an effective use of its human resources.

2.4 Factors Affecting Vocational Choice And Development

Several factors are known to influence vocational choice and development. Some of the factors are discussed under two broad headings, psychological and socio-economic factors, though there is no hard and fast line separating the two groups.

2.4.1 Psychological Factors

One of the most important is 'Aptitude' which can be defined as the natural ability or skill an individual exhibits especially in learning. Occupations differ from one another in the type and degree of aptitudes required for success. A few examples of aptitudes most commonly required in occupations include: Computational, Verbal, Abstract Reasoning, Mechanical, Clerical and Musical. Special aptitude tests and aptitude test baterries are available for identification. In United

States of America, where the test industry has made outstanding achievements, there are nearly 500 aptitude batteries for specific occupations (Shertzer and Stone, 1980).

Some occupations tolerate a broader range of intelligence than others. Some occupations are so demanding that only people with a very high level of intellectual ability and aptitude can perform well in them. People choose their occupations according to their intellectual abilities, but some institutions of learning and employers devise various techniques, both test and non-test, meant to help in selecting only individuals capable of the level of performance desired by them based on aptitude scores.

It is certain that a wide range of intelligence is represented in nearly every occupation, however, intellectual ability and aptitude remain significant factors in the choice of a vocation. Any vocation a youth decides to enter must present a good challenge to his intellectual ability and relevant to his aptitude.

Personality is one of the major factors that determine vocational choice. People differ from one another in their personality. For example, some people may like

working in people-oriented environments while others prefer working with objects. Holland (1973) asserted that, the choice of an occupation is an expression of personality, the characteristics of which would cope with particular type of environment. Intellectual people would seek intellectual environments and so on. He is of the view that members of a vocation would have similar personality traits, histories of development and would react the same way to problems and situations. He is convinced that a person's personality type determines the primary direction of his vocational choice and development.

Self-concept is another factor that helps an individual in vocational choice. It is the way an individual perceives himself, this could mean self-image of an individual. Our feelings of self-worth and self-esteem derive partially from our perceptions of how we see ourselves standing in relation to others whose skills and abilities are similar to our own particular self-images (Burns 1979). If one calls himself a psychologist he would be ashamed if others know more psychology than himself.

The purpose of vocational guidance is always to set the adolescent school leavers on the right vocational track. It takes cognisance of self-concept, indination

and aptitude for a given vocation. Korman in Olowu (1990) stressed the importance of self-esteem in occupational choice. Persons with positive self-regard usually choose an occupation that is congruent with their self-concept. Individuals with low self-esteem have more problems in making career choices and may decide on occupation that are less fitting to their self-images.

The leading work in the area of vocational choice and self-concept by Super et.al. (1963) demonstrated that individuals in a given vocation share common personality and needs. They identified self-concept as the determinant of job choice, so that an individual's occupation and the picture of the kind of person he will be are compatible.

Interest is a very important factor in occupational development. It helps to determine occupational satisfaction and success. Shertzer and Stone (1980) stated that interests are of importance in vocational planning. According to them people in particular occupations have common characteristics of likes and dislikes which differenciate them from other people in other occupations.

Interests are dynamic. Strong (1943) opined that interest change alot between the ages of fifteen and twenty. They become more stable from age twenty to twenty-five, and change very little between the ages of twenty-five to fifty-five. Interests are therefore predictable. A number of Vocational Interest Inventories have been constructed. One in use in Nigeria is that Vocational Interest Inventory (VII) constructed by Bakare in 1977. The Vocational Interest Inventory (VII) measures ten interest areas: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerial.

Sex difference in attitudes, interest, and intellectual abilities are important in career development. Research findings by Cegelka, Omvig and Larimore (1974) suggested that males tend to take career learning towards manual work, machine work, inspection and testing, crafts and precise operations, while females choose careers on personnel services, caring for people or animals, clerical work, nursing, teaching, counselling and so on.

The need factor simply stresses the importance of desires and wants that stimulate the individuals to prefer one occupation to the other. People experience different kinds of needs at varying degrees, for example, while some

people may be preoccupied with primary needs such as water, food clothing, shelter and sex, others may be more concerned with higher order needs such as self-esteem, aesthesy, belongingness and self-actualization. Some people may take to an occupation because of the material rewards, while others may enter an occupation because of the beautiful environment or the opportunity it offers for making the best use of one's talents.

The association of needs with occupational development and choice has resulted in a number of needs theories. Roe (1957) sees occupations as sources of satisfaction of needs. In a study on the relationships among secondary school students' aptitudes, academic and career aspirations, Ikeotuonye (1978) reported that the need for good salary, attractive working conditions, stable and secured future, social status and prestige ranked high as factors influencing the students' academic and career preferences.

2.4.2 Socio-Economic Factors

As individual's socio-economic environment plays an important part in his vocational choice and development. The factors that play significant roles in shaping people's vocational choice and development include influence of culture, family and schooling.

Peoples' culture definitely influences their occupational preferences. In Nigeria, for example, there are certain occupations culturally forbidden to females. These include wine-tapping, lumbering, rubber-tapping, hunting, black-smithing and so on. Any female showing desire to train in any of the named occupations is regarded as abnormal. Shertzer and Stone (1980) summarised the influence of culture on vocational development thus:

> The total cultural millieu may greatly limit the avenues of expression open to its members. One of the most important general cultural factors influencing occupational choice is the degree of conformity required by the society, either in the degree of rigidity of particular patterns of behaviour or in the number of different acceptable stereotypes.

The family as a socio-economic factor plays an important role in influencing vocational choice and development. It is known that family structure values, norms, child-rearing practices and socio-economic

status influence vocational development. Some families may prefer certain kinds of occupations for their first sons or daughters. It is known that Nigerian children from poor families often had to take to vocations which would not require a long period of education and a lot of money for training.

Parental influence on children's academic and occupational preferences has received a lot of attention in literature. A child's family may be his only reference group, as a result, it may have tremendous influence on his formation of motivational traits and behavioural tendences. Kayode (1986) and Gambari (1987) in recent studies found that parental influence on children's academic and occupational aspirations is very strong indeed. Warts (1968) studied earlier the relationship between fathers' occupations and son's career choices and found a strong suggestion that certain group of occupations were passed on from father to son. Among the elites in Nigeria, the tendency for children to take to the occupation of their parents may be strong, however, among the less privileged the tendency may be for children to aspire to occupational levels higher than those of their parents.

Ginzberg et.al. (1951), in the relationship between vocational development and the children's socio-economic background, asserted that boys from high income families

assumed they would go to college and take executive type occupations later in life. In the case of boys from lower income families they thought they would enter into skilled jobs of better remunerations than their parents.

The school would appear to be the second most important socializing agency after the family. Through the school curricular and co-curricular experiences, student develop an insight into their abilities and weakness, they develop ideas about who they are and what they would like to be. School experience play a major role in shaping self-concept. Peer group influences are part of wider school experiences. Among members of peer group, certain occupations may be more popular than others.

The school communicates to students the occupational levels open and possible to them. Educational attainment has tremendous influence on occupational development. There is ofcourse, a close relationship between some school subjects and certain occupations. For example, good performance in mathematics physics, chemistry may lead to certain occupations in engineering, while poor performance in the named subjects quickly rules out any realistic aspirations to the engineering profession.

2.5 Theories Of Vocational Choice

Theories of vocational choice can be broadly classified into non-psychological, psychological and general (Crites 1969). The non-psychological theories are reviewed because of their relevance to this study.

Non-psychological theories do not consider the characteristics of the individual, for example intelligence, interests, personality traits to be either directly or indirectly related to vocational choice. The theories show that the entry of individuals into different occupations is determined purely by environmental factors.

2.5.1 The Accident Theory

This theory explains in a simple term how layman would react to a question like "How did you happen to become what you are?" His answer would be, it was just by chance", or "it was an accident". What he means by "accident" or 'chance' is that he did not deliberabely intend to enter into his present occupation, circumstances just brought it about. It suggests that a person's occupational choice is determined by an unplained exposure to a powerful stimulus.

2.5.2 The Economic Theory

This theory attempts to explain why various occupations in the economy have variations in the number of workers that enter them. Some of the economic considerations which may affect a person's vocational choice include high salary, fringe benefits, and cost of training for the occupation. Some people enter their occupations after considering the net advantages that will accrue to them from such occupations.

The importance of economic factors in occupational choice has given rise to economic theories. The economic theories of vocational choices, state that an individual chooses the occupation which he reasons will bring him the greatest net advantage (Crites 1969).

2.5.3 The Cultural And Sociological Theories

The impact of culture and society have been identified by proposers of these theories as major factors determining individuals' vocational choice.

Culture. The broad cultural environment in which a person is raised has direct effect upon his specific vocational decision such as choice of school or place of work, and it can have a lot of influence upon his freedom to choose.

Sub-culture. Several sub-cultures exist within a culture, which impinge upon vocational decision making. The social class to which an individual belongs is the most important of the sub-cultures. The individual learns that certain kinds of work are more socially desirable than others. According to some sociological theories, the individual's social class consciousness, the identification he develops with the group of which he is a member is directly related to the vocational aspiration he sets for himself.

Community. The community is closer to the individual than the culture or the social class of which he is a member. He relates daily and gathers experiences within the community. His agemates and particularly his peers have often been found to have profound effect upon his vocational choice.

School. Next to the family is the school as an agent of socialization. Here the individual acquires a system of values which directly influences the individual's occupational choice by limiting his fields of study. Through the school's organization, the time schedule it sets, and the values it transmits, it may become an important determinant of vocational choice.

Family. Vocational psychologists like Friend and Haggard (1948), Ginzberg et.al. (1951), Super (1953), and Roe (1957) have suggested that the family plays a fundamental part in shaping individual's vocational choices. Roe's eleborate study on this identified different psychological atmosphere that exist in family circles. These atmospheres vary between being warm and being cold depending upon the parents' attitudes toward their children. Predominant attitudes that may be expressed are acceptance, concentration and avoidance. Roe (1957) predicted that if the attitudes of the parents are warm and accepting, the children will develop a major orientation of moving towards others and choose occupation which involve contact with people. If the attitudes of the parents indicate an emotional concentration upon children, they will develop orientation toward persons, but will choose occupations which minimize close contact with others. If on the otherhand parents avoid their children either through rejection or neglect, they will develop orientation toward activities which do not involve others and will choose occupations in technology, outdoor and scientific fields.

2.6 Review Of Previous Works

Denga (1975) studied the relationship between students' potential and their career aspiration in the North Central State of Nigeria. The study revealed that there was a

significant difference between the students' aptitudes on the one hand and their career choices on the other. This study demonstrated that many students made choices above their ability levels; that the range of occupations chosen was narrow; and that motivational factors other than potentials, for example, parental expectations, exerted influence on the students' career choices. Denga therefore recommended the establishment of a tie, between the school counselling service and the home in order to elicit the parents' cooperation in the career guidance of the school children.

Awoyele (1977) carried out an investigation on the occupational choice of teacher trainees in Kaduna State and reported that the influenced of the parents on occupational choice of the trainees was greater than that of the teachers.

In the two studies mentioned above, the researchers simply based their conclusions on the opinions of the students alone. None of them involved the parents of their subjects in the study to enable them have first hand information from the parents themselves. The present study wants to involve students, counsellors and parents to know the extent they are involved in the career choice and career development of secondary school students.

This will enable the researcher to know which section of the different groups is not participating fully and therefore make informed recommendations.

Akinjobin (1975) studied parental infulenced on secondary school pupils in their choice of subjects and future vocations. The study showed that the parents were more concerned with the professions their children would enter than their choice of subjects for the school certificate examinations. The study did not permit the students to choose academic subjects outside those offered at the school certificate level.

Ikeotuonye (1978) worked on students' aptitudes, academic and career aspirations and their relationships of form five students in Borno State of Nigeria. The results supported the idea that guidance was necessary in order that students could make realistic academic and occupational choices. It was also stated that students' abilities and interests could be researched and clarified. He recommended organized guidance and counselling serives as well as effective testing services as part of the total guidance programme for schools. Ikeotuonye did not investigate parental academic and occupational aspirations for their children.

Kayode (1986) studied parental influence on children's academic and occupational aspirations of secondary school students in Ilorin Local Government of Kwara State. He found that a percentage parents/guardians fornce their occupational aspirations on their children.

From the studies reviewed above the need for organized guidance and counselling programme which will include participation of parents and students need no further elaboration. They suggest that parents should participate so that they know the abilities of their children in making realistic choices of careers. This study seeks ways of asertaining parental involvement in the guidance programme in Kaduna State with a view to making recommendations to increase such involvement.

2.7 Summary

Vocational guidance is as old as mankind, and has developed over the centuries, assuming a wider scope in nature and operational activities. Organized and formal vocational guidance started in the United States of America around the 20th Century. This formal vocational guidance is associated with the work of Frank Parsons (1854-1908) who is usually referred to as 'the father of vocational

guidance'. Various definitions have been given of what vocational guidance is all about and a summary given by the researcher as help given by counsellors to an individual, to secure an occupation that best suits his personality, taking into consideration his limitations and abilities so that he will succeed in the occupation, be useful to himself and the society in general.

The transitional period from school to work is very important in the life of the youth because choice of a career is one of the most important life decision an individual makes. So there is the need of guidance and counselling of students so that they make realistic choice of school subjects and later enter into occupations they can perform well. The Federal Government of Nigeria has even stressed the need of guidance and counselling in its 1977 National Policy on Education.

Some factors are known to influence vocational choice and development. The factors are in two broad headings, psychological and socio-economic but they are interwoven. Psychological factors included aptitude, intelligence, personality, self-concept, interest, sex and the need factor, while the socio-economic factors include culture, family and school. The above named factors influence vocational choice and development in one way or the other.

Theories of vocational choice have been propounded and are classified into non-psychological, and psychological. The non-psychological have been reviewed because they are related to this study. These theories do not consider the characteristics of the individual for example intelligence, interests, personality traits to be either directly or indirectly related to vocational choice. The theories show that the entry of individuals into different occupations is determined purely by environmental factors.

Review of some studies conducted in Nigeria has been done. They all come to agree of the need of organised guidance in schools. It is in this light the present study is conducted to see the need of parental involvement in the career guidance and counselling of students and to make recommendations for increase involvement.

Chapter 3

METHODOLOGY

3.1 Introduction

In this study, the design of study, the population of the study, sample size, instrument utilized for data collection and procedure for data collection are discussed. Other aspects discussed in the chapter are statistical technique employed to analyzed the data and the limiting factors of this investigation.

3.2 Research Design

The research design adopted for this study is the one-shot case study (xO). This design involves gathering data about the target population from a sample for generalising the findings within the limit of the population (Afolabi 1991).

3.3 Population

The population of this study comprised all students from fourteen (14) Government Senior Secondary School One (SSS.1) in Kaduna Metropolis. Students at this level make selection

of courses in Art, Sciences, Technical and Commercial which are later used for future career choice.

The population comprised both male and female students from different ethnic groups, religious and socio-economic backgrounds. The students ages ranged from 15 to 17 years. Based on the information got from the Kaduna State Ministry of Education the population of SSS.1 students in the year 1992/93 session is about eight thousand (8,000) in the fourteen (14) Government Secondary Schools within the metropolis. The table 3.1 shows population of each school and the sample size taken. The researcher has purposively decided to maintain equity in the selection of the sample to get balanced information as shown on the table and described in 3.4.

Table 3.1: Students Schools, Population and Sample Size

	Schools	Population in SSS.1	Sample From each School
1.	Government Girls Secondary School, Kawo	270	26
2.	Dalet Government Secondary School	275	26
3.	Government Secondary School, Kurmin Mashi	430	26
4.	Queen Amina College	435	26
5.	Government Girls Secondary School Tafawa Balewa Way	450	26
6.	Government Secondary School, Kawo	460	26
7.	Government Girls Secondary School, Mainmuna Gwarzo	460	26
8.	Government Secondary School, Sabon Tasha	480	26
9.	Rimi College	743	26
10.	Sardauna Memorial College	760	26
11.	Government Girls Secondary School, Barnawa	350	26
12.	Government Secondary School, Kakuri	900	26
13.	Government Girl Secondary School, Independence Way	1,000	28
14.	Government College	1,000	28
	Total	8,013	368

Source: Kaduna Educational Zonal Office, Kaduna State Ministry of Education.

3.4 Sample And Sampling Procedure

From the population of eight thousand (8,000), a study sample of 368 students (184 boys and 184 girls) was selected for this study. The sample size is based on Table 3.1 constructed from Krejcie and Morgan (1970). These authors demonstrated that a sample size of 368 is adequate for a population of 8,000. There is a table already worked out for selection of a sample size. The adequate of this method of sample size selection has been effectively used by Nwoke (1991) and Nsa (1992).

The researcher used random sampling technique to select the respondents from the fourteen (14) Government Secondary Schools. The method requires that the exact size of population be known. The required sample size is then selected using table of random numbers. This technique was used to give each respondent in the population an equal opportunity of being selected. This is in keeping with Denga's (1983:91) assertion that random selection is the procedure where all cases in the population have an equal probability or chance of being selected.

3.5 Instrumentation

The primary instrument for data collection was a questionnaire. The questionnaire was constructed by the researcher and validated by experts in the field of this study. The questionnaire was made up of two main sections. First section sought for such personal information of the respondents as sex, age and educational qualification of Parents. The second section contained items related to involvement of parents in career guidance and counselling of secondary school students.

3.6 Administration Of The Instrument

The researcher visited the schools personally during school period in the mornings to administer the questionnaire to the sampled students. The school counsellors and other teachers helped the researcher and the sampled students were instructed on how to fill the questionnaire. The researcher waited in all cases till they were filled and she collected immediately. This factor helped in 100% return of the completed questionnaire.

3.7 Statistical Procedure

The researcher used a number of statistical techniques in the study in data organization, analyses and interpretation. Percentages and tabular presentation were used to show the frequency distribution of the respondents according to their demographic data. However, the main statistical technique used was t-test statistics. It was used to test the three (3) null hypotheses formulated for this study.

3.8 Limitation Of The Study

The major instrument of the research was the questionnaire. Responses given in the questionnaire entirely depended on the respondents willingness to give accurate information about the subject of the study. In some cases the researcher had to explain who the counsellor is and his duties to enable respondents answer the questionnaire.

3.9 Summary

In this chapter, the population and the study sample have been specified. Other aspects described in this chapter include description of the variables

involved in this study, the instrumentation, the statistical technique used in analyzing the data and the limiting factors of this study.

Chapter 4

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

In this chapter, focus is on the presentation of data analysis and discussion of results. Questionnaire was used as the main instrument for data collection. The data collected were subjected to statistical analysis. Two sample t-test statistics was utilized in testing the three null hypotheses. The bases for rejection or acceptance of the null hypotheses is 0.05 alpha level of significance.

4.2 Demographic Data

This aspect of the data presents the physical characteristics of the respondents. It includes sex, age-range and the respondents' fathers' educational qualification.

Table 4.1: Sex Distribution of Respondents.

Variable	Category	Count	Relative Count.
Sex	Male	184	50
	Female	184	50
Total		368	100

Table 4.1 shows that Male and Female respondents in this research are of equal number. The choice of wqual number of respondents was deliberate so as to have balance information. Be that as it may, two more respondents were sampled from two schools that have 1,000 students each in SSS.1.

As earlier mentioned in chapter 3 the criterion for the selection of respondents was based on the stage in their secondary school programme when they choose among Arts, Sciences, Technical and Commercial courses. They need guidance from both counsellors and parents at this point to enable them select appropriate courses that will lead to satisfying careers. The respondents of this study are eleven (11) years and above.

Table 4.2: Education Qualification of Respondents' Parents.

Variable	Caregory	Count	Relative Count
Qualification	Formal Education	258	70.11
	Informal Education	110	29.89
Total		368	100

Table 4.2 shows that 258 (70.11%) of the respondents claimed that their male parents have western education while the remaining 110 (29.89%) admitted that their male parents had no formal schooling. The high percentage of parents with formal education may be due to the fact that Kaduna being a big town with factories and a refinary who need skilled workers. Others possible explanation could to the fact that Kaduna was one time a regional headquarters.

4.3 Testing Of Hypotheses

Three null hypotheses were formulated and tested. These hypotheses were based on the students' perception of the contribution of parents and counsellors to the school guidance programmes. The statistical technique used was t-test set at 0.05 alpha level of significance.

4.3.1 Hypothesis 1

This hypothesis states that there is no significant difference between male and female students mean scores in their perception of parental contribution to school guidance programmes. To test this hypothesis, t-test statistical technique was used. The findings are summarised in Table 4.3 below.

Table 4.3: Parents' Contribution to School Guidance Programmes.

Gender	N	$\bar{x}$	SD	SE	t	DF	P
Female	184	18.86	4.05	0.30	3.70	366	0.0003*
Male	184	20.32	3.52	0.26			

*Significant, P/ 0.05.

It could be deduced from Table 4.3 that the calculated t-value of 3.7 is significant at P = 0.05. The male had a mean scores of 20.32 while the female had a mean scores of 18.86. This means that there is a significant difference between the mean scores of male and female students on their perception of their parents' contribution to school guidance

programmes. Thus the null hypothesis is rejected at 5 percent level of significance.

4.3.2 Hypothesis 2

States that there is no significant difference between the male and female students mean scores in their perception of school counsellors' contribution to guidance programmes.

Table 4.4: Perception of Students of the Counsellors Contribution to School Guidance Programmes.

Gender	N	$\bar{x}$	SD	SE	t	Df	P
Female	184	19.04	4.25	0.31	2.15	366	0.032 *
Male	184	19.98	4.09	0.30			

*Significant, P/ 0.05.

Table 4.4 reveals that there is significant difference in the male and female students perception of the school counsellors' contribution to guidance programmes. The female had a mean score of 19.04 while the male had a mean score of 19.98 with a t-value of 2.15. Thus, the earlier stated null hypothesis is hereby rejected at 5 percent level of significance.

4.3.3 Hypothesis 3

States that there is no significant difference in the perception of students with regards to parents who have formal or informal education in their contribution to students' participation in the school guidance programmes.

Table 4.5: Parents' Formal or Informal Education's Contribution to Students' Particiption in the Guidance Programmes.

Educational Level of Parents	N	$\bar{x}$	SD	SE	t	Df	P
Formal	258	19.39	3.01	0.19	0.63	366	0.53 *
Informal	110	19.20	2.53	0.24			

Not Significant P/ 0.05.

The result in Table 4.5 shows that both parents with formal and informal education did not differ significantly in their perception of the students' participation in the guidance programmes. The parents with formal education had a mean score of 19.39 while the parents with informal education had a mean score of 19.20 with a t-value of 0.63. In this regard, the null hypothesis which states that there is no significant difference in the perception of students

with regard to parents who have formal or informal education in their contribution to students' participation in the school guidance programmes is hereby retained at 5 percent level of significance.

4.4 Discussion

The major findings of this study have shown that significant difference exists between the mean scores of male and female students on their perception of their parents' contribution to school guidance programmes. This could be due to the fact that parents who are more concerned about girls than boys tend to advice the girls to seek for advice concerning educational decision making and vocational choice from the school counsellor. Thus, the female students tend to perceive the parents as making significant contribution to school guidance programmes. This implies that the girls perceive the parents as playing a significant role in making guidance programmes effective and beneficial to their children. The parents tend to shape their children's vocational or occupational choice and seem to see guidance programmes as contributing toward the realization of their hope of better occupation for their children. Some vocational psychologists like Friend and Haggard (1948), Ginzberg et.al. (1951), Super (1953) and Roe (1957) have asserted that the family plays

a fundamental part in shaping individual's vocational choice. Also Agoi (1989), opined that we should not underestimate parents and guardians in guidance activities because of their immense influence which they weild on their children. He further advocated a guidance programme for parents. Furthermore, the findings of Kayode (1986) and Gambari (1987) who demonstrated that parents influence students academic and occupational aspiration were confirmed by this study. In addition, Warts (1968) demonstrated that among the elites in Nigeria, the tendency for children to take up the occupation of their parents may be strong, however, among the less previledged, the tendency may be for children to aspire to occupational levels higher than those of their parents.

The hypothesis of significant difference in the male and female students' perception of the school counsellors' contribution to school guidance programmes was revealed. This significant difference could be attributed to the fact that more female students perceive the school counsellor contributing immensely to the guidance programmes than their male counterpart. This is due to the fact that the counsellor listens and advises them on academic and vocational problems and more so on some social and emotional problems. Other possible reason for this significant

difference could be due to the difference in personality characteristic of an individual, the females tend to feel shy to express their needs to others, whereas the males do not care about whom they may express their feelings to, so there comes the difference in the male and female perception on school counsellors' contribution to guidance programmes.

This study also revealed that no significant difference exists in the perception of male and female students with respect to parents with formal or informal education in their contribution to students' participation in school guidance programmes. It would be an overemphasis of the obvious to say that the non significant difference observed is due to the fact that parents generally have the believe that anything done in school is for the good of the students. This also shows that parents are aware of the guidance programmes irrespective of educational level, age or sex as one of the guidance principles states. For example Okon (1984:25) stated that "guidance services are for everyone. The services of the guidance programmes are not meant to benefit pupils/students who have special problems only but are meant to be helpful to everyone". Moreover, the study tends to, to the suggestion that some parents look at some occupations as of less value than others. Hence, they have little or no enthusiasm for their children participating or aspiring to

engage in those occupational activities but would rather have them engage in occupation more needed for the development of manpower in sciences and technology. There are some instances where students and their parents appeared to show the same interest in some careers.

One rather interesting finding is that the male respondents do not seem to perceive the counsellors as making significant imput into the guidance programmes. This then, may account for the male respondents refusal to patronize the counselling centre. Consequently, they rely on their friends and peers for advice. It would be safe to assume that this contributes in no little measure to the much talked about deliquency. This assertion is borne out of the simple fact that the advice by such young and immature people may compound the problem rather than solve it.

Finally, it is apparent, from the findings, that parents are not as involved in the guidance programmes of the secondary schools as they should be. The male students tend not to perceive their parents as contributing enough to the guidance programmes.

4.5 Summary

In this chapter, the researcher has discussed how data were presented, analysed and discussion of results. The null hypotheses guiding this research were tested using t-test statistical technique to determine the significance of any difference existing in respect of the variables under study. Two (2) of the 3 hypotheses tested were rejected while 1 was retained.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, a summary of the major findings of the study is presented. Conclusion drawn from the study as well as recommendations emanating from the findings of the investigation are also presented.

5.2 Summary

Career Guidance and Counselling is as old as mankind. From the very earliest of times, society had always taken interest in the occupational future of the youth. Career guidance helps in placing students where their aptitude, interest, ability and talents are most appropriate in terms of utility. This study was designed to examine students' perception on how parents contribute to the career guidance of secondary school students in Kaduna Metropolis and how their participation can be increased. Review of some related literature was done under the following main headings:

(a) The Concept of Vocational Guidance

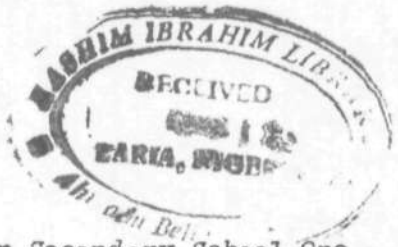
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(b) Need for Vocational Guidance

(c) Factor Affecting Vocational Choice and Development

(d) Theories of Vocational Choice

(e) Review of Some Previous Works.



The study was delimited to Senior Secondary School One (SSS.1) students because at this level they make selection of courses into Arts, Sciences, Technical or Commercial. The null hypotheses formulated were tested using t-test statistical technique 2 were rejected and 1 retained.

5.3 Major Findings And Conclusion

The findings of this study showed that:

(i) Parents play a significant role in influencing the career choice of their children. They tend to prefer better occupation for their children. This is indicated from the courses they want the students to study in the Senior Secondary School.

(ii) Parents do not only influence the career choice of their children but also play vital role in shaping and initiating their future.

(iii) Some parents look at some occupations as of much less vlaue than others. Hence, they have little or no enthusiasm for their children participating or aspiring to engage the in those occupational activities but would rather have engage in activities much needed for the development of manpower in science and technology.

(iv) In some instances students and their parents appeared to show the same interest in some careers.

(v) Another finding of importance was the specific mention by the respondents of their need for professional help on how to select courses of study. This finding demonstrate an urgent need for vocational guidance and general counselling in the secondary schools.

5.4 Recommendations

(a) The guidance programmes in the schools investigated will be more meaningful and relevant to the students if the parents and members of the community should be fully involved. Through the Parents Teachers

Association, parents should be given proper orientation towards guidance programmes and those who can not attain should be given papers presented during seminars and conferences.

(b) Efforts should be intensified to provide proper guidance services and adequate vocational information to students which are likely to improve their quality of occupational decision making. Thus to ensure the proper utilization of manpower, the knowledge of career guidance is indispensable.

(c) Parents should contribute substantially to the provision of facilities for guidance programmes such as fund and materials.

(d) Parents should interact freely and frequently with school counsellors on finding solutions to academic problems and on programmes and prospects of guidance services.

5.5 Recommendation For Further Research

From the findings of this study, it is recommended that the following should be considered for further research.

1. The reasons for boys not seem to perceive parents as making significant contribution to the school guidance programmes.

2. This study is delimited to Government Secondary Schools in Kaduna Metropolis. Further research can therefore be done to include all the private schools in the metropolis.

3 A comparative study between Kaduna Metropolis schools and other towns in the state can be conducted so as to identify the similarities and dissimilarities of parental involvement in the career guidance of secondary school students.

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APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

The researcher, a postgraduate student in the Department of Education, Ahmadu Bello University, Zaria, is carrying out a study on Perception of students on Parental Involvement in the Career Guidance of Secondary School Students in Kaduna Metropolis. Below are some statements which you are requested to anwer. Please feel free to answer them as honestly as you can. Your cooperation is requested to make this study a success. The answers given by you will be trated as confidential.

Instructions:

1. You are not required to write your name
2. Place a tick ( ) in the box that correctly describes you.

Section A: Personal Information

1. Sex: Male ☐ Female ☐
2. Age range: (a) 0 - 5 years ☐ (b) 6 - 10 years ☐
   (c) 11 and above years ☐
3. Father's Educational Qualification
   (a) Formal (Western) Education ☐
   (b) Informal Education ☐

Section B:

Please indicate your opinion by placing a tick ( ) in the appropriate column. The columns are indicated as follows:

SA - Strongly Agree, A - Agree, D - Disagree, SA - Strongly Disagree. Please place only one tick for each opinion.

A: Parent contribution to the guidance programme	SA	A	D	SD
1. My parents see the school counsellor as a different person from other teachers.				
2. My parents always hold consultations with the school counsellor.				
3. My parents see the counsellor as a specialist in helping students.				
4. My parents decide my subjects for me.				
5. My parents told me what my career choice should be.				
6. One needs advice from parents on subjects selection.				
7. My parents make decisions for me.				
8. Parents should serve as resource persons in the school guidance committee.				
9. Parents are to be involved in counselling the children at home.				
10. Parents should support the guidance programmes financially.				
B: Counsellors Contribution to the Guidance Programmes.				
11. Counsellors help students solve educational problems.				
12. School counsellors should decide for students on subjects selection				
13. The school counsellor should be consulted before one chooses one subjects.				

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY

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Vice-Chancellor: Professor Daniel I. Saror, B. Sc., D V M (K S U), M.Sc. (Minnesota) Ph.D (A B U), Ph. D (Birmingham U.K.)
Head of Department: F. O. Ogunlade, B A. (Ibadan) M A. (Ibadan) Ph. D (Birmingham U.K.)
Telephone: 069/32192
Telegarms: UNIBELLO ZARIA

Our Ref:.....

Ref Your:.....

Date.....19....

Dear Sir,

COLLECTION OF RESEARCH DATA

The bearer ESTHER ADU I is conducting research in INCREASING PARENTAL INVOLVEMENT IN THE CAREER GUIDANCE OF SECONDARY SCHOOL STUDENTS: A CASE STUDY OF KADUNA METROPOLIS

For the degree of M.Ed GUIDANCE & COUNSELLING

The Faculty of Education will be grateful if you could permit Him/her to conduct classroom experimentation/collect data at YOUR SCHOOL

Thank you for your continued cooperation with us.

Yours sincerely

Post-graduate Studies Committee.