EFFECTIVESS OF CAREER GUIDANCE PROGRAMS ON THE CAREER AWARENESS OF JUNIOR SECONDARY THREE STUDENTS IN KADUNA METROPOLIS

BY

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DECLARATION

I hereby declare and affirm that this thesis has been my work. To the best of my knowledge, the topic has not been presented for a higher Degree untill now. All quotations and sources of information have been indicated and acknowledged by means of references.

AMBOSOU, DAVID [illegible]

CERTIFICATION

This thesis entitled, "Effectiveness of Career Gudiance Programme on the Career Awareness of Junior Secondary Three Students in Kaduna Metropolis" by Esther David Ambocon 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.

Chairman, Supervisory Committee — 27/10/98 Date

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Dean, Post-graduate School Board — 24/01/06 Date.

DEDICATION

This work is dedicated to my Beloved Husband Mr. David Gambo Amboson for his moral and financial support given to me, and to my Six Children; Daniel, Deborah, Dorothy, Damian, David Jnr. and Damaris for their patience and the wonderful working atmosphere during this long period of my course.

I am also dedicating this work to the Youth in Kaduna State, especially Students of Queen Amina College for their contribution to making this work a reality.

ABSTRACT

This study was aimed at finding out oho effectiveness of career guidance programme on the various aspects of career awareness of junior secondary three students in Kaduna metropolis. Two schools wore used for the study. The study design is an experimental in nature, A simple size of seventy-two students were involved, thirty-six from each school was used for the study. Purposeful sampling technique was employed to select and assigned respondents to the control and treated groups,

A self developed and validated instrument in the career Awareness Rating Scale (CARS) was used to collect the data for the study. The instrument develop covered the seven components of Career Awareness namely: Career Awareness, Attitude and Appreciation, Decision-Making, Educational, Economic, Skills and Self-Awareness which were the be sis for the Seven null hypotheses and research questions. The focus of the hypotheses was to test the level of career awareness of the students before and after the career guidance programme Given.

The main statistical tool applied for testing the hypotheses was a t-test statistic. It was found that Junior Secondary Three Students in Government Schools differ significantly in the level of career awareness. It then implies that career guidance programme if. effectively planned

and provided helps to influence students career awareness level.

Results oT findings indicated that:

1. Relevant learning experiences and career awareness activities if effectively guided, supported with usable information materials help to improve the career awareness of junior secondary three students.
2. By providing effective career guidance, students, have the capacity to link what they learn at school (calss) with what is obtained and exist in the world of work*
3. Knowledge of various careers aid in decision making process and subsequent job satisfaction.

Recommendations based on the findings include:-

1. Counsellors should assist students to become aware that *every* occupation demands a level of knowledge, skills and interest which help students to plan choose and succeed in life.
2. Counsellors to provide relevant and usable information materials and sources to students and guide them on how to use them.
3. Counsellors should not relent in their efforts to organise regular career guidance programmes ns a way of linking them (students) with the various occupations existing, their availability, hazards and prospects. '
4. Counsellors to plan the programme on a continuous basis to enhance awareness on the various careers existing.

TABLE OF CONTENTS

		PAGE
Title Page		i
Declaration		ii
Certification		iii
Dedication		iv
Acknowledgement		v
Abstract		vi - vii
Table of Contents		viii - x
List of Tables		xi
Operational Definition		xii - xiii
CHAPTER ONE		
1.0 Introduction		01
1.1 Background		01 - 2
1.2 Statement of the Problem		2 - 3
1.3 Research Questions		3 - 4
1.4 Hypotheses		4 - 5
1.5 Objective of the Study		5 - 6
1.6 Significance of the Study		6 - 7
1.7 Basic Assumption		7
1.8 Delimitation		7
1.9 Summary		7 - 8
CHAPTER TWO		
2.0 Review of Literature		9
2.1 Introduction		9
2.1.1 History of Traditional and Western Education in Nigeria		9

2.1.2 Pre-Colonial Education .. .. .. 9 - 17

2.2 Concept of Career Guidance and Development . 17 - 18

2.3 Nature of Vocational Guidance .. .. 18 - 19

2.4 Need for Vocational Guidance .. .. 19 - 20

2.5 Psychological Factors Influencing in Individual's Career Development .. .. 20 - 24

2.5.1 Non-Psychological Factors Influencing and Individual's Career Development: Accident and Contingency Theories of Vocational Choice .. 24 - 25

2.5.2 Economic Theory of Vocational Choice .. 25 - 26

2.5.3 Cultural and Sociological Theories of Vocational Choice: .. .. 26 - 27

2.5.3 Trait and Factor Theory .. .. .. 27 - 34

2.5.5 Career Information Service as an Influencing Factor on Career Awareness. 35

2.5.6 Types of Career Information .. .. 35 - 37

2.5.7 Provision of Career and Counselling Information Materials .. .. .. 37 - 38

2.5.8 Sources of Career and Counselling Information: 38 - 40

2.5.9 Importance of Information Service on Junior Secondary Students (JSS) in Nigeria to Subject Choice .. .. .. 40 - 42

2.6 Career Awareness .. .. .. 42 - 44

2.6.1 Aspects of Career Awareness . .. .. 44 - 49

2.6.2 Rationale for Incorporating Career Awareness in the Career Guidance Programme .. .. 49 - 50

2.6.3 Social Factors that Aid Career Guidance in Secondary School .. .. .. 50 - 51

2.7 Theories of Vocational Development .. 51 - 54

2.8 Review of Related Studies .. .. .. 54 - 56

2.9 Implication of Theories of Vocational Development and Choice to Guidance .. .. 56 - 58

2.9.1 Summary .. .. .. 58 - 59

CHAPTER THREE

3.0 Research Methodology 60

3.1 Introduction 60

3.2 Research Design .. .. .. 60 - 61

3.3 Population .. .. .. 61 - 62

3.4 Sample and Sampling Procedure .. 63

3.5 Instrumentation 64

3.6 Pilot Testing of Instrument .. 64 - 65

3.7 Experimental Procedure .. .. 65 - 68

3.8 Statistical Procedure 69

3.9 Summary .. .. .. 69 - 70

CHAPTER FOUR

4.0 Presentation of Data Analysis and Discussion. 71

4.1 Introduction 71

4.2 Hypotheses Testing .. .. 71 - 76

4.3 Discussion .. .. .. 76 - 84

4.4 Implications of the Findings to the School Counsellors .. .. .. 84 - 85

4.5 Summary .. .. .. 85 - 86

CHAPTER FIVE

5.0 Summary, Conclusion and Recommendations .. 87

5.1 Introduction 87

5.2 Summary .. .. .. 87 - 90

5.3 Major Findings and Conclusion .. 91

5.4 Recommendations for the School Counsellors/Career Masters/Mistresses and the Ministry of Education: 92 - 93

5.5 Recommendation for Further Research .. - 93

References .. .. .. 94 - 96

Appendix I .. .. .. 97 - 101

Appendix II .. .. .. 102 - 105

LIST OF TABLES

TABLES		PAGES
3.1	The Population of Government Secondary Schools and their corresponding junior secondary three students in Kaduna Metropolis:	62
3.2	Sample Size of the Control and Experimental groups:	69
4.1	T-Test for Career Awareness Control Versus Experimental	71
4.2	T-Test for Attitude Awareness Component of Career Awareness of Control and Experimental Groups:	72
4.3	T-Test for Decision Making Component of Career Awareness of Control and Experimental Groups:	73
4.4	T-Test for Educational Awareness Component of Career Awareness of Control and Experimental Groups:	74
4.5	T-Test for Economic Awareness Component of Career Awareness of Control and Experimental Groups:	75
4.6	T-Test for Skills Awareness Component of Career Awareness of Control and Experimental Groups.	75
4.7	T-Test for Self-Awareness Component of Career Awareness of Control and Experimental Groups.:	76

OPERATIONAL DEFINITION

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

Effectiveness of Career Guidance Programme: The usefulness of career planned activities in making one understand what is involved in choosing a career.

Career Guidance: Activities involved in helping the individual (student) understand his own abilities, attitude, interest and aptitude in relation to the world of work.

Career Awareness: Understanding the various work opportunities i.e. being conscious of what needs to be known when making a career choice.

Career Development: A continuous process of directing ones interests, aptitudes, endeavours and opportunities towards a given life occupation.

Career Aspiration: The kind of occupation an individual wishes to go into in life.

Career Decision-Making: An individual arriving at an agreement on a life-long occupation to pursue based on careers guidance and counselling.

Career Resource Centre: The library for sorting out information about the world of work, institutions, courses and personal social materials.

Career Education: Providing all the necessary expeirnces and guiding an individual's abilities, aptitudes and interests in the world of work.

Economic Awareness: The practical experiences young people participated in before and at entering school in the art of buying and selling activities their parents are involved in.

Educational Awareness: This is the level of knowledge the individual has on the relationship between what they learn and how such learning is associated with occupations.

Decision-Making Awareness: The knowledge an individual possesses about an issue and his or her ability to understand what he wants and the basis for choosing an alternative among others, knowing the consequencies involved.

Self-Awareness: The ability of an individual to gain self understanding of who he or she is and who he or she wants to be.

Skills Awareness: The opportunity an individual gains in acquiring varied skills that are required in different occupations. For example, speed in clerical work (typing).

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND

Past and present socieities have taken the sole Responsibility and interest in the occupational future of the youth. The youth were expected by tradition to acquire skills to take up one form of trade or another. Where such skills are absent, the individual is termed a failure and automatically an outcast in the society. The National Policy on Education (1981) also states the need for every Nigerian child to have a functional education to make him useful to the society and to himself. The policy document further recommends that career guidance should be well integrated in the school system as a necessary ingredient in the total educational process of the individual. This is why Audu, (1993) terms career guidance as a "service that compliments rather than supplements teaching and administration".

She further emphasised that the learning an individual receives is one that should place him appropriately in terms of personal characteristics and utility. These can only be achieved through systematic career guidance in secondary schools with particular reference to junior secondary students. It is the bedrock of the secondary education, and should not be taken lightly, hence it paves way to shaping the life style of the individual.

The policy document provides for the students the opportunity to understand who they are, what they can do or otherwise. It also gives froom for free choices and instills decision-making skills in harmon with the goals of guidance. It also recognises the importance of providing vocational oriented courses as it is now the practice in the junior secondary level. This enhances personal and manpower development, while preparing one for live.

The main features of the 6-3-3-4 system of education is its provision of prevocational and academic subjects that can lead to the total development of the child within or out-of-school vocational training. While the senior secondary (SS) is for those competent and willing to have a complete secondary education.

For junior secondary students to acquire appropriate skills, career guidance plays a vital role in the total development of the individual; to acquire appropriate knowledge, skills and good attitude towards studies and work thus improving on the lope sideness of colonial education which saw to the cognitive development of the individual only. It is with the view to solving such long standing problems that career guidance became a necessity and an integral part of the present educational system. In the light of this, Olayinka, 1974 observed that the absence of an effective career guidance in

schools has led to unrealistic choice of subjectss by students. He advised that the issue of career guidance should not be understimated because of its importance and its role in the total development of the individual and the nation. In supporting this assertion Okon, (1984) views career guidance as "services deliberately provided to help students prepare for and adapt to vocational decision and also, the transition they will make as they progress through school and entering into adult roles". This becomes possible if students are well informed so as to produce a well enlightened and well equipped youth. The school principals, teachers and counsellors should provide the needed facilities, manpower and information materials needed to create the requied awareness in students.

It is with these problems in mind that the researcher intends to find how effective the career guidance programme is on the career awarness of junior secondary three (JS III) students in Kaduna metropolis.

1.2 STATEMENT OF THE PROBLEM

Career guidance has been an essential aspect of the educational system. Equally, the National Policy on Education (1981) has emphasised the need to provide professional counsellors in schools to give proper guidance to students. However, reactions of students

during organised career weeks leave no one in doubt as to the fact that they (students) are not adequately informed. This is because these students do not understand themselves in terms of abilities and interest, therefore cannot relate what they learn in school with existing careers. Furthermore, it is common knowledge that lack of proper guidance of these students from the junior secondary level makes it difficult for them to make proper subject choices for the senior secondary and subsequently relate such knowledge with the existing careers. This has led to mass failure in both JSCE and SSCE examinations and subsequently wrong images about the world of work. To this end, the researcher tries to infer that ineffectiveness of professional counsellors in schools, the lack of self understand by students in terms of abilities, aptitude and limitations, the lack of exposure to the world of work which hinders their ability to link what they learn in class with work opportunities could be attributed to lack of career awarness.

1.3 RESEARCH QUESTIONS

1. Is there any significant difference in the career awareness between students of the control and and experimental groups?
2. Is there any significant difference in the attitude awareness of students in the control and experimental groups?

3. Is there any significant difference in the level ofddecision making ability of students of the control and experiemental groups?

4. Is there any significant difference in the educational awareness between students in the control and experimental groups?

5. Is there any significant difference in the economic awareness level between the students in the control and experiemental groups?

I 6. Is there any significant difference in the skill awareness level between the students in the control and experiemental groups?

7. Is there any significant difference in the self-awareness level between the students in the control and experiemental groups?

1.4 HYPOTHESES

Stated below are seven hypotheses and each was tested at 0.05 level of significance.

1. There is no significant difference in the career awareness of students in the control and experimental groups.

2. There is no significant difference in the attitude awareness component between the students in the control and experiemental groups.

3. There is no significant difference in the decision making ability between students of the control and experiemental groups.

4. There is no significant difference in the educational awareness between students in the control and experiemental groups.
5. There is no significant difference in the economic awareness level of the students in the control and experiemental groups.
6. There is no significant difference in the skill awareness level of the students in the control and experiemental groups.
7. There is no significant difference in the self-awareness of the students in the control and experiemental groups.

1.5 OBJECTIVE OF THE STUDY

This study is intened to achieve the following:-

1. To find out the extent to which career guidance aids students to be aware of their potentials in school and the world of work.
2. To find out how the programme can help students know about the existence of various job opportunities in the community in relation to school subjects.
3. To help find out ways viable and valid opportunities students can re-adjust their value system as they affect their educational, vocational pursuits and decisions.

the total development of students, this includes by taching what is relevant to their aspired future occupations. And also to enable the school authority, play its role in terms of providing or equiping the counsellors with relevant work tools for effective guidance and counselling activities.

1.7 BASIC ASSUMPTION

It is assumed that the JS III students in Kaduna metropolis must have had career guidance when they were in JSS I and II. This previous knowledge would have helped their present level of career awareness and also form a baseline for the treatment (programmed) planned by the researcher.

1.8 DELIMITATION

The study is delimited to the junior secondary three students (JS III) in Kaduna metropolis with particular reference to whether the programme (career guidance) has contributed in enabling them have self-understanding in relation to the various careers existing in the community.

1.9 SUMMARY

It is observed that there was development in traditional socities because the youth were actually tuided in their aspired careers by elders, so also, there

is the need to integrate and effectively provide this important service nowadays to compliment efforts put in by government to gear Nigeria towards technological advancement. If this happens, the problem of youth unemployment will be curtailed.

Similarly, effective career guidance if adequately provided has the capacity to enhance students total self-understanding in terms of educational and occupational development. Also, useful counselling information sources and materials be adequately provided and students helped in the manner they can be effectively used to enhance awareness.

Furthermore, the chaper used seven hypotheses that formed the basis of the study and a frame work for the instrument. Attention was also given on the significance of the study for the individual student, counsellors, the school staff and educationists. The research is based on the understanding that junior secondary three students would have had a fair understanding on what it means to work and earn a living from their senior primary to the first two years in the junior secondary level.

The chapter also focused on the problem leading to this study, research questions and hypotheses, objectives of the study, significance of th study, basic assumption and the scope or delimiation of the study and finally, operational definitions of important terms used.

CHAPTER TWO

2.0 REVIEW OF LITERATURE

2.1 INTRODUCTION

The objectives of this chapter centres on the review of related works and findings, highlights on the evolution of both traditional and Western education in Nigeria, concepts of career guidance, factors influencing individual's career development and need for vocational guidance. Also the study deals with information service and career development theories as they respectively influence and relate developmentally to the individual. Finally, to review some related works and their implications to vocational guidance in schools.

2.1.1 HISTORY OF TRADITIONAL AND WESTERN EDUCATION IN NIGERIA

2.1.2 PRE-COLONIAL EDUCATION

Education is crucial it as the life-wire to the development of any society. Under certain circumstances, education provides and promotes social chance. The greater protion of education is informal being acquired by the young from examples and behaviours of elders in the society. Education grows out of the environment, the learning process being directly related to the pattern of work in the society. Among the Kadaras (Adara) and the (Gwaris) in Kaduna State of Nigeria, Children at the age of ten could name over hundred species of tree

plants without hesitation, however, knew very little about ornamental flowers. The explanation here is that the knowledge of trees was important because numerous household needs like medicine were met by tree products and flowers were irrelevant for survival. The researcher can convincely infer that the nature of precolonial education was very relevant, creates the needed awarness of what role the child was supposed to take on graduation contrary to what was introduced by Western educationists in Nigeria. This is so because according to Rodney, (1982) the features of indigenous Nigerian education which can be considered outstanding include for example, its close links with the social, political, economic and spiritual life of the people. It has in addition collective nature, may sidedness and progressive development that conform with the stages of a child's development. This shows no seperation of education and productive activity between manual and intellectual education.

On the basis of this assertion, considering the early life of each Nigerian, each individual must have gone through some primitive transformation which have been directed and guided by elders. However, the freedom of choice for such young persons was irrelevant. The formal basis in which our present transformation has been, borrowed a leaf from what different societies

taught its members. Most contempary Nigerian educationists, for instance people like Ukeji (1976) saw pre-colonial education as that which produced balanced young ones who took up functional roles either as leaders, blacksmiths, soothsayers among others at different times and at different capacities.

Furthermore, some aspects of pre-colonial education in Nigeria were formal, that is to say that there were specific programmes and conscious division between teachers and pupils. This type of formal education was directly connected with the purpose of the society. The teaching programmes were restricted to a given period in the life of every individual. For example, the initiation period, the coming of age and circumcision ceremonies for both sexes among the Kaltungo people of Gombe State, among others were arranged as means of formal education. At later stages, it took place in form of passing from one age group to the other and joining a new brotherhood. Specialized functions such as hunting, organising religious rituals and practice of medicine, involved actually formal education within a family or clan.

Similarly, as the mode of production moved towards feudalism in Nigeria, more formal and specialized educational pattern featured with the technological

advancement. Apart from hunting and religion, the guilds system had a division of labour which enabled the passing down of techniques in iron-works, leather works, cloth manufacturing, pottery moulding, professional trading and others. Emphasis on military force also led to formal education as was the case with the Hausa State, Yoruba and Dahomy Kingdoms.

However, the reliance alone on memory placed a severe limit on education of this sort and that is why the search for the education using handwriting became a matter of necessity to many communities in Nigeria. Like what is obtainable in other parts of the world, literacy in Nigeria was very much connected with religion. Islam for instance, brought with it Koranic education and Christian education was designed to train priests and interpreters to enable people read and write.

COLONIAL EDUCATION

The Western educationists did not introduce formal education into Africa as people have been made to believe. Rather, they introduced a new set of Western formal educational institutions different from the traditional ones which stimulated values and practices that were culturally inherited. While colonial education was to train Africans to help run the local administration at the lower ranks and to private capitalist firms. The

colonialists' educational system instilled a sense of difference towards all that was European and not confidence and pride in the mind of the young Arficans. This first practical one was limitation inside other limitations. The first practical one was finance because, colonial policy guided financial expenditure rather than actual availability of money as they regularly claimed that there was no sufficient funds for education and little attention was paid to establishing educational institutions of high quality. Colonial contribution to the educational development of Africa if assessed, results into insignificance. They hardly took consideration into the traditional and cultural conditions of the people in applying their curricula. For example, the Yaba College of Technology Lagos which was an affiliated institution to that of the British home government could not adequately cater for the Nigerian graduates at home and abroad in terms of work.

Past colonial education according to Rodney (1982) was about European activities in Africa. The trend is now the reverse because Nigerian youth, present and future, could now smile at the thoughts about Europeans who say they discovered the River Niger, the Kukuruku hills and the like. How then could these things be said to have been discovered whereas people lived and existed alongside with them?

IN Nigeria today, education is viewed in different perspectives as it advances towards science and technology. This is because education breeds social change. The Nigerian society as observed, regards education as an ongoing process of life as evident in trends of changes in our human endeavours which include social and political revolution. We can see that traditional values are giving way to new ones and past moral standards of the older generation have been set aside in theory and practice, hence the observation made by Ukeji (1966). He observed that changes occur as culture grows and such changes occur through time. This is because cultural changes result from contact with other cultures. Education and Western technology have brought about such cultural changes as well as other form of social changes. To this end Western education has served as an agent of cultural change. This include mode of living such as in education, technology, health, agriculture and religion.

POST-COLONIAL PERIOD

This period was characterised by the introduction of new sets of inadequate formal educational institutions which partly supplemented rather than replace those which were there before. More additional secondary schools both in the South and North were established. There was

the introduction of the sixth form system into the secondary level meant to prepare university students in the country for specialization. However, the system was criticised by Ukeji (1967) and his reviews were accepted by Fafunwa (1968) when he commented that "the best student were (Nigerians) can produce in our present system is one who is a Nigerian in blood but English in opinions, in morals and intellects, such people are fit for export". For this to be corrected, the way forward for Nigeria according to Fafunwa (1968) was the setting of the Asabia committee in 1967 by the Federal Government. The terms of reference was, to look into grading of study posts in voluntary agency educational institutions and the main issue was to assess the National philosophy of education. The extent to which the government had the interest of its citizens at heart was demonstrated by the great areas of coverage the committee was assigned.

Similarly, the cirriculum conference of 1969 had fairly a good job undertaken but its recommendations and the system itself could not stand the test of time in relation to the realities of the Nigerian society. He further notes that it did not address the developmental aspects of vocational guidance and occupational realities seen as the key to the nation's technological break through.

Fafunwa (1967) pointed out the short comings and lack of educational development and other developments in the Nigeria society, the introduction of the 6-3-3-4 education policy (1981) became imparative. It was however not to operate independently but was to be supported by a systematic guidance programe in schools to improve the personal understanding, educational and vocational developments of the individual. In his own words, Fafunwa contended that;

> African reconstruction, rebirth and development can become a reality only when Africa is prepared to place more emphasis in technical education. We do not know of any country which was developed by an army of clerks and administrators. The African builders of tommorrow must be drawn from an army of skilled technicians, engineers, scientists and their likes who have technical skills in a good educational beackground, as well as from millions of Africans with elementary, secondary and university education who are able to turn screws, weild things, tend and fix tyres.

This view helped to influence the empasis placed by government on science and technology and the need for effective guidance services in school and the expansion

of vocational education in the country based on experiences of the past years on unemployment opportuntities for school leavers.

2.2 CONCEPT OF CAREER GUIDANCE AND DEVELOPMENT

The American National Guidance Association (ANGA 1937) observed that career guidance is "the process of assisting the individual to choose occupations, prepare it, enter it upon the progress in it". This definition was however modified by (1951b) as the former placed less emphasis on the psychological nature of voicational choice. To Super (1951b) vocicational guidance is a process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality and to conceptualize it into reality with satisfaction to himself and benefit to the society. Similarly, Okon (1984) calls it an important component of a comprehensive programme which aims at meeting the needs of all pupils/students, be it personal, social educational or leisure.

The above extracts touch on the facts that, vocational guidance is the hub of national development because appropriate manpower enhances productivity. Educational preparation of the young should be the basis for vocational decision making and an interactable

cirriculum or both teachers and counsellors to compliment each other.

2.3 NATURE OF VOCATIONAL GUIDANCE

Vocational guidance is essentially a developmental process as observed by Kolo, (1989). To him, it is concerned with anticipating crisis and future decision making situations. It is client centred. This implies that the counsellor's major role is to the client and not to any institutional authority. It is important to note here that vocational guidance is an area that cannot be seperated from educational guidance. The acquisition of a body of knowledge enables one to choose a career and succeed in it. This practically implies that decisions on education later affects person's vocation either positively or negative depending on the choice made. Furthermore, vocational guidance is concerned with the total life of the individual since it is unthinkable to seperate one's working life from non-working life. Therefore, vocational guidance should not focus on work issues alone but on the interest, abilities, skills the individual has.

Thus, vocational guidance is an area that does not impose values and choice on the individual. The individual is only assisted or encouraged to define

his problems and make appropriate decisions and be ready to take risks and responsibility for such decisions. The implication of the above is to give necessary assistance to the individual by the school counsellor to succeed at school and at work for a satisfactory life in his community.

2.4 NEED FOR VOCATIONAL GUIDANCE

One importance feature in Nigeria's present education system, the 6-3-3-4, according to Kolo, (1989) is its emphasis on the vocational aspect of education. Specifically, yraining in some vocational oriented courses and the need for vocational guidance in junior secondary level are stressed by policy makers who h-l observed the unawarencss of the workers in their output. This understanding necessitated the provision of the policy document which stated that "in view of the apparent ignorance of many young people about career prospects and in view of the personality mal-adjustment among school children (and also adults) career officers and counsellors will be appointed in post-primary institutions".

Provisionally, the new educational system recognises career awarness and guidance also, one's choice of the type of job he or she intends to go into is a crucial decision making exercise which marks the

beginning of one's self-concept formation, life-style and the social class one intends to belong. It is the high value forvvocational guidance which gives inner satisfication to one who makes a choice of a job to enter. For this Gottard,(1985) observed that vocational guidance should properly conceive the following; "organising school work that the pupil may be helped to discover his own competencies, aptitude and interest to make himself learn about character and conditions of occupational life and may himself arrive at an intelligent vocational decision".

In view of the changes in occupational opportunities coupled with difficulties experienced by youth in decision making, the educational levels in the country should take responsibility for helping the youth make decisions and choices among alternatives and for them to understand the different ways adults earn their living. Moreso, to select opportunities that are consistent with the individual's ability, interests and aptitude.

2.5 PSYCHOLCGICAL FACTORS INFLUENCING AN INDIVIDUAL'S CAREER DEVELOPMENT

Many varied factors are generally accepted as being influential in the career development of students. Often, career planning has been successful or having

great impactbecause it was based upon effort to match intellectual ability, interest and aptitude with an occupation without considering other important variables. These variables mentioned are internal to the individual. However, there are other acdeptable external factors that aid in career development of the individual. They include cultural and sociological, economic, accident and contingency, trait and factor theories and career information materials. These are said to be factors found within the environment of the individual.

Intelligence remains an important factor in the educational and vocational choice of individuals. To take up a field of study or an occupation, an individual needs to go through the required training of some sort. This will enable the individual acquire competencies that include both intellectual ability, emotional ability, interests and ability to follow idrectives. According to (Gambari,(1990) people choose their occupations according to their intellectual ability. This is determined through various intelligence tests vailable. These tests help to measure six skills in conceptual, memory, language, reasoning, creativity and conceptual is the lowest of them. In the same vein, (Balcare,(1983) In Gambari,(1990) admits that the six skills mentioned are measurable in which case, the tests help to give information in the process of self-understanding and development, educational

planning and other decisions the individual might undertake.. Instances of these tests are both foreign indeginous. The tests are the Baby test of intelligence (SBT) and visual memory.

Aptitude on the other hand are most commonly required in occupations. Such include computational, verbal bastract reasoing, mechanical, spatial, clerical, musical and others. They are detected through specialized aptitude test Battery (1951). Shertzer and Stone (1980) are of the view that there are mearly five hundred (500) aptitude tests batteries for specific occupations. On this note, the researcher observed that the individuals aptitude serves as a guide to his choice of occupation whether within or out of school as he develops his strength. Relating such an observation further, an individual takes an activities which be excels in, usually attainable when an individual develops unrealistic aspirations that perhaps do not give the correct picture and so induce the role of aptitude in educational and vocational development.

Also, individuals differ in personality disposition or makeup. For example, some personality many like to work in people oriented environments. Others may prefer working with objects especially in the applied sciences. Similarly, while some can stand the sight of blood and

corpses others may not. Just like there are individual differenes among people, so also occupation differ in personality disposition requiring success. Furthermore, the relationship between personality and occupations are so pronounced that (Holland 1966, 1973) In Ikeotuonye et. al.(1990) classified occupations and individuals into six working environments and six personality ype viz realistic, social, conventiaond artistic, enterprising and investigative, each compliments the other. It should be noted that an individual may possess more than a single trait, but observations showed that one dominates the others.

Interests is very important in the educational and occupational development and choice Shertzer and Stones (1980) noted that interest is of parament importance in vocational planning. An individual may possess the knowledge for such field but may not succeed because of lack of interest. To them, people have different characteristics which make them like or dislike certain occupations from others. The differentiates them from one another. Shertzer and Stone observed that interest is dynamic since human behaviour and work opportunities are not static. Stability could take place at the ages of twenty and five and gradually reduced from the ages of twentyfive to fifty-five. Inspite of the nature of relationship between interest

and other factors, interest is still a prereuisite to people's educational and vocational achievement. Similarly, the non-psychological factors which otherwise refer to as external have also been found to play a role in subject selection and realistic occupational preference among the youth. According to Crites (1969), these theories do not agree with certain characteristics of individuals. For example, intelligence, interest, personality traits are considered to be either directly or indirectly related to choice. The belief is that the individual enters an occupation solely becuase of what is happening within the environment, such as cultural beliefs, societal aspirations, the economic life of society, chance and contigency factors do contribute to vocational choice of the individual.

2.5.1 NON-PSYCHOLOGICAL FACTORS INFLUENCING AN INDIVIDUAL'S CAREER DEVELOPMENT: ACCIDENT AND CONTINGENCY THEORIES OF VOCATIONAL CHOICE

This theory attributes choice phenomena to accident or chance factor. Ask an individual as to how he came about his present job, he replies - it is by chance. This entails no prior plan to enter into the job. Miller and Form (1951), In Shetzer and Stone refer to the accident factor as experiences which are

unplanned as far as the individual is conerned. To Ginzberg et al (1969), it is an unplanned exposure to powerful stimuli. On the other hand, some models have tried to distinguish between chance and contingency factors. Crites (1969), quoting Super (1957), says, given sufficient knowledge, there is nothing like chance. In other words, qualification and sufficient knowledge on an area of job is important towards achievement than just chance. Chance, Crites explains is a factor unpredicable and unplanned. Contigency factors include availability of appropriate training facilities, intelligence, extent of family support and the socio-economic status of the family. It is here observed that an error could force an individual into accepting to train in an area or takes a job willingly. We can see for instance, in most students examination performances at the junior secondary level and the senior secondary level (JSS and SS) errors occur andsstudents are scored passed or failed. This therefore, suggests that there is no job or subject that cannot have some elements of knowledge or know-how going by the model opinions.

2.5.2 ECONOMIC THEORY OF VOCATIONAL CHOICE

Economic theory of vocational choice is concerned with the distribution of workers in different occupations. Classical theorists of the 18th century Smith, et al

as cited by Shetzer and Stone (1976) called it "Net advantage". This mode centres on the enticing of an individual to enter into an occupation of his choice. Smith holds that given the freedom to choose, people would rather choose advantageous jobs than otherwise. Reacting, Clark (1961), believes that freedom of choice which the economic theory rests on is restricted to lack of enough literature about the various career options available to the individual as well as cost of training the individual for the occupation which demands higher skills.

Modern theorists are of the opinion that other factors other than the principles of demand and supply constitute major determinants which include desire for security, ignorance and irrational considerations made out of habit rather than delibrate calculation. Inshort, awareness provided in school occupied with options available in community, will enhance students decision-making skills while at junior secondary school level.

2.5.3 CULTURAL AND SOCIOLOGICAL THEORIES OF VOCATIONAL CHOICE

This school of thought is of the view that vocational choice and development issues are largely influenced by cultural forces upon the individual.

According to Roe, (1957) an individual's choice is the influence of culture and society. Moreso, the influence of goals and objects he learns to value. There is the belief that in subject choice and job preference, the individual is directly influenced by culture, peer group, school, family in creating the awareness on occupational possibilities.

Culture, Hayes and Hopes (1972) have pointed out that in traditional societies, the issue of choice was restricted or does not exist even because significant elders in the society do the decisions or choice for the youth. More recently, because of the purposes of division of labour, some degree of freedom of choice-making both at educational setting and vocational establishments are being allowed by the society, individuals as well as counsellors. Nevertheless, some still exist tracable degree of restrictions on the youth. For example, parents in some societies where there have been little or no freedom of vocational choice, do so for their ward. Similarly, in communists countries the government assigns the schools and training programmes on young people in accordance with their talents and skills.

2.5.4. TRAIT AND FACTOR THEORY

This theory assumes that each individual is born with attributes such as interest, aptitudes, achievements,

needs and personality characteristics. These are unique and fairly stable and hardly change after adlescence. In the same light, different jobs also relate differently to each individual's unique pattern of traits. This implies that the theory matches aspecial trait of an individual with an occupation. It further postulates as observed to Tolbert (1980) that as the individual develops, he becomes increasingly aware of of these special traits mentioned above, and this enables the individual learn what each occupation demands.

Similarly, Hall, et al (1957) based their theory on variables that are seen as underlying and accounting for the broad complexity of behaviour on personality organisation as it may be referred to a times. They believe that human aptitudes and capabilities are "trainable" and are organised in a uniquely individualised pattern are also indentifiable and measurable before initiation of formal or informal training and thereafter becoming employed. Therefore, the task of the consellor is to help identify such in students during interpersonal relationships, career talks forum and other guidances programmes. This will help develop the students' potentials, make students feel better and have self-assurance and develop normally. It will also help them

think clearly, if an individual's quest for identity and self understanding is to have relevance in a civilized world. The consellor can successfully achieve this if the right procedural steps of analysing, synthesing, diagnosing, prognosing counselling and making follow-ups to ascertain the progress of the students. I· addition, objective essessment means will help the consellor greatly in achieving set goals by students.

Other personal factors that may influence vocational development and choice of an individual either than interest, aptitude, intelligence, personality are needs, experiences self-concept development, value and sex of that individual. Also some societies like those of Western Europe (America, Britain and France) base their selection on tests to determine where they should place an individual. However, whatever the culture at all, students must be given some freedom to make their decision and choice based on their abilities, and interests.

Several sub-cultures exist within a culture which affect decision-making: the social class to which one belongs is one such important sub-culture. Hottinghead (1949) writes that the pattern of vocational choice in adults' world of work depends on the social class he belongs to. Therefore, it is believed that the adolescents ideas of desirable jobs are a reflection of their

experiences in the class and family culture. The socio-economic background according to Ginzberg (1951) play very close links between vocational choice and individuals because it enhances choice and of either subjects or occupations.

As observed, children from high income, families are sure they would go to college and take up executive type of occupation later in life. While those of low income parents would enter into skilled jobs of better pay than their parents. Mention should be made here that the youth in Nigeria have patterned their life style in this manner due to no other reason than that of soci values. Attitude towards work and education, Hopson and Hayes say, vary according to religious, socio-economic status and ethnic affiliation. They cited Super (1951) as saying that religious values which affect behaviour may be expected to affect vocational aspirations of individuals. For example, Islam does segregates in choice of occupation for both male and female. It is often a taboo for females to read medicine because of subsequent encounter with the opposite sex during medical disposition.

Peer group according to Crites (1969), play important roles that relate to social class structure which may be maintained. It is possible cross carpeting

to another social class depending on the status and values embibed within the group. If that happens, then vocational choices could be influenced by the subjects one takes at school.

The school is another area that offers the individual with varieties of planned experiences. These experiences prepare the individual for certain jobs. Crites (1969) pointed out that the educational system of a society has greater influence on the individual choice because it limits such choices he makes. On the other hand, Caplow (1954), asserts that, the limitation it has on the individual could be in three ways:-

1. It forces the student to get involved in other fields that equally require long andextensive training.
2. It excludes students that do not have the capabilities, intelligence, aptitude required in this situation.
3. The school curtails the individual's choice and exerts another influence upon his decision-making.

The first social unit that provides the individual child with experiences is the family. Super (1951) describes the family as a social psychological and economic unit of the society. Family members provide

model figures to the child and consciously see themselves as councellors and advice on variety of issues including occupations. Friend and Haggard (1948), Ginzberg et al (1951), Super (1953), Roe and Siegelman (1946), advocated after intensive studies that the family circle influence choice. However, the psychological atmosphere may vary between being warm and cold depending upon the parents attitude towards the child. Roe, (1957) specifically advocated that if the atmosphere in the home is warm and accepting, the child will develop major orientation of moving towards others. He will equally choose an occupation that will involve contact with people as primary focus of their work. For instance social service and business contact, are social environments. If however, parents create cold rejecting atmosphere, the child will develop a negative attitude. He might choose occupations in the technology, outdoor and scientific fields.

Needs are said to be greater determinants in occupational choices of people becuase people have different experiences that lead to certain needs at varying degrees. For instance, some people may go for higher ordered needs like self-esteem, self-realization and self-actualization, some may go for material benefits in occupations. Maslow 1954 classified these needs into

hierachical order, starting from primary needs such as food, shelter, air, clothing and security and move upwards to self-esteem, respect, beauty and self-realization. All these bring about self-satisfaction in both learning (studies) and work.

Roe (1957) In Ikeotuonye et al (1990) further developed on Maslow classification. She sees occupation as a source of satisfaction of needs. Supporting her, Ikeotuonye (1978) on his research, based his arguments on good salaries as being the sources of choices for individuals. Adding that attractive working environments, prestige and social status satisfy the basic needs of the individual for comfortable living results in choice.

Experiences are situations that students go into vocations, or those who help their parents on farms, business ventures and market places, they acquire a wealth of experiences that give direction of vocations to choose. Young people can also undertake part-time jobs which they can gain practical experience.

Value according to Ginzberg (1957) In Shertzer and Stone (1971) is an important factor in educational attainment and subsequent search for work. This is so because it is when an individual has had experience on a job that he knows what he wants from it. For instance, the desire for power and the statisfaction of other desires from work by others influence an individuals

vocational development and choice. Shertzer and Stone (1970, 1971) share the view that every individual has to identify and define his value. Similarly, when assisted to percieve the values and choice, he would have perhaps got thessatisfaction he needs. Job satisfaction says Hoppock (1967) is the occupation one chooses and feels best satisfied. The needs he further states, may be intellectually perdieved or vaguely felt as attractive that pulls the individual to a direction.

Self concept on the other hand has been identified as a strong determinant of occupational preference. Super (1959) offered contributively that, in vocational preference, the individual puts his occupational operation of the right kind of a person he wants to be.

The sex of an individual influences the choice of occupation. Cogelka, Omving and Laivimore (1974), agree that males tend towards careers that are mainly oriented; while the females go into those of personal services, caring for people, animals and plants. The awareness of the above factors in determining career development of an individual makes the counsellor assist these young people in choicing and succeeding on areas of choice.

2.5.5 CAREER INFORMATION SERVICE AS AN INFLUENCING FACTOR ON CAREER AWARENESS.

Information provides the individual greater objective and accurate knowledge of education, focational and personal social opportunities. Morris et al (1872) In Shertzer and Stone (1976) maintained that information service hleps to develop an understanding of the self and awareness of the consequencies of decisions. The importance of information service is geared towards providing accurate and up-to-date awareness on a wide variety of related areas to their growth and evelopment. Similarly, there is the need for students to be aware about themselves, other people, education and vocations. This will help to mimise youth unemployment problem.

2.5.6 TYPES OF CAREER INFORMATION

An individual, especially a student, needs, to be provided with educational, vocational and personal-social type of information. Students in all educational levels need valid and usuable information that relate to their development processes and experiences. This concerns all types of educational and training opportunities past and future a like. They also require information on the processes for entrace, conditions and the need to know problems of students life. The junior secondary student need know such subjects available to them as

stipulated in the National Policy on Education (1981). Apart from subject offerings, they should be aware of school timing, clubs and societies, value of education school infrastructure and so on.

Occupational information relates to those which all ages of students should be previledged to know. Occupational information refers to valid data that can be used about job opportunities, vacancies and the nature of the various occupations. This also includes information on duties, requirements for entrance, condition of work, rewards offered. Agreeing with the above statement, Shertzer and Stone (1974) say, students should be informed about the labour force and its compositions, structures and major occupational groups, qualifications needed, vacancies existing and preparations needed.

Personal social information is the ability to appraise onself, understand and appreciate others values, culture and sentiments. Equally, like the student, the school staff and administrators need to increase their efforts to improve the self-understanding of young people from which greater appreciation of others may be achieved. The more an individual learns to understand other people's behaviour and attitude, the greater there would be peaceful co-existence.

The Federal Government's perspective in improving such a relationship can be scored highly with the introduction of the National Youth Service Corp (NYSC 1976), the Unity Schools, Inter-States Sports and visits in the country (Nigeria).

2.5.7 PROVISION OF CAREER AND COUNSELLING INFORMATION MATERIALS

Despite the importance of information in the educational development of students, very limited information materials are available in our Nigerian schools (Public Secondary Schools). This situation renders students in public schools not to understand the value of education they receive and what attitude to show towards work. Hoppoche (1967) In Shertzer and Stone (1976:183) observed that there are virtually many things unknown to most young people and it is the duty of the adult folk and educationists to expose students to such and allow them to explore them effectively. With the 6-3-3-4 system of education in place now, eudcationists can help make education more meaningful, humane, and motivating by giving maximum help in planning the individual's future and by providing appropriate information materials to serve young people of all ages including primary children. Also included are school timings, important school programmes especially

each term's schedule, knowledge on how to use such materials by the teachers and consellors.

2.5.8 SOURCES OF CAREER AND COUNSELLING INFORMATION

1. LOCAL SOURCE: This includes community source surveys where meaningful data regarding the availability of educational, occupational opportunities and other relevant data related to anyone of them. The governments (Federal, States and Local Government) obtain information materials from industries, business establishments, voluntary agencies, professional bodies and the like.
2. FEDERAL AND STATE MINISTRIES: These regularly publish information materials relating to these establishments are sent to various schools for use.
3. FEDERAL GOVERNMENT AGENCIES: Published materials in occupational opportunities, description and requirements are made available to educational institutions.
4. PERIODICALS AND JOURNALS: Published books, bulletins, articles and journals describe various occupations and education opportunities in the country and personal social information inclusive are made reality for students of all ages to use.
5. EDUCATIONAL INFORMATION NEEDS OF STUDENTS: These

are materials that are available from colleges/ universities prospectus, bulletins and catalogues of which students can source out information for use.

6. CAREER LIBRARY AND RESOURCE CENTRES: These are information materials inform of books, booklets, pamphlets and leaflets. They also include career novels, standard books on individuals, careers or industries and auto biographies of professionals. Most schools in Nigeria keep such information materials within the library environment.

7. CAREER CLUBS: Career clubs serve as extra-curricula activities that are ongoing like any other club in the society and in the school system. The career clubs help to stimulate benefits of all the students and staff, students explore their environment for career interest and abilities, values, potentials, etc. They also help students develop decision making skills.

8. VISUAL AIDS: These include film's charts, tape recordings, film-strips produced by governments and commercial companies.

9. TEXTBOOKS AND WORKSHOPS: They serve as study aids and provide students with skills in study habit formation.

10. THE LIBRARY: The library is a store room for varied usable collections of literature on various subjects and issues of man.

11. COLLEGE CATALOGUE AND EDUCATIONAL DIRECTORIES: These include adaministrative requirements, fees and tuition, scholarships and loans, housing facilities, curriculum and staff.

2.5.9 IMPORTANCE OF INFORMATION SERVICE ON JUNIOR SECONDARY STUDENTS (JSS) IN NIGERIA TO SUBJECT CHOICE

As a cardinal principle, guidance and counselling should be given to all levels of education and can be extended to non-school settings as long as human beings are there in order to develop the individual by way of services needed.

The students at the junior secondary school level therefore begin to know who they are in relation to what the learning activities have spelt out for them and gives room for personal limitations. Such an assessment can be done effectively through test and non-test instruments. The researcher contends that Counselling for this reason should tailored towards going along with the curriculum at this level that covers the core subjects, pre-vocational and non-vocational electives. These include the following:-

a. Compulsory Core Subjects (CCS), are those offered for the junior secondary school certificate examination (JSCE) irrespective of students' aptitude, interests or combination.

b. Broad Core Subjects (BCS) amongst which three are compulsory for students to take as a matter of policy.

c. Pre-vocational Subjects (PVS), not less than two ofwhich must be taken depending on students' aptitudes, interests and inclination.

d. Non-vocational Elective (NVE) one of which could be taken only as a demonstration of ability and aptitude for effective offerings.

CCS	BCS	PVS	NVE
Mathematics	Physical/Health Education	Intro. Technology	Arabic
English	Agric.Science	Local Crafts	French
Int. Science	IRS/CRS	Home Economic	
Social Studies	Fine Arts	Business Studies	
	Music		
	Hausa		
	Igbo		
	Yoruba		

In column two, the three Nigerian kanor languages need not be offered at thesame time. Two could be taken

but one must be the local language of the environment because at the end of this level the student would have offered nine subjects in all to meet appropriately the career placement in the senior secondary school level.

2.6 CAREER AWARENESS

DEFINITION:- Career Awareness is an aspect of the total guidance programme which focuses upon encouraging students to clarify and expand their understanding of and attitudes towards themselves and another. It is an aspect which broadens the life of the individual and the world of work, the use of leisure and educational and training experiences. In other words, career awareness is an organised comprehensive exposure of the individual to occupational opportunities and types. It is that aspect which provides students with experiences that allow them to become aware of the differences in career opportunities and possibilities. Although they might be too young to make clear decisions and occupational choices, there is the need for meaningful opportunities. It has been noted over the years that counsellors and teachers have provided students with opportunities to begin developing honest appraisal of self, a non-judgemental appreciation of others too. Therefore, career awareness to many school personnel is an expansion of what has already been implemented in the

elementary school.

Ewens et al (1976) noted too that the empasis on career awareness in the school begins and centres around assisting young ones in developing self-awareness and positive self-images as they move from one state of their educational pursuit to the other. The more the young people are made to understand and accept and even like themselves the more they may begin to relate well with their peers and families, the school, staff and later with the world of work and its implications for their future lives. They further stated that: "perhaps the most important factors in guiding children towards self-discovery and occupational awareness is your acceptance of the tentativeness of their questions statements and behaviour. Through your acceptance, the child will learn to respect individual qualities of every other student and to recognise and respect his own uniqueness".

To this end therefore, career awareness is aimed at making the individual to develop positive attitude towards the self, others and towards occupations and pre-vocations in the society as part of life. With this, the child will grow to like himself, appreciate what the society, others and likewise try to contribute his own quota to developing the society. Furthermore, it is equally important to emphasise that leisure and

pre-vocational activities are very important as preparing the individual to face work situations. This then implies that students should be provided with learning experiences, the type that will make students explore their interests and abilities not only for careers but for leisure. This of coure should be an on going life process (Vocation).

2.6.1 ASPECTS OF CAREER AWARENESS

Career awareness according to Ewens et al (1976) essentially covers a wide range of human endeavour. It can be categorized into seven major aspects. These include: self-awareness, economic, attitude and appreciation, educational, decision making, skillsand career awareness.

SELF AWARENESS: Most children entering school have gained self-understanding of who they are and who they want to be. As he or she enters school, it is the responsibility of the teachers and counsellors to facilitate the actual self discovery and self concept development. In this case, there is need to plan the learning activities in an orderly manner to facilitate such understanding of who he or she is and what he or she likes and hopes to be. Furthermore, the individual is given independence of self discovery, develops positive

attitude towards himself and those that are most important to him.

More importantly, the individual will be able to cope up with uncertainties and difficulties as they live through life knowing and liking onself and being aware of one's values (what is important) should be basis of all present and future decisions regarding education, the world of work and the use of leisure time.

CAREER AWARENESS: Children finishing the elementary stage of education and entering the secondary school must have had some knowledge of attitudes towards and interests in various careers. The programme and experiences are not limited to book knowledge alone, but the home and community life be included to expand the individual's understanding of the many careers existing and the associated life styles, working conditions and training requirements for entry level positions. The individual will have to undergo learning what is involved in the development, growth, behaviour and rewards of persons engaged in specific occupations. This wife understanding of careers may help the students delineate, as he or she progresses through the educational system, a career identity which encompasses the selection of an appropriate and satisfying career within the world of work.

ATTITUDE AND APPRECIATION AWARENESS: It is important to note that career awareness does not limit itself to acquisition of knowledge alone but it encompasses the attitude of the individual toward things, situations and life. It also draws the individual to appreciate life in general. Most people do not leave their present employment because they are unable people do not leave their present employment because they are unable to perform their work satisfactorily, but rather because of the difficulties resulting from personal habits and attitudes, including the lack of human relations, skills necessary in relating well with superiors, colleagues and even those in the lower ranks. This is because it is an important element in the success of an individual in his or her work and career awareness. Also, value clarification techniques are also included in career awareness activities in an attempt to motivate the individual towards becoming self actualized, self-fulfilled individual where creative talents are utilized by society.

DECISION MAKING AWARENESS: The knowledge one posses about an issue and what value he or she attaches to such issues or things are basic to making decisions that lead to consequencies which are satisfying to him. Children and even adults likewise are daily making

decisions that lead to consequencies which are satisfying as they progress through school and later establish an adult life style. For good decisions to be made, an individual needs adequate and usable information materials to choose from. One however, cannot decide and choose what he or she does not know and understand. It is therefore proper that teachers and counsellors should plan a developmental career awareness programme to lay such a foundation through which the school is able to make present and future career and life decisions through the use of sequentially planned strategies for helping students learn decision making skills.

EDUCATIONAL AWARENESS

The individual entering the seconardy school may have limited knowledge regarding the relationship between education and training (practical experiences) and the life style assumed by hi parents and other adults. In addition, many students seem to lack the understanding of the relationship between education they acquire experiencing and the life style they will select as adults. Through the acquisition of the basic rudiments in eduation, the student is able to develop and refine his understanding in a fast changing world. For this, the teachers and counsellors owe it a duty to help students relate what

they learn with the world of work and life styles, the understanding of the self as a participant in the acquisition of knowledge and good attitude, individual's learning styles, capabilities and potentials, and the ability to select and evaluate educational avenues for the development of career plans, educational acquisition will also help students realize that the process of learning is a continuours life time activity occuring within as well as outside the class room.

ECONOMIC AWARENESS: Most children have observed and participated in the economic system at least to some extent before they entered school, either as hawkers of commodities for their parents and relations or direct involvement in economic ventures. Asisting them therefore, through exploration of the economic system of the society does aid in no small measure in creating adequate awareness. For this reason experiences should be planned and provided so that students may appraise themselves (that is, the realities of our economic system) in the light of their own value system. Economic awareness includes opportunities for exposure to possible avenues of solving personal and socio-economic problems.

SKILLS AWARENESS: The total education and development of an individual includes his ability to gain varied skills that are required in different occupations. Those skills

may include all of the ways in which human beings extent their behaviours. For instance, in the medical line, speed and accuracy are important skills necessary in surgical operation, so also each profession has its unique skills necessary for success. Other skills may include drawing, acting or performing, communication, just to mention but a few. The important thing to note here is that, when guidance services are provided them, the students experience this in turn participation in tool and process application provides them with necessary life skills.

2.6.2 RATIONALE FOR INCORPORATING CAREER AWARENESS IN THE CAREER GUIDANCE PROGRAMME

Essentially, Students dissatisfaction with the present system of education as opined by Ewens (1976) is as a result of its poor unplementation has been an issue of concern. This has been shown through repeated failures by students in public schools in the state. They often express such dissatisfaction of the learning experiences and fail to see the relationship of their school work with their life now and in the future. For this reason alone, the teachers and counsellors should put in more effort to expand the curricula beyond the classroom so that it will have a bearing on them. By this, their vocational aspirations and understanding

would be assured. Furthermore, to help to improve the career awareness of students and also minimise unemployment rate amongst the youth, sequential planned learning activities must be provided. By so doing potential dropouts would be easily identified and immediate help and guidance rendered.

2.6.3 SOCIAL FACTORS THAT AID CAREER GUIDANCE IN SECONDARY SCHOOL

This complex nature of the various occupations existing in the community may bring about the need to create the needed awareness and guidance accordingly. In the first instance, occupational preparations of the youth may bring about the need to give proper guidance and aid them in decision making and choice. Similarly, there is need to identify and develop broader career concepts so that the individual can be helped to understand himself and project a good self image and concept for successful and satisfying life. Motivational effects of occupational interests aid students pursue those professions that they value most. This then implies that career development in the total development of the individual may have implication on the guidance programme.

For a viable society, certain students should not be discouraged from attaining any academic excellence of their choice no matter what stage they find themselves, they should be made to understand that education is not a means to an end rather it aids in securing a good job and succeeding in it, so that the individual can be functional in the socity.

2.7 THEORIES OF VOCATIONAL DEVELOPMENT

Guidance is all about giving freedom and choice to the child under the guidance of the counsellor who supervises such decisions. Hoppoch's (1963) theory of career development gives a vivid explanation as to how adequate career planning may be responsible for the satisfaction of individuals. Hoppoch as cited in Issacson (1979) as saying that, people choose occupations that meet both physical and psychological needs of the individual which are friendship, security and money.

Secondly, the individual needs may be peceived depending on self-understanding. Again he says changes or shifts in occupational may arise where personal needs are not met. He roots his theory on many psychological studies. To him, most human actions are caused by feelings, desire to be more or less comfortable, more satisfaction or less frustration.

In defining the concept of development Goulet portrayed three core values for the individual or society, which are that to be developed, there must be self-esteem on the part of the society and the individual. This means that the basic necessity of life must be provided which are food, shelter and clothing. The other core values being life sustainance and freedom. These refer to a situation whereby the individual would give self-respect and dignity to himself and should put himself out of the evils of want, ignorance and squalor. Development therefore implies change, it describes the social, economic and political transformation of the individual or society. Goulet's definition of development appears to be of general acceptability for the fact that he embraces social and economic values in individual or society strives to achieve which centres on these three core values: Self-esteem, self-sufficiency and freedom. What appears to be of paramount interest to us here is, "FREEDOM". One may ask the question, the individual or student demands freedom from what? The student wants freedom from these three evils of life which are ignorance, want and squalor.

Nigeria as a country and indeed every country of the world wants to pull herself out from these three

evils of life and so, strife for development. To Achieve this, every individual tries to have nothing to do with ignorance, wnat and squalor, hence every one is always aspiring for development - a process of change or one of economic and social transformation in life. Neverthless, vocational development had to be viewed and defined by many theorists differently.

Super (1963) for example advocated three prepositions for vocational development which are that vocational development is an on-going process generally irreversible, it is patterned orderly and a predictable process. It is summed up in a series of life stages, from growth to the decline stage.

Another theorist, Holland (1959) adds that an individual holds a stereo type-view of various vocations. And so the stereo-type view has psychological and sociological relevance for the individual and many of them have demonstrable validity. To him members of various occupations having similar personality traits respond to many situations and problems in similar ways. He assumes that, vocational satisfaction, stability and achievement depends on the extent to which the individual's personality and work environment are compartible. Individual types and similar working environments are classified by Holland as; the realistic person, artistic, conventional, enterprising, investigative and social

person. Holland (1961) further suggests that each model environment is sought by the individual whose personlity types is in agreement to controlling it. The individual he suggests further, will feel comfortable and happy in a compartible environment.

Hawen stated the various models of vocational development it suffices to say that, in expressing a vocational preference, the individual puts into consideration his idea of the kind of person he is and seeks to implement the concept of himself as he enters into an occupation.

2.8 REVIEW OF RELATED STUDIES

Previous reviews authenticated the facts that, the individual may after all not be successful in making right decisions and choices at all times in school subjects as well as career. Success is possible only when adequate, appropriate, valid and usable information materials and services are provided by the school staff and professional counsellors. It is for this reason that one would opined that it is wrong for any school to treat career guidance in isolation in the curriculum provided to the students.

Relatedly, Redekopp, (1994) made recent surveys and came out with a guide for educators "An approach to career development", which provided an insight on how students could be made to link what they learn and

the world of work. At the end of the workshop, the subjects discovered that the approach (guide) reduces the gap between career education usually left for consellors and other specialists and the students. Similarly, Cole's (1986) survey report on the role of the counsellor indicates that career advisers are in no position to give direction to the youth as regards what they must do or seemed to be in their best interest. Counsellor's role in the opinion of the researcher is to take full account of complex aspiration of the youth with whom they deal with and guide toward realizing such fully.

Although there have been varied opinions amongst experts on whether or not the school staff and parents should determine what students learn, what vocation to choose and who to guide them. In some of these findings, Awojobe (1971) and Akinjabu (1975) seem to agree that teachers and parents should influence students, especially in what they need to learn and what they must do. In allowing this, the students freedom of choice and decision will be restricted, which is against guidance principles.

On the other hand, Denga (1975) and Ikeotunye (1978) observed that there is glarring relationship between students potentials and the subjects the learn subsequently, the careers they choose. All that is needed is how to

develop such potentials, bring them out to the individual's realization - through career guidance because it necessitates the realization.

Despite varied theoritical opinions on the role of the counsellor and the content students be provided with perhaps areas of agreement among theorists centre on the fact that, guidance services and professional counsellors should be provided in all schools as a matter of policy to enable especially junior secondary school students acquire the needed awareness of what they should know to enable them make realistic and intelligent decisions and choices. Based on the new structure of the new national policy, the 6-3-3-4 system, students can be employed at any ladder of their educational career. In the light of this, the researcher has based this study on foreign and Nigerian context as both environments differ.

2.9 IMPLICATION OF THEORIES OF VOCATIONAL DEVELOPMENT AND CHOICE TO GUIDANCE

Previous discussions have centred on the Nigerian society fast changing socially, politically and technologically. There are more student enrolments, expansion of industries and employment opportunities on the increase. Hutson in Sertzer and Stone (1971) cited three basic principles of curriculum development which have implication

for guidance.

For an effective educational system, the needs of the individual and the larger society must be considered; by giving functional help to students and flexible curriculum that opens opportunities for self-discovery through explaining and experimenting without being punched as advocated by Super (1951). In addition, there should exist a thorough understanding of the curriculum to enable pupils plan meaningfully at all levels and bring about changes as situations demand.

This study in essence, advocates the necessity for curriculum to cover a variety of acitivities for all students and to be well integrated in the guidance programmeand the vocational guidance specifically. It will in no small way help the students to realize their aspirations. Doing so will be achieving a major goal of producing functional individuals and a viable society will be in the making.

Vocational skills such as, painting, crafts, music, dress-making, gold-smithing and others which are not directly provided in formal school system should be stressed. If stressed adequately, the youth who posses such special aptitude would be helped to develop such skillsfully. Suggestions would then be that, emphasis on vocational guidance in school, should disallow just anybody to provide such services. Dedicated staff should

be drawn into the programme and enough staff to go round the number of students and supervised manpower could be welcomed in view of the grave shortage of counsellors in schools.

2.9.1 SUMMARY

Summarily, anologies of historical development of careers guidance was discussed, appraising what was ostainable in the society before the inception of formal guidance services. It was observed that if the young ones were successful in their various communities, it was because they were effectively guided and adviced by the elders, with this comparism, then the youth in our modern are can do better if they are effectively guided to understand those potentials they have and how to develop them. If this happens, the youth would have through effective career programmes and career information materials paved way for a successful living.

The chapter also focused on what vocational guidance is, why it is needed by secondary school students, factors that influence vocational development and choices of students, related theories on vocational development and choice, related works to the study were highlighted and finally, their implication to guidance were discussed.

Furthermore, inspite of what these people have done, the research can be carried out to see the extent

by which students can benefit if career programmes are planned on a continuous basis for this age group.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter highlights the method and procedure adopted in the collection of data, the research design which is quasi experiental, the population of students involved in the study, sample size of the two schools used and the sampling procedure. Also included are instrument developed for the respondents, the result of the pilot trial, the mode of administering the planned programme which formed the basis for generalization within Kaduna metropolis and finally, the statistical procedure employed.

3.2 RESEARCH DESIGN

A research design is a method a researcher adopts to collect important data on an issue. For the purpose of this study, the researcher adopted quasi experimental, that is a pre-test-post-test control design.

The research design shows that there are two groups involved, the control Ro2 and the experimental Rol. All respondents were randomly selected and assigned to each of the groups.

R	O_1	x	O_2
R	O_2		O_2

The reasons for the choice of thisdesign are: First, the researcher wants to find how effective the programme planned for the treated group is. Secondly, as there are two groups involved, there is need to control the actual group to be treated (ROI). The implies that extraneous variables have to be controlled to make the treatment more effectives.

3.3 POPULATION

The research population comprised all junior secondary three (JSIII) students. The reason for the choice of this junior secondary level is because it is the level when career guidance is most needed. In other words, it is a level when students need to get aware of the occupational world as it relates to what they learn in school. The awareness by the students is to enable them prepare for specialization in the senior secondary (SS).

Figures provided below in the table is got from the 1995/96 enrolment figures from the Ministry of Education, Kaduna State. Table 3.1 illustrates the population of government secondary schools in Kaduna metropolis and the enrolment figures.

TABLE3.1: NUMBER OF GOVERNMENT SECONDARY SCHOOLS AND THEIR CORRESPONDING JUNIOR SECONDARY THREE STUDENTS IN KADUNA METROPOKIS

S/No.	SCHOOL	Actual POPULATION OF STUDENTS	JS III
1	Rimi College, Kaduna	1923	786
2	Government College, Kaduna	2280	800
3	Queen Amina College, Kakuri, Kad.	286	128
4	G.G.S.S. Kawo, Kaduna	2412	600
5	Sardauna Memorial College, Kaduna	1499	537
6	G.G.S.S. Tafawa Balewa, Kaduna	1449	327
7	G.G.S.S. Barnawa, Kaduna	1086	385
8	G.G.S.S. Independent Way, Kaduna	1628	609
9	G.G.S.S. Tundun Wada, Kaduna	1930	608
10	G.G.S.S. Ung. Mu'azu, Kaduna	748	200
11	G.G.S.S. Doka, Kaduna	900	294
12	G.D.S.S. Dalet, Kaduna	1133	433
13	G.S.S. Kawo, Kaduna	1625	718
14	G.S.S. Kurmin Mashi, Kaduna	858	445
15	G.S.S. Kakuri, Kaduna	1064	454
16	G.S.S. Sabon Tasha, Kaduna	1962	634
17	G.S.S. Rigasa	444	152
18	G.S.S. Nassarawa, Kaduna	635	245
19	G.S.S. Kargi Rd, T/Wada, Kaduna	704	201
	TOTAL	22,193	8,546

SOURCE: Ministry of Education, Kaduna State 1995/96 Academic Session Enrolment Figure.

3.4 SAMPLE AND SAMPLING PROCEDURE

From a total number of Nineteen Government Secondary Schools in Kaduna metropolis, only two schools were chosen, with a sample size of 561 respondents (students only). The schools involved are: Queen Amina College, Kakuri, Kaduna located in the southern part of the metropolis, while Government Day Secondary School, Dalet, Kawo is in the northern part of the metropolis. The schools used in the study were randomly selected amongst the nineteen government secondary schools existing in Kaduna metropolis to give equal opportunity of being selected. Equally, the list of JS II of the two schools selected were compiled and respondents randomly selected through balloting. Fortunately, the two schools by their geogrpahical location adequately represent all schools in the metropolis.

Also, it should be noted that although balloting was done to chose the schools used in this study, the outcome of the balloting came out with the two female schools as earlier mentioned. Counsellors on the other hand were directly involved as their number was insignificant.

TABLE 3.2: SAMPLE SIZE OF THE CONTROL AND EXPERIMENTAL GROUPS.

CATEGORY	SCHOOL	NUMBER OF RESPONDENTS
Experimental	Q.A.C. Kaduna	36
Control	G.D.S.S. Dalet, Kawo Kaduna	36
	TOTAL	72

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3.5 INSTRUMENTATION

The instrument for data collection is a scale known as Career Awareness Rating Scale (CARS), an instrument based on a five (5) point likert format. It is divided into three sections, A, B and C. Section A asks for the personal data of the respondent, Section B rates degree of career awareness (understanding) that is, very much (5) much (4) averagely (3) little (2) not at all (1) after undergoing a treatment (career guidance programme. The B section of the scale consist of thirty (30) items, of various aspects of career awareness and C the scoring table. All items in section B are rated by the use of a tick (✓). See appendix II.

3.6 PILOT TESTING OF INSTRUMENT

Firstly, validity and reliability of the instrument, (CARS) were determined through pilot testing. The instrument, Career Awareness Rating Scale (CARS) was pilot tested in two schools in Zaria, Government Secondary School, Bomo and Government Girls Secondary School, Samaru for content validity and reliability. These schools are government owned schools, who have the same curriculum and calibre of teachers and counsellors. The instrument which consisted of thirty (30) items were all responded to be the respondents. It then implies that all the items on the instrument were understood by the respondents.

Secondly, the instrument was validated by senior lecturers in the Department of Education, Ahmadu Bello University, Zaria before it was used in a large scale. Fifteen (15) questionnaires were given out and equally returned to the researcher. Comments from the experts suggested that the instrument satisfactorily covers essential aspects of career awareness. Furthermore, the items were seen to have measured what it sets to measure.

Thirdly, for consistency of the instrument, 100 questionnaires were given out to respondents, 90 were returned and analysed. Responses show that 60% of the respondents were very much aware of the 18 items. while 40% of the respondents were averagely aware of 12 items. This then implies that there were no items that the respondents were not aware of.

The reliability estimate of the instrument was computed using the Kuder Richardson formulae (K-R 21) at alpha level of 0.05 with a degree of freedom (df) 89. The observed r-value (r = 0.54) was significant. Hence the instrument is said to have a satisfactory level of reliability.

3.7 EXPERIEMENTAL PROCEDURE

The administration of instrument is referred to as the application of the tool of research (instrument)

on the respondents in their respective schools. Below is the procedure of administration.

STAGE I: Permission from the authorities of the schools was sought for the use of the students and school time. Secondly, for the planned programme to take place in the experimental school, that is Queen Amina College Kaduna s indicated in Appendix 1. A (2 hours weeks) session in the above school of two hours a day) was undertaken.

STAGE II: The two groups of respondents, the control and the treated are given the questionnaires to respond to as pre-test. The pretest result for the two groups indicated no significant difference. This implies an equal level of career awareness of the students. Secondly, the non-difference could be because these schools happened to be government owned schools who have the same characteristics that is in the manner of operation and the category of students, teachers and counsellors involved.

STAGE III: The treated group is subjected to a (twenty hours) session of career programme activities such as, lectures, film-show, excursion, conselling to improve their level of career awareness, while the control group did not have such a privilege. The main features in these areas were helping students to relate the learning experiences with personal development,

information and job search, being aware of different work opportunities and what they entail to succeed, the hazards involve.

STAGE IV: The second set of the questionnaire was readministered to the treated group a second time as post-test after the planned programme had been done. All results are presented and analysed in chapter four.

STAGE V: All finished works were collected back from all respondents by the researcher.

Secondly, the programme was in daily sessions thus:

TREATMENT PROGRAMME		WEEK 1
Day 1	-	Orientation of student on the programme.
	-	Identification of aspired careers by respondents.
II	-	Lecture on
	-	Teaching Profession
	-	Engineering
	-	Catering
III	-	Lecture on
	-	Civil
	-	Medicine
	-	Pharmacy
	-	Question
IV	-	Lecture on

- Law
- Environmental studies - Question, Town Planning.
- Questions.
- Achitecture, etc.
- Recap of all lectures done and further discussions.

VI
- Mechanic, Home economic ventures - petty trading.
- Local Craft.
- Carpentry.
- Plumbing
- Questions.

WEEK II

Day VII - Entry Qualifications and Job Prospects.

VIII - How to Source and use out Information Materials by Candidates.

IX - Film Show.

X - Excursion to Union Bank, KLS, A.G. Ferero Const. Site.

XI - Excursion to St. General Hospital, Arewa Textile.

XII - School of Enrolment Studies, Kaduna Polytechnic.

XIII - Discussion on Field Experiences and Company.

XIV - Post-Test.

3.8 STATISTICAL PROCEDURE

Data collected were computed using two statistics, percentages for the personal data and research questions, while t-test was used to test the hypotheses. The reasons for the use of the two statistics are that; percentage statistic is appropriate for data based on frequency count, while statisticians accept the use of t-tect statistic to test significant differences between two variables and also between two groups, whether they are dependent or independent. To retain or reject the null ghpothesis an alpha level (α) of 0.05 was set. This has been an acceptable level for most researchers.

3.9 SUMMARY

This study highlights the effectiveness and result orientedness of career guidance programme on career awareness of JS. III students in Kaduna metropolis and provides opportunity for improvement on the total guidance activities in government secondary schools in Kaduna metroplis.

Furthermore, the research design is quasi experimental which involved two schools, Q.A.C. and Dalet Day Secondary School, Kawo. This is to enable the researcher compare the level of difference in career awareness of JS III in government owned schools. A sample size of thirty-six respondents for each of the schools was drawn by random selection. Counsellors from each of the schools understudy was directlyly involved.

The instrument CARS was developed validated and pilot tested for content validity and its reliability. The result was that the instrument was found satisfactory for use in a large scale.

The administration of the instrument (questionnaires) was carried out in a simple procedure of daily activities and finally a post - test was done to enable the researcher make comparison (that is, find differences in the level of career awarness). For analysis a t-test statistic was employed to find the level of significant difference in the two schools.

CHAPTER FOUR

4.0 PRESENTATION OF DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter focuses on the presentation of data, analysis and the discussion of results. The data collected were subjected to a t-test statistical analysis at an alpha level of 0.05.

4.2 HYPOTHESES TESTING

Seven null hypotheses as earlier stated in chapter one of this work were tested. These were based on the seven aspects of career awareness as indicated in the instrument. The results are presented in this section.

NULL HYPOTHESES 1: This hypothesis states that there is no significant difference in the career awareness between students of the control and experimental groups; The test this hypothesis, t-test statistic was used. The result of the computations are contained in table 4.1.

TABLE 4.1: T-TEST FOR CAREER AWARENESS CONTROL VERSUS EXPERIMENTAL

GROUPS	N	$\bar{X}$	SD *	T-VALUE	Df	P
CAW EXP	36	18.16	3.795	3.07	70	0.0032
CAW CON	36	16.14	3.173			

* Significant, P $<$ 0.05.

From table 4.1, the t-value of 3.07 was obtained. This (t - 3.07) was found to be significant (P = 0.0032). Thus, the null hypothesis is rejected. This means that there is a significant difference between the experimental and the control with regards to career awareness after the programme had been done.

NULL HYPOTHESES 2: This hypothesis states that there is no significant difference in the attitude appreciation awareness level between students of the control and experimental groups. To test this hypothesis, t-test statistic was employed. The summary of the computations are contained in table 4.2.

TABLE 4.2: T-TEST FOR ATTITUDE APPRECIATION AWARENESS COMPONENT OF CAREER AWARENESS OF CONTROL AND EXPERIMENTAL GROUPS

GROUPS	N	$\bar{X}$	SD	T-VALUE	Df	P
ATT EXP	36	15.06	2.151	3.61	70	0.0007
ATT CON	36	13.22	2.153			

* Significant, P $<$ 0.05.

From table 4.2, the t-value of 3.61 was obtained. This (t = 3.61) was found to be significant (P = 0.0007). Thus, the null hypothesis is rejected. It can be deduced that there is significant difference between the experimental and control with regards to attitude/ appreciation awareness.

NULL HYPOTHESES 3: The hypothesis states that there is no significant difference in the decision making ability between students of the control and experimental groups. In testing this hypothesis, t-test statistic was used. The result of the computations are contained in table 4.3.

TABLE 4.3: T-TEST FOR DECISION MAKING COMPONENT OF CAREER AWARENESS OF CONTROL AND EXPERIMENTAL GROUPS

GROUPS	N	$\bar{X}$	SD	T-VALUE	Df	P
DEC EXP	36	20.61	2.881	4.50	70	0.0000
DEC CON	36	17.69	2.606			

* Significant, P $\angle$ 0.05.

From table 4.4, the t-value of 4.50 was obtained. This (t = 4.50) was found to be significant (P = 0.0000). Thus, the null hypothesis is rejected. Hence there is significant difference between the experimental and the control with regards to decision making ability.

NULL HYPOTHESES 4: It states that there is no significant difference in the educational awareness between students of the control and experimental groups.

To test this hypothesis, t-test statistic was used. The result of the computations are obtained in table 4.4.

TABLE 4.4: T-TEST FOR EDUCATIONAL AWARENESS COMPONENT OF CAREER AWARENESS OF CONTROL AND EXPERIMENTAL GROUPS

GROUPS	N	$\bar{X}$	SD	T-VALUE	Df	P
EDUC EXP	36	17.69	2.402	2.01	70	0.0462
EDUC CON	36	16.56	2.299			

* Significant, P $\leq$ 0.05.

From table 4.4, the t-value of 2.01 was obtained. This (t - 2.01) was found to be significant (P - 0.0462). Thus, the null hypothesis is rejected. Hence there is significant difference between the experimental and control with regards to education awareness.

NULL HYPOTHESES 5: The hypothesis says that there is no significant difference in the economic awareness between students of the control and experimental groups. To test this hypothesis, t-test statistic was employed. The result of the computations are contained in table 4.5.

TABLE 4.5: T-TEST FOR ECONOMIC AWARENESS COMPONENT OF CAREER AWARENESS OF CONTROL AND EXPERIMENTAL GROUPS

GROUPS	N	$\bar{X}$	SD	T-VALUE	Df	P
ECO EXP	36	19.64	3.796	2.15	70	0.0333
ECO CON	36	17.94	2.828			

* Significant, P $<$ 0.05.

From table 4.5, the t-value of 2.15 was obtained. This (5=2.15) was found to be significant (P = 0.0333). Thus, the null hypothesis is rejected. Hence there is significanct difference between the experimental and control with regards to economic awareness.

NULL HYPTHESES 6: This hypothesis states that there is no significant difference in the skill awareness between students of the control and experimental groups. In testing this hypothesis, t-test statistic was used. The result of computations are contained in table 4.6.

TABLE 4.6: T-TESTFOR SKILLS AWARENESS COMPONENT OF CAREER AWARENESS OF CONTROL AND EXPERIMENTAL GROUPS

GROUPS	N	$\bar{X}$	SD	T-VALUE	Df	P
SK EXP	36	18.79	3.029	3.14	70	0.0026
SK CON	36	16.47	3.084			

* Significant, P $<$ 0.05.

From table 4.6, the t-value of 3.14 was obtained. This (t = 3.14) was found to be significant (P = 0026). Thus, the null hypthesis is therefore rejected. Hence there is significant difference between the experiemental and control with regards to skills awareness.

NULL THYPOTHESES 7: The hypothesis states that there is no significant difference in the self-awareness between students of the control and experiemental groups. To test the hypothesis, t-test statistic was used, the result of computations are contained in table 4.7.

TABLE 4.7: T-TEST FOR SELF-AWARENESS COMPONENT OF CAREER AWARENESS OF CONTROL AND EXPERIMENTAL GROUPS

GROUPS	N	$\bar{X}$	SD	T-VALUE	Df	P
SAW EXP	36	20.86	2.642	4.43	70	0.0001
SAW CON	36	17.67	3.43			

* Significant, P $\angle$ 0.05.

From table 4.7, the T-value of 4.3 was obtained. This (t = 4.43) was found to significant (P = 0.0001). Thus, the null hypothesis is therefore rejected. Hence there is significant difference btween the experiemental and control with regards to self-awareness.

4.3 DISCUSSION

The major findings in this study have indicated significant differences existing between the mean scores

of both the control and treated groups on the various aspects of career awareness after the programme had been carried out. The provision of career guidance programme to the treated group proved to be effective. This implied that career guidance for junior secondary three students if well planned, guided and effectively provided, has the capacity of improving the level of carerr awareness of students.

The above explanation explains why the first stated hypothesis on the no difference between the career awareness of the control and treated groups indicated a significant difference. A further explanation for this significant difference can be that the respondents were influenced by the visits they made to establishments where they practically interacted with employees in their career aspirations areas. This then became clearer that career information collected through such personal visits can enhance students career awareness generally.

The researcher is emphasising that apart from basing most of our judgements on students academic or scholastic ability grade which is readily available in schools, it is very important that counsellors help to identify usable information sources and material to help students make rational vocational decisions.

The second hypothesis of no difference between the control and treated groups on attitude, appreciation awareness was also rejected. It shows that there is a difference between the groups, implying that the programme was effective in changing the attitude of respondents in the treated group to their career more than the control group. The explanation to this is that information or knowledge about a situation or issues brings about a positive change in attitude. Before the visit made to the hospital, respondents had negative attitude towards activities in the hopsital and reading medicine as a course of study. This is so because rumours had it that a hospital is bloody, smelly and full of wicked personnel who just allow people (sick ones) to die. With the new knowledge and usable information provided during the programme, respondents were able to see the true situation of things. Useful information in this context is serving humanity. The guided knowledge here is that it is a noble profession. It is noble because one earns respect, love and accomplishment to serve people.

The data presented based on the third hypothesis of no difference between the control and treated groups on the decision making ability showed a significant difference. It then implies that the programme was

effective, that is, it improved their decision making process. The explanation about the significant difference was that the respondents in the treated group had the opportunity of availing themselves with usable information sources and materials. This implies that the respondents' ability on making tentative choice or decision rests on their experiencial knowledge as well as the guided knowledge from counsellors who provided means of excursions to work places. For example, they learned that decision making is a systematic process. Information as regards what to do, how to do it, when to do it, where such thing is to be done and so on, demand a careful and forecasting approach before embarking on what alternative decision to take. This they understand equally that, with proper decision taken, the student stands to benefit on job satisfaction at any level he or she finds a job when one drops out of school. The lack of a systematic approach to decision making, the sort just spoken about the above has constituted to lack of job satisfaction by school drop outs jumping from one job opportunity to the other. In the end, frustration sets in and again wrong decision makes them engage in crimes like cheating, stealing, deliquent behaviours and so on.

The presented result based on the fourth hypothesis of no difference between the control and treated group on the educational awareness showed significant difference. The null hypothesis was rejected at P (0.05.) The explanation advanced was that the learning expeirnces and theactivities the respondents in the treated group were involved in were effective. This is to say that the opportunities availed to them during the programme to receive added knowledge and experiences through lectures and personal interaction with the resource persons and counsellor helped to improve their knowledge of subjects and their related occupations.

Before the programmeh however, students did not know for example, that one does not work for somebody but can set up his/her firm and become a Managing Director of the advertising firm. The idea that students in the exploratory state of development cannot perceive things is wrong. It is important to note that learning under a classroom environment brings about the difficulty in experiencial knowledge. For example, going into an operating theatre further strengthened the individual's understanding of what surgery entails. In car manufacturing, for instance, students have had experiences of constructing cars and other mobilities with cornstalks

in their primary school, or some of them have them in their homes belonging to their parents and relations. The only important issue to stress is how the individual gets himself to being a car manufacturer rather than think he might be called an ordinary mechanic. The duty of the source person helps to distinguish between the two.

To this end, it is very important that career plans should frequently feature alongside the learning experiences provided at school. To strengthen this assertion, Duniya (1993) suggested that there is need to start career guidance early, from the primary school to the terminal point of one's educational carerr. It is therefore hoped that whatever level an individual drops out of school, he or she should be in position to fend for himself or herself.

The fifth hypothesis of no significant difference showed there exist a difference btween the control and treated groups on the economic awareness of the respondents. The difference then showed that the programme provided to the treated group was effective. It therefore implies that every individual no matter what educational level he or she attends needs the right type of learning experiences, formal or informal, couple with job opportunities to bring about a well informed

individual and being conscious of the economic value of each career.

Furthermore, it was found out that most of the respondents were already involved in some family economic ventures and with the added knowledge and usable information materials and sources provided, the level of economic awareness of the treated group improved more than that of the control. It was further improved with the knowledge that every career is as noble and has economic value as any other society accords high priority to. What matters is that an individual should possess the necessary information on economic opportunities and the various professions, supported by the individual's interest. All the school staff and counsellors need to do is to provide comprehensive career guidance.

The sixth hypothesis of no difference between the skills awareness of the respondents in both control and treated proves positive, hence the rejection of the hypothesis at $P < 0.05$. The reason for this positive difference can be based on the new learning experiences the respondents were provided with. For instance, those who opted for the teaching profession found that a good and effective teacher needs to be able to communicate effectively his subject matter. For engineering, an

individual must be ask to manipulate machines, refurbish scraps, create and invent new ones, while an architect must have the skills of graphics and immaginative creation. One other area that improved the respondents level of skill awareness was the visit to the school of environmental studies, Kaduna Polytechnic, where practical demonstrations were shown. This helped to enhance the vivid knowledge respondents had on the above carecrs mentioned.

It suffices to say that the counsellor has a duty to help identify special abilities and aptitudes in students to be able to effectively guide them. Agreeding with the role of the counsellors, Duniya (1993:76) advocated that an effective vocational programme should be provided for the full development of students. This will aid them in gaining maximum self-development.

The seventh hypothesis of no difference on the self-awareness between the control and treated showed a significant difference, hence the rejection of the null hypothesis at P 0.05. This implies that the programme was effective, which further explains that the programme (learning experiences) provided brought about new discoveries in terms of understanding one's abilities, aptitude, interest and attitude as they relate

to the world of work. The respondents were in a better position to accept and appreciate who they are and what they are as unique entities from others.

To this end, the school staff and the counsellor should have the understanding that there is a vital need for effective career orientation and guidance of the youth at all levels of the educational system with specific reference to the junior secondary, being the exploratory stage. This will prepare the individual to play a positive role in the society without being a liability.

4.4 IMPLICATIONS OF THE FINDINGS TO THE SCHOOL COUNSELLORS

From the findings above, it is expected that counsellors in government secondary schools should now be equipped with the understanding that students no matter what educational level they are, need to understand that every occupation, be it traditional or modern require a body of knowledge. This would help students to understand thoroughly their individuality, plan, decide, choose and succeed in life.

Counsellors are to note that awareness should not be limited to classroom learning experiences, but that students educational and occupational awareness can be

improved if relevant and usable information materials are provided. It would help to link students with what is obtainable in the world of work and also instil self-confidence. The school counsellors ought to be aware that regular career talks and excursions are viable sources of improving the level of career awareness of junior secondary students.

Similarly, the school counsellors need to note that individual skills in students need to be identified and developed for a successful life. This will help an individual to be self-reliant in the absence of modern jobs. Furthermore, school counsellors need to be aware that the junior secondary students are an appropriate group to inculcate decision making skills. It will help them to learn that one only chooses from available alternatives and not scarce ones.

4.5 SUMMARY

In this chapter, the researcher has discussed how data were presented, analysed and discussed. The seven null hypotheses guiding this study were tested using t-test statistic to determine the significant difference existing in the level of career awareness of both the control and treated groups. All the seven null hypothesis were rejected at P 0.05, implying that there exist significant difference between the two

groups in all aspects of career awareness. The differences as indicated in the analysis of data note that career guidance programme if well planned, articulated and effectively provided has the capacity to improve students career awareness. This in essence can be achieved if students are assisted to understand who they are, their capabilities and limitations. Also, the impact of excursion, film shows would have been enhanced because by this, students will have first hand work information and the practical aspect when such visits are paid. This gives students the opportunity to interact with employers of labour, employees and work tools and various environments, among others.

Furthermore, the researcher found out that students need to understand the relevance of school offerings with the world of work. They should be able to note work characteristics, which include good positive attitude and ability to appreciate other peoples thoughts, the need to acquire relevant skills, appreciate the economic value of each career, work ethics and the processes involve in making career decisions and choices for a successful living.

CHAPTER FIVE

5.0. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summarizes the major findings, conclusion drawn as well as recommendations for the school counsellors and the Ministry of Education, Kaduna State. Also, recommendations for further study were made.

5.2 SUMMARY

Cases of youth unemployment in Nigeria is no more a hidden phenomenon. This has been attributed to absence of effective career guidance in most government owned secondary schools and the non-availability of usable information materials and sources that bring about better self-awareness, creating positive attitude towards issues and life, able to make intelligent decisions. With the provision of these services and relevant learning experiences, the future of the youth would have been improved and paved towards a successful and meaningful life.

Moreso, the study has further confirmed the fact that effective provision of guidance services with particular regards to enhancing career awareness is very essential, if the nation is to thrive towards development. The results have further affirmed that

counsellors have a greater role to play to help these young people achieve self-understanding in terms of their abilities, and short comings. Furthermore, it has been noted that the availability of useful information materials does help an individual to make adequate preparations, in terms of planning one's future as many alteratives as possible for the individual to make useful life decision, that will lead to self-realization, positive self-concept and subsequently self-actualization.

Against this background therefore, this study had highlighted that career awareness focuses upon encouraging studies to calrify and expand their horizon of what they learn at school in relation to work opportunities existing in society. It is further emphasised that such an awareness must not only begin at school but that the home has a role in enhancing such awareness, and when they reach school, it should continue up to graduation and at post-graduation levels. This will help make an individual balanced and functional member of his society.

Similarly, career components as discussed in previous chapters need to be understood by students and counsellors in the sense that, if counsellors are well equipped cognative on the personal development of individuals living with the various theories of career development and choice, studies would be in a better position to note that an individual needs to thoroughly understand the

self in terms of what he wants to be the career he aspires for, the relevant knowledge and skills are needs to acquire and be equipped with. Furthermore, the individual will be in a better position to appreciate the economic and on-economic values attached to various careers and thereby make appropriate and intelligent decisions and choices that would enhance a successful living.

To this end, this study highlights what careeer awareness is all about, its components such as self-understanding, skills, attitude, educational, economic and decision making ability, and how career guidance programme has influenced and improved the level of awareness of junior secondary three students in Kaduna metropolis. In other words, the programme as an information source has aided students in understanding who they are, theri differences in abilities and interests from others. It has also paved way for good planning and the processes involved in decision making for a successful life.

Furthermore, the research has equally focused on the evolution of education from the traditional to the present formally or informally, there is the need for effective guidance of students. Focus was also made on the psychological and non-psychologial factors that influence an individual's career development, theories of vocational development and choice as they affect the learning process of the individual and subsequently aiding in the choice of vocation. Also, discussion was made on the implication

of these theories mentioned above to guidance.

To this end, for the research to be result oriented (positive outcome), two government schools were purposefully used with a population of 561 students and a sample size of 72. These schools formed the control and treated groups. Respondents in each of the groups were fandomly selected and assigned to it. Thirty items made up the instrument known as Career Awareness Rating Scale. An instrument developed by the researcher and validated by experts in the Faculty of Education, A.B.U. Zaria (was used). All items were responded to and analysed using a t-test statistic to test the seven null hypotheses formulated to collect the needed information. All the seven null hypotheses were rejected at alpha level $P \leq 0.05$, implying that there were significant differences between the two groups. The seven research questions were affirmed which gave support to the hypotheses.

The major findings were that effective guidance programme and guidance services help to enhance an individual's self-awareness of his abilities and interest. It aids in improving ones attitude to erronous opinions and issues, helping in relating what an individual learns with the world of work, creating an enabling environment for systematic approach to solving problems and subsequently taking decisions and choosing from available information provided and finally developing appropriate skills for a successful living.

5.4 RECOMMENDATIONS FOR THE SCHOOL COUNSELLORS/ CAREER MASTERS/MISTRESSES AND THE MINISTRY OF EDUCATION

Based on these findings stated above, the following recommendations are made by the researcher:-

1. School Counsellors should assist students to become increasingly aware that every occupation demands some level of knowledge, skills and interest in that occupation. This will help students to plan, decide, choose and succeed in life especially if planned career programmes are effectively carried out. This has the capacity to enhance career awareness of studies.
2. It is the duty of school counsellors to provide relevant and usable information materials and sources to students and guide them on how to use them to benefit them.
3. School counsellors should not relent in their effort to organise regular career guidance programmes as as way of linking them (students) with the various occupations existing. This implies that the programme should be provided on a continuous process, replacing the hazard manner in which it is present done.
4. Counsellors to carry out such programmes as featured by this researcher to enhance adequate career awareness.

5. School counsellors should create the awareness in the minds of students that modern occupations have relationship with what they learn in class, and to succeed in that job, they need to acquire the relevant knowledge.

6. The Ministry of Education who is the custodian of education in the state should update interested staff to go in for inservice training in Guidance and Counselling so that schools will be well equipped with desired number of counsellors. This will bring about effective management of students' problems.

5.5 RECOMMENDATION FOR FURTHER RESEARCH

From the findings of this study, it is recommended by the researcher that the following should be considered for further research:-

1. This study is delimited to Government Secondary Schools in Kaduna metropolis. Research can be made to include private schools since all the products go to the same universities and other higher educational institutions.
2. A comparative study between Kaduna metropolitan schools and the other towns in the State can be conducted to identify the similarities and dislimilarities in the level of career awareness of these students and also other areas outside the State.
3. A similar study should be taken on the male students since the sample used were mainly females and another on an co-educational institution.

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APPENDIX I

CAREER GUIDANCE PROGRAMMES SESSIONS PLAN

Topic: Careers

Duration: 20 Hours

Secondary Level: Junior Secondary Three JS III

RESOURCES/SOURCES

- Prospectus
- Occupational Literature
- Excursions to educational and occupational institution/films.
- Resources persons.

SUB - UNITS

1. Relationship of education and careers.
2. Identification of various careers e.g. teaching, medicine, farming, trading, law, etc.
3. Identification of students' areas of interests, personality dispositions, aptitude, working and workingenvironments.
4. Reasons and value of work to man.
5. How to get or obtain information from educational and the occupational world. These include the followings:-
   (i) Entry requirements to the Universities and Polytechnics.
   (ii) Courses offered.
   (iii) Qualifications after training.
   (iv) Occupational prospects in the community.
   (v) Joj done in each area.

6. Discussion on the following areas and the job done in such areas:
   (i) Teaching
   (ii) Engineering
   (iii) Tailoring
   (iv) Medicine/Pharmacy
   (v) Agriculture
   (vi) Law.
7. Excursions to the following work areas:
   (i) St. Gerard's Catholic Hospital, Kaduna.
   (ii) Arewa Textiles, Nigeria Plc.
   (iii) Construction site.
   (iv) College of Environmental Studies, Kaduna Polytechnic.
   (v) Film show on occupational situations.

CAREERS - TEACHING

- Educational requirements include: Teachers' Certificate, National Certificate of Education (N.C.E.) etc.
- Training Institutions Include: Teachers' Colleges, Colleges of Education and Universities.
- Career Prospects include: Public and private institutions e.g. Ministry of Education, individual organisations, self-employment.
- Jobs Done include:-
  (i) Imparting knowledge.
  (ii) Guding and directing

(iii) Producing manpower resource for national development.

TAILORING

- Educational Requirements: Training certificate depending on length of time.
- Training Institutions include: Include: Sef-employment, public and private institutions e.g. Manufacturing industries, fashion designing institutions, etc.
- Jobs Done include: Designingand Sewing wears.

ENGINEERING

- Electrical, Mechanical, Civil, Agricultural, Water Resources, Forestry, Chemical, Structural, Computer, Electrical Electronics, Quantity Survey, Architecture, etc.
- Educational Requirements include: Ordinary Diploma (OND), Higher National Diploma (HND), B.Sc. etc. University/Polytechnic admission requirements include: credit passes in Mathematics, English, Physics, Chemistry, Geography, Agricultural Science, Technical Drawing, Metal work, Building Construction, etc.
- Career Prospects include:

(i) Public and private sectors, e.g. Federal, States Ministries of works, Housing Water

and Agricultural resources.

(ii) Property Department in Banking and Financial Institutions.

- Jobs Done Include: Construction works, wiring and electrifying, assembling, conserving water and land, drug making, surveying and quantifying, storage, environmental sanitation, poultry and livestock etc.

MEDICINE/PHARMACY

4. Course Offering include: General Nursing, Midwifery, Physicists, Surgery, Gynea, etc.

- Educational Requirements include: Certificate in general nursing, midwifery, etc. University/school of nursing admission requirements; credit passes in Biology, Chemistry, Physics, English, Mathematics, Health Science.
- Career Prospects include: Government and private hospitals, Health Centres, Pharmaceutical Companies, Patent shops, self-employment.
- Jobs Done in the Areas include: Consultation, prescribtion of drugs, surgery, specialist in gynea, eyes, dental cases, etc.

LAW

- Course offering include: Civil, Islamic, Taxation, Marine, Criminology, Constitutional, Administrative Commercial, Labour, Nigeria Legal System, etc.
- Educational Qualifications include: Barister in Law(LLB),

Master in Law (LLM), Ph.D (Doctoral) Professorship, SAN.

- University/Law School Admission Requirements: Credit Passes in English Language, Mathematics, Christian and Islamic Religious Studies, History, Government, Biology, Arabic Studies, Geography, Business Studies, etc.
- Jobs done in this Career include: Sit in judgement of cases assigned to such court, defence and prosecuting counsels, provide security to both public and private organisations and firms, etc.

APPENDIX II

CAREER AWARENESS RATING SCALE (CARS)

INSTRUCTIONS

1. Read through the whole scale to understand what is to be done.
2. There is no right or wrong answer to any statement, just answer as to how each statement describes you.
3. In Section B, read each statement and tick ( ) one of the numbers in front of each statement. The meanings of the numbers are given below.
4. Do not write anything in Section C.
5. Answer all questions in Sections A and B.

SECTION A: PERSONAL DATA

Name of School -

Class: -

Sex: Male ( ) Female ( )

Parent's Educational level: Formal ( ) Informal ( ).

Future Career Desired:

1. -
2. -
3. -

SECTION B: THE SCALE

RESPONSES 5 Very much

4 Much

3 Averagely

2 Little

1 Not at all.

		5	4	3	2	1
1.	I know my abilities that are good for my career choices.					
2.	I know what is important to me in choosing a career.					
3.	I know the type of character I have that helps in choosing my career.					
4.	I understand what my likes are in a career.					
5.	I know the need for choosing a career can be met by the career.					
6.	I know many different types of careers that I can select from.					
7.	I know about the conditions for all the different types of careers.					
8.	I understand the type of work done in the various careers.					
9.	I am aware of the difficulties in each career.					
10.	I know the different areas where jobs in my career can be done.					
11.	I am aware of the personal habits to be put up in many careers.					

		5	4	3	2	1
12.	I like the kind of social relationships involved in the types of career I want to choose.					
13.	I admire the work done by people in their career.					
14.	People who do a job not the same with me are not liked by me.					
15.	I know how to go about choosing a career.					
16.	All sources of information for my career are known to me.					
17.	The kind of information to collect about a career to help in my choosing are known to me.					
18.	I know how to go and collect the information before making a choice.					
19.	School subjects necessary for different careers are is known to me.					
20.	The educational level necessary for different careers is known to me.					
21.	I know that the level of education determines one's career.					
22.	I know that the level of passes one gets from school affect also the career one can go into.					

	5	4	3	2	1
23. I understand that different careers have different salaries.					
24. That other monies can be given in certain careers apart from the salaries is known to me.					
25. I know that the economic situation of a country affects the money one gets from a job differently.					
26. I am aware of other benefits that do not concern money that are available in some career and not in others.					
27. I do know that each career requires speed skills.					
28. I know the school where I can train in theskills require in the career I want go go into.					
29. Skills training in the career I want to go into helps one to be successful in that career.					
30. I know the type of skills needed in thecareer I want to go into.					

SECTION C: OFFICIAL USE

S/NO.	SECTIONS	ITEMS	SCORES
i.	Self-Awareness	1 - 5	
ii.	Career Awareness	6 - 10	
iii.	Attitudes/Appreciation	11 - 14	
iv.	Decision Making	15 - 18	
v.	Education Awareness	19 - 22	
vi.	Economic Awareness	23 - 26	
vii.	Skill Awareness	27 - 30	