

**IMPACT OF ADMINISTRATION OF STUDENTS'
CAREER CHOICE ON ACHIEVING THE
OBJECTIVES OF SECONDARY EDUCATION IN
JIGAWA STATE.**

BY

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AHMADU BELLO UNIVERSITY, ZARIA –
NIGERIA**

August, 2012

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CURRICULUM.**

AHMADU BELLO UNIVERSITY, ZARIA – NIGERIA

August, 2012

DECLARATION

I wish to declare that this study tilted impact of administration of students' career choice on achieving the objectives of secondary education in Jigawa state was carried out by me in the department of educational foundations and curriculum.

The information derived from the literature has been acknowledged in the text and a list of references provided. No part of this thesis has been previously presented for any academic degree in any university.

.....

Name of Student

.....

Signature

.....

Date

CERTIFICATION

This thesis “Impact of Administration of Students’ Career Choice of Achieving the Objectives of Secondary Education in Jigawa State meets the requirement for the award of Master Degree in Educational Administration and Planning in Ahmadu Bello University, Zaria.

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DEDICATION

This work is dedicated to Almighty Allah (SWT) the giver of life and all the true knowledge without which, this work would not have been completed, my parents, families and all well wishers for their love, prayers and support.

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In the name of Allah, the beneficent, the merciful. All praises be to Allah (SWT) the Lord of the world, the sustainer and provider, for His love and guidance throughout this work.

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I am grateful to my beloved wife and children for the patience and confidence they reposed on me for my ability to combine home management and academic activities simultaneously and getting through successfully.

ABSTRACT

Many students choose a career by accident due to lack of adequate information about the job. This research set objectives among which were to assess the impact of students career choice by decision making and producing an increasing number of primary school pupils to higher education in Jigawa state. It also examined the impact of maintenance of facilities meant for students' career choice for equipping students to live effectively in modern age of science and technology. The population of the study consisted of 100 principals, 30 ministry of education officials, and 150,000 students of all the senior secondary schools in Jigawa state. Ten percent of the population was used for the study. The data for the study were collected through the use of questionnaire. The data was analyzed using t-test statistical method at 0.05 significant levels. In addition, the research among other things discovered that there was shortage of trained career masters in secondary schools in Jigawa state; inadequate supply of materials for career choice; and that students were mostly not guided while choosing courses of study in institutions of higher learning. It is therefore, recommended that career choice officers should be created in schools where they do not exist; a policy be made to provide more trained career masters to schools; funds for career choice should be increased, planning and statistics department should be sit up in discharging their responsibilities.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Jigawa State is one of the 36 States in Nigeria that was created on the 27th of August, 1991 by the then President and Commander – in – Chief of the Armed Forces Federal Republic of Nigeria General Ibrahim Badamasi Babangida. It was created out of Kano State and currently comprises of five (5) Emirates namely Hadejia, Kazaure, Gumel, Ringim and Dutse Emirate. Jigawa State has Twenty-seven (27) local governments.

Jigawa State geographical location lies between 11° 00° N to 13° 00° and 8° 00° E 10° 35° and covers a total land area of about Twenty-two Thousand, four Hundred and Ten (22,410 Sq Km) Square kilometers. To the North it has a common boundary with Katsina State and Niger Republic respectively. To the South it shares boarder with Bauchi and to the West is Kano State. East of Jigawa is Yobe and Niger Republic. According to 2006 census Jigawa State has a total population of about 4,348,649= people. About 96% of the State population is Hausa Fulani and Muslims by Religion.

It is a well known fact that good career choices serve as a tool for the transformation and overhauling of any given society. Derga (1982) stressed that person's occupation plays an important role in his whole life. His social status, income, style of life, his choice of friends and mental and physical health, all are influenced by the nature of his job. Therefore, it is the desire of every society to encourage its citizens possess appropriate occupational skills that can make them useful and acceptable in the society.

For every successful career choice implementation, the position of educational managers is very important as they are the implementers of all the educational policies formulated in a given country. Oyeleye (1981) identified the role of school administrator as a singular factor that can make the counselor's plans, execution and complete implementation of policy practicable or otherwise.

It is also the function of all school heads to provide the students with variety of experiences ranging from the curricular and extra-curricular activities under personal relations with peers, teachers interactions that could attract students to a particular career or traits. As a school administrator, one

must show personal interest in every thing that goes on in the school (Career Choices) inclusive Nwaogu (1980); Igwe (1990) and Ukeje (1991).

It is imperative to note that the administrative flow of an institution could adversely affect the career choices of the students. The leadership style adopted by the leader also determines the success of career choices in our secondary schools. The growing need for career choices in our schools is predicated on the rational that nobody can choose what he/she knows nothing about.

Akpan and Anwana (2004) stressed that the ability to make effective decisions is crucial to the healthy development of every human being, and should not be left to chances. These decision making skills should be systematically taught in varying degrees like how to identify the decision to be made, how to find the alternatives to the decision and where to find accurate information etc. Therefore, the need for adequate career planning and systematic identification of employment opportunities for young people, particularly secondary school students' cannot be over stressed. It is in view of this that the school managers are saddled with the responsibilities of scouting an avenue and conducive atmosphere for the facilitation of effective career choices in our secondary schools. Career choice without doubt is the base which determines the future career of a student.

The redirection towards the real professionalism and future of a student in schools through career choice can never be over emphasized. Students with good career choice are expected to enjoy the following benefit: completion of course of study at stipulated time; reduction of drop out; removal of one sided choice of course of study in higher institution of learning; reduction of wastages in terms of human and material resources in education sector; and proper placement.

It is therefore pertinent of mention that, it is important to establish career choice section at primary, junior secondary and senior secondary schools. This will enable students and parents to be focused and reduce wastages of resources and education as a tool for societal change shall continue to safeguard society while career choice is a major assistant.

1.2 Statement of the Problem

Inadequate awareness in the selection of right subjects has caused to educational career of several students. Students' inability to comprehend properly the kind of course to study at both senior and university levels is disturbing. This problem results in increase in school drop-out, failure in examination, examination malpractices and host of other problems, which at the end deviate the primary purpose of education especially at the secondary level. The above identified problems mostly result in inadequate trained counselors in secondary schools. These inadequacies could be guided by production of skilled counselors from the colleges and universities. Understanding students' developmental changes is part of the solutions to the problems. However, even among the teachers, there exists inadequate understanding of the characteristics of child development, talk less of guiding the students on academic career.

Related to the above are inadequate available facilities in the career choice centers. In most schools, hardly would one find counseling centers where students receive guidance not only on career choice but also on persona- socio and future life plans. These inadequacies without doubt have resulted in social problems such as high level of school drop-out, drug

abuse, increase in political thurgery in the society and untimely termination of educational career among youth.

The resultant cause of the above problems could be argued against the backdrop of absence or inadequate parental guide, teachers' negligence, insufficient commitment to work and absence of trained counseling officers in our schools. In schools today there exist low social relationship between teachers and students, thereby creating a gap for students build their own philosophy of doing things according peer group influences or the media. Peer group usually influence its members in doing things uniformly irrespective of individual differences among members. As a result students are found studying courses either beyond their natural capabilities or against their educational background. On the other hand many are influenced by the mass media (especially the internet, which is accessible on phones today), not bearing in mind the real situation of the economy at hand. These and many more mislead students and waste a lot of time in their educational career.

In some situations, parents and teachers are involved in the process of career guide, but they tend to influence the child in selecting a course of subject to their wish. Many at times parents wish or direct their wards to study marketable courses or subject. To their aim, the child in a shortest

possible time becomes rich, not minding the capability of the child to be able to cope with the rigor of the course. This also has negative impact on the students' future career. Some of these problems include, students graduating with a very low grade, waste of time and resources and in some cases result in frustration and drop-out.

In addition, inadequate supervision in schools is another factor that threatens the success of career choice. The role of school heads is all encompassing, it goes beyond the supervision of the physical facilities but also social interactions. It is part of the school head's duties to make sure students are guided within the school in selecting the related or relevant subject that will guarantee their future educational advancement. Unfortunately, this supervision is lacking in several ways, thereby resulting to mass failure and rejection of students after graduation in the society. In Nigeria today the needs and aspiration of the society are met by schools grandaunts in a very low quantity. This brought about shortages in job opportunities and makes students dependent on parents and relatives. In fact, this makes the society to doubt the credibility and importance of education to the society. In essence stakeholders are in a dilemma to either stop sending children to school since the aim of going to school is no more

realistic. This could be related to problems associated with career choice at all levels of education, especially secondary schools.

1.3 Objectives of the Study

1. To examine the trend in career choice among students in secondary schools with the view to increasing number of primary pupils to higher education in Jigawa state;
2. To assess the impact of school managers guidance and counselling roles on students career choice to equip students to live effectively or modern age of science and technology in Jigawa state;
3. To find out the impact of students choice of career courses on others with the view to raising a generation of people who can think for themselves, respect the dignity of man, live as good citizens in Jigawa state;
4. To ascertain societal influence on children's career choice with the view to develop the skill of unity and common ties that unite Nigeria;
5. To ascertain parent's interference on career choice with the view to achieving desire for self-improvement at school and later in life in Jigawa state.

6. To examine the implications of trends of career choices to educational administration and planning in Jigawa State; and
7. To assess the effects of lack of inadequate career guide on student's future.

1.5 Research Questions

1. What is the role of career choice among students in secondary schools with the view to increasing the number of primary pupils to higher education in Jigawa state?
2. What is the impact of school managers' guidance and counseling roles on students' career choice to equip students to live effectively on modern age of science and technology in Jigawa state?
3. Are these impacts of students' choice of certain courses on others with the view to raise a generation of people who can think for themselves, respect the dignity of man, and live as good citizens in Jigawa state?
4. To what extent has society influenced the children career choice with the view to develop the skill of unity and common ties that unite Nigeria?

5. Do parents interfere on the career choice of their wards with the view to achieve desire for self-improvement at school and later life in Jigawa state?
6. What are the implications of poor career choice on+ educational administration and planning in Jigawa State?
7. Does inadequate trained career guidance officers affect the future of academic programmes of students?

1.6 Hypotheses

1. There is no significant difference in the opinions of education managers and students on the deteriorating nature of trends in career choice among students with view to providing an increasing number of primary pupils to higher education in secondary schools in Jigawa state;
2. There is no significant difference in the opinions of education managers and students on the impact of school managers' guidance and counseling roles on students to live effectively on modern age of science and technology in Jigawa state.
3. There is no significant difference in the opinions of education managers and students on the impact of students' choice of certain

courses on others with the view to raise a generation of people, who can think for themselves, respect the dignity of man, live as a good citizens etc in Jigawa state.

4. There is no significant difference in the opinions of education managers and students on societal influence on children's career choice with the view to developing the skills of unity and common ties that unite Nigeria;
5. There is no significant difference in the opinion of education managers and students on parents' influence on their career choice with the view to achieve desire for self improvement of school and later life in Jigawa state.
6. There is no significant difference in opinions of managers and parents that there is negative consequence attached to inadequate career guidance among students.
7. There is no significant difference in the opinions of parents and teachers that inadequate career guide affects the future career of students.

1.7 Basic Assumptions

Below are the basic assumptions of the study:

1. Increase in the number of professional career choice officers will facilitates the achievement of the five objectives of secondary education.
2. Adequate supply of career choice facilities willfacilitates career choice, and the achievement of the objectives of secondary education.
3. Adequate funding is necessary for the success of career choice and the achievement of the objectives of primary education.
4. Peer group and parental influence may hinder the achievement of career choice program in the secondary schools.
5. Adequate supervision of career choice program by educational managers will facilitate the achievement of the objectives of secondary education.

1.8 Significance of the Study

The outcome of study is expected to contribute to knowledge in the following ways:

- The study is expected to create an impetus to the issue of schools climate that best suits career choices that can fully be translated by the school managers.
- It will also help the school managers in tracing out the administrative patterns that will suit career choice development in their school.
- The research findings will serve and contribute to so many contemporal researchers as a resource material.

Similarly, the study is expected to provide a better understanding to teachers as relates to their administrative functions in school that can have an impact on student's career choices. The study will also help the parents to know their role expectation towards the selection of career for their children.

The research will also help the various state ministries of education in formulating the right type of leadership styles that best suits the school managers, as this will surely lead to a better career choice in our secondary schools. Moreover, it will make them focus their attentions no the administrative role of teachers and managers to career choices needs of the students. By this, provision of functional career guidance and counseling

personnel becomes imperative. At last students will be able to know the careers available and the best one to choose for their future.

1.9 Scope of the Study

This research is restricted to the impact of administration of students' career choice on achieving the objectives of secondary education in Jigawa State. Also the study covers boys and girls secondary schools in both rural and urban areas of the state. It is pertinent to note that the population is also limited to the students of selected secondary schools in the state. Also, the study covered boys and girls secondary schools in both rural and urban areas of the state.

The research is also restricted to the school managers, guidance providers in secondary schools, the Ministry of Education as well as teachers and parents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this Chapter an attempt was made to review some theories that relate to management and career choice. Moreover, the Chapter was divided into the following sub – headings for better understanding: The concept of career choice, historical development, its impact on students, the role of school managers, the role of parents’ teachers and the society. Also the effects of leadership style on career choice, factors affecting career choice among secondary school students, causes of poor career choice and the role of educational agencies were clearly dealt with.

2.2 The Concept of Career Choices.

Josling (1984) is of the view that career as a lifelong sequence of work, educational and leisure experience. “Josling career includes teaching, counseling, graduate study, foreign travelling and many volunteer activities. While Verkeh (1990) perceives career as a Profession, an occupation or an employment by means of which a person regularly earns his livings, a period of training in an institution on through apprenticeship.

Kolo (1999) sees career choice as a response that indicates the individual's probable and realistic occupation. By choice, an individual expresses his assessment of his chances of entering the occupation and of being adjusted to it.

Obe (2009) sees career as what one been trained for, enlightened on competent and engaged in, in order to earn a living, even after engagement. Maisamari (2005) cited in Obe (2009) defined career thus "Career is a totality of varied and accumulated experiences proceeding, including and extending beyond an individual's engagement in a specific job".

Based on this one can deduce and analyze career choice as the ways and manner in which a person coordinates, manipulates and relates to society via a particular skill or work. Career and choice, can refer to the ability of finding and adapting to a particular skill that can fetch one's means of livelihood.

2.3 Conceptual Frame Work

In a complex organizations school inclusive, where the manager is saddled with varied responsibilities, scientific theories are bound to help the manager in solving complex issues if applied.

Managers who are faced with the problems of career choice or development need, can combine two scientific theories of management of career choice. It is expected that if these two theories will be applied in a school setting the problems of wrong career choice in our schools will be drawn to minimal.

2.4 Super Theory of Vocational Choice

Healing super theory of Career Choice was conceived after a long analysis of Ginsberg's theory of career choice, who sought to improving on the theory that lack compromise in totality. Super observed that the compromise process is central to the problem of vocational choice and adjustment.

He further observed that career development is a long process that can be extended as it involves one's ability and interest. These abilities and interest can be influenced by multitude of psychological forces that require compromise all through. It is during this long process of choice and adjustment that a child develops a sort of self concept that is fairly stable from the late adolescence to late maturity. He also added that it is an sequential process that can be guided by facilitating the process of

maturation of abilities and interest and aiding in the testing of reality (Super, 1953 cited in Saye 2003).

Super (1953) came up with some processes of career development as it was cited in (Gribbons and Lohnes, 1968) contains the following:

1) Growth Stage is the period that covers infancy to fourteen years, this period too is sub – divided into:

- a) Fantasy that covers four to ten years.
- b) Interest falls within eleven and twelve years
- c) Capacity normally ranges from thirteen to fourteen years.

2) Exploration Stage: This is the second major stage that covers the ages of fifteen to twenty-four years which is sub-divided to:

- i) Tentative ranges from fifteen to seventeen years
- ii) Transition: from eighteen to twenty-one years.
- iii) Trial: from twenty-two to twenty-four years.

3) Establishment stage this is the third major stage which ranges from twenty-five years to seventy years and beyond this be sub-divided into:

- a) Trial twenty-five to thirty years.

- b) Stabilization: thirty-one to forty-four years.
 - c) Maintenance: forty-five to sixty-four years.
- 4) Decline: from the age of sixty-five on wards; the decline stage is subdivided into deceleration which ranges from sixty-five to seventy years, and retirement from seventy-one years onwards.

Super also expound “coping behaviours” in the process of vocational choice (super, 1963 cited in Gribbons and Lohnes, 1968: 3).

Coping Behaviours

The coping behaviours describe the individual’s response as he encounters the vocational – developmental tasks of the exploratory and establishment stages; the coping behaviour includes:-

- i) Floundering: The individual moves from one occupational or industrial laden to another.
- ii) Trial: The individual moves from one related job to another.
- iii) Stagnation: The individual stays in a job not suited to him.
- iv) Instrumentation: The individual takes training or an entry job to prepare for a particular occupation.

- v) Establishment: This behaviour consists of achieving stability in an occupation but does not involve stagnation.

The above coping behaviours according to Gribbons and Lohnes (1968) can be used a criterion for assessing career success. Super 1953 differentiated career success from occupational successes, which he said is usually measured by status in an occupation or earnings rather than by smooth progress through the stages of a developing career respectively.

Super’s Developmental Tasks

Super proposes that there are vocational developmental task similar to the more general developmental tasks described by one Havighurst; it suggests an extended period of searching for the right job a search that may extend into one’s thirties (Biether, 1984). The developmental tasks are presented in the following table:

Age	Designation of Task	Description of Task
14 – 18	Crystallization of a vocational preference	Evaluation of self concept and formulation of initial ideas about work.
18 – 21	Specification of a vocational programme	Choice of a college curriculum that leads towards a particular career.
21 – 24	Implementing the vocational preferences.	Acceptance of an initial job
24 – 35	Stabilization.	Narrowing an area of

		specialization and searching for personal satisfaction in a career.
35	Consolidation	Developing expertise, strengthening job skills and acquiring status.

The developmental tasks advanced by Super are premised on his belief that patterns of behaviour emerge during the school years, and are expressed in academic performance, peer – group activities, athletics and part time work. Success and failure in this various activities lead eventually to a concept of self that is publicly proclaimed when the person seeks a more or permanent occupation. Furthermore, a significant relationship between self concept, success in school and later occupational attainment is evident. Individuals rated as high – esteemed, their self – esteem remained high if they succeed in getting a satisfying job as soon as they entered the labour market; but if they remained un-employed for any length of time, their self concept suffered (Super, 1957 cited in Bielher, 1984 and Saye 2003).

If carefully analyzed, the theory has an implication to both administrators and counselors in the following ways:

- 1) A counselor should be acquainted with the importance and techniques of exploration which involves purposeful activities that

are directed toward gaining information about oneself as well as one's environment in order to arrive at a worthwhile decision (Obe 2009: 59).

- 2) The administrator should prepare conducive atmosphere for counselors through provision of occupational information's that can facilitate effective and meaningful development of occupational self – concept. It is only when learners are exposed to valid information about the world of work that their potentials and abilities to certain traits be explored.
- 3) The theory emphasized that counselors should facilitate exploration by assisting the learners to formulate relevant hypothesis about himself and the world of work as suggested by Super et al (1957 cited in Obe 2009: 59)

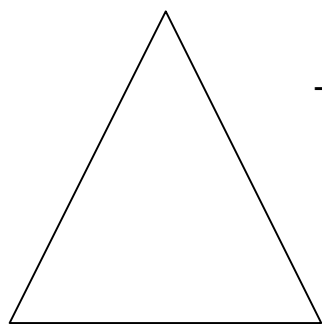
Maslow's Need Hierarchy.

Abraham Maslow was a renowned organizational activist as well as a Psychologist and a Sociologist. The works of Abraham Maslow create a very good atmosphere that helped in the motivation of staffs in an organization.

Maslow came up with a theory of human motivation that was based on five hierarchies of needs. He believed that “human life will never be

understood unless its highest aspirations are taken into account. Growth, self actualization, the striving toward health, the quest for identity and autonomy, the yearning for excellence must by now be accepted beyond question as a wide spread and perhaps universal tendency”. (Maslow, 1954 in Hanson 1991).

He argued that human motivation can be placed in five stages of needs which are:



- Self Actualization
- Esteem need
- Belongingness
- Safety need
- Physiological need

Source: Ngu, S. M. (1994)

According to this theory a satisfied need no longer operates as a motivator of behaviour (Hanson 1991). For instance the need for air is not a motivator of behaviour unless if deprived of it. On the other hand “Man lives for bread alone, when there is no bread”. Human needs for love, esteem and self actualization are significantly diminished in the face of a hungry stomach. The less satisfied a need, the more power it has to motivate.

These hierarchical needs are explained and defined as follows:

- a) Physiological needs consist of the basic needs that are necessary needed for survival e.g. air, water, food, shelter, sex and sleep. It is only when these biological needs are provided for both the employer and the employee that the organizational activities can be maintained if these needs are to be fulfilled, the manager has to compensate the worker, through regular and prompt payments of salaries and allowances so as to be the first motivating factor in the organization.
- b) Safety needs – in an organization where safety and security are not guaranteed, the tendencies of achieving the stated goals of the organization is very rare. This is due to the fact that everybody needs protection or job security as well as protection from danger, illness, peace and long term sustenance of their economic well being. A very conducive working atmosphere should be provided for the workers so that they can put in their best. Dare (2006) opined that “Insurance policy covering certain accidents at work should be affected in respect of the workers. Dialogue should be used by the manager. Queries and dismissal should be used as last resorts”. If these will be provided, workers will be free to make

some meaningful contributions for the realization of the organizations objectives.

- c) Social needs – In a working place workers need to be accepted and recognized by the leaders and colleagues at the same time feeling of belongingness and love by all will serve as a motivating factor in serving the organization. In other words social needs are encompassed in a worker's desire for free association with leaders, belonging, friendship, and approval from peers in the organization. This can only be maintained if workers will be involved in decision making process, committee, system, effective communication network and delegation of responsibilities are the common ways of fulfilling social needs by the leader.
- d) Esteem needs are the potentialities possessed by the worker like self confidence, achievement, knowledge, independence and reputation. Esteem needs can only be encouraged through sponsorship to go on further studies, attend conferences, seminars and workshop to update their potentialities.
- e) Self – actualization needs – Man is vested with an urge to aspire to the greater heights of intellectual, spiritual as well as self – actualization. The inquiring nature of man motivates him to

develop desires urge to ascertain truth in the world and constantly ascertaining the meaning of life and how best to improve it (Obe 2009). Individual differences do exist in any organization in varying capacities as a result; the manager here owes it a duty by scanning through the performances and differences of each and every worker. Through this, self – actualization need can be enhanced by promoting workers as well as giving them leadership responsibilities in the organization.

By way of analysis, the theory has an impact on the school administration that relates to formation of career guidance. If all school administrators will strictly adhere to the five hierarchical needs of Maslow, the staffs are fully motivated as such all designated programmes in the school will receive the co-operation of all.

2.5 The Impact of Career Choice on Students

The general aims of career education according to Apaye (1995) include to:

- i) Enable students achieve self awareness and acquire social, educational and occupational opportunities, which further enables them to control their lives now and in the future.

- ii) Appreciate how work affects their lives at present and the future.
- iii) Enable students to develop a scale of values to apply to the acquired self – awareness and knowledge of the opportunities.
- iv) Enable students to understand the differences and relationships between life and work styles.
- v) Enable students appreciate the importance of developmental planning for everyone’s future work and leisure;

It is a well known fact that the rapid changes going on in the adolescent’s private world as well as in the world of work around him call for careful planning and guidance so that the chances of making errors will be reduced to the bearest minimal. Moreover, if career choice education will be fully implemented in our schools, the issue of unemployment, criminal tendencies and other vices will be curtailed.

2.5.1 The Role of Managers in the Selection of Effective Career Choices In Schools.

School managers should make their contribution if the goals of career guidance are to be successfully achieved. The position of the school administrator is paramount, it is on this basis, that made Herr and Cramer (1979) re-emphasized the need to shape career guidance effort, the intensity of its influence on meeting the school or agency’s goals, the resources made

available to it and its image as integral or peripheral to the school or agency's priorities are all functions of the administrators".

For a career to be meaningful and effective from all angles i.e. to serve the societal needs and the students himself, the school administrators have to coordinate and perform some essential functions as opined by Herr and Cramer (1979), and they are as follows:

- 1) Provide the conditions by which teachers, counselors, parents, community representatives or other specialists are encouraged to understand and participate jointly in the career guidance effort.
- 2) Provide for, and stimulate in – service programmes, the acquisition of essential resources and the planning necessary to provide a systematic career guidance programme.
- 3) Provide leadership in considering and clarifying the school or agency's priority missions and the need of the population (Students or Clients) to which the career guidance programmes might respond.
- 4) Provide the climate for faculty or school counselor and staff self – study needs assessment involving community groups, experimentation and research in support of improving the quality of career guidance.

- 5) Communicate with pertinent state, regional, or federal offices related to developing personnel certification patterns and programme models focused on implementing effective career guidance programmes.
- 6) Provide personnel, materials, space and facilities necessary for the programmes.
- 7) Encourage the development of a career guidance advisory committee that will monitor evaluation, programme modifications and public relations affecting the career guidance programme.

Apart from these roles that encompass all the expected functions of the school administrator he/she is also expected to:

- a) Encourage and sponsor teachers in organizing field trips and excursions as they serve in shaping students interest in the selection of their future career. It is at this juncture that students are introduced to practical traits with the professionals possibly interacting together.

The administrator must look at some few things before granting the permission to go on field trips: These include:

- Relevance
- Finance

- Parental consent for day students
- Student safety/security.
- b) Career Week: It is an instrument of career information that serves an important role in preparing student for a good selection of career choices in schools. Sometimes whole week is earmarked for lectures from different professionals to the students.

All fields of career personnel are invited like doctors, engineers, pilots, teachers, accountants/bankers, nurses etc. Career week serves many purposes as:

- It stimulates student's interest on a particular trait.
- It is educative
- It reduces tension in school
- It entertains the school community.
- c) Film shows – students need to be provided with film shows at a particular time on a particular trait or profession as it also capture students interest on a particular trait. But before then, the following provisions must be made:
 - Provide the projector, video or television to be used.
 - Power supply or electricity.
 - Allocate convenient time.

- Knowledge of operation.
- Remove all barriers to effective communication.

Students can also receive career information through audio – visual aids that can stimulate thoughts, interest, imagination and even broadening students’ horizon about the world of work.

- d) Parents’ involvement – since parents have direct control over the environment in which their children are raised. They have the unique opportunity to expose them to appropriate experiences designed to enhance their self fulfillment, Her and Cramer (1979). In view of this, it is only when the manager of the school incorporate parents that all career mission can be realized.

As mentioned above, a child career development can be built right from the family, in this case there is the need for administrators or heads of school to involve parents in solving career selection issues parents teachers association or any other school activities can be a better forum for sensitization on current career opportunities. On the same note, parents from different professions can be made to serve as resource persons.

In view of this one can bededuced that, it is the duty of the school managers and all the stakeholders to put all hands on deck so that children

will be made to choose the right career for their future, failure to adopt may lead to misplacement of priorities as it is now in Jigawa State.

2.5.2 Career Choice Development A Shared Responsibility.

It becomes necessary for all to know that many persons should make their contributions if the goals of career choice are to be realized. Parents, Teachers, Counselors, Administrators, State and Federal Agencies and many others influences the knowledge of work and the attitude towards work which influence the plans that youths implement in their career development.

As usual parental roles on career choice need not be overstressed as their function to this is unique and understandable. They should be made to understand that their functions must be centered towards realizing the desired career goals. Herr and Cramer (1979) came up with some of the expected functions that are supposed to be performed by parents in career choice situations, and they include the followings:

- 1) Encourage and assist their children to analyze their interests, Capabilities and limitations.

- 2) In those work areas with which they are most familiar, help their children relate worker traits, conditions of work, life styles of workers, and potential opportunities for work.
- 3) Discussing work values that parents have experienced in themselves and others and relate some of the consequences which result.
- 4) Discussing the economic conditions of the family and assisting the youth to plan a course of action with regards to education and training needs.
- 5) Providing encouragement and information as to how their children can use the knowledge, experience, and services of relatives, friends, fellow workers and community or state agencies in exploring planning and preparing for their work role.
- 6) Helping their children make contact with specialist or information relevant to their concern.

In Jigawa State, parents should be made to understand their roles which relate to career development of their children to reduce, the costly blunders of wrong career choices. This is possible if the school head will perform his duties effectively.

Another important figure in the discharge of career activities is the school counselor: according to Omotosho (2003), the school counselor is

the primary career guidance agent in the school. However, a collaborative role sharing with other schools and non-school personnel and agents is often advocated.

Shertzer and Stone (1981) identified some ideal functions of the school counselor and they are:

- Planning/Design
- Implementation
- Evaluation

The teachers in the other hand have an important role to play in the development of career choices in school. Omotosho (2003) identified the teacher's contributions to career guidance as:-

- a) Identifying and referring students who are having identity, decision making, adjustment or home problems.
- b) Providing information integral to particular subject matter which helps students to link what they are doing in a particular course with future educational or occupational options.
- c) Infusing concrete examples of pertinent theoretical motions from the world of work into course contents.

- d) Introducing students to information and exercises pertinent to self awareness, awareness of occupation and educational alternatives and awareness of how these factors are combined in decision making Administrative staffs who are the non teaching staffs in the school also helps in one way or the other in the development of career choices in schools. In this regard the administration can provided the conditions by which counselors, teachers parents, para-professionals and other specialist are encouraged to understand and participate jointly in the career guidance efforts.

Para-professionals also contribute to the success of career developments in school. They are persons who are employed in schools to perform technical and non technical duties that do not require the level of professional preparation needed by the school counselor (Herr and Cramer (1979). They act as “support personnel”, and in cases where a school does not have a substantive counselor on ground, para –professionals act as the counselor. Career master and house master play para-professional roles in schools, (Omotosho 2003).

In view of this we can now realise that career guidance activities is a collective responsibilities that needs the contribution and cooperation of all towards the achievement of the desired goal.

2.6 Influence of Leadership Style on Career Choices

Leadership styles plays a very potential role in the selection of careers in our secondary schools, this is due to the fact that the successes or failure of organizations largely depends upon the managerial ability of the leader.

Who is a leader? Dare (2006) sees Leadership as “the ability to persuade others to achieve definite objective enthusiastically”. He went further to say that “It is the human factor which binds a group together and motivates it towards goal attainment”. In a simple term a leader within an organizational setting can be one who coordinates all activities, human and materials within the organizational structure. In view of the above statements, we can also analyze leadership styles as the underlying needs structure of the individual leader, which motivate various behaviours in leadership situations. Management activities such as planning and organization of career choices activities, decision making processes become ineffective, if leader will not apply the concept of motivation in his organization and guide them toward the attainment of the organizational

objectives. Therefore, the success of any organization depend largely the leadership; as such good and bad career selection can be attributed to the type of leadership styles.

There are four distinctive types of leadership style that a leader can employ and go about with it in his day-to-day running of an organization. depending upon the one he uses, can seriously have an in fact on all the organizational structures and management. The different styles in leadership include the following:-

- i) **Democratic Leader:** The main features of this style are that power is always derived from the governed; the leader encourages group participation in decision-making. The leader always takes the views and feelings of his followers into considerations. Therefore, he is approachable, reliable, predictable and dependable. In a situation of this nature, all hands were on deck so as to achieve all the stated educational goals. Moreover, all the activities involved in career choices will be fully observed as such, students can be at liberty to make the right choice of careers in schools.
- ii) **Coercive/Autocratic Leader:** It is the type of leadership that involves the usage of force, threats, fear, power and authority, intimidation and their personal influence to secure obedience and

compliance from followers. Always a coercive leader takes personal responsibility for all his actions; the followers are given little or no opportunity to participate in decision-making or to influence the course of event. He has no respect for other peoples' opinion; as such his decision is the final. Lastly, we can say, he builds a thick wall around himself so that the subordinates cannot reach him. Dare (2006).

There is no way through this type of leadership style that conducive atmosphere for teaching and learning could be enhanced. The system will not allow a free flow of ideas that will promote academic activities in the school. To this we can see that all career activities will be crippled as such there's going to be dilemma in the career choice services.

- iii) **Laissez-Faire type of Leadership:** Akpan (2004) looked at this types of leadership style as This type of leadership is not well known to all and need not to be encouraged in all educational and even other related organizations. Common features of Laissez-Faire type of leadership style are that the leader has no vision or mission and clear-cut objectives. Moreover, there are very few rules governing group conduct, and at last followers are more or

less left to behave as they like. Consequently, the position of career services will be left to students who will at last remain unguarded. There can never be a good atmosphere for career choice services where the school leaders were lacking focus, mission and vision.

- iv) **Charismatic Leader Style:** Akpan (2004), this type is usually associated with leaders, with exceptional and unique personal power and influence and behavioral patterns. A combination of these characteristics makes them wield a great deal of influence over subordinates and also sustain subordinates allegiance. As the case may be this type of leadership goes along with external influences coupled with some qualities. At this stage the success of career selection is sometimes unpredictable.

There is no single, all embracing leadership style as it varies from person to person from one situation to another. The success or otherwise of any particular style depends on the situation, circumstances on the ground concerned and when these and their styles may become more appropriate than a previous one. Igwe (1990).

Different categories of workers and people prefer different patterns and styles of leadership. High job satisfaction is associated with being led in

the way one prefers to be led. Some authorities viewed and suggested that Mbiti (1974); Igwe (1990). “A participatory leader who assumes an active role in the group by giving support to his workers, delegating authority and exercising an optional degree of supervision, is likely to have a higher level of productivity and morale among the subordinate than a leader who places more emphasis on instructional goals”. Delegates of authority do not imply surrender of power; rather it means assigning work to others and giving them the authority to do it.

For the purpose of career choices in school, the school leaders or the Principals have to employ some strategies so as to achieve better result via teamwork and appropriate delegation of functions and responsibilities. Here teachers who were assigned or saddled with the responsibilities of orienting the students in relate to career choices should be given the chances and mandate to play their own roles so that objectives can be realized. Coupled with this as suggested by O’Hara (1971) “That students must have knowledge of the element involved in educational and vocation they are about to take. Here the management style, teacher activity in or outside the classroom situation must be student centered as this can prepare the students in the various traits adaptation.

2.7 Factors Effecting Career Choices among Secondary School Students.

Oladele, (1987); Okon (2001) advanced some factors that influence career development and planning as follows:-

- i) Family: As the primary group it tends to play a significance role in career selection and development. The trait liking or performing a particular trade or occupation may be inherited. Parents may also directly or indirectly dictates to their offspring the career to pursue.
- ii) Personality: Individual personality is instrumental to one's vocational performances; this is largely because particular occupations demands personality traits from its workers.
- iii) Aptitude: This also influences the vocational choices, individuals are likely to be admitted or to succeed in and the quality of work they are able to perform.
- iv) Intellectual Ability: This is a major determinant to entry and performance in most jobs.
- v) Interest: An individual likes and dislikes contributes to his choice and performance in any given occupation.
- vi) Self-concept and self esteem influence as individual perception of his ability to perform different tasks and occupational roles.

- vii) Value: An individual choice of a career may influence the person's value as in engineering, physical sciences, medicine etc.
- viii) School: This provides the individual with variety of experiences ranging from the curricular and co-curricular activities, interpersonal relations with peers, teachers and many others. In the course of such interactive, the student could be attracted to a particular career.
- ix) Sex: Gender is an important determinant in career development and planning. Traditionally there are careers that are considered feminine e.g. teaching, nursing, catering, hospitality etc. but the dividing line between the supposed masculine and feminine Careers are diminishing, in that you can find both sexes in almost all professionals fields.
- x) Expectations and prestige: The importance and prestige attached to a given career selection among students.

Apart from the views of Oladele, (1987); Okon (2001), the researcher observed, some more factors that may likely affect career choices in our Secondary Schools include the following:-

- a) **Environment:** Sometimes the environment where a student comes from, tend to determine the student's interest in the

selection of career. This is for real and rampant in Kazaure emirate where predominantly accounting, local government administration and other related disciplines; over-shadow other traits like medicine, engineering and other science based courses. This unhealthy trend might be connected with the second-generation workers who mainly served in financial and local government sectors where free flow of money is the usual order of the day (sources yet to be confirmed). According to DIA (Development in Action) report made available to USAID (2001/2001) rationed workers to 3:7 against other professions to local government and other financial sectors. Inevitably by seeing this, one will acknowledge that career choice services or selection were faulty somewhere somehow if at all they are existing in the area.

- b) **For economic reasons:** some students even after graduation prefer to remain with their O'levels until when they are employed by money making ventures. Financial status of Nigerian parents is currently depreciating because of the financial recklessness in the country; as such many youth are

constrained to pursue tertiary institution. Instead they opted to build careers through in-service courses.

c) **Peer-group influence.** Mostly students pick interest through friends in school or even at home. Personally the researcher opted for administrative courses as a career after Secondary School, but two friends were teachers under the former UPE dispensation were receiving N72 as salaries. It was with this the researcher was convinced to join N.C.E programme as the easiest way of getting bulkier and bulgier scholarship allowances paid to student teachers.

d) **Politics:** The type of government operating in a particular place, sometimes determines the career choice of its citizens. It was the opinion o the former Kano State government under governor Rimi in 1980 to produce doctors, dentists, journalists and agriculturists as a result over 1,000 Secondary School leavers were sent to U.S.A., Bulgaria, and Russia etc for the training. As we can see here the career selection was initiated and chosen by the government.

2.8 Position of School Managers

It's at the preliminary stages, that principals or educational administrators that should utilize the available resources at their own disposal in mobilizing and sensitization of student in relate to career selection. All the factors effecting career choices should be framed analyzed and get all the necessary ways of clearing all the doubts. This can only be possible through lectures, visits, film shows and displays.

2.9 Causes of Poor Career Choices Among Secondary School Students.

There are several factors that constitute the poor selection of career choices or selection in our schools.

Poor Management: The success of any organization depends largely on the leadership and the managerial capabilities of the manager or the principal in a school setting. The problem encountered in career selections is mainly attributed to poor managerial skills and other related administrative lapses. The principal occupies an important position in the organizational structure of the school as such; leadership abilities and styles as he performs diverse administrative tasks, dictate the policy limits and guidelines for the school. As a school chief executive, if he fails to show personal interest in everything that goes on in the school coupled with non-interactive

atmosphere with followers, virtually the whole educational activities can be crippled, career choice inclusive.

Parents: In a situation where some parents dictate to their offspring the career to pursue in life, could also be responsible for making wrong choices of career. Student intelligent quotient (IQ), intellectual psychomotor and effective domains are not fully known by most parents, as such career selection modalities should be left alone to teachers who are the professionals. It will auger well at this juncture, if parents will serve as advisers only and at the same time be ready to accept fate that will fall on their wards as regards to career choices.

Teachers: who are the principal actors in determining the fate of students, sometimes distort or even destroy the academic capabilities of an individual. This can be possible if teacher looses his identity as teacher by not being committed to his duties, moreover improper co-ordination of academic activities can lead to poor attainments of goals, which consequently things will be left to students to make choices on their own without formal consultations.

Teachers as Curriculum Implementators, should bear in mind that all the vocational content in the curriculum should be practicalized so that students

will know in and out of any trait, failure to make it the way it is supposed will really lead to poor career selection by students.

Peer-group: “Show me your friend I will tell you whom you are”. This wise saying is indicating that peer group influence is more potent in all ramifications. As such there are tendencies for them to influence decisions that were contrary to authoritative selection of careers.

In view of this, if all the educational stakeholders will live decisions to the students or one party alone, things will fall apart in terms of career choices in Secondary Schools.

Government: No any single educational programme can be achieved without the support of government. If schools will be left without facilities, proper supervision and evaluation of our schools, and funds were not made available, educational aims and objectives will not be realized.

2.10 The Role of Educational Agencies on Career Choice in Secondary Schools.

The policy makers, ministry of education officials and guidance councellors cannot, on their own, successfully carry out the career planning activities in each school. The support of many other persons particularly the principals, teachers, parents and community leaders and workers to mention a few, is very essential. (Maisamari: 2005).

Career guidance programmes is not a one man affair as it involves all the educational stakeholders in planning and coordination of career services in our secondary schools. It will be the duty of the ministry of education to make funds available for career services in all the secondary schools in Jigawa State. Apart from this, there has to be frequent supervision of schools so as to ascertain the proper utilization of funds and the take –off of the programme.

It is the principal who will provide space, time, supportive staff and moral support to the school guidance counselor. If he fails to do it, the delivery of guidance services will be greatly handicapped and may not achieve the desired success.

Teachers' involvement in the formulation and implementation of the schools guidance programmes cannot be overemphasized as they are the curriculum implementers at the same times acts as student's advisory agents in class. The cooperation of teachers in relation to career choice is highly needed particularly their willingness to release students to leave classes when necessary to talk to the career master or counselor.

For the parents, there should be a cordial relationship between the parents, schools and the career master in the planning and administration of

career choices in the school. This can be through moral and financial support.

Members of the community, that is the community leaders, industrialists, professionals and so on, will need to support the guidance programme of the schools in their locality as guest speakers and demonstrators during career weeks and by providing employment opportunities to schools leavers and dropouts.

If all hands are on deck, career services in our secondary Schools will lead to exploration of several traits in the world of labour and misplacement of job priorities will be reduced to minimal.

2.11 Summary.

In this chapter an attempt has been made to explain some theories that are related to career choice and motivation. Most of the literature reviewed emphasised the use of collective responsibility of stakeholders towards educating students in subjects selection at all levels. In addition several authorities suggested for more proactive approach in the management of school facilities, especially those related to students counseling and career choice.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The Chapter focuses on the methodology for the study. These include the research design, population of the study, and sample and sampling technique. Instruments used for data collection, validity of the instrument, pilot study, reliability of the instrument and procedure for administration of the instrument and methods of data analysis.

3.2 Research Design

For the purpose of this research a descriptive survey method was used. According to Nworgu (1991) descriptive survey aims at collecting data and describing it in a systematic manner including the characteristics or facts about a given population. In other words it is the blue print of action, structure and strategy of investigation which intended to provide answer to research questions or hypotheses. The two definitions become relevant to this study, hence the study assessed the impact of administration of students career choices on the achieving the objectives of secondary education in Jigawa State. The study gathered information from the sampled secondary school principals and final year students of the selected secondary schools in Jigawa State.

Also Van and Deobold (1973) analyzed survey research “as involving the careful identification of the population, the selection of a sample from the population, and the collection of the comparable data to make quantified generalization.

Therefore, the descriptive research method was used by the researcher in assessing the impact of career choice among students on the management of secondary education in Jigawa State.

3.3 Population

According to Best and Khan (1989) “Population means any group of individuals that have one or more characteristics in common that are of interest to the researcher”. The population for this study comprised of 100 stratified selected principals of Senior Secondary Schools, 30 state ministry of education officials and 150,000 final year students from all the Secondary School in Jigawa State, whether the school is day or boarding, co-education or single. This makes a total population of One Hundred and Fifty thousand (150,000). Table 3.1 explains more.

Table: 3.1 Population of the Study

S/NO	CATEGORY	POPULAITON
1.	Principals	100
2.	Ministries officials	30
3.	Students	150,000

Source: Jigawa state ministries of education (2010)

3.4 Sample and Sampling Techniques

The sampling procedure sampled ten percent (10%) of the population of this study. The Selection of this sample size is supported by Roscoe (1969) who suggested that a sample of ten percent (10%) of the population sample is quite adequate for behavioural research. Also systematic sampling technique was adopted in choosing the sample size. Also according to Best and Khan (1989) “... if a population can be accurately listed or finite, a type of systematic selection will provide what approximates a random sample”. Table 3.2 captures the sample of the study.

Table 3.2: Sample of the Study

S/NO	CATEGORIES	POPULATION	SAMPLE
1.	Principals	100	40
2.	Ministry officials	30	23
3.	Students	150,000	283
	Total	150,130	346

3.5 Instrumentation

The instrument suitable for data collection in this kind of research (survey) is questionnaire. The reason behind is that the research sampled respondents opinions thereby interpreting them in to statement. A questionnaire was also suitable because all the respondents were literate.

The questionnaire consisted of sections such as introduction letter, bio-data, guide on how to answer the opinion statements, item statement which was ranked according to the five Likert scale which are strongly Agreed, Agreed, Undecided, Strongly Disagreed, and Disagreed. The questionnaire was a closed ended one with items deduced from the objectives of the study. Meanwhile, both principals and ministry officials’

respondents were analyzed as education managers while that of the students separate.

3.6 Validity of the Instrument

Face and content validity of the instrument were justified through thorough checking by experts in educational administration and planning. These experts make corrections, adjustment and in some cases input. This process made the instrument valid. The whole essence of the validation effort was to make the instrument measure what it was meant to measure in conveying the messages without ambiguity, (Denga 1987).

3.7 Pilot Testing

The primary purpose of pilot test is to ascertain whether the research instrument is able to test what it is meant for consistently. It is against this background that Lautai Senior Secondary School Gumel was selected for the pilot test. The research questionnaire was administered to forty Senior Secondary School students and principal. It was collected and analyzed; the result was presented at the reliability section of this chapter (3.6).

3.8 Reliability of the Instrument

Reliability of an instrument implies its ability to test opinion of action consistently without much difference. Reliability of the instrument was tested through pilot test. The reliability index through coefficient correlation shows 0.82, against the backup of 0.05 acceptable standards. This indicates that the instrument is reliable to test consistently what it is meant to check. Nwagwu (2003) argued that any instrument's index that falls below 1.0 is reliable.

3.9 Administration of Instrument

An introductory letter from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria was served to the principals for approval to administer the questionnaire. The questionnaire was personally administered on each of the targeted population in the sampled school. The method was adopted to avoid loss of copies and inaccurate responses. The filled copies of questionnaire were collected personally from the respondents as they were given. There was no constraint since most of the principals and the students who filled the questionnaire confessed of its suitability and interest.

3.10 Method of Data Analysis

The Method employed in analyzing the data was classified into a single group. The data were codified and presented in tabular form according to the number of items with similar responses.

Frequency distribution table of the result was presented and analyzed item by item. However, the frequency distribution with percentages were worked out and presented in the subsequent chapter. Also the use of t-test statistical tool was employed in analyzing all the collected responses to test the hypotheses. Meanwhile, the table presentations, was followed by discussions of the responses item by item.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents an analysis of the data collected in the course of study. 370 copies of questionnaires were distributed, while 346 were returned. Therefore, the analysis was based on 346 returned questionnaire. This chapter contained tables 4.2.1 – 4.2.6, each table contains the opinions, item statement, category and responses of the respondents built on agreed disagreed and undecided. Therefore, the tables were interpretations of the frequencies and percentages. Also, contained is 4.3 and 4.4 were hypotheses testing and table summarized the hypotheses testing respectively. In the hypotheses testing explanation were made on whether the hypotheses was rejected or retained based on the statistical verifications.

4.2 Presentation and Interpretations of Tables

4.2.1 Opinion of Education Managers and Students on the Trends in Career Choice among Students in Senior Selected School in Jigawa State.

This section covers the opinion of education managers and students in respect of trends in career choice among students. Item statement in this section includes item 1-10. Item 1,2,3,4 and 5 were on Most Students Prefer

to go for commercial courses because at the end they will be able to pursue courses such as accounting and banking. Most students are not aware of career office in the school; a lot of career choice officers are not properly trained and inadequate funds affect the program of career choice in the school respectively.

Also, included were items 6,7,8,9, and 10 showed that government pay less attention on career choice in Jigawa state.

Table 4.2.1: Opinions of respondents on trends in career choice among students in second school in Jigawa State.

S/N	Item Statement	Category	Responses					
			Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	Most students prefer to go for commercial courses because at the end it leads them to pursue courses such as accounting, banking etc.	Education Managers	34	52.4	16	25.4	13	22.2
		Students	165	58.3	74	26.1	44	15.5
2	Career choice is a new innovation in it did not exist in the past.	Education Managers	34	54	18	28.6	11	17.5
		Students	160	56.5	85	30.1	38	14.3
3	Many students are not aware of career office in the schools.	Education Managers	34	53.9	20	31.8	9	14.3
		Students	159	56.2	76	26.8	48	12.0
4	A lot of career choice officers are not properly trained.	Education Managers	38	60.3	16	25.4	09	14.3
		Students	169	59.7	85	30	29	10.2
5	Inadequate funds affect the	Education Managers	31	49.2	20	31.7	12	19.0

	programme of career choice in the schools	Students	155	54.8	80	28.3	48	17.0
6	Government pays less attention on career choice in the state	Education Managers	29	46.1	26	41.3	8	12.7
		Students	158	55.8	89	31.4	36	12.7
7	A day is dedicated to career choice in a term	Education Managers	17	27	29	46	17	27.0
		Students	25	26.5	143	50.5	65	33.0
8	Our schools invite different resource persons to give lectures to career choice	Education Managers	15	23.8	27	42.9	21	33.3
		Students	89	31.5	131	46.3	63	23.3
9	Career choice serves as a link between students and further education	Education Managers	31	49.2	26	41.3	6	9.5
		Students	167	59.0	86	30.4	30	10.6
10	Guided students through career choice service provides the right job at the right time	Education Managers	32	50.7	21	33.3	10	15.9
		Students	163	57.6	68	24.1	52	18.4

There was agreement of opinion among the respondents in respect of item 1,2,3,4 and 5 in table 4.2.1 which seek the opinion of respondents on the following statements. Most students prefer to go for commercial courses because at the end it lead them to pursue courses such as accounting and banking, career choice a new innovation as it did not exist in the past; many students are not aware of career office in schools; a lot of career choice officers are not properly trained and inadequate funds affect the programmes of career choice in the schools respectively. Meanwhile, the percentages in item 1-5 were agreed 52.4% education managers and 58.3% students; 54% education managers and 56.5% students; 53.9% education managers and 56.2% of students; 60.3% of education managers and 59.7% of student; and 49.2% of education managers and 54.8% of students respectively have agreed with these statement. This means that there is need to disabuse the minds of students on one sided choice of courses. Also the result indicates that career of choice programme is new and there was no much publicity for students to be aware of it existence, therefore, the school managers should improve in these areas. In addition, the responses shows there is the need for government to improve on the training of professional guidance and counseling officers and also funding be improved.

Item 6 attempt to verify whether government pay less attention on career choice in Jigawa state. 46.1% of education managers and 55.8% of students agreed, which means government effort need improvement. While item 7 was on a day is dedicated to career choice in a term. 46% of education managers and 50.5% of students disagreed. This indicates that principals should dedicates a day for career choice, which is assumed to enlighten students on every aspect of studies and life. Item 8 attempt to find out whether schools invites different resource persons to give lectures on career choice. 42.9% of education managers and 46.3 of students disagreed with the statement. This shows that resource persons are not invited. However, it is recommended that resource persons be invited occasionally to give talk to students.

Meanwhile, item 9 and 10 which solicit the opinion of respondents were on career choice serves as a link between students and further education and guided students through career choice secure the right job at the right time respectively. A total of 49.2% of education managers and 59.0% of students agreed; and 50.7 of education managers and 57.6% of students also agreed with the stated opinions above respectively. This also made it definate that career choice guide to students help them to secure jobs

and courses at the right time. In addition, this will assist in curbing crime increase and joblessness in the society.

4.2.2: Opinions of Education Managers and students on the impact of school managers' guidance and counseling roles on students' career choice.

This section is on the opinion of respondents in respect of the impact of school managers' guidance and counseling roles on students' career choice. Under this section item 11-20 were covered, meanwhile, item 11-15 were: effective roles of the principal and guidance counselor on career guidance lead many students to select courses to prepare for tertiary level; guidance and counseling officer is performing his duties enough funds for career choice program in the school; there is proper monitoring and evaluation on the activities of audience and counseling unit; and school heads through P.T.A involves parents on issues relating to career choice.

Also, in the section were item 6-10 which were school head through monitoring of education invites professionally trained in administration has high chances in planning career choice for students; a democratic and dynamic school head works in group with his staff especially for the success of career choice programme; school head's relationship with local community is important in assisting head that motivates his staff tend to

achieve the goals of career choice programme better than the one that does not respectively.

Table 4.2.2: Opinions of respondents on impact of school managers' guidance and counseling roles on students' career choice.

S/N	Item Statement	Category	Responses					
			Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
11	Effective roles of the principal and guidance counselor on career guide lead many students to select courses to prepare for tertiary level.	Education Managers	33	53.9	16	25.4	13	20.6
		Students	149	52.7	92	32.5	42	14.8
12	Guidance and counseling officer is performing his duties effectively as a career choice officer.	Education Managers	29	46	23	36.5	11	17.5
		Students	114	40.3	96	33.9	73	25.8
13	The school head gives enough funds for career choice program in the school.	Education Managers	17	26.9	28	44.5	18	28.6
		Students	89	31.5	109	38.5	85	30.0

14	There is proper monitoring and evaluation on the activities of guidance and counseling unit.	Education Managers	16	25.4	34	53.9	13	20.6
		Students	74	26.2	137	48.4	72	25.4
15	School head through P.T.A involves parents on issues relating to career choice.	Education Managers	22	34.9	26	41.3	15	23.8
		Students	90	31.8	124	43.8	69	24.4
16	School head through monitoring of education invites professionals for discourse on career choice.	Education Managers	16	25.4	36	57.1	11	17.5
		Students	90	31.8	133	47	60	21.2
17	School head who is professional trained in administration has high chances in planning career choice for students.	Education Managers	37	58.8	19	30.2	7	11.1
		Students	154	54.1	99	34.9	31	11.0
18	A democratic and dynamic school head	Education Managers	29	46	21	33.3	13	20.6

	works in group with his staff especially for the success of students choice programme.	Students	142	50.2	89	31.5	52	18.4
19	School head's relationship with local community is important in assisting career choice of students in that community.	Education Managers	22	50.7	21	33.3	10	15.9
		Students	150	53.0	93	32.8	40	14.1
20	A school head that motivates his staff tend to achieve the goals of career choice programmes better than the one that does not.	Education Managers	39	61.9	11	17.4	13	20.6
		Students	160	56.6	73	25.8	50	17.7

There were consensus in the opinion of Education Managers and students in responses to item 11 and 12 which solicits the opinion of the respondents on whether there is effective role of principal and guidance counselor on career guide lead many students to select courses to prepare for

tertiary level and guidance and counseling officer is performing his duties effectively as a career choice officer. These could be seen in percentages such as 53.9% of Education Managers and 52.7% of students; and 46% of Education Managers and 40.3% of students have agreed with the item statement. However, there is the need consolidate these efforts of counselors and principals so as to enable the students have good choices for further studies.

Item 13, 14, 15 and 16 seek the opinion of respondents on whether the school head gives enough funds for career choice programme in the school; there is proper monitoring and evaluation on the activities of guidance and counseling unit; school head through P.T.A involves parents on issues relating to career choice and school head through monitoring, invites professionals for discourse on career choice respectively. All these items were disagreed with the following percentages: 44.5% of Education Managers and 38.5% of students; 53.9% of Education Managers and 48.4% of students; 41.3% of Education Managers and 43.8% of students; and 57.1% of Education Managers and 47% of students respectively. This shows that school head does not give funds to career choice section, no proper monitoring, schools does not invites parent on career talk with then wards. Therefore, school, heads should writes parents to discuss subjects

selection of their children, funds be allocated to counseling unit and professionals in field of knowledge invited to give students talk on their areas of specialization.

While, item 17,18,19 and 20 seek the opinion of respondents on whether school heads who is professionally trained in administration has high changes in planning career choice for students; a democratic and dynamic school head works in group with his especially for the success of career choice of students choice programme; school head's relationship with local community is important in assisting career choice of students in that community; and a school head that motivates his staff tend to achieve the goals of career choice programme better than the one that does not respectively. Meanwhile, most of respondents agreed with the statements with the following percentages 58.8% of Education Managers and 54.1% of students; 46% of Education Managers and 50.2% of students; 50.7% of Education Managers and 53.0% of students; and 61.9% of Education Managers and 56.6% of students respectively.

This shows that a trained administrator and who is democratic in his affairs in the best and is he who will achieve a lot in school as an organization. In addition, the responses shows that school community relationship is playing a vital role in respect of career choice activity of

many school and that the sue of motivation in school programme will enhance its successes, by extention the school head is expected to imbibe this culture for the success of school goals especially the career choice in discussion.

4.2.3: Opinions of education managers and students on the impact of students' choice of certain subjects on other subjects.

This section covers the opinion of respondents in respect of the impact of students' choice of certain subject on other subjects. Item statement in this section ranges from 21-30. item 21,22,23,24 and 25 were: science subject are not well offered in the final SSCE because of students choice of subjects titled towards commercial subjects; students likeness for science courses result to making some teachers teaching arts and social science related courses redundant; likeness for commercial courses teachers teaching science subject redundant; likeness for arts courses teachers teaching science and commercial courses readiness and wrong choice of subject leads to inadequate staff in certain department in the schools respectively.

Also included in this section were item 26-30 with the following item statement students choice of a particular course affects their performance because of effects of class size; one sided distribution of students as a result of students' choice of subject leads to examination malpractices; students'

one sided choice of subject over stretched the school plant; peer group influences other students to have wrong choice of subjects; and the society has influence on choice of one subject over others respectively. Details are contained in table 4.2.3

Table 4.2.3: The opinion of respondents on impact of students' choice of certain subjects on others.

S/N	Item Statement	Category	Responses					
			Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
21	Science subjects are not well offered in the final SSCE because of students choice of subject titled towards commercial subjects.	Education Managers	24	38.1	33	52.4	06	9.5
		Students	100	35.4	125	44.2	58	20.5
22	Students' likeness for science courses result to making some teachers teach Arts and social science related courses redundant	Education Managers	22	34.9	25	39.7	16	25.4
		Students	121	42.7	92	32.5	70	24.7
23	Likeness for	Education	22	34.9	23	41.2	15	23.8

	commercial courses teachers teaching science subjects redundant	Managers Students	105	37.1	100	35.3	78	27.6
24	Likeness for arts courses teachers teaching science and commercial courses readiness	Education Managers Students	16 97	25.4 34.3	27 109	42.9 38.5	20 77	31.7 27.2
25	Wrong choice of subject leads to inadequate staff in certain department in the school.	Education Managers Students	37 159	58.7 56.2	12 76	19 26.8	14 48	22.2 17.0
26	Students' choice of a particular course affects the performance because of effects of clan size.	Education Managers Students	31 159	49.2 56.2	24 87	38.1 30.8	08 37	12.7 13.1
27	One sided distribution of students as a result of students choice of subject leads to	Education Managers	33 156	52.4 55.2	24 95	38.1 33.6	06 32	9.5 11.3

	examination malpractices.	Students						
28	Students' one sided choice of subject over stretched the schools plant.	Education Managers	30	47.6	18	28.6	15	23.8
		Students	158	55.8	88	31.1	37	13.1
29	Peer group influences other students to have wrong choice of subjects.	Education Managers	40	63.5	11	17.5	12	19.0
		Students	162	57.2	84	29.6	37	23.8
30	The society has influence on choice of one subject over others.	Education Managers	29	46	19	30.3	15	23.8
		Students	161	56.9	71	25.1	51	18.0

There was consensus between the respondents in item 21 which states that science subject are not well offered in the final SSCE because of students' choice of subject tilted towards commercial subjects. The respondents disagreed with the statement in the following percentages 52.4% of Education Managers and 44.2% of students. This shows that there is no relationship between selection of science of arts subjects in SSCE. Meanwhile, these differences in opinion of Education Managers and students on students' likeness for science courses as a result of making some teachers teaching arts

and social science related courses redundant. This could be seen in percentages 34.7% of Education Managers disagreed and 42.7% of students agreed. This could be related to the education managers defending themselves on their duties while the students are expressing what they see or do.

In addition, item 23 and 24 requested the opinion of respondents on likeness for commercial courses teachers teaching science subject redundant and likeness for arts courses teachers teaching science can commercial courses readiness respectively. The percentages show that there was agreement on the two items among the respondents. This could be seen as 34.9% of Education Managers and 37.1% of students have agreed, while 42.9% of Education Managers and 38.5% of students disagreed with the statement. In the same vein item 25, 26 and 27 solicited the opinion of respondent on whether wrong choice of subjects leads to inadequate staff in certain department in the schools; students' choice of a particular course affect their performance because of effects of class size; and one sided distribution of students as a result of students choice of subject leads to examination malpractices respectively. The responses were all in agreement with items stated, this could be seen in the percentages as 58.7% of Education Managers and 56.2% of students', 49.2% of Education Managers

and 56.2% of students; and 52.4% of Education Managers and 55.2% of students respectively.

These responses have made clear that there is the need to guide students on subject selection which will reduce contention in class and end in examination malpractices.

While item 28,29 and 30 seek the opinion of respondents on students one sided choice of subject over stretched the school plant; peer group influence other students to have wrong choice of subject; and the society has influence on the choice of on subject over the other respectively. The percentages were also affirming the statement which are 47.6% of Education Managers and 55.8% of students; 63.5% of Education Managers and 57.2% of students; and 46% of Education Managers and 56.9% of students respectively.

This has become imperative that school authorities should make sure allocation of subject are based on certain and on the bases of needs not allowing peer group to influence students. Also, the societal reaction towards some course make students unhappy, the government can make policy to equate all subject or courses in the civil service. We hope, this may reduce these effects.

4.2.4: Opinions of Education Managers and students on parents/social influence on students' career choice.

This section covers the opinion of respondents in respect of parent/social influence on students' career choice. Items covering this section include item 31-41. item 31,32,33,34 and 35 were most parents prepare their children to go for commercial subjects; most parents prepare their children to go for arts related subjects; most parents prepare their children to go for science related subjects; the society has influence on the choice of one subject over other subjects; and parent are adamant about their children's career choice respectively.

While item 36.37.38.39,40 and 41 were on whether it is my parent that influence the selection of my subjects; students see parent as role models in choosing other career; parent always encourage their children to choose subject they like best; parents do not play any role in the selection of their children's career; the Education Managers of our society guide the younger ones on career choice; and parents discuss the issue of career choice with teachers in the school respectively. Details are presented in table 4.2.4.

Table 4.2.4: The opinion of respondents on parents/societal influence on students' career choice.

S/N	Item Statement	Category	Responses					
			Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
31	Most parents prepare their children to go for commercial subject.	Education Managers	40	58.8	20	27	12	14.3
		Students	141	49.8	99	35.0	43	15.2
32	Most parents prepare their children to go for arts related subject.	Education Managers	29	46	21	33.3	13	20.6
		Students	117	41.4	110	38.8	56	19.8
33	Most parent prepare their children to go for science related subjects.	Education Manager	29	46	21	33.4	13	20.6
		Students	136	48.1	96	33.9	51	18.0
34	The society has influence on the choice of one subject over the other.	Education Managers	33	52.4	24	38.1	6	9.5
		Students	148	52.3	74	26.2	61	21.6
35	Parent are adamant about their children's career choice.	Education Managers	27	42.8	16	25.4	20	31.7
		Students	118	41.7	74	26.1	91	32.2
36	It's my	Education	19	30.2	33	52.4	11	17.5

	parents that influence the selection of my subject.	Managers						
		Students	101	35.2	142	50.1	40	14.1
37	Students see their parents as role models in choosing their career.	Education Managers	31	44	29	41.3	12	14.3
			106	37.5	124		53	18.7
		Students				43.8		
38	Parents always encourage their children to choose subject they like best.	Education Managers	20	31.7	20	31.7	23	36.5
		Students	73	25.8	122	43.1	88	31.1
39	Parents do not play any role in the selection of their children's career	Education Managers	21	33.3	27	42.9	15	23.8
							63	
		Students	98	34.7	122	43.1		22.3
40	The educated managers of our society guide the younger ones on career choice.	Education Managers	25	39.7	26	41.3	12	19.0
		Students	91	32.1	137	48.4	55	19.4
41	Parent discuss the issue of career choice with teachers in the school.	Education Managers	25	39.7	28	44.4	10	15.9
		Students	98	34.7	134	47.3	51	18.0

There was high degree of consensus among the respondents in response to item 31,32,33,34 and 35 in table 4.2.4 which requested the opinion of respondent on most parent prepare their children to go for commercial subject; most parent prepare their children to go for arts related subject; most parents prepare their children to go for science related subjects; the society has influence on the choice of subject over the other and parents are adamant about their children's career choice respectively.

All the result in percentages have showed that the respondent have agreed with these statements as follows: 58.8% of Education Managers and 49.8% of students; 46.0% of Education Managers and 41.4% of students; 46% of Education Managers and 48.1% students; 52.4% of Education Managers and 52.3% of students; and 42.8% of Education Managers and 41.9% of students respectively.

By extension, this indicates that patens are brain behind the children choosing one course or the other in spite their ignorance. Parents asses what their children should do by means of the degree to which the children will be wealthy. In addition the result shows that after the family influence also the society at large contribute. Therefore, there is the need for urgent revolution in addressing issues of career choice among the student especially in the secondary school level.

While, item 36, 37 solicit the opinion of respondents on whether its my patens that influence the selection of my subjects and students see their parents as role model in choosing their career respectively. The percentages were 52.4% of Education Managers and 50.1% of student and 44% of Education Managers agreed and 43.8% of students disagreed. This shows that indeed parent influence the selection of students' choice of subject. This might not be directly but even indirectly. However, it is advised that students can be guided but not totally influenced in selecting subject. Otherwise the implication would be failure all round the students' academic programme.

Item 38,39,40 and 41 attempts to find out the opinion of respondents on parents always encourage their children to choose subjects they like best; parents do not play any role in the selection of their children's career; the educated managers of our society guide the younger ones on career choice and parents discuss the issue of career choice with teachers in schools respectively. The percentages were 36.5% of Education Managers Undecided; 43.1% of students disagreed; 42.9% of Education Managers and 43.1% of students; 41.3% of Education Managers and 48.4% of students; and 44.4% of Education Managers and 47.3% of students disagreed respectively ** these item statements.

These has indicated that there use to be no guidance for students on subject selection and parents do not go to schools to discuss issues of career choice with teacher. In this kind of situation it is necessary for Education Managers and all stakeholders to change from there local attitude. This could be through reviving the Parents Teachers Association (P.T.A), visitation of schools from time to time, discussing with their children does not influence what is ideal. It is not bad when children choose the parents' profession but let the child be given the opportunity to select the subject or courses he/she want. This will help in reducing several societal or academic problems.

4.2.5: The opinion of respondents on the implication of trends of career choice to educational administration and planning in Jigawa state.

This section contains the opinion of respondents in respect of the implications of trends of career choice to educational administration and planning in Jigawa state. Under this section item 42-51 were covered. Item 42,43,44,45 and 46 were more commercial subjects teachers and schools are needed in the state considering choice of subject by most students; more arts subject teachers and schools are needed in the state considering choice of subjects by most students; more science subject teachers and schools are needed in the state considering choice of subjects by most students;

inadequate trained guidance counselors and educational administrators and planners in Jigawa state affect career choice; there's the need for retreat and training to school heads to update managerial skills especially on guidance and counseling.

While, item 47,48,49,50 and 51 were on inadequate reliable educational data resulted from wrong career choice becomes a threat to ministry of education in planning career choice programmes in Jigawa state; inadequate funds in career choice affect planning as it relate to guidance and counseling; poor career choice calls for long short and medium term planning in guidance and counseling in Jigawa state; the trends in career choice calls for long, short and medium term planning in guidance and counseling in Jigawa state; trend in career choice demands for school managers to be more acquainted with their responsibilities especially with reference to guidance and counseling in Jigawa state.

Table 4.2.5: The opinion of respondents on the implication of trends of career choice to educational administration and planning in Jigawa state.

S/N	Item Statement	Category	Responses					
			Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
42	More commercial subjects teachers and	Education Managers	37	58.8	21	33.3	5	7.9

	schools are needed in the state considering choice of subject by most students.	Students	152	53.7	100	35.3	31	11.0
43	More arts subjects teachers and schools are needed in the state considering choice of subjects by most students.	Education Managers	36	58.7	20	31.8	6	9.5
		Students	153	54.1	86	30.4	44	15.5
44	More science subjects teachers and schools are needed in the state considering choice of subjects by most students	Education Manager	36	57.1	16	25.4	11	17.5
		Students	160	56.5	82	29.0	41	14.5
45	Inadequate trained guidance counselors and educational administrators and planners in Jigawa state affect career	Education Managers	40	63.5	16	25.4	7	11.1
		Students	173	61.1	67	23.6	43	15.2

	choice							
46	There is the need for retreat and training to school heads to update managerial skills especially on guidance and counseling.	Education Managers	32	50.7	16	25.5	15	23.8
		Students	143	56.9	79	27.9	43	15.2
47	Inadequate reliable data resulted from wrong career choice become a threat to ministry of education in planning career choice programme in Jigawa state.	Education Managers	32	50.8	20	31.7	11	17.5
		Students	167	59.0	82	29.0	34	12.0
48	Inadequate funds in career choice affect planning as it relates to guidance and counseling.	Education Managers	35	55.6	19	30.1	9	14.3
		Students	138	48.8	85	30.0	60	21.2
49	Poor career choice calls for long, short and medium term planning in	Education Managers	37	58.7	18	28.6	8	12.7
		Students	144	50.9	79	27.9	60	22.2

	guidance counseling in Jigawa state	Students						
50	The trends in career choice calls for long, short and medium term planning guidance, counseling in Jigawa state.	Education Managers	33	52.4	16	25.4	14	22.2
		Students	168	59.4	63	22.2	52	18.4
51	Trends in career choice demands for school managers to be more acquainted with their responsibilities especially with reference to guidance and counseling in Jigawa state.	Education Managers	36	57.1	18	28.6	9	14.3
		Students	176	62.3	73	25.7	34	12.0

There were consensus among the respondents in response to item 42,43,44,45 and 46 in tbael 4.2.5 which requ4ested the opinion of respondents on more commercial subject teachers and schools are needed in the state considering choice of subject by must students; more arts subjects teachers and schools are needed in the state considering choice of subjects

by most students; more science subject schools are needed in the state considering choice of subjects by most students; inadequate trained guidance and counseling and educational administrators and planner in Jigawa state effect career choice. There's the need for retreat and training to school heads to update manages skills especially on guidance and counseling. As it is indicated in percentages the result showed that the respondents have agreed with the statement as follows Educational Managers 58.8% students 53.7% Educational Managers 58.7% students, 54.1% Educational Managers 57.1% students 56.5; Educational Managers 63.5 students 61.1%; Educational Managers 50.7 students 65.9%.

Item 47,48,49,50 and 51 demands the opinion of respondent on inadequate reliable data resulted from wrong career choice becomes a threat to Ministry of Education in planning career choice programmes in Jigawa state; inadequate funds in career choice effects planning in relates to guidance and counseling; poor career choice calls for long, short and medium term planning in guidance and counseling in Jigawa state. The trends in career choice demands for school managers to be more acquainted with their responsibilities especially with reference to guidance and counseling in Jigawa state. All the items were agreed by the respondents with the following percentages, Education Managers 50.8% students 59.0 ,

Education Managers 55.6 students 48.8; Education Managers 58.7 while students 50.9% Educational Managers 52.4% students 59.4, Educational Managers 57.1 and the students 62.3% respectively.

Here it is a clear testimony that Educational Managers are not properly trained, funds were not given and data were not collected regularly. Moreover schools for arts, sciences and commercial should be opened considering the number of students selecting such courses.

4.2.6 The opinion of respondents on the effects of lack of inadequate career guide on students' future.

In this section there contains the opinion of respondents in respect to the effects of lack of adequate career guide on students' future. Ten items were covered in this section. Item 52-56 were: most of the students who are not properly guided on their chosen career have their future effected; more career professionals are needed in the state to assist students against wrong selections of subjects for higher education; school manager who do not play their effective roles in relation to career guidance destroy the future of their students; poor career guidance leads to waste of time and resources; poor career guidance leads to social problems in future.

It also contains items 57-61 which were: lack of good career guidance may lead to criminal act in the society; poor career guidance leads to

unemployment; poor career guidance leads to misplacement of priorities in the society; it leads to reduplication of traits in the society; poor career guidance leads to non attainments of educational goals in Jigawa state.

Table 4.2.6: The opinion of respondents on the effects of lack of inadequate career guide on students' future.

S/N	Item Statement	Category	Responses					
			Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
52	Most of the students who are not properly guided on their chosen career have their future affected.	Education Managers	34	55.6	21	33.3	7	11.1
		Students	153	54.1	87	30.7	43	15.2
53	More career professionals are needed in the state to assist students against wrong selection of subjects for higher educational	Education Managers	32	50.8	15	23.8	16	25.4
		Students	152	54.1	74	26.1	56	19.8
54	School managers who do not play their effective roles in relation to	Education Manager	26	41.3	20	31.7	17	27.0

	career guidance destroys the future of their students.	Students	156	55.1	89	31.4	38	13.4
55	Poor career guidance leads to waste of time and resources.	Education Managers	36	57.2	15	23.8	12	19.0
		Students	167	59	72	25.5	44	15.5
56	Poor career audience leads to social problems in future.	Education Managers	37	58.8	17	26.9	9	14.3
		Students	165	58.3	78	27.6	40	14.1
57	Lack of good career guidance may lead to criminal act in the society.	Education Managers	31	49.2	18	28.6	14	22.2
		Students	163	57.6	86	30.4	34	12.0
58	Poor career guidance leads to unemployment.	Education Managers	38	60.4	12	19.0	13	20.6
		Students	166	57.7	67	24.6	50	17.7
59	Poor career guidance leads to misplacement of priorities in the society.	Education Managers	29	46.0	25	39.7	9	15.3
		Students	155	54.8	83	29.3	115	15.9
60	It leads to reduplication of traits in the society.	Education Managers	33	52.4	22	35.0	8	12.7
		Students	161	56.9	87	30.7	35	12.4

61	Poor career guidance leads to non attainments of educational goals in Jigawa state.	Education Managers	37	58.7	16	25.4	10	15.9
		Students	163	57.6	69	24.4	51	18.0

There was consensus in the opinions of Education Managers and students in responses to items. In item 52 demands the respondents on most of the students who are not properly guided on their chosen career have their future affected. It was agreed with the following percentage: Education Managers 55.6% students 54.1%. also in items 53-56 – there was a universal consensus by the respondents on whether more career professionals are needed in the state to assist students against wrong selection of subjects for higher education; school managers who do not play their effective roles in relation to career guidance destroys the future of their students; poor career choices lead to waste of time and resources; poor career guidance leads to social problems in future. All these items were also agreed by the respondents in the following percentages Education Managers 50.8% students 54.1%; Education Managers 41.3% students 55.1%; Education Managers 57.2% students 59%; Education Managers 58.8%; students 58.3%.

While 57-61 item seek the opinion of respondents on whether lack of good career guidance may lead it criminal act in the society; poor career guidance led to unemployment; poor career guidance lead to misplacement of priorities in the society; it lead to reduplication of traits in the society; poor career guidance lead to non attainment of educational goals in Jigawa state. Most of the respondents here too agreed with all the statements in the following percentages: Education Managers 49.2% students 57.6%; Education Managers 49.2% students 57.7%; Education Managers 46.0% students 54.8%; Education Managers 52.4 students 56.9; Education Managers 58.7 students 57.6% respectively.

4.3 Hypotheses Testing

Six hypotheses were formulated and tested, these were, there is no significant difference in the opinion of Education Managers and students on the deteriorating nature of trends in career choice among students of secondary schools in Jigawa state; there is no significant difference between the opinion of Education Managers and students on the impact of school managers on their roles in guidance and counseling on students career choice; there is no significant difference in the opinion of the Education Managers and students that the society and part influence students in selecting certain courses; there is no significant difference in the opinion of

Education Managers and students that parents and society influence their children's career choice; there is no significant difference in the opinion of Education Managers and students that there is negative consequences attached to lack of inadequate career guidance among students; and there is no significant difference in the opinion of Education Managers and students that lack of inadequate career guide affects the future career of students.

T-test method of analysis was employed in testing the hypothesis at significant level 0.05. Therefore, any hypothesis is rejected when the $P\text{value} > 0.05$, while hypothesis is retained when $P\text{value} < 0.05$ at the level of significance 344.

4.3.1 Hypothesis 1

Hypothesis 1 states that there is no significant difference in the opinion of Education Managers and students on the deteriorating nature of trends in career choice among students of secondary schools in Jigawa state.

Items collected in this section were statement 1-10 in the questionnaire which solicit the opinion of the respondents on the deteriorating nature of trends in career choice among students. The result were presented in table 4.3.1

Table 3.1: Test Summaries on the opinions of Education Managers and students on the deteriorating nature of trends in career choice among students.

Variables	N	X	STD	SE	t	df	P	T-critical
Education Managers	63	33.2014	7.0125	.4169	.829	344	.380	1.96
Students	283	32.3333	7.4075	.9333				

Df (344) P>0.05

Table 4.3.1 shows no significant difference in the opinions of education managers and students because the calculated (.829) is less than the t-critical (1.96) at 0.05 level of significance at the degree of freedom 344. The observed level of significance p(.380) is greater than 0.05, which means that there is no significant differences between the opinion of education managers and students.

Therefore, the null hypothesis which states that there is no significant difference in the opinion of education managers and students on the deteriorating nature of trends in career choice among students in Jigawa state is hereby retained.

4.3.2 Hypothesis II

Hypothesis II states that there is no significant difference on the impact of school managers on their roles in guidance and counseling on students' career choice.

Data collected in respect of the above opinion were item 21-20. T-test statistical analysis was used to obtain result as showed in table 4.3.2.

Table 3.2: Test Summaries on the opinions of Education Managers and students on the impact of school managers on their roles in guidance and counseling on students' career choice.

Variables	N	X	STD	SE	T	df	P	T-critical
Education Managers	63	32.5336	6.9462	.4129	.692	344	.490	1.96
Students	283	31.8730	6.4195	.8088				

Df (344) P>0.05

Table 4.3.2 indicates that the t-calculated (.692) is less than the t-critical at 0.05 level of significance and at degree of freedom 344. The observed level of significance p(.490) is greater than 0.05 which shows that there is no significant difference between the two variables.

Therefore, the null hypothesis which states that there is no significant difference in the opinion of education managers and students on the impact of school managers on their roles in guidance and counseling on students' career choice is hereby retained.

4.3.3 Hypothesis III

Hypothesis III states that there is no significant difference in the opinions of Education Managers and students on the impact of students' choice of certain subjects on the subjects. Data collected under this opinion were in item 21-30. T-test method of analysis was used to obtain the result as shown in table 4.3.3

Table 3.3.3: T-test Summaries on the opinions of respondents on the impact of students' choice of certain subjects on other subjects.

Variables	N	X	STD	SE	T	df	P	T-critical
Education Managers	63	34.0318	8.1107	.4821	.086	344	.932	1.96
Students	283	34.1270	7.4238	.9353				

Df (344) P>0.05

Table 4.3.3 above revealed that the t-calculated (.086) is less than the t-critical (1.96) at 0.05 level of significance at the degree of freedom 344.

The observed level of significance P(.490) is greater than 0.05, which shows that there is no significant difference between the two opinion.

Therefore, the null hypothesis which states that there is no significant difference in the opinion of education managers and students on the impact of students' choice of certain subject on other subject is hereby retained.

4.3.4 Hypothesis IV

Hypothesis IV states that there is no significant difference in opinion of education managers and students on parents/societal influence on students' career choice. Information collected were from item 31-41 in the questionnaire. The results were presented in table 4.3.4 below.

Table 3.4: T-test Summaries on the opinions of respondents on parents/societal influence on students' career choice.

Variables	N	X	STD	SE	t	df	P	T-critical
Education Managers	63	38.9293	10.2702	.6105	.716	344	.485	1.96
Students	283	37.9365	9.8765	1.2443				

Df (344) P>0.05

Table 4.3.4 shows that the t-calculated (.716) is less than the t-critical at 0.05 level of significance and at degree of freedom 344. This means the level of significance P(.932) is greater than 0.05 which indicates that there is

no significant difference between the variables. By extension this shows that the hypothesis is hereby retained.

4.3.5 Hypothesis V

Hypothesis V states that there is no significant difference in the opinion of Education Managers and students on the implication of trends of career choice to educational administration and planning in Jigawa state.

Data collected in respect of the above opinion were in item 42-51. T-test method of analysis was employed to obtain the result as indicated in table 4.3.5

Table 3.3.5: T-test Summaries on the opinions of respondent on the implications of trends of career choice to educational administration and planning in Jigawa state.

Variables	N	X	STD	SE	T	df	P	T-critical
Education Managers	63	3.5336	6.9462	.4129	.692	344	.490	1.96
Students	283	31.8730	6.4195	.08088				

Df (344) P>0.05

Table 4.3.5 shows that the t-calculated (.692) is less than the t-critical (1.96) at the level of significance 0.05 at the degree of freedom 344. This

means the level of significance $P(.490)$ is greater than 0.05, which revealed that there is no significant difference between the two variables. Therefore, the null hypothesis is retained.

4.3.6 Hypothesis VI

Hypothesis VI states that there is no significant difference the in opinions of education managers and students that lack of inadequate career guide affects the future career of students. Items covering this section were 52-61 in the questionnaire. Details are presented in table 4.3.6 below.

Table 3.6: T-test Summaries on the opinions of education managers and students on lack of inadequate career guide affect the future career of students.

Variables	N	X	STD	SE	T	df	P	T-critical
Education Managers	63	30.8339	5.7677	.3429	.145	344	.885	1.96
Students	283	30.9524	6.3205	.7963				

Df (344) $P > 0.05$

Table 4.3.6 above revealed that t-calculated (.885) is less than the t-critical (1.96) at the level of significance 0.05 and degree of freedom 344. This indicates that the significance level (.885) is greater than 0.05. Therefore the null hypothesis which states that there is no significant difference between in the opinion of the respondent is hereby retained.

4.4 Table Summary of Hypotheses Testing

S/N	Hypothesis Statement	Statistical Test	Significance Level	Result	Restated Hypothesis
1	There is no significant difference in the opinions of Education Managers and students on the deteriorating nature of trends in career choice among students of secondary schools in Jigawa state.	t-test	0.05	Accepted	There is no significant difference in the opinion of Education Managers and students on the deteriorating nature of trends in career choice among students of secondary schools in Jigawa state.
2	There is no significant difference in the opinion of education mangers and students on the impact of school managers on their roles in guidance and counseling on students' career choice.	t-test	0.05	Accepted	There is no significant difference in the opinion of education mangers and students on the impact of school managers on their roles in guidance and counseling on students' career choice.
3	There is no significant difference in the opinion of Education Managers and students on the impact of students' choice of certain subjects on other subjects.	t-test	0.05	Accepted	There is no significant difference in the opinion of Education Managers and students on the impact of students' choice of certain subjects on other subjects.
4	There is no significant	t-test	0.05	Accepted	There is no significant

	difference in opinion of education managers and students on parents/societal influence on students' career choice.				difference in opinion of education managers and students on parents/societal influence on students' career choice.
5	There is no significant difference in the opinion of Education Managers and students on the implication of trends of career choice to educational administration and planning in Jigawa state.	t-test	0.05	Accepted	There is no significant difference in the opinion of Education Managers and students on the implication of trends of career choice to educational administration and planning in Jigawa state.
6	There is no significant difference in opinion of education managers and students that lack of inadequate career guide affects the future career of students.	t-test	0.05	Accepted	There is no significant difference in opinion of education managers and students that lack of inadequate career guide affects the future career of students.

4.5 Summary of the Major Findings

On the bases of the discussion and analysis of the opinions of the respondents, the study found that:

1. There are inadequate facilities for career choice in senior secondary schools in Jigawa state.
2. There is proper management/maintenance of the available facilities for career choice by the school managements.
3. The impact of decision making process on career choice is low as it affects primary school enrolment to post primary education in Jigawa state.
4. There isn't the use of any placement examination for students promoted to advanced classes in secondary school in Jigawa state.
5. There is low interpersonal relationship between career guide officers/principals and student, thereby affecting career choice of students.
6. Parents play a vital role in influencing students' choice of subjects in secondary schools.

4.6 Discussion of the Major Findings

4.6.1 Opinion of Respondents on Trends in Career Choice Among Students in Secondary School in Jigawa.

Based on the above statement responses showed that, there were inadequate facilities for career choice in senior secondary schools in Jigawa State. This by

implication shows that, the state government should expedite action in providing and all necessary facilities for proper career choice activities in schools. this without doubt will reduce wastages in time and resources by both government and parents at all levels.

4.6.2: Opinion of Respondents on the Impacts of School Managers' Guidance and Counseling Roles on Students' Career Choice.

The result of the study shows that, there was proper management and maintenance of the available facilities for career choice by the school managers. Indeed, this is a good development, however, in spite their effort, parents and government should give them support and encouragement, so as to increase the level of facilities maintenance in schools.

4.6.3: Opinion of Respondents on the Impact of Students Choice of Certain Subject on Others.

The outcome of the study on item 4.6.3 indicates that the impact of students' decision making on the choice of certain subject was low as it affects enrolment in to post primary education in Jigawa state. This has shown that there is the need to increase students' involvement /consultation on subject choice at all levels of education. This, if done certainly will help students to be placed appropriately and make students feel involved in issues that affect them. Therefore, these are duties expected from teachers and parents, both at the school and at home.

4.6.4: Opinion of Respondents on Parent/Societal Influence on Students Career Choice

The study found that parents/society plays a vital role in influencing students' choice of subjects in schools. In a normal situation this is wrong. Parent/ society are only required to guide their wards to select subjects of their choice(s). It is therefore strongly advised that parents should desist from this act, as it create a lot of set back on students academic pursuit. Experience has shown that students do not feel the pains of subjects chosen by them.

4.6.5: Opinion of Respondents on the Implication of Trends of Career Choice to Educational Administration and Planning in Jigawa State.

The findings in respect of 4.6.5 opinion shows that educational planners advice in placement examination for student promotion to advanced classes is not obeyed. This by implication is portraying the above assertion of parental influence in students' choice of subject. In this case the advice above in 4.6.5 is also relevant here. Parents should allow school administration to place students according to their ability and interest. This will have a lot of impact on their future career.

4.6.6: Opinion of Respondents on the Effects of Lack or Inadequate Career Guide on Students' Future.

The findings on 4.6.6 opinion shows that, there was low inter-personal relationship between career guide officers, principals and students, thereby affecting career choice of students. Principals and career choice masters most work

hand –in hand in brining students closer for better understanding of their problems. This will create an atmosphere through which the students without fear reveal their needs to the school authorities. This kind of good inter-personal relation is most highly needed in career choice and subject selection by students. As openness is the key to career choice success.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study consists of five chapters. In the first chapter, background to the study was highlighted as the position of school head in relation to provision of variety of experiences ranging from the curricular and co-curricular activities. Moreover, it is imperative to note that the administrative flow of an institution can adversely affect the career choices of the students in this regard. The leadership style adopted by the leader determines the fate of career choices in schools. Statement of the problems, objective of the study, research questions, hypotheses, significance of the study, and scope were among the items discussed in chapter one.

In chapter two, theories related to management and career choice were discussed. The career concepts, its historical developments, its importance to student and the role of school management, parents, teachers and the society were discussed. The managerial roles in the selection of effective career choices in schools were also pinpointed in this chapter.

As the case should be, earlier choices in school is a shared responsibility between all the stakeholders, this direction role of the school managers, parents, community etc were also, discussed.

Chapter three contained the various aspects related to methodology employed for conducting the research. Contained also were research design, the population, sample and sampling instruments, reliability and validity of the instrument, pilot test, administration of instruments, presentation of data and analysis.

In chapter four an effort was made to present an analysis of the data collected in the course of this study. Questionnaire was used for the collection of data for this study. The analysis was based on the sample of 346 comprising the education managers and students. The chapter also contained tables 4.2.1 – 4.2.6 and each table contains the opinion statement, item statement, category and responses of the respondents that were built on agreed, disagreed and undecided.

Therefore the tables were interpreted using frequencies and percentages. Also contained is 4.3 and 4.4 were the hypotheses testing and summary table of tested hypotheses.

In view of this, items were statistically analyzed so as to determine the level of significance for the validated hypotheses. In line with this, the following recommendations were made.

Recommendations

The following recommendations were made based on the findings:-

1. Education managers should be made to understand their basic responsibilities in relation to career management in their schools. This could be through seminars, workshops and conferences.
2. Career guidance centers in schools should be provided with trained personal to take charge of guiding student at all levels i.e junior and senior secondary schools. Government should pay more attention to the provision of guidance services equipment in all the secondary schools of Jigawa state.
3. Parents and other members of the society in general should be involved in issues related to career choice. Professionals should be invited to schools for enlightenment.
4. Film shows, posters, and symposium should be carried out on regular basis so as to acquaint students with new trends on career choice.
5. Planning statistic department of the education ministry should map out strategies on the areas of manpower need. This will help to create a balance between the needs (in manpower) and the production (of manpower) from schools.

6. Examination bodies should bring back placement examination. This will help in placing students based on their abilities and resourcefulness.
Career guide be incorporated as a subject of study in secondary schools.

5.3 Suggestions for Further Studies

For knowledge to continue to solving man's misfortunes, the following suggestions are made for further studies.

1. That a study could be conducted specifically on impact of facilities procurement and maintenance for career choice in secondary schools.
2. That a study could be conducted on the influence of leadership role on the achievement of career choice in schools.
3. That a study could be conducted also in a comparative analysis on impact of career choice facilities on day and boarding schools.

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