EFFECTIVENESS OF HANDOUTS AS BIBLIOTHERAPEUTIC TECHNIQUE IN ENHANCING CAREER AWARENESS AMONG SECONDARY SCHOOL STUDENTS IN BAUCHI METROPOLIS

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JUNE, 2011

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A Final Project submitted to the Postgraduate School,
Ahmadu Bello University, Zaria in partial fulfillment for the
Award of the Degree of Masters in Education,
M. Ed (Guidance and Counselling)

DEPARTMENT OF EDUCATION OF THE
FACULTY OF EDUCATION, AHMADU BELLO
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JUNE 2011

DECLARATION

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

Yaro, Hadiza Adamu

CERTIFICATION

This thesis titled "Effectiveness of Bibliotherapeutic Techniques in Enhancing Career Awareness among Secondary School Students in Bauchi Metropolis" by Yaro, Hadiza Adamu has met the regulation governing the award of the degree of Masters of Education, M. Ed. (Guidance and Counselling) of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Project is dedicated to my late father

Alhaji Adamu Yaro

(Whose sad event took place in 1976)

ACKNOWLEDGEMENT

I wish to express my sincere thanks and appreciation to my supervisors, Dr. Mustapha Ibrahim Abdullahi for his valuable advice for his assistance throughout the thesis write off. And also to Dr. Mrs. Raliya Bello who also deserve especially commendation for her untiring efforts in seeing that this thesis meet up the required standard.. I wish to also express my indebtedness to Prof. F. D. Kolo,Prof. (Mrs) E. F. Adeniyi Rev. Fr. (Dr) D. Oliagba, Dr. Sani Sambo, Mal. M. O. Ibrahim, Late Dr. Ali Obe, Dr. (Mrs) M Yaroson, Dr. (Mrs) J. O Bawa and all members of the Faculty of Education examination team, Ahmadu Bello University, Zaria for their advice and assistance towards the successful completion of this research.

I would like to also acknowledge the support of Dr. Aisha Indo Muhammad who has continuously encouraged me to this level of my academic attainment. I thank her so much for always being there for me in time of needs. My appreciation also goes to my Director, State Adult and Non-formal Education, Bauchi Mal. Abdullahi B. Jalam who made it possible for me to get the approval from my employers to enroll into the programme.

Finally, I would like to thank the entire staff of the Ministry of Education Bauchi state for rallying behind me, despite my continuous absence from office while undergoing this programme.

I thank you all and Pray ALLAH in His infinite Mercy pays you back, Amen!

ABSTRACT

This study examined the effectiveness of bibliotherapeutic techniques, in enhancing career awareness among secondary school students in Bauchi metropolis. Career Awareness Rating Scale (CARS), was administered to two hundred and fifty (250) students sampled from the entire senior secondary school students (SSS II) of both private and public schools in Bauchi Metropolis. They were randomly distributed into groups (Experimental and control groups), after they had responded to the instrument developed to obtain their pretest scores, therefore, 125 students were in the experimental group while 125 were in the control group. The subjects in the experimental group were exposed to handouts as bibliotherapeutic technique, while, the control group were not "t" test and standard deviation were employed in data analysis and the result showed that handouts as bibliotherapeutic technique can enhance secondary school students' career awareness. It further revealed that gender difference will not affect the treatment package based an the findings, the study recommend that the use of handouts as a bibliotherpeutic technique in the curriculum of secondary school programme and should be handled by counsellors.

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DEFINITION OF TERMS

Bibliotherapy - Refers to the use of books to help people solve problems.

Handouts - This is a written material by the user of bibliotherapeutic technique aimed at helping students enhance their career awareness for easy understanding of careers to be decided upon.

Career awareness - Is the ability of an individual to be conscious of the different type of job, educational training and leisure activities that can be available to him or her throughout life.

Choice - Is a process of taking decision on existing alternative, objectively to satisfy human wants.

Career - Is an occupation, which a person regularly enrolls for his living, especially one he has achieved after a period of training in an institution or through apprenticeship.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Man in his environment has a lot of activities streamlined to satisfy his unlimited needs. This concept of struggle for survival brings the need for a strategic process for meeting the basic need of mankind. Thus, there is need for career awareness through a systematic guidance and counseling to students in secondary schools. Career awareness should provide a clear vision of a sustainable future endeavour based on a person's capability, aptitude, interest and personality, as well as suggesting avenues for translating this vision into reality.

Bojuwoye (1985) indicated that "many factors have combined to make the present day Nigerian society with which young people must contend". These factors according to him could be educational, vocational or social problems, which are emotion laden. Many educators have expressed the opinion that in order for today's secondary school students to grow up with a meaningful out look in life, they must be helped to come to terms with their social and emotional problems (Rothney, 1985). Teachers on their part are being over tasked beyond their academic and training abilities.

Herring (1998) states, "counsellors should be assisting students to increase their awareness of self, and their sense of autonomy". Concerted efforts by various organizations toward enlightening the public on the need and importance of school based career guidance programmes through workshops; seminars, conferences, and

the use of handouts have created a positive impact amongst students and parents. Education worldwide is an indisputable and indispensable tool for societal transformation. Each community therefore desires knowledge, appropriate occupational skills, and above all hope to acquire acceptable attitude that can make them useful to them as well as the society within which they find themselves. Education is an investment in Nigeria's future and the young people are the nation's richest resource, so they need career awareness to enhance and develop their critical manpower skills, and knowledge required for effective national development. Nicolas (2004) states that "youth generally are deficient in depth of knowledge on career awareness and information to enable them make realistic and appropriate choice. In consequence, many youths become school dropouts". The result of this is the growing phenomenon of youth unemployment, which metamorphoses into delinquent behaviors within the society.

The researcher observed with concern that many secondary school students make unrealistic choice of career goals. Some students have high view of their skills and abilities, in some cases their career aspirations are nothing more than wishful fantasies. So, with the presence of guidance and counselling in schools, the youth will be more exposed to career awareness in order to make good judgment in school and life.

1.2 Statement of the Problem

Career awareness is necessary because of the complexity of the individual needs. It has been observed that secondary school students are adolescents attempting to find

their ways into adulthood and to the competitive world of work, as such, groping for answers to complex issues that should ordinarily be the concern of adults. They are usually faced with variety of problems as to which career they are to choose. Research has shown that most of these students consult guidance counsellors (where available) only on educational and personal issues, neglecting their vocational requirements and needs where applicable. It is in the light of these problems that this research intends to find out how the use of bibliotherapeutic techniques such as handout could be used in enhancing the students career awareness.

1.3 Objectives of the Study

The objectives of the study are:

i. To find out the effectiveness of handouts techniques of bibliotherapy on enhancing secondary school students' career awareness;
ii. To find out if there is gender significace difference on enhancing career awareness of secondary school students in experimental groups.
iii. To find out if there is any difference in the enhancement of career awareness of students in the urban and rural schools exposed to handouts technique.

1.4 Research Questions

Based on the objectives of the study the following questions were drawn up:

i. What are the difference in the enhancement of career awareness of secondary school students in the treatment group and control group?
ii. Is there any difference between male and female in the career awareness of the students in the treatment group?

iii. What is the difference in the enhancement of career awareness of students in the urban and rural schools exposed to handout technique?

1.5 Hypotheses

The following null hypotheses were formulated and tested.

i. There is no significant difference in career awareness between secondary school students exposed to handouts technique and those in the control group in enhancing career awareness;
ii. There is no gender significant difference between male and female secondary school students exposed to handout techniques in enhancement of the career awareness.
iii. There is no significant difference in the enhancement of career awareness of students in the urban and rural exposed to.

1.6 Significance of the Study

The prevalent problems of lack of career awareness are common amongst secondary school students in Bauchi metropolis. This study will be of significance in helping the students identify their strengths and weaknesses in areas of career choice toward self sustainability, and making positive decisions. This study will also help teachers to become aware of students career aspirations, preferences and choices thus helping them to make wise and intelligent career choice through the use of bibliotherapeutic technique using handouts.

The findings of this research will contribute to the field of research supported by empirical evidence on the problems and prospects of career guidance in Bauchi

State. The study will enable students identify their problems and therefore provide an enabling environment for them to make a better choice of career.

Trained counsellors are seriously lacking in secondary schools, even where they are found, their roles are underestimated and neglected. If there is full awareness about the need for guidance and counselling in schools, counsellors will assist the students in making the right choice of careers. This work will make the educational planners see the urgent need for including career education in the school curriculum so that right from the early school years, the students can plan adequately for their careers.

This study will also be of great benefit to the parents in helping them guide their children in making appropriate career choice. The study will be of significant importance to the community in the sense that the results can communicate to people about different types of careers that can make a good impact on their children choice of career in the schools and life in general.

1.7 Basic Assumptions

For this particular study, the following assumptions are made:

i. It is assumed that handouts technique will assist students in creating awareness about careers;
ii. It is also assumed that there is the need for adequate career awareness for students in all schools;
iii. It is assumed that there is a relationship between the problems identified and their level of career awareness for secondary school students in determining their choice of career;

iv. It is assumed that career awareness can be useful to students in enhancing appropriate choice of career.

1.8 Scope and Delimitation

The scope of this study covers some selected secondary schools within Bauchi metropolis. They are Government Day Secondary School Kofar Wambai, Government Day Secondary School Kofar Idi, Urban Collage, and Fariah Foundation Secondary School. The subjects were randomly selected from the above schools where guidance and counselling services are in place. The subjects were drawn from students of senior secondary school two (SSSII). The study used handouts as the bibliotherapeutic techniques. The study decided to use SSS II from the above selected schools for the following reasons; The students in SSS II are matured to understand that they need to decide on a carrier for their future. They are at the stage that even their parents would want to know what children want to become in life. Their teachers and the school management are preparing them to make selection of subjects to register in their SSCE and NECO and other related examinations. Lastly, the students are expected to be future leaders of their communities and the nation at large.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

When people are intimated with ideas, they tend to understand some points and these points really change their behaviours and attitudes. The change being instilled can be through verbal or written literature. This indicates that literature gives ideas that when translated will change the behaviour of people.

This chapter therefore will try and relate through discussion the ideas of some researches on the theoretical framework, concept of bibliotherapy, types of bibliotherapy, objectives of bibliotherapy, importance of bibliotherapy, techniques for effective use of bibliotherapy, procedures for practical bibliotherapy, concept of career, career awareness and finally factors that affect effective career awareness, empirical background, and review of related studies.

2.2 Concept of Bibliotherapy

The concept of bibliotherapy has been defined in various ways by many writers. These definitions range from clinical concept advanced by child therapists to more literary interpretation advanced by professional educators. Amongst the common definitions are the followings:

i. Smith in Adisa (2005:23) describes bibliotherapy as closely paralleling the medical model of diagnosis, prescription and cure, says: "Bibliotherapy is the direct application of reading in order to effect changes in character and behaviour". It is based on the assumption that certain types of books are "prescribed" for certain behavioural problems because of strong similarities

between the character in the book and the patients and that it will have a curative effect;

ii. Pardeck in Adisa (2005:23) also defines bibliotherapy as the use of books to help people solve problems;

iii. According to Osas (2002) "Bibliotherapy is the use of didactic literature to help individuals understand themselves and effect changes in their behaviour through reading of books as a way of healing oneself or solving a problem". He went further to say that bibliotherapy is a dynamic process by which you meet the author in the pages of books, that is, a process of dynamic interaction between literature and the personality of the reader which may be utilized for personality assessment, adjustment and growth;

iv. According to Klimes (2005), Aristotle believed that literature had healing effects and that the ancient Romans also recognized some relationship between medicine and reading. He argues further that most of the mental hospitals in Europe have established libraries by the eighteenth century, and that many physicians recommended books to the patients in emotional difficulties. Bibliotherapy progressed through the sixties in such areas as drug addiction, fear, attitudinal changes, and moral maturity;

v. Okwilagwe (1995:59) defines bibliotherapy as the practice of using books to enrich, modify or change human behaviour and human development;

vi. According to Tews (1962:97) bibliotherapy is a programme of selected activities involving reading materials, planned, conducted and controlled as

treatment under the guidance of a physician for emotional and other problems;

vii. On her part, Rubin (1978:2) defines bibliotherapy as "A programme of activities based on the interactive process of media and the people who experience it, print or non print material, either imaginative or informational is experienced and discussed with the aid of a facilitator". She further classified bibliotherapy into three approaches according to settings, leaders, participants, techniques and goals. These three approaches are institutional, clinical and developmental;

(a) Institutional bibliotherapy refers to the use of literature as primarily didactic with individual institutionalized clients. It includes the traditional medical uses of bibliotherapy in which mental hygiene texts are recommended to mental patients;

(b) Clinical bibliotherapy refers to the use of literature primarily imaginative with groups of clients with emotional or behavioural problems. These clients may or may not participate voluntarily;

(c) Developmental bibliotherapy refers to the use of both imaginative and didactic literature with groups of normal individuals. The bibliotherapy is designed and led by a librarian, teacher or other helping professionals to promote normal and self actualization, or to maintain mental health.

The bibliotherapeutic techniques of making use of handouts are developed by researchers to help students understand themselves so as to reduce problems related to career awareness.

Schrank and Engels (1981:143) define bibliotherapy as guided reading that helps individuals gain understanding of self and environment, learn from others and find solutions to problems. It consists of three fundamental processes between readers and literature, catharsis and insight" according to them "Identification begins with an affiliation between a reader and a character (or situation) in a 'story'. This identification may expand one's view of self or reduce one's sense of being different from others. Catharsis takes place when readers share and experience motivations and conflicts presented in literature. Readers often realize their identification and thus gain insight occurs when readers see themselves in the behaviours described in reading materials"

On their part, Mackiewics in Adisa (2005) defined bibliotherapy as a clinical treatment and more as a natural tool for reading youngsters who need help. He said bibliotherapy is help through books, it provides opportunity for youngsters to identify with characters having problems similar to theirs, the social and emotional issues raised in these states can serve as spring board for meaningful discussions of the children's real problems.

Bibliotherapy as a technique involves the use of typed handouts, posters, newspapers, scripts, bulletin, etc, that give detailed self contained therapeutic instructions to the students to improve the developmental needs of the individual for educational, personal and social development, which is also in line with one of the objectives of this current study.

In the view of Bojuwoye (1989:65), "bibliotherapy is the process of dynamic interaction between the personality of the reader and the literature interacted to

produce a positive personality, growth and adjustments". Bibliotherapy entails some therapeutic dynamic as it implies reading and discussing about what is read, with a view to enhancing positive ideals and values that are so desired by the counsellee.

Some general and technical definitions of bibliotherapy are given by Malkiewiez (1970), Unoh (1981), Alekseychik (1989), Hynes (1990), David and Wilson (1992), Randolph (1993), Alex (1993), Gladding (1994), and Myracle (1995), in Osas (2005). But for the immediate use in this study, bibliotherapy is defined as the use of didactic literature to help individual understand themselves and effect changes in their behaviour.

In history, bibliotherapy has been associated with the use of books in mental hospitals. Mamman (1994) writes that "the Greeks were said to be the earliest set of people that associated books with mental health". Schrank and Engels (1981) in Osas (2001) define bibliotherapy as guided reading that help an individual gain understanding of the self and environment, learn from others to find solutions to problems.

Rubin in Osas (2001:65) says:

> "Bibliotherapy can help the reader to achieve emotional and intellectual insight, can provide link to the external world and contacts with reality, can arouse new interests, in the readers, can dispel isolation can reinforce cultural and behavioural patterns."

In fact, several writers (Herbert and Furner, (1997); Brophy, (1995); Charles and Walter, (1993); Robinson, (1990); Kleckner and Engel, (1988), Hill, (1983) in Osas (2001) suggest the use of bibliotherapy for providing insight that could help relieve their anxiety. Similarly, Bisque and Langenbrunner (1996), Randolph, (1993);

Herbert, (1991) have suggested the use of bibliotherapy as a counselling strategy to improve people perception of themselves.

However Mamman (1994) is of the opinion that technique, like psychotherapy does not cure. Rather, it is a process whereby the counselee is enlightened to have insight and understand himself so that the knowledge he has about himself or other could lead or make him change for better behaviour or attitude. In view of the above views I intend to support their ideas because bibliotherapy is good for students

In view of the above mentioned shortcoming of the techniques, the practice of bibliotherapy should be handled with measured care (Alex, 1993), Pardeck and Markward, (1995). In much the same way in which a professional can carry out a bibliotherapy exercise, an individual can also make a judicious choice of books to affect definite self determined bibliotherapeutic objectives. This view that an individual can embark on self book therapy is that of Moore and Breland in Osas (2001:67) that:

> "Just as in the general field of medicine, the use of treatment ranges from the self – administered aspirin to the physician – prescribed drug, so also in the field of psychological medicine, books or treatment agents range from self – selected reading of novels and magazines to the carefully, professionally selected books and articles."

Bibliotherapy therefore refers to the use of books to help people solve problems. It may mean a technique for structuring interaction between a facilitator and the participant based on mutual understanding. Its also consists of the selection of reading materials for a client that has relevance to that person's life situation, and can be used to describe adults reading self – help manuals without therapeutic intervention, or a therapist

Bibliotherapy as a handbook is considered a good all-round introduction by the practitioner who should have literary merit – a poorly written novel with characters and answers to complex question is probably worse than not reading anything at all and can even leave children or young people with a negative view. Reading quality literature however can be beneficial to students even outside the context of bibliotherapy.

Another view is that bibliotherapy was introduced into teaching and counselling since 19th century. This technique has since been used in many disciplines to enhance behavioral changes of human beings and human life.

2.3 Theoretical Frame Work

Various theories of career have been propounded to explain how a career choice is made. They attempt to explain the procedure involved in career choice. Some of the theories include:

Super (1953) the term vocational choice has different meanings at different age levels. This is more so for the fact that decisions made at tender age levels are not highly related to reality as decisions reached at older levels, for the child may not consider important factors such as psychological and non-psychological that may likely affect his choice.

It should be noted; however, that super's concept of choice is closely related to the stages of individual's development rather than an analysis of the behaviour involved in making a career choice or expressing a preference.

Crites (1969) expresses the view that career choice is made based on due considerations of many factors highlighted earlier, choice may be different from

preference, for example, a person may take to teaching as a profession because it requires less expenses in training and he has ample chance of attaining the peak of his educational goal by obtaining the higher degrees.

Trow (1941) throws more light on the differences between preference and choice. His finding is indicating that the difference between choice and preference was one of realism. Choice of career tends to correspond more closely to occupational distribution than does preference because choice is more comprehensive. From the sociological point of view, vocational choice is equated with vocational aspiration, occupational aspiration means what a person considers to this way according to Trow (1941) aspiration is quite similar to, if not identical with a person's fantasy choice.

Forer (1953) would argue that occupational choices are dictated largely by the personality and emotional needs of the individual and unconsciously too. He did not believe that choice of a vocation would be rational or logical but rather blind impulsive and emotional.

Hoppock (1967) in his theory of occupational choice stressed that occupational choice largely depends on need satisfaction. In this proposition, he argues that occupations are chosen to meet one's needs and values which are particularly unconscious.

Ginzberg et al (1951) argues that vocational choice is a compromise where by an individual hope to attain the highest level of satisfaction out of his working life experience. He does this by pursuing and considering the type of occupation where

he can best make use of his ability and interest, fulfill his need and aspirations, and satisfy his values and goals.

Choice of an occupation or career has been known to determine ones success or failure on a job; although success at times depends on ones luck there are other factors that may affect ones success. One of such factors may be the ability to perform satisfactorily the tasks assigned to the individual. For this reason one need choose the Job that would expose a very minute aspect for ones weakness.

Anne Roe's (1957, 1972) theory of Vocational choice State that in the process of development of interest by an individual it is very important to satisfy early in the individual life, the primary unconscious needs. The degree of early satisfaction of these primary unconscious needs determines the interest and altitudes which the individual develops in his adult life.

Achebe (1983) affirms that occupation is a group of similar jobs and position, a position being a group of tasks performed by an individual. The major concern here is that choosing a Job should be taken seriously, this is because a wrong choice might have his dependents.

2.4 Importance of Bibliotherapy

According to Alex (1993), Levi (1992), bibliotherapeutic intervention may be undertaken for the following reasons:

i. To increase individuals understanding of human behaviour or motivations;
ii. To develop an individual's self concept;
iii. To foster an individual's honest self appraisal;
iv. Relieve emotional or mental pressure;

v. To provide a way for a person to find interest outside of self;

vi. To relieve emotional and mental pressure;

vii. To show an individual that he or she is not the first or the only person to encounter such a problem;

viii. To show an individual that there are more solutions to a problem;

ix. Help a person discuss a problem more freely;

x. To help an individual plan a constructive course of action in solving a problem.

2.5 Procedures for Practical Bibliotherapy

Eric (1993) states that, "a practitioner must decide whether an individual or group therapy approach would be best in any particular situation of bibliotherapy. Individual therapy requires time consuming one-on-one sessions, some people feel free to express themselves in one-on-one basis". Pardeck (1990) on the other hand holds that a group approach to learning enhances the total person. The group approach allows members to share common experiences, thus lessening anxieties. It can create a feeling of belonging and can also provide security for individuals who might feel uncomfortable in situations where they are singled out. Working in a group may lead an individual to develop a different perspective and a new understanding of other people's problems.

The basic procedures in conducting bibliotherapy are; to:

i. Motivate the individuals with introductory activities;

ii. Provide time for reading the materials;

iii. Allow incubation time;

iv. Provide a follow up discussion time using questions that will lead a person from literal recall of information through interpretation, application, analysis, synthesis and evaluation of that information;

v. Conduct evaluation and direct the individual toward closure. This involves both evaluation by the practitioner and self evaluation by the individual.

The counsellee is believed to receive the benefits of bibliotherapy by passing through three stages:

(a) Identification: The individual identifies with a book character and events in the story, either real or fictitious; sometimes, it is best to have a character of similar age to the person who faces similar events. Here the reader is fully drawn into the world of the author, thus sharing experiences with the character;

(b) Catharsis: The individual becomes emotionally involved in the story and is able to release pain or emotions. There is attachment and sentiments at this stage, the reader reacts in a real world situation and appears totally oblivious of the fact that it may be mere fiction;

(c) Insight: The person becomes aware that these problems are not unsolvable. Possible solutions to the book's character and one's own personal problems are identified.

2.6 Types of Bibliotherapy

Various methods are applied to solve one problem or the other. Thus bibliotherapy has been one of such processes followed to enable problems get solved by some people at a given time. To this end, Kolo (1988) identified five types of

bibliotherapy: books, handouts, brochures, posters and dailies. He further recommends relevant books as to the problem to be solved need to be sorted out and used. The level of understanding of those concerned must be taken into account when the book type of bibliotherapy is to be used.

i. Handouts – are forms of written materials by the users of bibliotherapeutic techniques which facilitate the understanding of his or her client or students need in assisting to change their behaviour positively;

ii. Posters – could be in form of pictures with some short sentences for people to see and read. It could also take the form of sentences on posters without necessarily including pictures. One major advantage of posters is that both the literate and illiterate could see the pictures and learn something from them. It could be printed in large quantities with less cost and cover large areas;

iii. Brochures – are booklets written by an organization for conveying information to the populace. This form of written materials could effectively be used by organizations to change people's attitude towards their institutions, programmes and policies. It usually contains detailed requirements, guidelines, available policies or courses and programmes of the organization or institution for the client's information direction;

iv. Daily newspapers – columns could be used as a form of bibliotherapy. In this case, a specific column in the newspaper is assigned for this purpose. In this study, structured handouts and posters will be used to suit the understanding of the subject;

v. Books – Books materials as a type of bibliotherapy are the selected books that are concerned with specific attitudes intended to be changed. That is, the books to be selected for reading must be in line with what you intend to change. For instance, when one wants to change people's attitude to alcohol, smoking, study habit, then books written on smoking, alcohol or study habit skills have to be identified and presented to clients or students. Doing so will assist the client or students understanding of the consequences of the bad habits or anti social behaviours of alcoholism and smoking, and to try and use some of the techniques others have applied in stopping the bad behaviour. Books to be read as a means of bibliotherapy can be of any kind such as fiction or non-fiction which can change behaviour positively.

2.7 Objectives of Bibliotherapy

Many researchers have identified a lot of objectives of using bibliotherapy approaches in enhancing career awareness or to create positive changes in behaviour or attitude. Kolo (1998) quoting Rougine in Adisa (2005:27) identified the following:

i. To stimulate an eagerness to find an adjustment to problems that will lessen conflict with society;
ii. To help people analyse their attitudes and modes of behaviour;
iii. To teach a person to think constructively and positively.

He further said that, with the use of any bibliotherapeutic technique, an individual is being helped to resolve his or her immediate problem and also to learn to effect or

change his/her attitude in future. Rubin in Adisa (2005:21) summarized the objectives of bibliotherapy as that which: "can help the reader achieve emotional and intellectual insights, can provide opportunities for which identification, compensation and appreciation, can provide link to the external world and contacts with reality, can arrange new interests, can reinforce cultural and behavioural patterns".

Schrank and Engels in Adisa (2005:143), view that bibliotherapy may be used to develop, change and influence attitudes, interest or to facilitate insight and personal growth. Corby in Adisa (2005) observed that "children begin to appreciate common needs or values and become sensitive to the differences and similarities among people. That is, through bibliotherapy technique, an individual will gain a better understanding of his or her own reactions, frustration and conflicts which assist him or her in fostering positive change in behaviour or attitude". Goltschhalk (1998) in his own contribution to the objectives of bibliotherapy said that "in clinical stance, patients seem to gain a more competitive understanding of their psychological and physiological reactions to frustration and conflict by the provision of information that was earlier lacking or misunderstood". Chevehend (2001) said that the bibliotherapy programme objectives include the followings:

i. To develop positive attitude towards books;
ii. To enhance the healing process;
iii. To promote cognitive development and learning;
iv. To foster family centered care;
v. To stimulate creativity and imagination.

He went further to state that bibliotherapy approach introduces children to touch, the feel, and the sounds of stories for the first time which are key element in fostering learning. The use of bibliotherapeutic literature or media material serve as valuable guides for classroom work and prompt many students or clients to seek counselor help to discuss related problems. The approach also assists the individual to gain great self knowledge, as well as opportunities for identification, clarification and insight.

2.8 Ways for Effective Use of Bibliotherapy

Using bibliotherapy techniques for changing client's behaviour or attitude positively require certain basic ways. Kolo (1988) identified the following ways:

i. It is advisable that the counsellor using the bibliotherapy materials needs to know the audience that the material will be useful for. The counsellor needs to know the category of the audience, whether it is going to be young children, adolescent or adults;
ii. The form of bibliotherapy initiated for use must be maintained throughout the period of the programme;
iii. The reading materials must be provided constantly. That is, the reading materials which could either be books, handouts or pamphlets must be programmed on regular basis until when the problem is well treated and the desired positive attitude change is noticed;
iv. The reading materials must be prepared or selected to match the language, cognitive and reading level of the clients or people concerned;

v. That the reading materials to use in bibliotherapy must address a specific attitude at a time, that is the reading material should be able to address one problem and solve it, at a time.

Brammar and Shostrom in Adisa (2005) gave the following ways for effective use of bibliotherapy;

i. The counsellor must ensure that his client properly understand and accept the idea of reading a book or material at a given appropriate time;
ii. The counsellor should show evidence of confidence in the suggested or recommended reading material to draw the interest of the client and make sure that he/she accepts the ideas presented in it;
iii. The reading material should be appropriate in age, experiences and language level of the client;
iv. The counsellor should only refer the clients to the books and reading materials they are familiar with;
v. Use of smaller rather than larger amount of reading material is far more effective for understanding. For instance, for the young children and adolescent, handout or pamphlet is more helpful than a book.

If all these ways are considered in the process of using bibliotherapeutic technique for changing clients study behaviour problems, they will bring about positive change in attitude and behaviour towards their studies.

2.9 Concept of Career

Oladele (1987:78) defines career as "a chosen way of life and success in one's profession. It is the sequence of major position occupied by a person throughout his

life time." In a nutshell, a career is the totality of work one does in his life time and is person – centered, a meaningful progression in a working life. A course pursued over a period of time. The sequence of occupations and other life roles which contribute to express one's commitment to work in his or her total pattern of self – development. The series of enumerated and non enumerated positions occupied by a person from adolescence through retirement, of which occupation is only one, include work – related roles such as those of student employee and pensioner, together with complementary vocational, family and civil career roles. Career only exist as people pursue them, they are person centered (Super, 1976).

Okon (2001) defined career as a sequence of roles or position, including work, leisure and educational pursuits. It may encompass a number of occupation, vocation, job or position. "Ipaye (1986) sees career as "a general work description that often includes vocation profession and even occupation. It is a sequence of work, job and position throughout a person's working life".

Super (1976) proposed a definition of career that involved the interaction of various life roles and over the person's life span. He called it the life career rainbow. For Super (1976), the term career refers to "the combination and sequence of all the roles you may play during your life time and the pattern in which they fit together at any point in time". Helliwell and Wolf (1972) define career as "encompassing a variety of possible patterns of personal choice related to an individual's total lifestyle, including occupation, education, personal and social behaviour, learning how to learn, social responsibility and leisure time activities".

Shertzer and Stone (1981) defined the concept of career "as the sequence of major positions occupied by a person throughout his pre-occupational, occupational and post-occupational life including work related roles such as those of a student, employee and pensioner together with completing vocational, familiar and civic roles".

Career is a sequence of work done by a person as a chosen pursuit including leisure and education. Career can also be defined as the sequence of major positions (both professional and non professional) occupied by a person throughout his pre-occupation, occupational, post-occupational life engagement and it's from birth till death.

2.10 Concept of Career Awareness

Findings and research of some scholars quoted above indicate that most students are not aware of the fact that they are suppose to be guided before they can make the best choice of course and career of study. That is the why students make their choices with little or no interest in their courses of study. They also lack the necessary ideas on how to combine related subjects to a related course of study.

At this juncture, some concepts of career awareness will be discussed. According to Samuel (2001) "Career is a sequence of role or positions, including work, leisure and educational pursuit. It may encompass a number of occupations, vocations jobs or positions". This indicates that career does not limit itself to a specific vocation or occupation but to any kind of activity that one does to earn a living.

Ewens, Bobson and Seala (1974) observed that "career awareness involves awareness in other aspects of life such as self awareness, career awareness, attitude

and appreciation, decision making skills, educational awareness, economic and skill awareness".

Michigan (2008), said "all student will acquire, organize, interpret, and evaluate information from career awareness and exploration activities, career assessment and work based on experiences to identify and to pursue their career goals".

Drummond and Ryan (1995) state that, "educators can find many innovative ways to incorporate career awareness into classroom lessons and school wide activities". Career awareness is easily integrated into state curriculum standards, character education, drug prevention and awareness, social sciences, multiculturalism, non-traditional careers, and service – learning projects.

Career awareness has a very significant effect in the life of secondary school students. According to Okon (2001) it helps each student become aware of his/her abilities, interests, needs and values especially as these relate to his/her learning process and future life, for example further schooling apprenticeship and work opportunities. Training students to locate and use such information on their own, such as government publications on employment trends, and colleges and universities catalogues where these are available.

Mallum et al (2004:1), stressed that

> "Information is the most valuable aspect of human existence. This is because there is nothing one can do without information. But at times we get wrong information or we use information wrongly". However, the individual need appropriate, adequate and usable information before he can make an intelligent decision. Usually such information does not just come by chance or on its own, but the individual has to learn to find it."

The above submissions indicate the essentiality of information to an individual as well as its effect on the individual. Mallum et al (ibid) continued to state that, "information service refer to the counsellor's assistance to a counsellee to understand, accept and utilize his abilities, aptitudes, interest and attitudinal patterns in relation to his aspirations".

The information service usually is geared towards individual appraisal of the counsellee to enable him identify his worth. They further state that

> "Appraisal service is a twin aspect of the information service about the child. The main source of information that the counsellor is able to develop is a total picture of an individual counsellee in terms of his capabilities and potentials, his problems and abilities, his interaction patterns, his relationship with the world of work and with the world of leisure, his attitudes to people, things and events, his perceptions of himself and others."

According to Oladele (1987: 7)

> "Appraisal involves gathering, organizing and interpreting information of data about the pupil for the purpose of understanding himself better and when the pupil understands and know his own strength and weakness, he can make reasonable choice and decisions from different alternatives at his disposal. Information about the pupil is usually collected through interview and written reports from parents, other teachers and the use of psychological tests. The appraisal is usually concerned with academic, personal and social development of the pupil, planning and the achievement of personal goals."

According to Okon (1994) "appraisal is a development and longitudinal process of collecting, processing, storing and using a variety of objective and subjective personal, psychological and social information that help the school staff better understand himself or herself".

2.11 Factors Affecting Career Awareness

There are numerous factors affecting career awareness of secondary school students. Prominent among them are:

i. Environment
ii. Home
iii. Parental factor
iv. Personal interest and ability
v. Peer groups
vi. School
vii. Aptitude personality trait, self concept.

2.11.1 Environmental Factors

This has a great influence on student's career awareness in a situation whereby the environment a child is brought up and schooled affect him. Abdullahi (1996) in Adisa (2005) said that "Environmental factors such as climate variations, geographic environment, cultural, social factors, economic system, and library facilities, academic activities in schools will affect quality of one study". Environment still affect students' career in such a way that the socio-economic status seems to affect the career development in a way that is similar to the effect of parental background.

In many instances, adolescents from families with high socio-economic status tend to have higher vocational aspiration than do their age-mates from families of low socio-economic status. Students are also affected by the crowded living conditions, lack of privacy, conflicts and other conditions resulting to negative attitude to study. The

absence of a well stocked library in many higher institutions of learning is also a great set-back to the academic pursuit of students.

Aina (1985) in Adisa (2005), states that:

> "Libraries are extremely important to any educational programme in achieving its objectives, but lack of it affects the process of learning. The psychological warmth and concern which students receive from the school and the home also determine the nature and quality of educational and social personal problems faced by the individual in the school environment in the cause of learning." Pp. 37

2.11.2 Home Factor

Family influence that includes child rearing practices and socio-economic level appears to affect career development. West compared father's occupation with son's career using eight thousand first year college students. His findings suggested that certain groups of occupation are inherited. Home constantly transmitted behavioural traits, attitudes and value system which are basic to specific roles. Boys learn that the role of the man in the family is significantly different from the role of the woman.

2.11.3 Parental Factor

Parental socio-economic status has either facilitatory effect on the child depending on the traits inherited and environment in which he has been brought up. The family norm and standard of dress and decorum also affect an occupational preference and choice. Furthermore, if the father is an engineer, and the mother is an accountant, the child's level of occupational preference is likely to be influenced by parental pressure. The parents are likely to motivate their child to strive hard so as to become an engineer, lawyer, a medical practitioner or any other perceived prestigious career.

Parental influence on career awareness and choice is highlighted by Olayinka (1973) in his work, Job aspirations of youth who found out that 30% of the youth sampled consulted their parents on the choice of their jobs and 41% get such information from the members of their families, sisters, brothers, uncles. Together these two sources represent about 76% of respondents whose career choice was affected by the family.

2.11.4 Personal Interest and Ability Factor

Okon (2001:122) states that abilities and interest are factors in career development. Many people who are capable of genuinely understanding "who they are", their abilities and interest, as well as understanding that their academic work is satisfactory tend to have high level of career awareness". This is because they know what they are capable of achieving occupationally. It should be noted that the greater the relationship between an individual's ability, interest and aptitude and the requirements of his job, the greater will be his job satisfaction and better will be his job performance. Shertzer and Stone (1986) define the term Interest as the "like" and "dislike" of an individual. It is also explained as the feeling of concern, or curiosity about some objects. Shertzer and Stone (1986) listed some interpretations of interest as:

i. Express Interest – This is explained as the verbal profession of interest in an object, task or occupation. For instance, it is when an individual states that he likes, dislikes, or is indifferent to the activity in question.

ii. Manifest Interest – This is explained as participation in an activity or an occupation. For example students who are active in their courses and other school activities such as debate, dramatic clubs, sports, etc.

2.11.5 Peer Group Factor

A peer group is referred to as a reference group of youngsters with whom the child or individual identifies and takes certain standards or characteristics of behaviour; it is characterized by friends. The closest peer groups are found in secondary schools, colleges and universities where the young people are free to be themselves. Peer group have their own code of ethics, rules and traditions to which members must conform. Peer group influence has been observed as one of the factors that affect study behaviours of students. Especially, peers in the same class will always want to take to the same career with their peer group members in the higher institutions without considering their aptitudes, abilities, personality traits and values. It also includes occupational self-concept because he is unaware of the criteria for choosing a career.

2.11.6 School Factor

The type of school a student attends goes a long way in determining his future career. For instance, a public high school is known for its emphasis on academic excellence. Hence, product of a grammar school often looks forward to gaining an admission into a university to complete his education and pursue a career in engineering, economics, or political science, depending on his performance in the West African Examination Council (WAEC) Examination, (Uba 1983). This is

applicable in government secondary schools and private schools of nowadays, like Demonstration Secondary School, Ahmadu Bello University, Zaria, the students look forward to gaining admission into the university.

2.11.7 Aptitude Factor

Various combinations of aptitudes or special abilities influence an individuals' performance in a given field of endeavour. Individual's aptitudes affect the career choice they are likely to make, the training they are likely to succeed in, and the quality of work they are able to perform. However, ones aptitude does not relate in the same fashion to each of these possibilities, special aptitudes, typically correlate more highly with success training, (Shertzer and Stone, 1981). These factors have one or two ways to affect the career awareness of senior secondary school students. Most of them affect students negatively because they do not know the criteria to follow in choosing a career. For one to excel in his chosen field of career there are some procedures to follow and some factors to consider which enable the individual to cope and excel in his future career awareness. Holland observed six kinds of environment namely: realistic type, investigative type, social type, conventional type, interpreting type and artistic type.

i. Realistic type - People in this group prefer activities that entail the explicit, ordered, or systematic manipulation of objects, tools, machines and animals. People in this group prefer occupations such as aeronautic engineering, construction inspector, electrician, filling station attendant, locomotive engineering.

ii. Investigative type - Individuals in this category prefer activities that require the systematic, symbolic, observational, and creative investigation of biological, physical and cultural phenomena. The investigative individuals are curious, independent, intellectual, introverted, methodical, unassuming and popular, e.g. they avoid close interpersonal relationship.

iii. The social type - persons in this category prefer activities that require the manipulation of others to inform, train, develop, and cure. The social person shows himself to be cooperative, friendly, generous, helpful, kind, sociable, tactful and understanding, e.g. teaching counselling, speech therapist, sociable, tactful and understanding.

iv. Conventional type - individuals in this group prefer activities that require the explicit, ordered manipulation of data, for example record keeping, filing and reproducing materials, organizing data, operating business and data processing machines to attain organizational or economic goals. In addition, the conventional individual is obedient, orderly, practical and self – controlled.

v. Enterprising type - individuals in this group prefer activities that require manipulation of others to attain organizational goals, or economic gain. The enterprising person shows himself to be domineering, self – confident, sociable and talkative.

vi. Artistic type – individuals in this category prefer activities that are ambiguous and free, such activities that require manipulation of physical, human and verbal materials to create art forms or products. The artistic persons are apt

to show themselves to be "complicated, disorderly, emotional, independent, nonconforming and original".

2.12 Empirical Studies

A number of researches have been conducted in the area of career awareness to determine the factors effecting career awareness of Senior Secondary School Students. Ada (1981) in her study on the relationship between students' performance in English language and geography found out in her research on factors influencing career choice that most students' choice of career is based on personal interest. However, it was further discovered that educated parents appeared to have a lot of awareness on the career choice of their children.

Eniola (1982), working with secondary school students on career awareness, made similar findings 62% of the respondents based their career awareness on personal interests. This means that personal interest have a great influence on career choice of the individual. This is a clear indication that senior secondary school students need to be guided properly on how to make a good choice of career by school counsellors.

Maisamari (1983), in his work preparation of students for career awareness found out that except for a negligible percentage of 84% of the students studied, most of them gave a realistic responses about their vocational ambitions. The issue of discussion here is that a large number of boys and girls are graduating with little or no proper career guidance.

The school counsellor is in a unique position to assist students to make adequate and realistic career choice based on their interests, abilities and limitations. But this is not often the case among thousands of adolescents who lack vital information about

the world of work. This is an indication for the dire need of personal guidance and counsellors in our secondary schools to help students reconcile these differences. To make matters worse, most students lack the personnel in their schools to guide them in making realistic career choices hence, the probable resultant consequences from the lack of such service are high dropout rates, armed robbery, prostitution etc. Therefore, the products of our secondary schools, colleges, polytechnics and universities need such essential pupils and students services (Guidance and Counselling) towards minimizing help both at pre-vocational stage in their institutions and the time of selecting career.

There is no doubt that primary, secondary or university need a lot of help in dealing with this essential students personal services (guidance and counselling) toward assisting them to make the right choice of career. As pointed out by Tunde (1986), "one has to go through a long process so as to arrive at the final decision of selecting a career. It means that by the time the awareness is made, a lot must have been put in terms of money, time, effort, and experience by the individual concerned. Therefore, to avoid such dilemma, students need to be aware and guided in making their choice of career.

Denga (1975), recognize this state of affair when he said that many Nigerians of working age are neither knowledgeable about the career choices open to them nor are they aware of the relationship between the school subjects they selected and the type of careers the subjects will lead them to.

2.13 Review of Related Studies

Bibliotherapy is an approach that has to do with applying written materials in an effort to enlighten students choose a career or be consistent on whatever they do. Nola (1993) defined bibliotherapy as "the use of books to help people solve problems". He again said "Another more precise definition is that bibliotherapy is a family of technique for structuring interaction between facilitator and a participant based on mutual sharing of literature.

Rubin 1978:13 reported that the al-Mansur Hospital in Cairo provided readings from the Glorious Qur'an as part of medical treatment to patients. In a similar vein the Greek were said to be the earliest set of people that associated books with mental health. Researchers have also shown that a number of humanitarians resorted to reading as a recreation to improve the treatment of mental illness in the eighteenth century.

Rubin (1979) is reported to have said "bibliotherapy can be derived from etymology. Bibliotherapy is a combination of two Greek words, biblion meaning book and therapia meaning healing". And smith (1989), said in semantic terms, "Bibliotherapy means "healing through books". Wikipedia (2007) related that bibliotherapy is an expensive therapy that uses an individual relationship to the content of books and poetry and other written words as therapy".

This study has reviewed literature related to the topic. This is because the use of therapeutic techniques will give the child an opportunity to make a choice on his or her own career without the influence of his or her teachers, family or even friends. This will encourage the child to accept any challenge that may come up his way in life without regretting his decisions.

Hadiza (1994) revealed that "there was a significant difference in the level of student's awareness of guidance services/counsellors role between the control and experimental groups". She went further to say that "these findings agree with that of Kolo (1991) who found that bibliotherapy is more efficacious in enhancing student's perception of citizenship ideals than cognitive Counselling treatment". Gelzo and Machnenzie (1973) are of the view that "techniques can be used to change students' attitude towards counselling centre. This is an indication that pupils/students do understand what they choose and why they have chosen them using bibliotherapeutic techniques". I tend to support this idea because bibliotherapy has effect in changing students attitude.

In order to enable a child make the appropriate choice of subjects even in a difficult situation, bibliotherapy has been of great assistance. For instance, through reading of what happens to someone in a related instance, a child can go to the Counselling centre to seek for guidance on what he has read related to his own predicament and help to make a relevant choice.

Wikipedia (2007) explains how such can happen by stating that "bibliotherapy originally used existing texts. Literature that touched on the particular subject relevant to the child provided the source material". For example why is 'Romeo and Juliet' usually read in 8th and 9th grade? Romeo is 15, Juliet is 13… students at that age can identify with them. It is now possible of course to find texts targeted at the situation. For instance, many of the Bernstein Bears books seem to have as their sole and explicit purpose the targeting of particular behaviours and situation.

The question therefore is when should bibliotherapy be used? In this regard, there are certain things that make bibliotherapy possible. Nola (1993) states, that "bibliotherapeutic intervention may be undertaken for many reasons.

i. To develop an individual's self concept;
ii. To increase individuals understanding of human behaviour or motivations;
iii. To foster individuals honest self appraisal;
iv. To provide a way for a person to find other interests outside of self;
v. To relieve emotional or mental pressure;
vi. To show an individual that he or she is not the first or only person to encounter such a problem;
vii. To show an individual that there is more than one solution to a problem;
viii. To help a person discuss a problem more freely;
ix. To help an individual plan a constructive course of action to solving a problem.

The above reasons given by Nola (1993) are in line with what expect in bibliotherapy use among students.

In a similar submission, Schrank (1977) found that bibliotherapy effected a positive change in children's attitude toward slow learning. The children were found to learn faster at the end of the experiment. Tetra (1964) successfully used a bibliotherapy programme to modify high school students' attitudes. They found out that bibliotherapy can guide reading that helps individuals gain understanding of self and environment, learn from others and find solutions to problems. Again, Bojuwoye (1987) asserted that "one most important value of therapeutic reading is

that, it provides clients with more familiarity with the appropriate value ideals and general behaviour and experiences of people involve in various occupations". The above has given a kind of x-ray to what entirely therapeutic technique is trying to do to individual students, so that such student will have the opportunity to identify themselves, identify people with similar problems as well as find solutions to problems.

Bioner (1962) in reviewing the literature of the usefulness of bibliotherapy technique found that there is little data bearing the usefulness of the technique. However, contrary to this view, many psychotherapeutic counsellors and psychologists attest to its usefulness with different groups of people or clients in changing attitude and behaviour. Contributing to the argument on the effectiveness of bibliotherapeutic techniques Gelso and Tetra (ibid) used the technique to modify high school student's attitudes toward study of sciences and related courses.

Kolo (1988) reviewed the effectiveness of bibliotherapy as a technique for attitude change; found that bibliotherapy is an effective tool for attitude change. He also said that bibliotherapy can be effective for all groups of people that could use it within and outside the school system. That is, children, students, or adolescent and adults, for positive change in attitude. As observed from the ideas of Tetra (1964), Bojuwaye (1987), Bioner (1962) and Kolo (1988) their expressions are very much inline because bibliotheraphic technique is an effective tool for attitude change.

2.14 Summary

Guidance and Counselling through which students can be guided to enable them make better choice of career. In the light of this, the chapter discussed the concepts

of bibliotherapy, theoretical framework, importance of bibliotherapy, procedure for practical bibliotherapy types of bibliotherapy, objectives of bibliotherapy, and ways for effective use of bibliotherapy, concept of career, concept of career awareness, effecting career awareness, review of related literature on bibliotherapy, empirical background, Review of related studies, as well as theories of bibliotherapy to give the study a frame of reference.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the design and procedure for data collection in the study. It also discusses the population and sample sizes of the study, the instrumentation and the treatment procedures used in carrying out the experiment, as well as procedure for data collection and analysis.

3.2 Research Design

The design for this study is an experimental design involving the experimental and control groups. The design adopted for this study off was the pretest posttest control group design. So this design was adopted to enable the researcher collect and appropriately analyse and describe differences between variables of study.

3.3 Population of the Study

The population of this study comprises the entire students enrollment of forty two public (42) and thirty seven private (37) secondary schools with a total number of (15,232) students in Bauchi metropolis. However, the study is limited to senior secondary school students two (SSSII) of both public and private secondary schools in the Metropolis with total enrollment of 3,332 students. These group of students are at verge of making a career choice i.e. science, arts or commerce especially. Thus, the target population for the study is made up of both male and female students of SSSII in Bauchi secondary schools, whose ages range between sixteen (16) to twenty two (22) years.

3.4 Sample Size and Sampling Procedure

The sample for this study was randomly drawn from the entire SSSII students of both public and private secondary schools in Bauchi metropolis. A purposive selection technique was used in selecting only 4 schools out of the entire secondary schools in the town. The schools were chosen based on some criteria. First, they are the schools that have guidance and counselling units and secondly they give fair representation, which allows room for comparison, which gives the researcher an opportunity to obtain a sample comprising both male and female students from the same locality. The study divided the treatment groups in to smaller units and attendant to them at interval in order to take care of sampled population size. The sample size of 250 was arrived based on the same purposive selection criteria to obtain a proportionate number of SSSII students in each of the selected schools as shown in table 3.1.

Table 3.1: Distribution of Sample Based on Selected Schools and their Enrolment

S/N	Schools	Male	Female	Grand Total	Sample Size
1	Government Day Secondary School Kofar Wambai	210	140	350	116
2	Government Day Secondary School Kofar Idi	195	130	325	99
3	Fariah Foundation Secondary School	67	40	107	21
4	Urban College Bauchi	58	33	91	14
	Total	**530**	**343**	**873**	**250**

3.5 Research Instrument

The instrument for data collection is the Career Awareness Ranting scale (CARS) developed by Kolo (1997). The instrument is divided into three sections. Section (A) deals with personal and demographic data of the respondents, which include name, age, school, form or class, gender of the student. Section (B) deals with mail scale that measures the career awareness of the respondents. This section has three columns. The first column to the left has two response spaces of Yes or No., the middle column has the items written in the statement form. There are thirty items in all. The third column is to the right with six response spaces numbered 1 – 6. Both responses columns at the left and right sides are to be responded to by the testee. Section (C) of the scale is for official use only the the respondents have nothing to do with it. The section is supposed to be used for recording the scores for each component of the career awareness scale as rated summed up for the response columns 1 – 6.

3.6 Validity and reliability

According to Kolo (1997) content validity was established for the scale through an in depth literature review on the attribute. Also a thorough study of the items on the scale was undertaken to ascertain that each item is a member of the population of items that comprises the entire scale. Competent judges in the field of counseling and measurement were involved. From their reports a high consensus was obtained which implied high content validity for the scale. Further validity estimates are being carried out as the scale is being used for research and clinical practices.

For reliability, the instrument has gone through an initial coefficient alpha for estimating the reliability of the scale. An 0.72 reliability estimate was established. Further reliabilities are being established for various groups of respondents. These estimates will be reported as facts come on it.

3.7 Procedure for Data Collections

The respondents were randomly assigned to the experiment and control groups. The subjects selected for the experiment group were given the pre-test treatment, which is the handout explaining career path on various disciplines. This is based on the concept of group bibliotherapeutic techniques for the subjects to learn and comprehend issues like job description, entry and the job requirements as well as the institutions for training and qualifications required for the job (see appendix B). The difference in the treatment between the control and experimental groups is that control group were not served with the handouts as bibliotherapy while the experiment group were treated with the handouts to study first before the CARS schedules were given to them.

The data for the study was collected in two phases, phase one involved the pretest in which the two groups (experimental and control) were given the CARS to respond to. The second phase is treatment session during which the experimental group was exposed to handout techniques for the duration of six weeks. The third phase involved the document of CARS to the experimental and control group for post test. The data collected were subjected into analysis using simple percentage, mean standard deviation, and t test statistical techniques.

Table 3.2: Min. and Max. Scores for Career Awareness Factors

S/N	CA Factors	Question Nos.	No of Items	Min Score	Max. Score
1	Self Awareness	1-5	5	6	30
2	Career awareness	6-10	5	6	30
3	Attitude/Appreciation	11-14	4	6	24
4	Decision Making	15-18	4	6	24
5	Education Awareness	19-22	4	6	24
6	Economic Awareness	23-26	4	6	24
7	Skill Awareness	27-30	4	6	24
Total					**180**

3.8 Procedure for Data Analysis

All the items in the Career Awareness Ranting Scale (CARS) were scored objectively. The data generated from the respondents were used for testing the four (3) hypotheses formulated for the study. In testing the hypothesis, the data were grouped according to the postulated null-hypotheses. T-test was conducted for the analysis of difference to compare t-actual and the t-critical for each of the career awareness factors. This technique to analyze the acceptance or rejection of the null hypotheses. The decision rule being t-actual less than or equal to t-critical (t-actual $\leq$ t-critical) the hypothesis is accepted but if t-actual is greater than the t-critical (t-actual > t-critical) the hypothesis is rejected.

To answer the research questions the mean of the career awareness scores and their standard deviation were used.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND RESULTS

4.1 Introduction

This chapter presents the data analysis, interpretation, summary of findings and discussion of the results. The data analysis and interpretation considered the objectives of the study which were to find out the effectiveness of bibliotherapy techniques on enhancing secondary school students career awareness, to see if there is difference between career awareness of the control and experimental groups and to find out whether there is gender significance difference on career awareness of secondary school students in experimental and control groups in Bauchi metropolis.

4.2 Answer to Research Questions

Research Question 1

What are the difference in the enhancement of career awareness of secondary school students in the treatment and control group?

Table 4.1 shows Reponses on areas of Career Awareness Rating Scale (CARS) by experimental and control groups

Career Awareness	Group	Mean
Self Awareness	Experiment control	23.86 21.10
Career Awareness	Experiment Control	22.69 18.02
Attitude/Appreciation	Experiment Control	23.86 21.10
Educational Awareness	Experiment Control	24.91 19.24
Decision Making Control	Experiment Control	26.62 19.21
Economic Awareness	Experiment Control	23.86 21.10
Skill Awareness	Experiment Control	26.96 16.02

Table 4.1 above shows mean and standard deviation of the experimental and control groups of students. The mean scores and the standard deviations of the experimental group were observed to be higher than that of the control group.

Research Question 2

Is there any significant difference between male and female in the career awareness of the students in the treatment group ?.

Table 4.2 Responses of Male Female respondents in the experimental group on CARS

Gender	No	Mean Score	Standard Deviation
Male	72	116.233	13.671
Female	73	117.123	14.012
Total	145		

There are only 145 students in the experimental group.

To determine gender based difference in career awareness scores of the respondents, the table above scores shows the mean scores, standard deviation of both male and female, 72 males have the mean score of 116.233, standard deviation of 13.671, while their female counter parts have mean score of 117.123, standard deviation of 14.012 which is higher than that of their male counter parts.

Research Question 3

What are the difference in the enhancement of Career Awareness of students in the urban and rural schools exposed to handout techniques?

Table 4.3 Response to the difference in the enhancement of career awareness of students in the urban and Rural Schools exposed to handouts technique.

Group	No	Mean score	Standard deviation
Urban	73	117.123	14.012
Rural	72	116.233	13.671
Total	145		

Under the table above shows the mean score of the urban schools has 117.123, standard deviation of 14.012 , while the mean score of rural school is 116.233, standard deviation is 13.671.

4.3 Hypotheses Test

There null hypotheses aimed at determining the effectiveness of bibliotherapeutic techniques using handouts on secondary school students were raised by the researcher. The hypotheses were tested and results analyzed as seen below:

Hypothesis one:

There is no significant difference in career awareness between secondary school students exposed to handouts technique and those in control group in enhancing their career awareness. To test this hypothesis, the researcher conducted a t-test as seen on the table below:

Table 4.4 T – test respondents' score of the experimental and control group

Group	N	Mean Score	Standard Deviation	t-cal	t-Crit	DF	P
Experiment							
Group	127	124.621	16.960	4.86	1.96	248	0.03
Control	123	120.10	17..32				
Total	250						

Table 4.4 show t-calculated is higher than the t-critical which indicated that there is significant difference of the career awareness score of the control and experimental group which indicates that the handouts technique is effective in enhancing career awareness among secondary school students. Therefore, the null hypothesis is rejected.

Hypothesis two

There is no significant difference between male and female exposed to handouts technique in enhancement of the career awareness.

Table 4.5 Gender based difference of career awareness scores between secondary school students in experimental group.

Gender	N	Mean Score	Standard Deviation	t-calculated	t-Critical	DF	P
Male	72	116.233	13.671	-1.42	1.196	143	0.489
Female	73	117.123	14.012				
Total	145						

Not significant at ≤0.05 = accepted ***Source field study***

The t- calculated (-1.42) lower than t- critical for the data (1.96) at ($P \leq 0.05$), which indicates that there is no gender based significant difference between career

awareness of male and female students in the experimental groups. Therefore the null hypothesis is accepted.

Hypothesis 3

There is no significant difference in the enhancement career awareness of students in rural and urban exposed to.

Table 4.6 Difference of career awareness scores between rural and urban secondary school students exposed to handout technique.

Table 4.6 Responses of urban and rural respondents

Group	No	Mean score	Standard Deviation	t – cal	t-Crit	DF	P
Urban	73	117.123	14.012	1.562	1.96	143	0.576
Rural	72	116.233	13.671				

≤ 0.576 is not significant.

Table 4.6 shows t-calculated is lower than t-critical which indicated that there is no significant difference between career awareness scores of students in the rural and urban schools that were exposed to handouts technique. Therefore the hypotheses is accepted.

4.4 Summary of Findings

The summary of the Findings are as follows:-

1. The findings indicated that secondary school students can be exposed to handout techniques to enhance their career awareness. As shown on table 4.1 research question one. The mean scores of the experimental group were found to be

higher than that of the control group with t-value of 3.94 and 2.98 after treatment respectively.

2. Gender based difference in career awareness of students in treatment group has been found to be not effective. As observed on table 4.2 research question two. The mean scores of male students is 116.233 with standard deviation of 13.671 lower than their female counterpart with mean scores of 117.123 standard deviation of 14.012 indicating that handout technique can be used on both male and female students to enhance their career awareness. Though may seem the same but slight difference exists.
3. The researcher found that the enhancement of career awareness of students in urban schools exposed to handout technique is effective more than those in the rural areas. As shown on table 4.3 research question three. The mean scores of urban schools 117.123 with standard deviation of 14.012 higher than that of students in rural school with 116.233 mean scores and standard deviation of 13.671 after treatment.

4.5 Discussion of Findings

The findings of the analysis of hypothesis one which states that, there is significant difference between secondary school students exposed to handouts technique and those in control group in enhancing their career awareness. It indicates that the handout technique is effective in enhancing career awareness among secondary school students experimented upon. This is supported by what Rubin in Osas (2001.65) says that bibliotherapy cam help the reader to achieve emotional and intellectual insight, can provide link to the external world and contact with reality,

can arouse new interests in the readers, can dispel isolation, can reinforce cultural and behavioral patterns". Similarly, coby as cited in Adisa (2005)observed that children begin to appreciate common needs values sensitive to the differences and similarities among people. That is through bibliotherapy technique, an individual will gain a better understand of his or her own reactions, frustration and conflict which assist him or her in fostering positive change in behavior or attitude. This could be linked with the objectives of bibliotherapy identified by Kolo (1988) quoting Rougine in Adisa (2005:27) as follows:

- To stimulate an eagerness to find adjustment to problems that will lessen conflict with society.
- To help people analyze their attitude and modes of behavior,
- To teach a person to think constructively.

He further said that, with the use of any bibliotherapeutie technique, an individual is helped to resolve his or her immediate problem and also to learn to effect or change his or her attitude in the future.

The findings of hypothesis two which states that, there is no gender significant difference between second any school students in enchasing of the career awareness of students those not exposed to reveals that there is no gender basest significant difference between male and female students in enhancement of career awareness they were exposed to handout technique. This therefore confirms that if given equal opportunities, both male and female secondary school students can develop same level of career awareness. This is supported by Kolo (1988) who stressed that, the effectiveness of bibliotherapy as a technique for attitude change;

can be effective for all groups of people that could be used within and outside school system, that is both male and female for positive change in attitude. This is also accorded by okon (2001:122) who states that, abilities and interests are factors in career development that many people who are capable of genuinely understanding "who they are", their abilities and interest as well as understanding that their academic work is satisfactory, tend to have high level of career awareness. Also, Michigan (2008) states that, "All students will acquire, organize, interpret and evaluate information from career awareness and exploration of activities, career assessment and work based on experiences to identify and to pursue their career goals".

One other important finding of this study is that the enhancement of career awareness of students in urban schools exposed to handout technique is effective more than those in the rural schools, as opposed to hypothesis three which states that, there is no significant difference in the enhancement of career awareness of students in rural and urban secondary schools exposed to handout technique this shows that students who school in urban environment tend to have the advantage of handout Material then those in the rural schools, which has a great influence on students career awareness. This is supported by Abdullahi (1996) as cited in Adisa (2005) that; "Environmental factor such as climate variations, social factors, economic system, library facilities and academic activities in schools will affect quality of one's study". Also, Aina (1985) in Adisa (2005), states that.

> "Libraries are extremely important to any educational programme in achieving its objectives, but lack of it affects the process of learning. The psychological warmth and concern which students receive from the

> school and the home also determine the nature and quality of educational and social personal problems faced by the individual in the school environment in the cause of learning." pp 37

It can be observed that the schools in the urban environment gives more opportunity to the students to get exposed to handout materials which enhances their career awareness than students learning from the schools in the rural environment where there are less handout facilities.

CHAPTER V

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study and to make some conclusion and recommendations. The items are as follows:- Introduction, summary, conclusion, Recommendation, implications for career awareness to secondary school students and career Teachers and Recommendation for farther study.

5.2 Summary

The study is to mainly determine the effectiveness of handout as bibliotherapeutie technique in enhancing students career awareness.

The sample of this study was made up of two hundred and fifty (250) SSSII students from two public and private secondary schools in Bauchi metropolis. The basis of selecting the school is the availabity of functional guidance and counseling units while the SSSII Class was used because the students of this class are saddled with the need of making decision on the type of discipline they intend to pursue. The researcher developed three research questions and three hypotheses in chapter one, which were answered and tested accordingly. Enhancement of career awareness amongst the secondary school students. Related literatures was reviewed on some factors affecting the students.

In chapter three the study described the type of research design as experimental design having control group and the experimental group. The total population were 3,332 while the sample sizes of 250 were drawn from the selected school and testing the hypotheses, the t- test statistic and analysis of variance was

also used. The implication for career awareness, recommendation for further research were also stated.

5.3 Conclusion

It is desirable in the Nigerian context for government and private school authorities to take up the responsibility of assisting students in their schools, attain their personal, social and economic development needs and to equip the schools with necessary infrastructure and information sources that will enable them make realizable plans about their future.

The success of any educational system will depend largely on the ability of policy makers to fulfill their roles by assisting students to realize their dreams and potentials.

An important conclusion that can be drawn from this study therefore is that therapeutic readings can be used to develop, change and influence attitudes, interests or to facilitate insights and personal growth of secondary school students. The study has also been able to establish that handout is efficacious in enhancing career awareness of the students. The fact that handouts contain information on various careers and how to achieve them facilitated the students' comprehension of the subject matter. The importance and the use of bibliotherapy as an effective tool of enhancing students' career awareness through right attitudes have therefore been established.

5.4 Implications for Career Awareness to Secondary School Students and Career Teachers

From the study, so many things are of importance to career teachers of counselors and students. The findings have discussed the difference between the respective variables said to have influence on the career awareness of the students. The usefulness of career awareness in assisting students decide on their careers is very important and the study shows that the possibility of intensifying career counseling in secondary schools or schools in general will maximize the level of career awareness among secondary school students as contained in Nigeria National Policy on Education (1981) that guidance and counseling will be established in schools in view of personality adjustment among students which can lead to improvement of areas such as academic achievement, social and personal adjustment.

However, the result of this study provide the school counselors with the idea that effectiveness of handouts technique of bibliotherapy has a certain level of effect on the students career awareness. It also implies that counselor should be able to effectively intensity the use of bibliotherapy in enabling their students to effectively use handouts as individuals and as a group because it will help the students develop high level of career awareness.

Another implication for this study is that regardless of gender difference, if students are equally treated to use handouts as biblitherapy technique for career awareness all male and female students in secondary schools can enhance their level of career awareness.

5.5 Recommendations

Based on the research findings the following recommendations were made, they include:

i. Teachers should consider using handouts as biblitherapeutic techniques in the enhancement of career awareness of secondary school students.

ii. Teachers should be guided on how to make very relevant and good handouts that will be understood by the students.

iii. There is need for establishment of guidance and counseling unit in every school to enable the teachers, government and parents achieve the objectives of effective career awareness among the secondary school students.

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APPENDIX A

CAREER ASWARENESS RATING SCALE – CARS
(SELF ASSESSMENT STUDY INVENTORY)
ADOPTED FROM KOLO, F. D

Section A: Personal Data

1. Name of Student: ……

2. Sex: Male ( ) Female ( )

3. Age: ≤ 16 years ( ), 16-18 years ( ), 18-20 years ( ) >20 years ( )

4. Type of School: Govt. Day ( ), Govt. Boarding ( ), Private Day ( ) or Private Boarding ( )

5. Form/Class: JSS I, II, III, SSS I, II, III

6. Do you have guidance and counselling unit in your school? Yes ( ) No ( )

Section B: The Scale

Instructions:

1. Read all the statements 1 - 30 carefully and put an X under Yes or No section of the answer columns at the left of the paper.

2. When that is completed put an X under any of the responses 1 – 6 at the right hand of the paper that honestly fit you.

3. Make sure all the statements 1 – 30 are answered.

Note that your honesty is the only true answer.

Now read and answer

Ratings:
6 – Very much
5 – Much
4 – Averagely
3 – Little
2 – Very little
1 – Not at all

YES	NO	S/N	SELF ASSESSMENT INVENTORY QUESTIONS	1	2	3	4	5	6
		1	I know my abilities that are good for My career choice						
		2	I know what is important to me in choosing a career						
		3	I know the type of character I have that helps me in choosing a career						
		4	I understand what my likes are in a career						
		5	I know the reason for choosing a career can be met by the career						
		6	I know many different types of career that I can select from						
		7	I know about the condition for all the different types of career						
		8	I understand the type of difficulties in each career						
		9	I am aware of the difficulties in each career						
		10	I know the different areas where jobs in my career can be done						
		11	I am of the personal habits to be put up in each career						
		12	I like the kind of social relationships involved in the types of career I want to choose						
		13	I admire the work done by people in their career						
		14	People who do a job not the same with me are not like me						
		15	I know how to go about choosing a career						
		16	All sources of information about my career are known to me						
		17	The kind of information to collect about a career to help in my choice are known to me						
		18	School subjects necessary for different careers are known to me						
		19	I know how to go and collect the information before making a choice						
		20	The education level necessary for different career is known to me						
		21	I know that the level of education determines one's career						
		22	I know that the level of passes one gets from school subjects affect also the career one can go into						
		23	I understand that different career has different salaries						
		24	That the monies can be given in certain careers apart from the salaries is known to me						
		25	I know that the economic situation of the country affects the money one gets from a job differently						
		26	I am aware of the other benefits that do not concern money that are available						
		27	I do know that each career each career requires speed skills						
		28	I know the school where I can train in the skills required in the career I want to go into						
		29	Skills training in the career I want go into helps one to be successful in that career						
		30	I know the type of skills needed in the career I want to go into						

STOP

Section C: Official Use

S/N	SECTIONS	QUESTIONS NOS	MIN SCORE	MAX SCORES
i.	Self Awareness	1 – 5	5	30
ii.	Career Awareness	6 – 10	5	30
iii.	Attitudes/Appreciation	11 – 14	4	24
iv.	Decision Making	15 – 18	4	24
v.	Education Awareness	19 – 22	4	24
vi.	Economic Awareness	23 – 26	4	24
vii.	Skill Awareness	27 – 30	4	24
	Total		30	170

Write three (3) Jobs that you like most in order of preference:

i. ……
ii. ……
iii. ……

APPENDIX B

SAMPLE OF HANDOUTS ON VARIOUS CAREER USED FOR THE TREATMENT/EXPERIMENTAL GROUP IN ALPHABETICAL ORDER

1. ACCOUNTANCY

i. Job Description:

An accountant prepares and analyses financial reports to provide business manager, government officials and individuals with up to date records

ii. Job Entry:

- Have an aptitude for mathematics
- Make favorable first impression with clients
- Communicate effectively in oral and written form
- Organize your work
- Handle responsibility and work with little supervision

iii. Job Requirements:

- Demonstrate a knowledge of accounting principles and methods
- Will operate a variety of business machines
- As a management accountant, handles the financial records of the business that employs
- May specialize in areas such as auditing, taxes and management consultants
- As an auditor, examine and analyse a business and prepare a financial status report

iv. Training Institutions:

- Obafemi Awolowo, Lagos, Nsukka, Jos, Bayero, Ilorin Universities
- Entry Requirements: Five O' level including English mathematics plus JAMB.
- Some Universities require post UME for some.

2. ACCOUNTING CLERK

i. Job Description:

An accounting clerk works under direct supervision to check additions, audits, postings and voucher.

ii. Job Entry:

To get the job, you should be able to:

- Work under pressure
- Work without making mistakes
- Keep records private
- Use your eyes constantly
- Write neatly and clearly

iii. Job Requirements:

On the job,

- Many work only in auditing, taxes or cost accounting
- Many work for businesses and industries to help managers make decisions about money
- Accounting technicians often work for several hours without interruption
- Accounting technicians may work alone or with others
- Accounting technicians may be employed by public accounting firms, private businesses, industry and government, mainly in cities and large towns.

iv. Training Institutions:

- ABU Zaria, Unijos, Bayero, Ibadan, Lagos, Calabar, Abuja, etc.
- Entry Requirements: Five O' level including Mathematics, English, Physics and Biology.
- Some Universities require post UME

3. AGRICULTURE

i. Job Description:

An agriculturalist is involved in improving the quality and yield of crops by developing methods, analysis of soils or by controlling diseases, pests and weeds

ii. Job Entry:

To get the job, you should be able to

- Work independently or in a team
- Maintain an inquiring attitude about work
- Express yourself clearly in oral and written forms
- Apply theories to practical application
- Be adaptable to constantly changing situation

iii. Job Requirements:

- Will specialize in either crop science or soil science
- May teach in colleges or Universities, or perform, management or planning duties for business firms or government agencies
- Carry out experiment to develop methods for the most efficient production and utilization of forage and field crops.
- Study seedbed preparation, suitable plant varieties

iv. Training Institutions:

- ABU, Maiduguri, Ibadan, Minna, ATBU, Bayero, Makurdi, Jos, Abuja, etc.
- A' level passes in two of the followings: Chemistry, Biology, Chemistry, Mathematics, Physics, etc.
- A National Diploma certificate with a minimum of lower credit passes in any agricultural programme.
- Some Universities require post UME

4. ARCHITCTURE

i. Job Presentation:

An architect provides professional consulting services to determine a client's building needs and designs to suit those needs

ii. Job Entry:

To get the job, you should be able to

- Think of original ideas and draw them
- Be well organized in study and work habit
- Handle many details without becoming confused and frustrated
- Communicate his ideas clearly to others orally, graphically or in writing
- Be creative

iii. Job Requirements:

- Plan, design and supervise the construction of all sorts of structures
- Must consider the safety features of the building, its utility and appearance
- May do some technical writing supporting projects

- Consult with other people on specific areas such as zoning and five regulations, plumbing, healing and electrical requirements, construction materials, etc.
- Should be able to design all types of structures, but you may specialize in one particular kind of architecture.

iv. Training Institutions:

- FUTY, ABU, FUTA, Lagos, Jos, ATBU, etc.
- Entry Requirements: Five O' level credits passes in English, Mathematics, Physics, Chemistry and Fine arts
- Some Universities require post UME

5. ART

i. Job Description:

An Artist creates objects, which may be termed 'art' such as paintings, sculptures using wood metal works

ii. Job Entry:

To get the job, you should be able to

- Have a good self-concept and above all believe in your own ideas as your work may often be criticized.
- Distinguish colours and be sensitive to them and their efforts on people
- Be curious about the world-everything and everybody around you

iii. Job Requirements:

On the job you need

- To have a place to work, a studio and set up hours to discipline yourself
- Specialize in one or more art forms such as painting, sculpture, pottery, print making, metal work, etc
- Express your ideas through one of these media combing the technique of the specific form and the perception you have on the ideas.

iv. Training Institutions:

- FUTY, ABU, FUTA, Lagos, Jos, ATBU
- Entry Requirements: Five O' level credit passes in English, Mathematics, Physics, Chemistry and any of fine art

- Some Universities require post UME.

6. AIRLINE FLIGHT ATTENDANT

i. Job Description:

An airline flight attendant serves as the personal link between the passenger and the airline, making the passenger's flight safe and comfortable and enjoyable.

ii. Job Entry:

To get the job, you should be able to:

- Be free to and enjoy travel
- Be on your feet long periods of time
- Tolerate irritable passengers
- Maintain good health
- Be of an average height of 5' with proportional weight

iii. Job Requirements:

- Make the passenger's flight safe, comfortable and enjoyable
- Greet passengers as they enter the plane
- Check safety belt before take-off
- Take care of infants, children and elderly
- Serve light meal and refreshments to passengers
- Record ticket numbers and give safety instruction to passengers before take-off
- Bring magazines, newspapers, pillows or blankets to passengers and help with seat adjustments
- Operate movie or music

iv. Training Institutions:

- Nigerian Aviation College, Zaria
- Entry Requirements: Five O' level passes to include English language, biology, physics, chemistry, mathematics, etc
- Need to pass an aptitude test

7. BUILDING

i. Job Description:

Building Engineer directs activities of works, engaged in operating and maintaining facilities and equipments in building such as apartment, houses or office building

ii. Job Entry:

To get the job, you should be able to

- Communicate with people
- Give understanding directions
- Make decisions
- Take the responsibility of assigning worker to specific duties
- Order equipment and supplies needed
- Keep accurate up to date records

iii. Job Requirements:

- May inspect facilities and equipments to determine the need and extent of service and personnel required
- May be responsible for leasing office and or living space within the building
- May locate firms and negotiate contracts for certain maintenance functions
- Plan or help in planning of the department budget
- Compile records of labour and material costs
- May prepare construction specifications for plans

iv. Training Institutions:

- FUTY, ABU, FUTA, Lagos, Jos, ATBU, etc.
- Entry Requirements: Five O' level credit passes in English, Mathematics, Physics, Chemistry and any of fine arts
- Some Universities require post UME

8. CATERING

i. Job Description:

A caterer plans menus and prepare food, usually for large groups of people, to be served for specific occasions.

ii. Job Entry:

To get the job, you should be able to

- To deal with people
- Make plans and carry them out
- Direct and supervise others in their work
- Be neat and well-groomed
- Work under pressure during busy periods
- Be in good physical conditions

iii. Job Requirements:

- Plan menus and prepare food for large groups of people for special occasions
- Must plan the correct amount of food for the number of people to be served
- Discuss type of menu wanted, the time and place and the cost involved with customer
- Must schedule serving arrangements, planned with helpers and plan the arrangement of tables
- Direct the preparation of food and the packing for delivery

iv. Training Institutions:

- FCE, Zaria, FC Kongova, FC Katsina, FC Kano KD Poly, Kat poly, Kano poly, etc
- Entry Requirements: O' level credit passes, Teachers College Grade II merit passes in many subjects, Agricultural science, Home Economics, Biology, Chemistry, Health science, English and Mathematics

9. CASHIER

i. Job Description:

Cashier operates a cash register and receives money from customers in payment for goods or services and many keep records of all transactions

ii. Job Entry:

To get the job, you should be able to

- Work with figures
- Work independently
- Handle money accurately
- See and hear well
- Meet and work with the public
- Pay attention to details
- Use office equipments

iii. Job Requirements:

- Receive or collect money from customers, employees or from various businesses that have the business services or goods
- Must keep accurate records of each days transactions
- May receive price whets to note price changes on sale items
- Operate office machines such as typewriter, cash register and calculating, book-keeping and check-writing machines

iv. Training Institutions:

- ABU, Jos, Lagos, Bayero, Ilorin and Abuja
- Entry requirements: Five O' level credit passes including mathematics and English
- Some Universities require post UME

10. COMPUTER PROGRAMMER

i. Job Description:

A computer programmer writes step-by-step instruction for a computer to follow in order to carry out its function

ii. Job Entry:

To get the job, you should be able to

- Work with patience and exactness
- Pay close attention to details
- Read for long periods of time
- Use your imagination to solve problems
- Communicate well, orally and in writing

iii. Job Requirements:

- Prepare instructions for the computer
- Carefully analyze every problem so that exact and logical steps for its solution can be worked out on the computer
- Prepare instructions, which the machine will follow in exact order
- May work with information of a confidential nature
- Check on whether the instructions have been correctly written and will produce the desired information

iv. Training Institutions:

- ABU, Jos, Bayero, Ibadan, Lagos, Benin, Calabar, Abuja, etc
- Entry requirements: Five O' level credit passes including Mathematics, English, Physics, Chemistry and Biology
- Some Universities require post UME

11. URBAN PLANNER

Job description

An urban planner develops programmes to provide for future growth and the renewal of urban communities.

JOB ENTRY

To get the job, you should be able to:

- Think in terms of object/space relationships
- Be flexible and remain open-minded about new ways of doing things
- Work as part of a team, as well as, individually.
- Speak well and present your ideas clearly
- Be committed to your work and be confident that it has value for people of the community

JOB REQUIREMENTS

- Try to remedy problems such as deteriorating business and residential areas, inadequate park and recreation facilities and air pollution.
- Examine community facilities such as health clinics, schools, to be sure that these facilities can meet the demands placed upon them.
- Keep informed of the legal issues which affect community development and changes in housing and building codes.
- Work within a framework set up by city government.
- Project future needs for housing, transportation and industrial sites that may develop due to population or economic changes.

TRAINING INSTITUTION: University, ABU, Abuja, Jos, Bayero/Kad poly, Auchi Poly, Plateau state Polytechnics, Giwa Poly, Yaba tech etc.

- Entry Requirement:- Five '0' level credits in English language and Mathematics.
- Some university require post UME and polytechnics.

12. CIVIL ENGINEERING

Job Description

An Engineer designs industrial machinery, develop scientific equipments, supervises the construction of buildings and highways and design consumer products and services.

JOB ENTRY

To get the job, you should be able to:

- Have a firm interest in Mathematics and the Physical Sciences and have good English skills.
- Think in a logical way and be able to analyze problem from many angles.
- Communicate effectively with people.

JOB REQUIREMENTS

- Specialized branches such as Aerospace, agriculture, ceramics, civil, electrical, chemical, industrial, mechanical, or metallurgical engineering
- May be involved in engineering activities such as administration, consulting, research, construction, production or sales.
- Confer with others engineers and clients to gather information and to incorporate ideas into ways of doing things.

TRAINING INSTITUTION: ABU, Fed University of Tech Yola, ATBU, Bayero, Benin, Ibadan, Ilorin, Maiduguri, Lagos, etc.

- Entry Requirement:- Five '0' level credit passes to include physics, chemistry, Mathematics, English language and one science subject.
- Some university require post UME.

13. ELECTRICAL ENGINEERING

Job Description:

An electrician installs and tests all electrical fixtures, appliances and wiring in the electrical systems of structures; may repair existing electrical work.

JOB ENTRY

To get the job, you should be able to:

- Read and see details in blueprints and drawings
- Perform short mathematical operations quickly and accuracy
- Accept responsibility
- Use hands and fingers

JOB REQUIREMENTS

On the job, you:

- Make the necessary repairs when something goes wrong
- Splice wives together by soldering or other mechanical means
- Analyze problems in electrical systems
- Also install electrical machinery, controls, signals and switch boards for telephones and intercom systems.

TRAINING INSTITUTION: ABU, Kano, Jos, Maiduguri, Calabar, Benin, Sokoto, Bayero, Lagos, Bauchi, Minna.

- Entry Requirement:- Five '0' level credit passes to include physics, chemistry, Mathematics, English language and any science subject.
- Some university requires post UME.

14. CHEMICAL ENGINEERING

Job Description

An Chemical Engineering Technician use hand tools and test equipment to maintain and repair electronic equipment such as reader generators and transmitters.

JOB ENTRY

To get the job, you should be able to:

- Work patiently and steadily
- Work with mechanical and electrical equipment
- Work under supervision
- See well and detect the differences in colours

JOB REQUIREMENTS

On the job, you:

- Repair electronic equipment such as computer, reader generators and transmitters
- Use many hand tools and test instruments
- Many check out newly installed equipment in airplanes, ships and structures to evaluate system performances
- Advise customers concerning operation, maintenance and programming of computers.

TRAINING INSTITUTION: ABU, Benin, Lagos, Minna, Bauchi, Bayero, etc.

- Entry Requirement:- Five '0' level credit passes to include physics, chemistry, Mathematics, English language and any science subject.
- Some university require post UME.

15. DOCTOR

JOB DESCRIPTION

A doctor of medicine (Human) diagnoses diseases and injuries, treats people who are suffering from them, and works to prevent illness by advising patients on self care.

JOB ENTRY

To get the job, you be able to:

- To be sincere and dedicated, as well as, have interest in the helping people.

- Be a stable individual who can handle emergency situations calmly using good judgment at all times.
- Maintain good health and have physical stamina to handle a busy and unpredictable schedule.
- To cope with the illness and diseases which you may have to treat.
- Communicate effectively both orally and in writing.

JOB DESCRIPTION

- May perform the duties of a doctor of Medicine (M.D) or Bachelor of Medicine and Bachelor of Surgery (M.B.B.S).
- Will usually examine patients of your office (which may be in clinic), in hospitals or sometimes at the patients home.
- Will need to make quick and very accurate decisions during emergency situations.
- May, as an M.D, or M.B.B.S diagnose and treat illness or diseases in people.
- May, in addition, try to prevent illness by advising patient in the area of diet and exercise which may help them promote and maintain good health.
- Usually, as an M.D or M.B.B.S treat and examination to diagnose their conditions

TRAINING INSTITUTIONS

- Abu, Jos, Bayero, Lagos, Benin, Calabar, Maduguri .etc.

ENTRY REQUIREMENT

- Five 'O' Level credits passes in English language, Mathematic, Physics, Chemistry and Biology.
- Some Universities require post UME.

16. MEDICAL SECRETARY

JOB DESCRIPTION

A medical sectary performs customary secretarial duties utilizing special Knowledge of medical terms and procedures in the work.

JOB ENTRY

To get the job, you should be able to:

- Learn and use medical terms correctly.
- Keep certain information confidential.
- Deal with all kinds of people and situations.
- See and hear well.
- Take responsibility and use good judgment.
- Work with little supervision

JOB EQUIPMENTS

On the job, you:

- Take dictation, type letters, file, govt mail, make appointments and keep records.
- Work in doctor's offices hospitals and clinics.
- Make appointments, do billing and keep information to used later.
- Type report and keep records using medical information in hospitals and clinics.
- Handle the doctor's letter writing and keep a record of conferences and meeting dates.

TRAINING INSTITUTIONS

- Abu, Jos, Bayero, Lagos, Benin, Calabar, Maduguri .etc.

ENTRY REQUIREMENT

- Five 'O' Level credits passes in English language, Mathematic, Physics, Chemistry and Biology.
- Some Universities require post UME.

17. MEDICAL TECHNOLOGIST

JOB DESCRIPTION

A medical Technologist performs various laboratory tests to assist, the doctor in the detection, diagnosis and treatment of disease.

JOB ENTRY

To get the job, you should be able to:

- Work carefully, accurately and potently
- Follow detailed instructions.
- Work well with others.
- Work under pressure.

- See well.
- Use your hands well.
- Recognize physical difference in materials
- Work with numbers.

JOB REQUIREMENTS

On the job you:

- Perform laboratory test with aid in the defection, diagnosis and treatment of disease.
- Test for blood count, blood cholesterol, level and skin diseases.
- Work in large laboratories where you can specialize in such areas as bacteriology, hematology, histology.
- May conduct test connected with the examination and treatment of patients.

TRAINING INSTITUTIONS

- Abu, Jos, Bayero, Lagos, Benin, Calabar, Maduguri .etc.

ENTRY REQUIREMENT

- Five 'O' Level credits passes in English language, Mathematic, Physics, Chemistry and Biology.
- Some Universities require post UME.

18. MEDICAL LABORATORY ASSISTANT

JOB DESCRIPTION

A medical laboratory Assistant helps the physician and medical technologist in laboratory works, in keeping test records and maintaining equipments.

JOB ENTRY

To get the job, you should be able to:

- Work under pressure when results of test are needed quickly.
- Work carefully and patiently
- Work with numbers

- Pay close attention to details.
- Recognize physical differences in materials.

JOB REQUIREMENTS

On the job, you:

- Must be able to work with both medical and staff and patients.
- Must be able to use a number of machines in the laboratory.
- Keep the laboratory clean and well-organized.
- May store chemicals, label various bottles, clean the laboratory equipment and keep records of test.

TRAINING INSTITUTIONS

- Abu, Jos, Bayero, Lagos, Benin, Calabar, Maduguri .etc.

ENTRY REQUIREMENT

- Five 'O' Level credits passes in English language, Mathematic, Physics, Chemistry and Biology.
- Some Universities require post UME.

18. NURSING

JOB ENTRY

To get the job, you should be able to:

- Work well with others and remain cheerful
- Be alert at all times and stay calm in emergencies.
- Learn technical skills
- See and hear well
- Have full use of your arms, hands and legs
- Pass a physical examination test
- Have a neat and clean personal appearance

JOB REQUIREMENTS

On the Job, you:

- Learn hospital procedures and keep simple records
- Are part of a hospital team and work under the direction of a more highly trained medical staff members.
- Answer call bells, deliver messages, clean rooms, serve meals and feed patients.
- Also make beds, bath patients, give rubs, take temperature and do many routine duties related to patient care.
- Make sure staff members, have enough supplies and equipments to use in their hospital work and take periodic inventory of these items.
- May transport patient to various hospital area such as X-Ray or operating rooms.

TRAINING INSTITUTION: ABU, Ibadan, Calabar, University of Nigeria, Obafemi Awolowo University, etc.

- Entry Requirement:- Five '0' level credits passes in mathematics, chemistry, biology, physics and English language.
- Some university require post UME

19. NURSE/AIDE

Job description:

Nurse Aide/ Orderly help prepare and supply nurse with necessary equipment and sterilized supplies, and performs routine tasks to make patients more comfortable

JOB ENTRY

To get the job, you should be able to:

- Work well with others and remain cheerful
- Be alert at all times and stay calm in emergencies
- Adjust and adapt to a variety of tasks
- Learn technical skills kA
- See and hear well
- Have full use of your arms, hands and legs

- Lift and carry light to medium loads
- Pass a physical examination
- Have a neat and clean personal appearance

JOB REQUIREMENTS

On the job, you:

- Learn hospital procedures and keep simple record
- Answer call bells, deliver messages, clean rooms, serve meals and feed patient
- Also make beds bath patients, give back rubs, take temperatures, and do many routine duties related to patient care
- May also prepare dressings, gloves, towels, gowns, solutions such as saline and glucose and setting up oxygen or traction equipment
- May transport patient to various hospital areas such as x-ray or operating rooms
- Make sure staff members have enough supplies and equipment to use in their hospital work and take periodic inventory of these items.

TRAINING INSTITUTION: ABU, UNN, Ibadan, OAU, Calabar.

- Entry Requirement:- Five '0' level credits subject including English language and Mathematics.
- Some university require post UME.

20. NURSING HOME ADMINISTRATOR

Job description

A nursing Home Administrator organizes and directs educational, security, recreational and rehabilitation programmes and supervises the physical facilities of a nursing home.

JOB ENTRY

To get the job you should be able to:

- Direct and supervises others in their work
- Learn the concepts and practices of administration
- Deal with all kinds of people
- Solve problems and adjust no change

- Work with number of prepare financial report and budgets
- See and hear well
- Think rationally and logically
- Use common sense
- Maintain good health and a stable temperament
- Communicate effectively both orally and in writing
- Plan and supervise the operation of the laundry, housekeeping facilities of the home

TRAINING INSTITUTION: School of Nursing Bauchi
School of Nursing Zaria
School of Nursing Kaduna
School of Nursing Kano

ENTRY REQUIREMENT: Candidates must be qualified midwife or mental health nurse and must passes five credits must including English, mathematics not have two sitting.

21. PHARMACY

Job description

Pharmacist drug/medicines prescribe by a medical practitioner and supplies and advise people on the use of medicines that can be obtained with or without prescription. **JOB ENTRY**

To get the job, you should be able to:

- Be honest, orderly, dependable and accurate as a person and in you work.
- Display a genuine interest in medical science and the ability to instill confidence in your patients.
- Be pleasant, helpful and work well with people.
- Work under pressure and handle to the responsibility of dispensing drugs and medicines.

- Communicate effectively both orally and in writing.

JOB REQUIREMENTS

- Fill prescriptions written by doctors and other medical practitioners directly to consumers.
- Must understand the composition and effects of drugs.
- And be able to test the drugs for purity.
- Weight, measure, and mixes drugs and other medical compounds and fills bottle or capsules with the correct quantity and composition.

TEACHING INSTITUTIONS: Jos, Abu, Benin, Ibadan, Lagos, Maiduguri, University of Nsukka, Bayero, etc.

22. ACCOUNTANCY

JOB DESCRIPTION

An accountant prepares and analyses financial reports to provide business manager, government officials and individuals with up-to-date records.

JOB ENTRY

- Have an aptitude for mathematics
- Make favorable first impression with clients communicate effectively in oral and written form
- Organize your work
- Handle responsibility and work with little supervision

JOB REQUIREMENT

- Demonstrate a knowledge of accounting principles and methods

- Will operate a variety of business machines
- As a management accounting, handle the financial records of the business that employs you
- May specialize in areas such as auditing, taxes and management consulting
- As an auditor, examine and analyze a business and prepare a financial status report

TRAINING INSTITUTION, Obafemi, Awolowo, Lagos, University of Nigeria Nsuka, Jos, Abuja, Bayero, Nassarawa, Uni. Ilorin, ABU

- Entry Requirement:- Five O' Level including English language and Mathematics.
- Some university require post UME.

23. ACCOUNTING CLERK

Job description

An accounting clerk works under direct supervision to check additions, audits, postings and vouchers.

JOB ENTRY

To get the job, you should be able to:

- Work under pressure
- Work without making mistakes
- Keep records private
- Use your eyes constantly
- White neatly and clearly

JOB REQUIREMENTS:

On the job, you

- Many work only in auditing, taxes or cost accounting

- Many work for businesses and industries to help managers make decisions about money
- Accounting technicians often work for several hours without interruption
- Accounting technicians may work alone or with others
- Accounting technicians may be employed by public accounting firms, private business, industry and government, mainly in cities and large towns.

TRAINING INSTITUTION, ABU, Jos, Bayero, Ibadan, Lagos, Benin, Calabar, Abuja, etc.

- **Entry Requirement:-** Five O' Level including Mathematics, English, Physics, Chemistry and Biology.
- Some university require post UME.

24. STATISTICAL OFFICER

JOB DESCRIPTION

A statistical officer using a calculator and/or adding machine, complies and computes data for use in statistical studies

JOB ENTRY

To get job, you should be able to:

- write neatly and clearly
- Have fairly good eye-hand coordination and be able to manipulate small items with your fingers.
- Gather and classify information accurately.
- Be fair good at doing mathematical calculations such as adding, subtracting, multiplying, and dividing.

JOB REQUIREMENT

- Compile data and computer statistics for use in statistical studies, calculators and adding machines.
- Must become familiar with items of information which you observe and record.
- May be designated according to the type of data you work with.
- Need to do prompt and accurate work under close supervision.

TRAINING INSTITUTION

- Yaba college of technology, Kad, poly, Ibadan poly, F.P, Damaturu, Zungaru Poly, Ibadan Polytechnic, Nassarawa poly. Etc.

ENTRY REQUIREMENT

- Five 'O' level credit passes in English language, chemistry, Biology, Mathematics and any other subjects.
- Some universities require post UME.

25. SECRETARIAL STUDIES

JOB DESCRIPTION

A secretary takes dictation in short hand or use a dictation a machine, type letters and reports, make appointments, schedule meetings and handle in coming mails.

JOB ENTRY

- Be well-groomed, dependable and punctual
- Use good judgment in making your own decisions and be able to work under pressure.
- Speak clearly and pleasantly on the telephone.
- Hear and see well.
- Use your fingers and hands to operate office machines and typewriters.

JOB REQUIREMENTS

- May work in public and private organizations of every size and kind.

- Schedule appointments, give information to callers and show visitors to the right persons.
- Must find and attach the appropriate file to correspondence to be answered by employer.
- File correspondence, minutes of staff meetings and other kind of reports.
- Arrange travel schedule and make reservations for the employer
- May also keep personnel and other kinds of records.

TRAINING INSTITUTIONS

- Yaba, TECH, KAN-poly, KAT-poly, Kogi Poly, AUCHI poly, Fed poly, Mubi fed poly Bauchi etc.

ENTRY REQUIREMENTS

- Five 'O' Level credits English language and Mathematics and any other three subjects from the following:

26. POLITICAL SCIENTIST

JOB DESCRIPTION

A political scientist studies government and operation and combines this research with consultation and teaching.

JOB ENTRY

To get the job, you should be able to:

- Like to work with details and be objective
- Work independently or as part of a team
- Express yourself clearly and precisely in writing and orally
- Work patiently and with perseverance

JOB REQUIREMENT

- Study governments, their organizations, operations and purposes.

- May specialize in a general area of political science such as political theory, comparative politics, or international political institutions or policies of particular period in time.
- With probably combine research, consultation or administrative duties with university or college teaching
- Will be considerable writing of reports and articles to present findings of your political research
- May consult with government officials, civic bodies, research agencies, and political parties

TRAINING INSTITUTION, ABU, Jos, Bayero, Ilorin, Abuja, Lagos, University of Nsuka, Obafemi Awolowo University.

- Entry Requirement:- Five O' Level in Government and History, English language and Mathematics.
- Some university require post UME.

27. PUBLIC ADMINISTRATION

Job description

A public administration help a business to build a beneficial public image informing and listening to its employee and the public it serves.

JOB ENTRY

- Work under pressure
- Keep records
- Work without making mistake
- Use your eyes constantly
- Write neatly and clearly

JOB REQUIREMENT

- May use all kinds of book-keeping and accounting machines

- May work only in auditing, taxes, or cost accounting
- May work only in budgeting and control, information processing or system and procedures
- Accounting technicians often work for several hours without interruption.

TRAINING INSTITUTION, ABU, Abuja, Nassarawa, Jos, Ilorin, IBB Lapai, University of Nigeria, etc.

- Entry Requirement:- Five O' Level including Government, economics and any other subject.
- Some university require post UME.

28. LAW

Job description

A lawyer advises clients about legal matters such as buying property, making a will and setting an estate in addition to representing clients in courts of law.

JOB ENTRY:

To get the Job, you should be able to:

- Absorb and retain difficult reading matter
- Concentrate for long periods and have an analytical mind
- Be energetic and determined
- Understand and communicate with people
- Enjoy debate and the discussion of many topics with the confidence of others
- Write and speak logically and orderly

- Work will under pressure and handle competition without becoming discouraged
- Keep informed on new laws which may affect your clients

JOB REQUIREMENT:

- Offer legal advice to individuals, businesses, organizations or agencies
- May represent your clients in court or before government agencies or you may try to arrange settlements out of court
- Handle tax matters for a business and claims filed against company

Training Institution: Jos, Abuja, Calabar, Nassarawa, IBB. Lapai, Bayero, Ibadanetc.

- Entry Requirement:- Five credit in relevant subjects passes to including English language, literature in English and Mathematics.
- Some university require post UME.

29. COMPUTER EQUIPMENT/ OPERATOR

Job Description

A computer equipment operator processes all kinds of data on electronic computers and may also operate other equipment attached to the computer such as line printers.

JOB ENTRY

To get the job, you should be able to:

- To basic mathematical functions without difficulty.
- See detail in graphic material.
- Proofread words and numbers for errors.
- See and hear well.
- Talk with people and convey information/instruction to them clearly.
- Operate and control machine, making adjustments and setting them up as necessary.

JOB REQUIREMENTS

On the job, you:

- Should be familiar with the technical language used in computer manuals.
- Monitor and control electronic computer to process data.
- Set guides, key and switches according to written or oval institutions.
- Press switches to start machines and learn the computer system.
- Need to follow detailed and organized procedures.

TRAINING INSTITUTION, ABU, Jos, Bayero, Ibadan, Lagos, Benin, Calabar, Abuja, etc.

- Entry Requirement:- Five O' Level including Mathematics, English, Physics, Chemistry and Biology.
- Some university require post UME.

30. THEATRE ARTS

JOB DESCRIPTION

An actor/actress make a character come to life before and audience in stage, screen or television roles.

JOB ENTRY

- To get the job, you should be able to:
- Demonstrate talent and creative ability in acting and be able to follow directions.
- Work well with all kinds of people and be flexible and patient.
- Remember details easily.
- Speak clearly and with column.

JOB REQUIREMENTS:

- Usually start in small bit part in which you speak only a few lines.

- May serve as an understudy for a principal performer in a live show and may get the opportunity to demonstrate your ability if the performer misses a performance.
- May be cast in lager supporting roles or in leading roles if you have unusual talent and appeal.
- May work as a drama teacher, teaching in schools or colleges or universities or you have to work outside the acting field to support yourself.

TRAINING INSTITUTIONS:

- FCE Kano, FCE Zaria, FCE Azare, etc.

ENTRY REQUIREMENT

- Five 'O' level credit in relevant subjects including mathematics and English language

31. TEACHING AT NCE LEVEL

JOB ENTRY

To get the job, you should be able to:

- Read, write and speak well
- Work with good communication skills
- Enjoy arguments and controversy
- Maintain emotional stability and self-discipline

JOB REQUIREMENT

- Lecture, initiate classroom and small group discussion and employ other methods to present your subject effectively.
- May work with students in independent study projects
- Spend time preparing for class room and evaluation students work

- Must keep up with development in your field by reading current materials, participating in professional activities conducting research and pursuing further education.

Training Institutions: Fed. College of Edu. Azare, Fed. College of Education Zaria, Fed. College of Edu. Kano.

Entry Requirements:

"O: level credit passes in three subjects including Islamic Studies and any other subject

32. PILOT

JOB DESCRIPTION

An Aircraft mechanic keeps airplanes flying safely by conducting Nigeria Aviation Agency (NAA) required checks and making necessary repairs.

JOB ENTRY

To get the job, you should be able to:

- Use your legs, arms hands and feet
- Be willing to work in high places
- Lift heavy objects.
- Inspect with an above average form and spatial perception.
- Understand charts, diagrams and directions that you read.

JOB REQUIREMENT

On the job, you

- Work with all kinds of tools
- May specialize in making emergency repairs on air craft.
- Must be able to work on different kinds of planes and on any part of an airplane.
- May take the engines apart checking for wear with special instrument and replace necessary parts.
- May be asked to fly in the plane and work on it while it is in the air.

RAINING INSTITUTION

- Nigerian Aviation collage Zaria.

ENTRY REQUIREMENT

- Five 'O' level passes to include English language Biology/physics, Chemistry, Mathematics.

33. VETERINARY DOCTOR

JOB DESCRIPTION

A Veterinary Doctor, prevents, diagnoses, treats, and control diseases and injuries among animals.

JOB ENTRY

To get the job you should be able to:

- Work well with many type of people who may ask you to examine their animals.

- Show excellent ability with numbers, verbal communication and in general ability to catch on to things.
- Have a superior ability to see things in detail, work well with your fingers, and have eye-hand coordination.
- Do a variety of things each day and each task with precision.

Training Institutions: ABU, Bayero, Maiduguri, Ibadan, Benin, Lagos, Ilorin.

Entry Requirement:

Five '0' level credits passes in English language, mathematics, physics, chemistry and biology.

Some universities require post UME.

34. MASS COMMUNICATION

JOB DESCRIPTION

A media technician installs, operates and repairs audiovisual equipments and design and produce audiovisual aids with direction from other personnel.

JOB ENTRY

To get the job you should be able to:

- work well with your hands
- work continually for long period of time under pressure.
- See well and have good colour, size and shape perception.
- Follow directions from other and be willing to take criticisms

- Be organized and plan your work.
- Develop your creative ideas
- Explain your ideas to others clearly.

JOB REQUIREMENT

- may specialize in a specific type of media work such as photography, mohon photography, television, media, graphics or repair of audio-visual equipments,
- may, depending on your specialty, perform a variety of tasks.
- Work with the people for whom the job will be done, to which determine the purpose, audience, etc to which an audio-visual aid is directed.
- Will learn to estimate the amount of time needed to complet a project.
- Repair audiovisual equipment to users and operate it.

TRAINING INSTITUTION, ABU, Abuja, Jos, Bayero, Lagos, Benin etc.

- Entry Requirement:- O' Level credit passes in English language and three other subjects from physics literature, Government, economics, fine arts.
- Some university require post UME.

ELEMENTARY TEACHER

JOB DESCRIPTION

An elementary teacher provides a good learning environment and presents programmes of instruction designed to suit the students.

JOB ENTRY

To get the job, you should be able to:

- work well with students, staff and parents.
- Organize lesson plans and units of study.
- Speak clearly and express yourself well in written form.
- Use a variety of media to help instruct.

JOB REQUIREMENT

On the job you:

- may maintain order in the classroom and on the playground.

- May counsel pupils when social/personal adjustment and academic problems arise.
- May keep attendance and call records as required by the ministry of education.
- Make and use audiovisual materials to support and reinforce units to learning.

TRAINING INSTITUTION, ABU, Abuja, Jos, Ilorin, Calabar, Ibadan, Lagos,

Entry Requirement:

National certificate in education (NCE) a merit passes in IRK and education.

0' level credits in English literature and at least a pass in Mathematics.