

**TITLE PAGE**

**EVALUATION OF THE EFFECT OF VOCATIONAL GUIDANCE ON  
ACADEMIC ACHIEVEMENT OF TECHNICAL COLLEGE STUDENTS IN  
NIGER STATE OF NIGERIA**

**BY**

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## CERTIFICATION

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**APPROVAL PAGE**

This project has been read and approved by the undersigned as meeting the requirement for the award of Post Graduate Diploma in Technical Education (PGDTE) of the Department of Industrial and Technology Education, School of Science and Science Education, Federal University of Technology, Minna.

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## DEDICATION

This research work is dedicated to the Holy Trinity.

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I thank Almighty God for His guidance and protection all these years and for giving me the courage and strength to accomplish this work.

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## **Abstract**

This study was designed to evaluate the Effect of Vocational Guidance on the Academic Achievement of Technical College Students in Niger State of Nigeria. It investigated the functionality of the Vocational Guidance services offered to the students and how Vocational Guidance influences the Career Choice of the students in Niger State. To obtain the data for the study, three research questions were formulated that address the functionality of the Vocational Guidance services offered to technical college students, the effect of vocational guidance on academic achievement of technical college students and the influence of Vocational Guidance on the career Choice of Technical College students. There were two hypotheses that were tested at 0.05 level of significance. The data were collected by means of structured questionnaire. A total number of One Hundred and Eighty (180) respondents that comprises of One Hundred and Twenty (120) students and sixty (60) classroom teachers were selected through random sampling technique from six technical colleges in Niger State. The instrument was analysed using mean, standard deviation and t-test statistical tools. The study revealed that interest, aptitude and abilities have great effect on the students in making their career choices that will enhance their achievement during their educational pursuit. Some recommendations and suggestions were made based on the findings of the study. They include: that students are to be counselled at their entry into colleges on their choices of career. Both the college management and the government should ensure that facilities for proper dissemination of Guidance services to students are provided in the colleges. Similar study should be carried out on the effect of Vocational Guidance on academic achievement of technical college students in other states of the federation.

## **CHAPTER I**

### **INTRODUCTION**

#### **Background of the Study**

Education is one of the most important sources of opportunity in any society. The ability to read and write gives individuals access to a wide range of knowledge. Education provides entry into some opportunities such as political office, social pre-eminence and jobs with high status and better pay. It could also be a process of teaching, training and learning to improve knowledge and develop skills which will be of positive value to the society (Oxford Advanced Learner's Dictionary, 2000).

The outcome of children's education is a direct result of how much resources and priority parents and teachers attached to each child. The success of a child in school is sometimes governed by how much guidance services given to such a child. Technical and Vocational education on the other hand as stated in National Policy on Education (2004) is the aspect of the educational process involving the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. It was further stated that a child or trainee who has completed Technical college programmes shall secure employment either at the end of the whole course or after completing one or more modules of employable skill. He is also expected

to set up his own business and become self-employed and be able to employ others, or pursue further education in Advance Craft Technical Programme and in post secondary (tertiary) institutions (National Policy on Education, NPE 2004). For a child to choose any of the options, it depends also on the way the child was guided on how to choose a career that will make him to fit in any of the above options. Consequently, if a child chooses a career based on some factors such as peer group influence, parental influence that do not match his interest, aptitude and abilities, such might lead the child ending up a failure and may not fit in any of the options.

Therefore, to equip a child with knowledge, skills and aptitudes that will help him to know himself and the world in which he lives matters a lot in the development of a child education. Vocational Guidance helps students to make vocational choices and the development of self-concept. According to Fafunwa (1967), Vocational Guidance plays an important role in the education and social growth of the child. Njoku and Eholie (1993) stated that females tend to enroll in Education and Arts courses. They also observed that the enrolment of females in Technical Education in particular is decreasing. This is an indication that the societal negative bias influences female enrolment in Technical Education. Technical and Vocational courses are seen as masculine career and not feminine. In this regard, special efforts have to be made to correct this erroneous impression.

There are so many factors such as poor facilities, uncondusive environment that led to poor academic achievement of technical college students. Lack of adequate Vocational Guidance is also one of these factors. It is a general belief that a child performs excellently in any of his choice; but if a child makes a choice as a result of these factors like parental influence on career choice, there is a tendency of such a child not performing very well. Similarly, there is a growing recognition of poor academic performance of students in general education but Technical and Vocational education in particular is the worst affected area. This is a major stumbling block to economic and technological development of Nigeria and Niger State in particular. Therefore, urgent action needs to be taken to improve the academic performances of students in technical colleges in Niger State and Nigeria as a whole. In view of the importance of Vocational Guidance in technical colleges, it becomes necessary to evaluate its effects on the academic achievement of technical college students.

### **Statement of the Problem**

The Federal Government of Nigeria has realized the strategic position of Vocational Guidance in technical colleges. According to the National Policy on Education (2004), it is stated that if Nigeria's educational policy is to be realistic and progressive, Guidance and Counselling towards the attainment of technical education goals must be intensified. This is to enable schools identify their talented youths who

are suitable and willing to acquire Technical Education and nurture them to the optimal level of social and economic development.

The National Board for Technical Education Digest of Statistics on Technical Colleges (2001) reported that not less than 50% of students admitted into National Technical Colleges One (NTC 1) show no further interest and have poor academic achievement. Also the Federal Government of Nigeria lamented on the sharp increase in school enrolment over the past two decades which is accompanied by a higher drop out rate (Awwal, 2006). This negative trend may be connected with the fact that school Vocational Guidance is not functional. Therefore, there is need to evaluate the Effect of Vocational Guidance on Academic Achievement of Technical College Students in Niger State.

### **Purpose of the Study**

The purpose of this study is to evaluate the Effect of Vocational Guidance on Academic Achievement of Technical College Students. Specifically, the study intends to find out:

1. The functionality of the Vocational Guidance services offered to Technical College Students in Niger State.
2. The Effect of Vocational Guidance on Academic Achievement of Technical College Students.
3. The influence of Vocational Guidance on the Career Choice of Technical College Students.

### **Significance of the Study**

Guidance is for everybody irrespective of age, status, profession or sex because it does not only solve problems of vocation and education but also of an individual's developmental process and social – personal problems. As such, this study will be of benefit to students, parents and the society at large. When students are achieving greatly, academically, they would be able to prepare for occupational fields and for effective participation in the world of work. In doing this, they are alleviating poverty and promoting environmentally sound sustainable development which will develop the society and the nation.

Parents will benefit from the study because the study will alert them on the effect of Vocational Guidance on the performances of their children/wards which will reduce the way they engage in wasting their resources on the training of their children/wards on those areas which they perform extremely low, or where they will become liabilities after graduation.

### **Scope of the Study**

This study is delimited in scope to evaluating the Effect of Vocational Guidance on Academic Achievement of Technical College Students in Niger State. The study is also delimited to the influence that Vocational Guidance has on career choice of technical college students.

### **Assumption of the Study**

It is assumed that both the teachers and students of technical colleges are appropriate respondents and will respond frankly.

### **Research Questions**

The following research questions were formulated to guide the study: -

1. How functional are the Vocational Guidance services offered to technical college students?
2. What is the effect of Vocational Guidance on academic achievement of technical college students?
3. What is the influence of Vocational Guidance on the career choice of Technical College Students?

### **Hypotheses**

The hypotheses below were tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of the teachers and students on the Effect of Vocational Guidance on Academic Achievement of Technical College Students in Niger State.
2. There is no significant difference in the mean responses of the teachers and students on the influence of Vocational Guidance on Career Choice of Technical College Students.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The following areas were reviewed in relation to the study: -

1. Brief history of Vocational Guidance in Nigeria
2. Concept of Vocational Guidance
3. Objectives of Vocational Guidance
4. The Vocational Guidance services in Technical colleges
5. Career choice of Technical college students
6. The role of teachers, parents and society in Vocational Guidance
7. Summary of the related literature review.

#### **Brief History of Vocational Guidance in Nigeria**

Guidance and Counselling has an origin and development that can be traced through various stages. Vocational Guidance originated from Greece. The first to organize psychological insight into a systematic theory is Plato, (Oladele, 2000).

According to Oladele (2000), Plato wrote one of the first guidance publications and it was called Plato's Republic. The review of Plato's Republic provides sufficient evidence that the Guidance and Counselling movement appeared in the history of mankind long before 1874. It was later emerged and developed in America in the twentieth century. History was made in 1908 when Frank Parsons organized the Vocational

Bureau at Boston to provide vocational assistance to young people and to train teachers to serve as vocational counselors.

These teachers were to aid in selection of students for vocational schools and were to assist students in choosing a vocation wisely and making the transition from school to suitable work (Oladele, 2000).

In view of Parson's contributions to Guidance and Counselling, he is referred to as the father of Guidance Movement in the American Education. However, many people made their contributions based on different factors. The organized guidance programmes began to emerge with increasing frequency in primary and secondary schools in the 1920s, it was evident that the early guidance pioneers believed that the school was the proper institution for the delivery of these services. The Guidance Movement took a new vitality and direction after the World War II (Oladele, 2000).

The situation in Nigeria is not an exception. The history and development of Guidance as a formal educational service within the school system started in the late 1950s. The function of guiding the youth was until now left to the whims and caprices of the classroom teachers, the elders in the churches or mosques and adult within the community in which the students lived and interacted. Moreover, educational and vocational guidance were presumably unnecessary because the elected few who have access to Western education could

study classic and rhetoric and those who passed were capable of self direction academically, and that jobs were readily made available for everyone who obtained a Certificate at the end of his primary, secondary or University education.

At the close of the school year in 1956, a group of some religious Reverend Sisters of St. Theresa's College, Oke Ado in Ibadan saw the needs for counseling their then graduating students and invited some twenty outsiders to advise them on placing sixty of their girls leaving the School that December. These Reverend Sisters were the first pioneers of introducing Guidance and Counselling in Nigerian schools. The outsiders invited were government career officers. They went further, after their response to the call, by forming Ibadan Careers Council in October, 1961 which later formed the nucleus of what is now known as the Nigerian Careers Council, whose motto then was "to Champion the Course of Disseminating Career Information and other Career Problems." The group met regularly in the following year and decided to cater for not only one school but schools in Ibadan and environs generally. The Career Council was given full support by the Federal Government which thereby increased its membership and widened the activities of the Nigerian Careers Council in 1967. In 1961, Mr. Berakpi, C. I. was made the Vocational Guidance Officer in the Ministry of Education. Around the same year, Principles and Practices of Guidance and Counselling was introduced to students of Olunloye College of Education Ibadan while in

March, 1963 the guidance programme began at Comprehensive High School Aiyetoro in Western Nigeria (now in Ogun State, Oladele 2000).

Cote (1972) reported that in September, 1964, the first seminar on Vocational Guidance and Counselling was organized by Federal Ministry of Education and in 1975, the first full fledged indigenous Department of Guidance and Counselling was inaugurated at the University of Ibadan. Today in Nigeria, it is gratifying to know that formal Guidance services exist in secondary schools and a few universities. Consequent upon the expansion of counseling activities in the country, a large Association called Counselling Association of Nigeria (CAN or CASSON) was launched on December 1, 1976 at the University of Ibadan and Association is open to individuals, professionals and students undergoing a course of Counselling or Psychology in Universities. Vocational Guidance and Counselling services are becoming increasingly appreciated in the school system and strong support is also given by the Federal Government by clearly stating the need for guidance in the National Policy on Education, (NPE, 1981 revised).

### **Concept of Vocational Guidance**

Vocational Guidance and Counselling refers to expert assistance and support with the aim of helping individuals integrate information about education and vocation/career with information derived from self observation so that they develop decision making capabilities both with respect to their orientation in education and choices in occupation(s)

befitting their particular psychosocial make up (Ekep, 2007). Arbuckle, (1996) referred the concept of Guidance as the utilization of point of view in order to help an individual. In the same vein, Oladele (2000) saw the concept of Vocational Guidance as an umbrella term which refers to all that is done to protect and guide the development of students. It is the help given by one person to another in making choices and adjustment in solving problems. He further explained that Guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. It is also a service that is universal – not confined to the school or the family, it is found in all phases of life; in the home, in business and industry, in government, in social life, in hospitals etcetera.

It also means that Vocational Guidance creates and implements ways for individual's education and vocational plans, which would influence his academic achievement. Okoro in his own view, described the Concept of Vocational Guidance as the process of helping students to make vocational choices.

### **Objectives of Vocational Guidance**

Objectives of Vocational Guidance which are in accordance with the aims of Education have been set to develop the educational process and realize the students' psychological, educational, vocational and social conformity. In accordance with this objective, Eershand (2006) stated the following as some of the objectives of Vocational Guidance.

To help the student to understand himself and to be fully aware of his own potential

To assist the student to map out his educational and vocational plan and to take the appropriate decision in accordance with his own potential

To give the student the opportunity to develop his talents and capabilities and to help the student to be an active member in his school and in the society he belongs to.

To inculcate the student with religious values and reinforcing behavioural values

To discover and take care of the talented students

To support the student in his educational growth, discover his area of weaknesses at an early stage and give him the appropriate aid.

To help the student choose specialization best suited and ensuring conformity with that specialization.

As it was noticed to some psychologists that in whichever form these needs come, they are often accompanied by problems and sometimes conflicts. By understanding human and social dynamism, it becomes possible to make practical reports and observations on these objectives and problems about individuals. When referring to school situation, technical college is a situation for the introduction of Vocational Guidance as the students are developing individuals, academic and practical works which are usually complex. The social

complexities in Technical Education, come from both the students and the teachers in forms of educational failures, vocational misconceptions, personal, social problems and psychological maladjustment among the students and teachers (Denga 1983). Vocational Guidance services cut across most of the problems as observed by Nsofor (1998) as a hindrance to the progress of Technical and Vocational Education programme. While such impressions have psychological effect on the students and if the students are not counseled, the effect remains with them and might cause them to come out of the school without reasonable skills and technical knowledge. Therefore, the availability of guidance services in Technical Education would counsel the students, parents, teachers and the general society on any issue that is at stake in the system; (Abong and Uzo, 1998).

Durojaiye (1972) in his own opinion stated that the problems of school dropouts and of the integration of the different ethnic groups in Nigeria may well be problems with Guidance and Counselling may help to solve, by helping to develop appropriate curricula organization and policies in our educational system which emphasize integration and tolerance among future citizens. Mogbo (1998) in the same vein, opined that counseling devices are needed to assist the Nigerian child cope and live successfully with the dynamic technological development.

## **The Vocational Guidance Services**

Oladele (2000) defined Guidance Services as the professional aid to individuals and small groups in dealing with commonly recurring personal, educational and vocational needs and problems. The Guidance services which are most frequently provided in schools are often classified according to the area of life in which the problems occur. These services are to help Technical Education students in meeting up with their academic and career needs. The services according to Oladele (2000) include:

Appraisal services

Information services

Counselling services

Planning placement and follow-up services

Orientation and Referral services

**Appraisal Service** is a service that involves gathering, organizing and interpreting information about the student for the purpose of understanding himself. The piece of information is usually collected through interviews and written reports from parents, other teachers and the use of psychological tests. And this information needed for appraising is usually kept in the student's Cumulative Record Card or student's inventory. The appraisal services are used to solve problems of technical students such as to understand their weaknesses, know their strength and fortify it (Oladele 2000).

### **Information Services**

According to Oladele (2000), information service is designed to provide students with a greater knowledge of educational, vocational and personal – social opportunities so that they may make better information and realistic choices and decisions about their educational and vocational plans. As it affects Technical Education, Mogbo (1990) stated that it gives information on vocational career choices and employment opportunities among others. In the same vein, Kolo (1992) stated that it presents useful information to students and parents that would enable them take a far-reaching decision. It also involves information about the students' progress.

### **Counselling Services**

This type of service is a process by which a counselor interacts with a counselee to talk on an issue that worries the counselee in order to solve or understand it the more. It could be done individually or in group depending on the nature of the problem or the audience the service wants to reach out to. The problems could be vocational, academic or interpersonal. The service aimed at matching the intellectual, educational and personality characteristics known to determine success in particular careers and jobs. It is also aimed at dealing with problems of life adjustment with fellow students, parents and teachers (Oladele 2000). Severinsen (1973) has pointed out that counselors treat technical students' problems that are educational and

vocational particularly problems dealing with maladjustment selection and making wise decision.

### **Planning, Placement and Follow-up Services**

These services are designed according to Oladele (2000) to enhance the development of students by helping them to select and utilize opportunities within the schools and in the outside labour market. He further stated that placement services aid the students to be admitted into a school or subject stream of his choice, taking into consideration his ability, aptitude and interest; or to get into a job. These services as they relate to technical education involve both academic and vocational placement for the purpose of acceleration of the acquisition of knowledge and skills. Oladele (1987) stated that follow-up service seeks to determine the effectiveness of school guidance programme. The teacher follows up those he advises by obtaining regular progress reports on their performances and how satisfied they are on their jobs. And in the light of feedback the teacher gets reassessed. On the other hand, the follow-up service focuses on ensuring that the school guidance programme is achieving the goals that it has set out to achieve. All these depend on proper planning.

### **Orientation and Referral Services**

On orientation service, it is designed according to Oladele (2000) to assist students to adjust adaptively when found in new school environments. Mogbo (1990) stated that it helps students who are going newly into

technical colleges to facilitate their smooth change of environment so that they could settle down quickly and effectively. As it is known that inability to make adequate adjustment may have serious negative consequences on the part of the students. Moreso, the success and failure of technical education system depends on orientation. Therefore, a good orientation sets everything going in the right direction, and through good orientation, new students are made to adjust emotionally, mentally, socially and physically to their new environment. Oladele (2000), defined referral services as those that involve sending students or client to other personnel for assistance who can render invaluable services to them. The counselor is not omniscience in his daily course of work according to Mogbo (1998); he meets some problems which are beyond his competencies and preparation. Such problems are referred to the appropriate professionals within the technical school setting. The students may also be referred to the dentist, the medical officer, the optician, the physiotherapist, the audiologist and labour officer according to each student's needs. Students having problems in subject areas could be referred to the appropriate subject specialists. It is however, necessary that when a client or student is referred to another place, he/she should be followed-up to know how he/she is getting the best service there.

### **Career Choice of Technical College Students**

Oranu (1989) reported that a systematic Career Planning and Development should begin at the elementary or primary level. Career development should be built on a number of broad-based experiences that make a youngster be aware of the world of work. Consequently, in the intermediate grades and middle school grades, career development opportunity can be sorted out and trimmed so that eventually realistic career choice can be made which at the end would bring achievement on the students. A factor like government placing much emphasis on technical education, availability of commensurate jobs in industries and companies coupled with availability of technical education at all post primary schools will attract more people to the field of technical education as well as motivating the students to put in their best in order to achieve greatly.

Okorie and Ezeji (1998) opined that students' interest in subjects like Mathematics and English Language will be aroused if the relationship between all courses of study and the world of work is emphasized. Unfortunately, many teachers in our school system today lack knowledge and techniques of fusing academic and vocational learning into their subjects. Parents are another source of technical college students' career choice. As observed, many students were influenced in their choice of course of study by their parents and the level of their parents' education and interests affect their decisions in

joining their most suitable fields of specialization where they can do well or perform excellently based on their aptitude, interests, and abilities.

In a study of Factors that Affect Career Choice of Technical College Students, Cauhen (1985) reported that occupational attractiveness is among the factors. Students or adolescents are convinced to make career choices based on the prestige, income and social recognition for the profession by the society. In Nigeria generally, it can be observed that low prestige and low social recognition is accorded technical education career thereby affecting the academic achievement of the students since they crave for higher prestigious jobs and recognition in the society which is on the contrary to their aptitude and interests. In yet another study by Olayinka (1973), most of the youth in his study chose jobs without relating them to their interests and capacities to cope with the nature of the job. Adeyinka (1975) identified the variable, "school type" as exerting the major influence on youth vocational behaviour and choice. His study indicates that youth growing up in a social climate show no enthusiasm for some occupations like agricultural occupation.

Similarly, interest of the students observed to be a factor for the choice of career and academic achievement can only be achieved in a conducive environment. For instance, if a child/student is interested in a particular course and the course is neither offered in the school or there is no teacher to teach it or the teacher is the hated type, then the

interest will be destroyed by these factors even if such child is forced to offer such course he would not perform well. But if the teacher is the “like type” or the counselor says it is suitable for the child, he will be encouraged to keep the interest and make a choice in the career which will prompt him to work harder so as to achieve academic performance excellently. Also, a child acts autonomously in making his choice as a result of information gained either from media, publications, friends or parents. Therefore, as Wayne Gartley cited by Oladele (2000) recently stated that the career decision is much more than selecting a job at the end of an educational, occupational and personal life. A great variety of life decisions mixed together and determine the career decision of each individual. Thus, the school counselors have a responsibility to ensure that students are familiar with consequences of the choices they make.

Generally, there have been a growing number of factors that affect or influence career development and choice of technical college students. Oladele (2000) summarized the factors as; aptitudes, intellectual ability, the school, family, personality, self-concept and self esteem, value interest and romanticism with regard to work. Career choice has a great influence in the academic achievement of technical college students.

### **The Role of Teachers, Parents and Society in Vocational Guidance**

The School Guidance and Counselling Programme is a function of every member of the school personnel usually offered by a team. The team typically includes the school Principal, Vice Principal, classroom

teachers, parents and other helping professionals such as psychologists, social workers, speech and hearing specialists and health personnel. To work effectively with each other, the members of this team must understand the expertise and the role they have to play and how they should support each other; (Oladele 2000).

The Principal is seen as an authority figure, a source of wisdom and the maker of ultimate decisions in the school. Thus, he is potentially the most singularly important person in the development of Guidance programme in the school. As Gibson, cited by Oladele (2000), noted that administrative support was ranked the highest priority category in the establishment and development of school guidance programme. Griffith (1964) also noted that programme development and change are fairly likely to succeed if stimulated from the top rank rather than from the bottom rank to top rank. As it is understood from the above that Principal's support and participation are crucial to the school guidance programme which in turn lead to good academic achievement of the students, Oladele (2000) then stated the following as the Principal's roles in the School Guidance Programme.

He can give clear open financial support by making provisions for staffing, facilities and equipment for counseling in the School Annual Budget.

He can communicate Guidance Programme characteristics achievement and needs to Ministries of Education, States School Board and parents.

He can encourage and motivate his staff to help and co-operate with the counselor.

He can refer students, staff and parents to the counselor for help.

He can allocate time officially for counseling and reduce the teaching load of the counselor (where the counselor is not full-time counselor).

It is obvious that the teacher is the key and most important professional in the school setting. In Nigeria where there are few trained counselors it has become necessary to train teachers to handle some specific guidance services. The support of teacher and his participation are therefore crucial to any programme that involves students. Thus, Oladele (1987) stated the role of teachers in guidance as follows:

To be more concerned with students' problems than their nuisance value, encourage them to seek counsellor's assistance and refer them to the counselor for counseling as the need may arise.

To use school subjects as well as extra-curricular activities as tools for the students' adjustment and incorporate and integrate career education into subject matter teaching.

To promote positive attitudes and respect for all honest work done in class as well as the development of positive student's attitude towards

education and its relationship to career preparation and decision making.

To be concerned with the adequacy of their teaching and the content and mastery of their students' learning as well as using a curriculum and methods that are child centred.

To plan and direct group interactions that promote positive human relations experiences for each individual and give information and to show sympathy and sincerity.

Similarly, Okoro (1999) stated that the teachers of technical and vocational subjects have important role to play in the guidance of students. He further stated that the task of providing guidance to students should not be thought of as belonging to whoever is called Guidance Counsellor. Teachers of technical and vocational subjects ought to participate actively in assisting students to make wise vocational choices and to understand why work is necessary, both its value to the individual and to the society at large to the development of the country.

There is irrefutable evidence that parents are the strongest influence on their children's choice of career. Uyanga (1990) noted that exploration of self and work roles is a process which begins early in life. The home and its related social system contribute much to the success of this process. Kolo (1992) revealed that the level of achievement of a child in school may be affected by the level of value on education by parents.

Interested parents encourage their children to work hard and develop the zeal of choosing career by themselves by exposing them to different experiences which help them to learn a lot before even going to school; sometimes faster than those children who lack such experiences. Hence, the family is the first socializing agent that influences a child's vocational guidance, physical, and moral development.

Parents' attitude and values to a great extent determine the quality and extent of co-operation and communication between them and their children which in turn affect the achievement of the children in technical education. Counselling parents about their children's technical education and success is the surest way of making them become more abreast of some of the emerging issues of their children. Because parents lay the foundation of their children's education before going to school and the personality the child takes to school would be determined by his home. A child that is not morally shaped finds it difficult to meet up with the school expectation and this may lead to poor academic achievement (Paiko 1992).

Parents influence the way in which advice is used. Not all advice is good but is usually well intentioned and deserved discussion. Advice should be based on the child's interests, abilities and the opportunities available for training and employment. The role of parents in this case is to encourage the child to discuss the advice and explore the suggestions made.

Parents play important role in decision making which involve subject to take and which to drop and so on, and in gathering of much information both themselves and about different careers. This will help the students to achieve academic excellence because everything is done based on their interests and aptitudes. Parents too encourage their children to discuss the implications of subject choice first with school counselor and then with parent or guardian. In the same vein, they should encourage their children to find out for themselves the information they need.

Wrong career choice and decision could lead to poor performance and drop out. Most students choose their careers at the wishes of their parents, peers and significantly others with little or no consideration for personal factors like interest, aptitudes, intellectual ability and other capabilities as well as weaknesses. Freeman cited by Abong and Uzo (1998) concluded that a child capacity to do well in life is heavily dependent on the encouragement from parents as well the type of home and neighbourhood on the academic record of the school. Therefore, parents must be educated by inculcating in their minds the right attitude towards the whole problem or career choice in order that they in turn may support and encourage the development of the right attitude in the minds of their children. Parents must be well guided and counseled by the professionals on matters relating to the choice of careers for their children. They should also realize that their major role in guidance is to

always encourage and advise and not to apply pressure that would bring or present intrinsic motivation.

The financial well being of parents to some extent influences the child's interest towards their achievement. In guidance, parents should know that their financial status should not be priority in career choice of their children. Though providing all the necessary facilities might lead to the attainment of the child's educational goals since it is always the wish of the parents to see their children achieving great academically. If parents regard wealth as irrelevant, their child's success will be limited rather parents should encourage them and disabuse the issue of money can solve all problems including success from their child's mind. On the other hand, too much pressure and anxiety can have negative effect on the child. What is needed is serious but relaxed approach. The role of the parents is not to "fix" but to advise.

Moreover, the role of the society in the guidance of children cannot be neglected because a child belongs to community and he is a treasured asset whose care and protection principally lays on his biological parents and then the community and much later the society (Fatima 2004). There is need to redress the errors of misconception about the meaning of technical education. Technical education has for years been misconstrued which brought misinterpretations and negative explanations about the students of technical colleges. Society has a greater role to play as far as this problem is concerned. The students

mingle with other people outside their families in which they copy some things from society as they see and hear from others. There are also some biases and prejudices that our women or girls have as a result of what the society offers. The role of the society is to encourage the technical college students and technical educants. The society should not see the technical educants as misfit and inferior in nature. As Abong and Uzo (1998) have stated "the attitude of technical educants being perceived as misfit and inferior in nature has become generalized such that all children that have the ability and will for technical education were seen as under achievers and even those who possessed it were not given their place in the society." They further stated that the position of the society make people amiable and subjects them to a variety of misconception about those wanting to go into technical colleges who are uninformed about the goods of technical education.

Oladele (2000) therefore, supported that much depends on the attitude of teachers, parents and society towards Guidance and Counselling due to the role they play in vocational guidance. Children copy from the things around them according to what the society offers. The parents are supposed to be counseled that their main function in the technical education of their children is the provision of facilities both human and material and good psychological environment that will enable them develop at their own rate and the field where their creativity can be maximized (Butler cited by Abong and Uzo, 1998).

### **Summary of the Related Literature Review**

This chapter has x-rayed the importance of Vocational Guidance, the concept of Vocational Guidance. It has also discussed the guidance services, history of Vocational Guidance and the role of teachers, parents and society in Vocational Guidance. In this review also, it has shown that Vocational Guidance is not only for the students to take decision on their careers which can affect their academic achievement both positively and negatively. It has also been shown that teachers, administrators and society have much role to play in the academic achievement of the technical college students. Though, parents and teachers have contributed earnestly to the academic achievement of technical education generally. But the academic achievement of students in technical colleges still remains discouraging particularly in Niger State.

Having reviewed the related literature, it can be deduced that making Guidance services at the technical education available or start at the intermediate schools through technical secondary level will indeed improve the academic achievement of the students of technical colleges. These services are to be implemented on an on-going basis through the years of schooling and before graduation to get students prepared for the future prospects awaiting them at the labour market or at the University.

## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the research methods and procedure adopted in the collection and collation of data for this study. This includes: the design of the study, area of the study, population and sampling, instrument for data collection and validation of the instrument.

#### **Design of the Study**

Survey research design was used for this study due to the nature of information required for the investigation. This method is a method in which a group of people or items is studied by collecting and analyzing data from only few people or items considered to be representatives of the entire group or population (Aloysius 1998).

#### **Area of the Study**

The research work covered six Technical Colleges in Niger State. They include:

1. Government Technical College, Eyagi – Bida
2. Federal Science and Technical College, Kuta
3. Government Technical College, Minna
4. Government Technical College, New Bussa
5. Government Technical College, Kontagora
6. Suleiman Barau Technical College, Suleja

### **Population of the Study**

The population of the study comprises of all teachers and students of the technical colleges under study. The choice of the above set of respondents as the population is principally because they are the most appropriate groups to evaluate among those directly involved with the implementation and attainment of technical education goals.

### **Sample of the Study**

A sample is defined as a limited number of elements selected from a population which is a representative of the population. This limited number of element according to Aloysius (1998) should elicit responses that would not differ from the population where they have been obtained. Therefore, due to the large size of the population involved in the study, the researcher decided to obtain a random sampling from the entire population. Thus ten (10) teachers and twenty (20) students were randomly selected from each of the technical colleges making a total of thirty (30) respondents from each school thereby giving a total number of sixty (60) teachers and One Hundred and Twenty (120) students from the six colleges which give an overall total of One Hundred and Eighty (180) as sample of the study.

### **Instrument for Data Collection**

The instrument for data was structured questionnaire designed to reflect the research questions. It is designed to answer the research questions. The questionnaire consists of two sections; Section A and B.

Section A is based on the respondents' personal data while Section B contains the items. Ten (10) items for research questions one, nine (9) items for research question two and ten (10) items for research question three making a total number of Twenty Nine (29) questionnaire items. The twenty nine items in the questionnaire are arranged under a four point rating scale of Strongly Agree – (SA), Agree – (A), Disagree – (D) and Strongly Disagree – (SD).

### **Validation of the Instrument**

To ensure the validity of the instrument for data collection, it was validated by three lecturers in Industrial and Technology Education Department. Their input was considered in the final design of the questionnaire.

### **Administration of the Instrument**

The instrument was administered by the researcher personally by visiting the colleges. It was distributed among the teachers and students selected randomly and collected back immediately after all responses have been completed.

**Table 1:****Analysis of the questionnaire distributed to the six colleges**

<b>S/NO</b>	<b>Name of College</b>	<b>Number of Questionnaire Distributed</b>		<b>Number of Questionnaire Collected</b>	
		<b>Students</b>	<b>Teachers</b>	<b>Students</b>	<b>Teachers</b>
1.	Government Technical College, Eyagi - Bida	20	10	20	10
2.	Federal Science and Technical College, Kuta	20	10	20	10
3.	Government Technical College, Minna	20	10	20	10
4.	Government Technical College, New Bussa	20	10	20	10
5.	Government Technical College, Kontagora	20	10	20	10
6.	Suleiman Barau Technical College, Suleja	20	10	20	10
<b>TOTAL</b>		120	60	120	60

**Method of Data Analysis**

The mean, standard deviation and t-test, statistical tools were used to analyse the data and the hypotheses. The mean of the responses was used to ascertain the central tendency of the respondents' opinions. The standard deviation was used to determine the measure of variability of

the responses while the t-test statistic was used to test the null hypothesis at 0.05 level of significance.

**Mean (m):**

The mean score of each item is computed by multiplying the frequency of each response mode with appropriate nominal value and dividing it by the sum of the values obtained under each item with the number of respondents to an item. That is,  $M = \frac{\sum fx}{N}$

As the four point rating scale were used in calculating the scores are:

SA = 4

A = 3

D = 2

SD = 1

Therefore, the mean value for accepting each item is

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

**Standard Deviation (SD)**

The standard deviation for each group of respondents is computed using this formula:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

Where  $\sum$  = summation

x = mean response of each item

$\bar{x}$  = mean of all the items

N = total number of the items.

### T-test

The t-test is used to test the hypotheses by comparing the mean of the groups. For instance, the mean of the responses of teachers and students on the Effect of Vocational Guidance on the Academic Achievement of Technical College Students in Niger State are compared separately. The t-test is calculated by using this formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

t = test of significance

$\bar{x}_1$  = mean of group 1

$\bar{x}_2$  = mean of group 2

$\sum x_1^2$  = sum of the first group squared

$\sum x_2^2$  = sum of the second group squared

$n_1$  = number of the first object in the sample

$n_2$  = number of the second object in the sample

$n_1 + n_2 - 2$  = degree of freedom (d.f)

### **Decision Rule**

In order to determine the acceptance, a mean score of 2.5 is chosen as a cut off point for acceptance, that is, for decision making on each item of the questionnaire. Therefore, a mean response of 2.5 and above was considered as being agreed while 2.49 and below were regarded as disagreed.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

In this chapter, data for this study were analysed and presented based on the research questions and hypotheses that guided the study.

#### Research Question 1

How functional are Vocational Guidance services offered to Technical College Students?

**Table 2**

Mean responses and standard deviation of students and teachers on the functionality of Vocational Guidance services offered to Technical College Students.

S/N	STATEMENT	$\bar{X}$	SD	Remarks
1.	Guidance services are made available to the students of Technical colleges.	2.84	0.81	Agreed
2.	Students are adequately counseled at their entry into Technical colleges on their choices of career.	2.48	0.87	Disagreed
3.	Students of Technical colleges choose their careers in relation with their interests and capabilities.	3.17	0.57	Agreed
4.	Guidance services are offered at all levels in Technical colleges.	2.52	0.68	Agreed
5.	Technical colleges administrators show great concern about Guidance services rendered to the students.	2.57	0.57	Agreed
6.	There are enough facilities in the Technical colleges for proper dissemination of Guidance services to the students.	1.90	0.81	Disagreed
7.	Teachers of Technical colleges encourage their students to seek for Guidance services.	2.94	0.49	Agreed
8.	Teachers refer serious cases of counseling to experts for proper and effective counseling.	2.59	0.81	Agreed
9.	Teachers consider the readiness of the students in meeting experts before referral.	2.42	0.83	Disagreed
10.	Students that are referred to experts for counseling are adequately followed-up.	2.38	0.70	Disagreed

The data in table 2 show that the respondents agreed with items 1, 3, 4, 5, 7 and 8 but disagreed with items 2, 6, 9 and 10.

### Research Question 2

What is the effect of Vocational Guidance on academic achievement of Technical college students?

**Table 3;**

Mean responses and standard deviation of students and teachers on the effect of Vocational Guidance on academic performance of Technical college students?

S/N	STATEMENT	$\bar{X}$	SD	Remarks
11.	Vocational Guidance enhances students' performances.	2.88	0.64	Agreed
12.	Vocational Guidance helps students to know their own capabilities.	3.11	0.54	Agreed
13.	Vocational Guidance helps students of Technical colleges to discover their areas of weaknesses.	3.17	0.49	Agreed
14.	Vocational Guidance helps students of Technical colleges to organize and understand themselves.	3.04	0.41	Agreed
15.	Students are able to relate well with their fellow students with the help of Vocational Guidance.	3.11	0.32	Agreed
16.	Vocational Guidance helps students of Technical colleges to have good rapport with their teachers.	2.96	0.56	Agreed
17.	Vocational Guidance helps students on how to match their intellects with personal characteristics that can aid their academic performance.	2.96	0.41	Agreed
18.	Vocational Guidance aids students in adjusting to college situations that can enhance their performance.	2.94	0.62	Agreed
19.	Vocational Guidance helps students of Technical colleges to improve in the use of their brains and hands in order to achieve good results.	3.21	0.55	Agreed

Table 3 shows that the respondents agreed with all the items posed to them on the Effect of Vocational Guidance on Academic Performance of Technical College Students.

### Research Question 3

What is the influence of Vocational Guidance on the Career Choice of Technical College Students?

**Table 4:**

Mean responses and standard deviation of students and teachers on the influence of Vocational Guidance on the Career Choice of Technical College Students?

S/N	STATEMENT	$\bar{X}$	SD	Remarks
20.	Vocational Guidance provides information for students on their career choices.	3.09	0.54	Agreed
21.	Vocational Guidance helps students to make wise decisions in accordance with their own potentials.	3.13	0.60	Agreed
22.	Vocational Guidance enables the students to choose careers that will help them fit into the society.	3.25	0.60	Agreed
23.	Learning is more effective with students that are vocationally informed.	3.14	0.58	Agreed
24.	Vocational Guidance gives information about employment opportunities which enhance the choice of career of students.	2.90	0.66	Agreed
25.	Vocational Guidance helps students to choose courses that are marketable.	2.90	0.69	Agreed
26.	Vocational Guidance exposes students to the relationship between the course of study and the world of work that leads to great achievement.	3.29	0.57	Agreed
27.	Vocational Guidance exposes students to the consequences of wrong choice of careers.	2.94	0.87	Agreed
28.	Vocational Guidance helps the students to choose the specialization for which their aptitude, interests and abilities are best suited and ensure conformity with the specialization.	3.00	0.57	Agreed
29.	Vocational Guidance exposes students to the consequences of accepting their parents' choice of career without prior consideration of their capabilities.	2.65	0.83	Agreed

The result shown in table 4 indicates that the respondents agreed with all the items presented to them on the Influence of Vocational Guidance on the Career Choice of Technical College Students.

### Hypothesis I

**Table 5:**

T-test comparison of the mean responses of the students and teachers on the Effect of Vocational Guidance on the Academic Achievement of Technical College Students.

Sample	$\bar{X}$	SD	N	df	t-calculated	t-tabulated	Decision
Students	3.11	0.59	120	178	1.31	1.96	N.S
Teachers	3.01	0.42	60				

The result shown in Table 5 shows that there is no significant difference in the mean responses of the students and teachers on the Effect of Vocational Guidance on the Academic Achievement of Technical College Students.

### Hypothesis II

**Table 6:**

t-test comparison of the mean responses of students and teachers on the Influence of Vocational Guidance on the Career Choice of Technical College Students.

Sample	$\bar{X}$	SD	S <sup>2</sup>	N	df	t-calculated	t-tabulated	Decision
Students	2.91	0.69	0.47	120	178	-1.011	1.96	NS
Teachers	3.01	0.60	0.36	60				

The result shown in Table 5 shows that there is no significant difference in the mean responses of the students and teachers on the Influence of Vocational Guidance on the Career Choice of Technical College Students.

**KEY**

$\bar{X}_1$  = Mean score of students

$\bar{X}_2$  = Mean score of teachers

$\bar{X}$  = Average mean score  $\bar{X} = \frac{\bar{X}_1 + \bar{X}_2}{2}$

SD = Standard deviation

S<sup>2</sup> = Variance

N = Total number of students/teachers that answered the questions.

df = Degree of freedom for t-test statistics and is given as df =

$$n_1 + n_2 - 2$$

Where  $n_1$  = number of students

$n_2$  = number of teachers

NS = Not significant

**Findings of the Study**

The findings of the study are as follows:

a Findings related to the functionality of Vocational Guidance services offered to Technical college students in Niger State.

1. Guidance services are made available to the students of technical colleges.

2. Students of technical colleges choose their careers in relation with their interests and capabilities.
3. Guidance services are offered at all levels in Technical colleges.
4. The technical college administrators show great concern about Guidance services rendered to the students.
5. Teachers of technical colleges encourage their students to seek for Guidance services.
6. Teachers refer serious cases of counseling to experts for proper and effective counseling.

b Findings related to the Effect of Vocational Guidance on Academic Achievement of Technical College Students.

1. Vocational Guidance enhances students' performances.
2. Vocational Guidance helps students to know their own capabilities.
3. Vocational Guidance helps students of technical colleges to discover their areas of weaknesses.
4. Vocational Guidance helps students of technical colleges to organize and understand themselves.
5. Students are able to relate well with their fellow students with the help of Vocational Guidance.
6. Vocational Guidance helps students of technical colleges to have a good rapport with their teachers.

7. Vocational Guidance helps students on how to match their intellects with personal characteristics that can aid their academic performance.
8. Vocational Guidance aids students in adjusting to college situations that can enhance their performances.
9. Vocational Guidance helps students of technical colleges to improve in the use of their brains and hands in order to achieve good results.

C Findings related to the Influence of Vocational Guidance on the Career Choice of Technical College Students.

1. Vocational Guidance provides information for students on their career choices.
2. Vocational Guidance helps students to make wise decisions in accordance with their own potentials.
3. Vocational Guidance enables the students to choose careers that will help them fit into the society.
4. Learning is more effective with students that are vocationally informed.
5. Vocational Guidance gives information about employment opportunities which enhance the choice of career of the students.
6. Vocational Guidance helps students to choose courses that are marketable.

7. Vocational Guidance exposes students to the relationship between course of study and the world of work that leads to great achievement.
8. Vocational Guidance exposes students to the consequences of wrong choice of career.
9. Vocational Guidance helps the students to choose the specialization for which their aptitude, interests and abilities are best suited and ensure conformity with the specialization.
10. Vocational Guidance exposes students to the consequences of accepting their parents' choice of career without prior consideration of their capabilities.

### **Discussion of Findings**

Findings related to research question one revealed that Guidance services are made available to the students of technical colleges which is found to be in line with the earlier report of Cote (1972), who revealed the existence of Vocational Guidance in Nigeria. He added that in Nigeria Guidance services exist in secondary schools and universities because of the support of the Federal Government. Students' choice of their careers in relation between their interests and capabilities is in consonance with the objectives of Vocational Guidance as earlier stated by Eershand, (2006) that Vocational Guidance assists students to evaluate themselves and be aware of their potentials and capabilities. This helps students greatly which in turn has effect on their academic achievement. Findings

related to the fact that administrators show great concern about Guidance services rendered to the students revealed the role of teachers in Vocational Guidance which is supported by the earlier statement of Oladele (2000) who stated that the College Guidance and Counseling Programme is a function of school administrators not classroom teachers only and that their support and participations are crucial to the school guidance programme which in turn leads to success. This is true because when the college administrators know their role(s) through Vocational Guidance Programme they would be able to show great concern about the Guidance services to be rendered to the students which in turn can make the students to achieve greatly in their academic works as an adage says "people give out what they have" if they don't have the knowledge of the importance of Vocational Guidance or even know their role, it will be difficult for them to show concern and support the programme in any way.

According to Mogbo (1997) in his explanation of the Vocational Guidance services that the counselor or teacher is not omniscience in his daily course of work that he meets some problems which are beyond his competencies and preparation; and such problems are referred to the appropriate professional(s). This shows how good the services are rendered to the students in relation to the statement of item stated under the findings which stated that teachers encourage their students to seek

for Guidance services and refer cases of serious counseling to experts for proper and effective counseling.

Findings on the Effects of Vocational Guidance on Academic Performance of Technical College Students are in agreement with the statements of Mogbo (1998) who stated that counseling devices are needed to assist the Nigerian child cope and live successfully with the dynamic technological development which in turn affects the academic performance of the students. The findings are also in agreement with the opinion of Oladele (2000) who described the concept of Vocational Guidance as an umbrella "term" which helps the students in making choices, adjustment, solving problems and to grow in their independence and ability to be responsible for themselves. By implication, students get to know how to relate well with their fellow students and have a good rapport with their teachers with the aid of Vocational Guidance. Additionally, in relating well with teachers, the students would create a strong confidence in teachers which will make the students to approach them at any time for academic assistance which can affect their performances positively. This is in line with the findings on research question two which sought the Effects of Vocational Guidance on Academic Achievement of Technical College Students.

The finding which indicated that Vocational Guidance aids students in adjusting to school situations that can enhance their performance is in line with the opinion of Durojaiye (1972) who stated

that Guidance and Counselling may help to solve the problems of school dropouts and of the integration of different ethnic groups by helping to develop appropriate curricula organization and policies in the educational system which will emphasize integration and tolerance among future citizens. This implies that Guidance and Counselling helps to integrate students into the school system at the same time teach students how to adjust to all situations that can enhance performance. By doing so, Vocational Guidance is posing a positive effect on academic performance of the students.

Findings in relation to research question three revealed that Vocational Guidance provides information for students on their career choices which is in line with Oladele (2000) in his statement in respect of guidance services. He stated that Guidance provides information and greater knowledge of educational and vocational opportunities which will help the students in making their career choices and decisions about educational and vocational plans. The findings which stated that Vocational Guidance helps students to choose courses that are marketable has been buttressed by Cauhen (1985) in his statement that occupational attractiveness is one of the factors that affect career choice of technical college students. This is because through Guidance, the students get information about the particular course(s) they have in mind and if they realize that more prestige is given to one course than the other then they quickly switch over to the one that is marketable

knowing fully well that they are going to get jobs immediately after school. By doing so, Vocational Guidance has influenced the career choice of the students.

Freeman in Abong and Uzo (1998) revealed that a child's capacity to do well in life is heavily dependent on the encouragement from parents. Therefore, the parents have to be educated and this is done through guidance which inculcates in their minds the right attitude towards the whole problem of career choice for their children thereby exposing them into the advantages and disadvantages of wrong choice of careers. This statement is in consonance with the finding that Vocational Guidance exposes students to the consequences of accepting wrong choice of careers as suggested by their parents. In this case, Vocational Guidance has influenced the career choice of the students. Therefore, if students have not been exposed to these consequences, they would accept wrong advices by their parents as regards choice of their careers which is not based on their interests which might have adverse effect on the academic performance of the children.

In the same vein, Oladele (2000) also pointed out that career choice has a great influence on the academic achievement of technical college students. So if a student chooses a wrong career that is not based on his interest, there is a tendency that the student would not perform better academically. In addition, Gartley as cited by Oladele (2000) said that the school counselors have a responsibility to ensure

that the students are familiar with consequences of the choices they make. The students know these in the course of counseling.

Findings related to the hypothesis one show that there is no significant difference in the mean responses of the students and the teachers on the Effect of Vocational Guidance on the Academic Achievement of Technical College Students. Findings related to the hypothesis two revealed that there is no significant difference in the mean responses of the students and the teachers on the Influence of Vocational Guidance on the Career Choice of Technical College Students. This implies that data generated from both points of view are valid for the study.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the procedures used in the study, conclusion and recommendations. Implications of the study and suggestions for further study are also presented.

#### **Summary**

The main objective of this study is to evaluate the Effect of Vocational Guidance on the Academic Achievement of Technical College Students in Niger State. The study specifically investigated the functionality of the Vocational Guidance services offered to the students and how the Vocational Guidance Influences the Career Choice of the Students. A Twenty Nine (29) item questionnaire was developed and used as instruments for the purpose of the study and was validated by three members of staff in Industrial and Technology Education (ITE) Department. The population for the study comprises One Hundred and Twenty (120) technical college students and sixty (60) classroom teachers drawn from six Technical Colleges in Niger State. The total population of the respondents used for this study was One Hundred and Eighty (180) selected by simple random sampling technique.

The instrument was analysed using Mean, Standard Deviation and t-test statistical tools. The Mean Statistical Tool was used as a decision rule while t-test was used to test the hypotheses of the study. The research questions were answered based on the items contained in each.

### **Implication of the Study**

The findings of the study have implications on students, teachers and parents. The study has revealed the roles of students, parents and teachers as well as the administrators in Vocational Guidance based on the effect Vocational Guidance has on the academic performance of the students. The study has also shown the importance of Vocational Guidance to technical students. It has exposed the students to the dangers of choosing careers based on their parents' and peer group influence. It has also helped them to know that their academic pursuit depend on their abilities and capabilities.

Finally, the study has also created awareness to parents and teachers as one way of reducing academic failure on the students because Vocational Guidance helps parents and teachers in creating positive vocational behaviours in vocationally guided students.

### **Conclusions**

Based on the findings, the study has revealed that Vocational Guidance functionality is very important in technical colleges because it exposes students and teachers to vocational behaviours that lead to academic success. It was also discovered that interest, aptitude and abilities have great effect on the students in making their career choices during an educational pursuit especially, Technical Colleges in Niger State. Vocational Guidance also exposes the students and their parents to the consequences of making wrong choices of career or following the

interest of the parents only. Finally, it was found out that Vocational Guidance services in Technical colleges would have adverse effect on the academic achievement of the students if the administrators of the Colleges show less concern about the Vocational Guidance services rendered to the students or neglect their functions.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Students are to be counseled at their entry into the Colleges on their choices of career.
2. Both the College Management and the government should ensure that facilities for proper dissemination of Guidance services to students are provided in the Colleges.
3. Teachers should ensure that the students are ready to meet with the experts before referring them.
4. The students that are referred to experts should be followed-up by the College through the counselor or the teacher to ensure the effectiveness of Vocational Guidance in the colleges.
5. Students should consider their interests and capabilities in the choice of their careers.

### **Suggestions for Further Research**

The following suggestions for further Research are therefore made:

1. Similar study should be carried out on the Effect of Vocational Guidance on Academic Achievement of Technical College Students in other States of the Federation.
2. A study should be carried out on the Strategies for Improving the Effectiveness of Vocational Guidance in Technical Colleges.
3. Investigation on the Possible Factors Responsible for Career Choice of Technical College Students.

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**APPENDIX I**

**DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION,  
SCHOOL OF SCIENCE AND SCIENCE EDUCATION, FEDERAL  
UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE.**

Questionnaire for students and teachers on the Evaluation of the Effect of Vocational Guidance on the Academic Achievement of Technical College Students in Niger State.

Instruction

Please, answer the following questions most sincerely. The answer provided by you will be treated with absolute confidentiality.

Indicate your answer by ticking  against the most appropriate options that best suite your opinion.

Key to the response categories are:

- SA = Strongly Agree
- A = Agree
- D = Disagree
- SD = Strongly Disagree

PART A

Respondents' Personal Data

1. Name of the school .....
2. Status: Classroom teacher   
Student
3. Subject taught (teachers only) .....

4. Year of teaching experience (teachers only)
5. Department (students only) .....
6. Level (students only) .....

**PART B**

**RESEARCH QUESTION 1**

How functional are Vocational Guidance Services offered to  
Technical College Students?

S/N	ITEM	RESPONSES			
		SA	A	D	SD
1.	Guidance services are made available to the students of Technical colleges.				
2.	Students are adequately counseled at their entry into Technical colleges on their choices of career.				
3.	Students of Technical colleges choose their careers in relation with their interests and capabilities.				
4.	Guidance services are offered at all levels in Technical colleges.				
5.	Technical colleges administrators show great concern about Guidance services rendered to the students.				
6.	There are enough facilities in the Technical colleges for proper dissemination of Guidance services to the students.				
7.	Teachers of Technical colleges encourage their students to seek for Guidance services.				
8.	Teachers refer serious cases of counseling to experts for proper and effective counseling.				
9.	Teachers consider the readiness of the students in meeting experts before referral.				
10.	Students that are referred to experts for counseling are adequately followed-up.				

## RESEARCH QUESTION 2

What is the Effect of Vocational Guidance on Academic Performance of Technical College Students?

S/N	ITEM	RESPONSES			
		SA	A	D	SD
11.	Vocational Guidance enhances students' performances.				
12.	Vocational Guidance helps students to know their own capabilities.				
13.	Vocational Guidance helps students of Technical colleges to discover their areas of weaknesses.				
14.	Vocational Guidance helps students of Technical colleges to organize and understand themselves.				
15.	Students are able to relate well with their fellow students with the help of Vocational Guidance.				
16.	Vocational Guidance helps students of Technical colleges to have good rapport with their teachers.				
17.	Vocational Guidance helps students on how to match their intellects with personal characteristics that can aid their academic performance.				
18.	Vocational Guidance aids students in adjusting to college situations that can enhance their performance.				
19.	Vocational Guidance helps students of Technical colleges to improve in the use of their brains and hands in order to achieve good results.				

### RESEARCH QUESTION 3

What is the influence of Vocational Guidance on the Career Choice of Technical College Students?

S/N	ITEM	RESPONSES			
		SA	A	D	SD
20.	Vocational Guidance provides information for students on their career choices.				
21.	Vocational Guidance helps students to make wise decisions in accordance with their own potentials.				
22.	Vocational Guidance enables the students to choose careers that will help them fit into the society.				
23.	Learning is more effective with students that are vocationally informed.				
24.	Vocational Guidance gives information about employment opportunities which enhance the choice of career of students.				
25.	Vocational Guidance helps students to choose courses that are marketable.				
26.	Vocational Guidance exposes students to the relationship between the course of study and the world of work that leads to great achievement.				
27.	Vocational Guidance exposes students to the consequences of wrong choice of careers.				
28.	Vocational Guidance helps the students to choose the specialization for which their aptitude, interests and abilities are best suited and ensure conformity with the specialization.				
29.	Vocational Guidance exposes students to the consequences of accepting their parents' choice of career without prior consideration of their capabilities.				

5	Mall. Adamu Musa SANI	M.Ed (Tech),	Lecturer II	Electrical/Electronic Technology
6.	Mall. Rufai AUDU	NCE (Tech) (Zaria) B.Ed (Tech) (Zaria), M.NATT, M. Tech (AUTO MECH)	Lecturer II	Automobile Technology
17	Mall. Ibrahim Yakubu UMAR	NCE (UNI-Ilorin) B.Tech (Minna), M.NATT, M. Tech. (Minna) N.C.E TECH	Lecturer II	Metal work technology
18	Mr. Tswana Moses SABA	B.Tech (ITE Elec/Elec) M.TECH (ITE ELECT/ ELECT )	Asst. Lecturer	Electrical/Electronic Technology
19	Mal. Dauda IBRAHIM	B.Ed Tech (Building)	Asst. Lecturer	Building Technology
20	Mall Mohammed. ABDULKADIR	B.Ed (Tech), M.Tech ITE (AUTO MECH) NCE (Tech)	Asst. Lecturer	Automobile Technology
21	Mall. Wahab Bamidele KAREEM	B.TECH (ED)	Asst. Lecturer	Woodwork Technology
22	Mall. Abdul Bello KAGARA	B.Tech (Minna), NCE (Tech) (Minna)	Asst. Lecturer	Building Technology

1-7: Staff qualified to teach and supervise M. tech and PhD

8-22: Staff qualified to teach and supervise PGDTE