

THE PERFORMANCE OF VOCATIONAL GUIDANCE SERVICES IN PRIMARY SCHOOLS IN YABA LAGOS

UDOH CHRISTOPHER T.

SHODIPE OLABNJI T.

OGUNDIMU OLUMIDE S.

Department of Industrial Technical Education

School of Technical Education Yaba College of Technology

Yaba-Lagos

Abstract

The function of vocational guidance services in primary schools in Yaba Local Government Area depends on its application. Guidance is the process whereby an individual is helped to understand himself. The problem in guidance services is that of the complexity of guidance services, equipment and lack of adequate knowledge in the handling of testing instruments in one hand and none availability of these instruments for most students in the other hand. Teacher education programme can remedy any negative effect. The design for this study is a survey design while the population for the study was 47 subject teachers. The teachers were randomly selected to make the required respondents. The research instrument was subjected to face validity by experienced educationist. To ensure the reliability of the instrument a pre-test of the items was carried out. The research questions cover the counselors, students and services. Questionnaire items were tested to collect the data for analysis. One of the major findings is that guidance programme can cause major changes in the pupils if properly implemented. One of the recommendations is that counselors should be provided with up-to-date information on career guidance services.

Introduction

Guidance is the process whereby an individual is helped to understand himself in all ramifications, so that he can effectively utilize his potentialities or talents. Counseling is a process through which an individual who needs help is assisted by a professionally trained individual so that he can be helped to make necessary adjustment to life and his environment. To him every individual is a unique, special person who is capable of developing his potentials and capabilities to the fullest, if properly guided.

Yahaya (1998) asserted that primary education forms the basic foundation on which other levels of education rest. It prepares the individuals for the challenges that are usually encountered in life. A weak foundation at primary level could lead to inability of individuals to experience normal development and consequently find it difficult to be independent and self actualized. The relevance of primary education to human development necessitates proper training of primary school teachers in order to equip pupils with necessary skills and knowledge needed for survival.

The job of primary school teachers is not limited to teaching of different subjects alone. Teachers are expected to assist students to achieve total development in terms of cognitive, affective and psychomotor domains. This is necessary because education is not limited to the ability to read and write, it covers intellectuals, physical, moral and spiritual development. The rampant cases of indiscipline in Nigeria cannot be divorced from the neglect of affective domain at primary school need as more emphasis is placed on cognitive domain at the expense of other domains. The consequences of this neglect manifest in forms of corruption, high crime rate and indiscipline especially among youths. There is therefore, the need for primary school teachers to acquire skills on how they can assist primary school pupils in Nigeria to be good citizens and true leaders of tomorrow. One of the ways by which primary school teachers could assist in promoting morality in primary schools is through the acquisition of knowledge and skills in guidance and counseling.

Guidance and counseling happens to be one of the developments in the field of education in Nigeria. It became popular with the introduction of the 6-3-3-4 educational system. It is generally accepted that in Nigeria, the organized/formal guidance started in 1959 at St. Theresa's College, Oke-Ado in Ibadan by some Reverend Sisters, out of concern for the products of their outgoing final year students. As a result,

the Rev. Sisters invited twenty educated people from Ibadan community who were in different professions and therefore knew more about the emerging world of work than the students and the Rev. Sisters. Fifty four out of the sixty students benefited from the experts' advice and were placed in various jobs. The innovation was highly accepted by the society because in later years this group of people, though not trained counselors, organized career talks, seminars, guidance services spread to the secondary schools outside Ibadan and across the entire Federation. The ministry officials became so interested in these organized services that this group of "career advisers" was invited to provide career workshops for teachers and career masters.

In an attempt to overhaul the old educational system, towards the needs of the nation, the Nigeria education research council (NERC) in September 1969 organized a conference on curriculum development. The curriculum conference was followed by a government sponsored nationals seminar in 1973 under the chairmanship of Chief S. O. Adebayo to deliberate on all aspects of a national policy on education using the report of the 1969 curriculum conference as the working document. The conference came up with recommendations of a new National Policy on Education, which the Federal government accepted and published in 1977 and revised in 1981, 1989 and 2004.

With the highlighted changes in the National Education system, the need for guidance and counseling services in Nigeria secondary schools became more glaring. Consequently, guidance and counseling services became an integral and essential component of the educational process for all students as they progress through the educational system. According to Egbochukwu (2008), the aims of school guidance and counseling services, which are based on a developmental hierarchy, are to provide students with:

- Opportunities to develop knowledge and appreciation of themselves and others;
- Opportunities to develop relationship skills, ethical standards and a sense of responsibility;
- Opportunities to acquire skills and attitude necessary to develop educational goals which are suited to their needs, interest and abilities.
- Information that would enable them to make decisions about life and career opportunities.

Statement of the problem

It is assumed that with the complexities in the society, industrial and technological development all going hand-in-hand, the succeeding generation will find it difficult to adjust themselves both to the society, family and schools. Failures in proper adjustment to all the facets mentioned could affect the education of young people and expose them to environmental as well as personal problems in development. Guidance and counselling as a delivery services, should not be misconstrued as the traditional type that is based on principles of "to guide, to direct on a course, to enlighten or to assist". This traditional type of counseling was principally carried out in Africa settings by family heads, priests and church leaders. Because of the complex nature of Nigeria society, the counseling is based on the process of helping individuals understand themselves which will lead to better understanding of the other aspect of their lives (Egbochukwu, 2008). For students to be properly informed, they need the assistance of trained guidance and counseling personnel. Hence, the government made it a policy that guidance and counseling should feature in teacher-education programmes, because teachers are closer to the students.

Purpose of the Study

This study assessed the performance of guidance services in primary schools in Yaba Local Government Area in Lagos state. Specifically, the following are considered:

- To determine the characteristics of personnel providing guidance and counseling.
- To assess the availability of materials for the successful execution of primary schools guidance and counseling services
- To assess the impact of guidance programs on students' adjustment to career choice
- To assess the services rendered by guidance and counsellors to effect behavioral changes in learners.
- To assess the various instruments used in the collection and analysis of data in guidance and counseling services in these schools.

Significance of the Study

Guidance and counseling is the bedrock for achieving self actualization. It is a process of helping individuals to understand themselves by discovering their own needs, interests and capabilities in order to formulate their own goals and plan for realizing those goals. An analysis of guidance and counseling services in providing adequate guidance and counseling services in providing adequate guidance for primary school students is of paramount importance. The result from the study will help in throwing more light on how guidance and counseling services is being implemented in primary schools in Lagos state. In addition, it will provide information to education planners and school administrators on their responsibilities in providing adequate facilities for guidance and counseling services in order for students to receive quality guidance. It will also reveal the extent to which guidance and counseling services influence the total development of the potentials and proper adjustment of primary school pupils.

Therefore, this research work will be restricted to the Basic one up to Basic six class teachers in Yaba Local Government Area Lagos State. The study was limited to 5 primary schools.

Research Questions

1. What are the characteristics exhibited by the guidance counselor in the primary schools in Yaba Local Government Area?
2. To what extent are materials available for the execution of guidance and counseling services in primary schools in Yaba Local Government Area?
3. How does guidance programme/activities caused behavioural changes in learners?
4. What are the services rendered by guidance counselors in the primary schools in Yaba Local Government Area?
5. What are the importances of instruments used in the collection of data in guidance and counseling services in Yaba Local Government Area?

Guidance services in the primary schools

Guidance is a term that covers all the means whereby an institution identifies and responds to the individual needs of the pupils and thereby helping them to develop their potentials to the maximum. (Ipaye, 1983).

Generally, there are six guidance services which should be provided at the primary school level. In the absence of professional counsellors, teachers could provide these services as Para-counsellors. These services are:

- a. Orientation services
- b. Information services
- c. Counselling services
- d. Appraisal services
- e. Referral services
- f. Follow-up services

Amao-Kehinde Adeyemi and Akin-Johnson, 2003 stated that the school guidance and counseling services emphasize the importance of school as listed below:

- Help to enlighten the students on how to approach career choice
- Help the child to develop a more responsible attitude to his future.
- Assist teachers to trace the pattern of change in pupil's behaviour and performance.
- Detect difficulties or unfavourable conditions that may affect student's academic performance.
- Minimize the incidence of indiscipline in schools
- Assist students in their periods of turmoil and confusion.

The Characteristics of a Counsellor

Certain characteristics have been found to increase counsellor's effectiveness and overall success of the guidance programme. (Akin-Johnson, Adeyemi, Amao-kehinde, 2003). These include:

- Warmth and genuine acceptance of students
- A good listener
- Empathy
- Patience
- Integrity
- Confidentiality
- Emotional maturity
- Intellectual Competence

Instruments used for Data Collection in Guidance Services

In addition to the provision of guidance services, primary school teachers need to acquire skills in the usage of tests. A test is a task, treatment or situation designed to elicit the behavior or performance of pupils with the view of determining or drawing inferences about specific abilities or other attitudes of pupils. (Abiri, 2006). Test can also be described as an instrument used for assessing individual differences in one or more behaviours (Akinpelu, 2004). Kolo (2001) identified six categorizes of tests that are used in schools. They are:

- Achievement test
- Aptitude test
- Mental ability test
- Interest inventories
- Personality test

Also, the primary school teacher could use non-test devices to obtain information from the pupils. Some of the non-test devices that can be used to complement test data are cumulative record folder, anecdotal record, socio-metric techniques and observation record.

Primary school teachers are not expected to limit themselves to teaching alone, but to also assist in emotional and physical developments of the pupils. Thus, there is need for continuous learning and skill acquisition in different areas of education. These areas of necessity include expertise in guidance and counseling test administration, interpretation and usage.

Problems encountered in initiating guidance and counseling in primary schools

- Lack of efficient trained manpower
- Inadequate infrastructural facilities
- Misconception of guidance and counseling by government and the public at large
- Lack of finance
- Lack of tools for counseling
- Mobility
- Poor counseling environment

Implication of Counselling Services on Behavioural Changes and Vocational Choice.

Counselling services cause behavioral changes in learners when they are being guided in vocational and occupation or career choices. Akin-Johnson, Adeyemi, Amao-kehinde, (2003) state the various stages involved in super's theory of occupational choice.

1. **Growth stage (0-14 years):** At this stage, the child develop self concept. He has in mind what he would like to become but does not know what it would take him to get into the desired position. His choice of vocation may be attributed to interest. This stage is further subdivided into:
 - a. **Prevocational stage (0-3 years):** A period in which the child's mind is blank. He has no fore knowledge of any vocation.

- b. **Fantasy stage: 4-10 years):** The child assumes some of the roles he has seen the parents play through observation. The school environment, books and television movies may also catch his fancy. Children at this stage prefer occupation with visible insignia.
 - c. **Interest stage (11-12 years):** The child prefers occupation which he likes and rejects the ones he does not like. He may not have good reasons for preferring one occupation to the other at this stage.
 - d. **Capacity stage (13-14 years):** The child at this stage matches his interest with his capacity. He considers those occupations that has good abilities for and refers them to other occupation.
2. **Exploration stage (15-24 years):** At this stage, the individual explores the various avenues available in jobs and occupations. He socializes with people to get his desired objectives and offers the subjects of his choice. However, he may later change his career if he discovers that he has made wrong career choice. The stage is sub-divided into:
- a. **Tentative stage (15-17 years):** He makes a tentative career choice based on his immediate needs, interests, capacities, values and opportunities.
 - b. **Transition stage (18-21 years):** This stage exposes him to the need to make right vocational choices or to be engages in the appropriate vocational training adequate to his choice of career.
 - c. **Trial stage (22-24 years):** He engages in one or more jobs or vocations in order to be able to compare and determine the most suitable one for him.

Research Design

The design used for this study is the descriptive research design as it gives the performance of guidance services in primary schools, Yaba Lagos.

Population of Study

Since the study is centred on the performance of guidance services in primary schools, in Yaba, the population of study consist of classroom and subject teachers in each schools.

Sample and Sampling Techniques

Samples were drawn from among the teachers from each school totaling 30 in number by using systematic random sampling for selection. The teachers in the study are 30 in number, the information given by the teachers helped in providing answers to the questionnaire items.

Instrument for Data Collections

Questionnaire was used in gathering the data for this research. Only teachers were administered with the questionnaire. The items selected on the questionnaire items were of Likert Scale of 4 responses with 4 points scale ranging from strongly agree to strongly disagree. The questionnaire items were carefully drawn from the 5 main research questions in line with the purpose of the study.

Validity of Instrument

The research instrument was given face validity by experience educationist who carried out some modification on the research instrument before administering it on the teachers under study.

Reliability of Instrument

To ensure the reliability of the questionnaire, a pre-test for consistency of the instrument were carried out by administering the questionnaire on the primary one teachers from the selected schools, who were not part of the samples.

Then the final questionnaire was later administered to teachers.

Method of Data Analysis

The result of the questionnaire items collected were collated and analyzed using sample statistical mean to find the average responses for this study, the interval data were attached to the responses.

Mean Score

In interpreting the mean value, a mean of 2.50 was selected as the dividing point between acceptable and unacceptable i.e. any number that falls below the mean score point of 2.50 indicate disagreement.

Research Question 1

What are the characteristics exhibited by the guidance counselor in the primary school?

Table 1

The characteristics exhibited by the guidance counselor in the primary school.

S/N	Characteristics	SA	A	D	SD	Total	Mean	Discussion
1.	Warmth and genuine acceptable of students	14	10	4	2	96	3.20	Accepted
2.	A good listener	10	16	2	2	94	3.13	Accepted
3.	Empathy	10	10	8	2	88	2.93	Accepted
4.	Patience	6	20	0	4	88	2.93	Accepted
5.	Integrity	12	8	6	4	88	2.93	Accepted
6.	Confidentiality	4	22	4	0	90	3.00	Accepted
7.	Emotional maturity	16	4	4	6	90	3.00	Accepted
8.	Professional competence	24	2	2	2	108	3.60	Accepted
9.	Introversion	2	4	16	8	60	2.00	Unaccepted

Table 1 shows the characteristics of good counselors.

Findings in respect of the research question shows the characteristics exhibited by the guidance counselor in the primary school. The following characteristics are agreed upon and exhibited by the guidance counselor/classroom and subject teachers.

Research Question 2

To what extent are materials available for the execution of guidance and counseling?

Table 2

Available materials for the execution of guidance and counseling services in primary school in Yaba Local Government Area.

S/N	Materials Available	SA	A	D	SD	Total	Mean	Discussion
1.	Trained personnel or manpower	2	6	14	8	62	2.06	Unaccepted
2.	Infrastructural facilities	4	8	12	6	70	2.33	Unaccepted
3.	Finance	4	4	12	10	62	2.06	Unaccepted
4.	Tools for counseling e.g. test, anecdotal records	6	8	8	8	72	2.40	Unaccepted
5.	Tables with drawers	14	6	4	6	88	2.90	Unaccepted
6.	Cupboards for storing pamphlets	12	12	2	4	92	3.06	Accepted
7.	Counseling environment	10	4	12	4	80	2.66	accepted

Table two shows the opinion of the primary school teachers on the availability of materials in the school for the execution of guidance and counseling services. From the analyzed data, it was discovered that:

- ❖ There are lack of trained personnel or manpower
- ❖ Inadequate infrastructural facilities
- ❖ Inadequate financing of guidance services
- ❖ Insufficient tools for counseling services
- ❖ There are sufficient tables with drawers to keep test results and other vital documents
- ❖ There are adequate cupboards for storing pamphlets and other colourful materials that enhance the counseling services

- ❖ The environment allocated for guidance and counseling services is good and healthy for that purpose.

Research Question 3

How does guidance program/activities cause behavioural changes in learners.

Table 3

Tabulation on how guidance program/activities cause behavioural change in learners.

S/N	Behavioural Change	SA	A	D	SD	Total	Mean	Discussion
1.	Examine various psychological, educational factors that do not interfere career development	12	12	4	2	94	3.13	Accepted
2.	Exposes students to as many kinds of occupational activities	10	10	6	4	86	2.89	Accepted
3.	Increases the relevance need of educational process to employment needs of learners	14	6	4	6	88	2.93	Accepted
4.	Eliminate unsound criteria of which ill-informed children base their occupational decision making	12	14	2	2	96	3.20	Accepted
5.	Offer opportunities for guidance and counseling in the area of occupational aspirations.	8	16	2	4	88	2.93	Accepted

Table 3 above shows the opinion of the primary school teachers on how guidance causes behavioural change in learners. From the analysed data it was discovered that guidance program causes major changes in learner's attitude in the area of occupational, vocational and career choices.

Research Question 4

What are the services rendered by the guidance counselor in the primary school?

Table 4: Services rendered by Guidance and Counsellors

S/N	Services Rendered	SA	A	D	SD	Total	Mean	Discussion
1.	Orientation services	12	8	6	4	88	2.93	Accepted
2.	Information services	10	16	2	2	94	3.13	Accepted
3.	Counselling services	12	12	4	2	94	3.13	Accepted
4.	Appraisal services	12	16	2	0	100	3.33	Accepted
5.	Referral services	10	10	6	4	86	2.86	Accepted
6.	Follow-up services	8	14	4	4	86	2.86	Accepted

The table 4 above shows the opinion of teachers on the services rendered by guidance and counselor in the primary schools.

Findings in respect to research question four, shows that services rendered by the guidance and counselors in the primary school covers all the necessary counseling services. Also it shows the opinion of the teachers which implies that orientation, information, counseling, appraisal, referral, follow-up services are rendered in the primary school.

Research Question 5

What are the importance of types of the instrument used in the collection of data in guidance and counseling?

Table 5

Importance of instruments used in the collection of data in guidance and counseling.

S/N	Importance of Instruments	SA	A	D	SD	Total	Mean	Discussion
1.	Selection and placement of students into educational and vocational institution	12	12	4	2	94	3.13	Accepted
2.	Predict values	4	8	2	2	88	2.93	Accepted
3.	Shows cumulative achievement record of each students	12	8	6	4	88	2.93	Accepted
4.	Reveals students' problems in order to work out solution for them	8	14	4	4	86	2.86	Accepted
5.	It classifies learners according to their abilities	10	4	12	4	80	2.66	Accepted

The table 4 above shows the importance of the types of instrument used in the collection of data in guidance and counseling.

Findings in respect to research question five shows, the importance of types of instrument used in the collection of data on guidance and counseling services. Also it shows the opinion of the teachers which implies that guidance and counseling services aids the classification of learners according to their abilities, shows cumulative records of learners, reveals learners problems in their areas of specialization and help in the placement of learners into different fields of endeavours.

Discussion of Findings

The major aim of this part of the study was to find out the characteristics exhibited by the guidance counselors in the primary school. From the data analyzed, it was shown that all the above mentioned character are to be exhibited by the guidance counselor except the last character which indicates that a guidance counselor should not be an introverted person. This agrees with the findings of Amao-Kehinde, Adeyemi and Akin-Johnson (2003) and Akindele et al (1996).

The data revealed that major materials that could foster guidance and counseling services are not available which has been incapacitating the guidance and counselor in the schools.

The data revealed that all the above state help learners to discover themselves and modifying their behaviours.

From the data analysed, it was shown that all the above mentioned services are rendered in the primary schools. This agrees with the findings of Ipaye (1983), Makinde (1983) and Oladele (1987).

From the data analysed, it was aslo shown that all the above mentioned are the importance of guidance and counseling, in which also takes place in the primary schools. This agrees with the findings of (Amao-Kehinde, Adeyemi, Akin-Johnson, 2003).

Conclusion

This study has shown that guidance services need to be performed in the primary schools to enhance career, occupational and vocational choices. The study also highlighted the problems involved in initiating counseling services in primary schools.

Finally, one can comfortably conclude that guidance services can be enhanced by adequately providing finance, tools, infrastructures, good counseling environment and mobility.

Recommendations

Based on this study, the following recommendations are made:

- ❖ State Government should provide more professional counselor to carryout counseling duties.
- ❖ There should be provision of necessary equipment and infrastructure for counseling programmes and services in the school system by the State Government.
- ❖ Untrained counselors should be allowed to undergo formal counselling training to afford them the opportunity of performing counseling duties efficiently.

- ❖ Counselors are to be provided with up-to-date information on techniques of courses
- ❖ There should be public enlightenment campaign on roles of counselors to students and the society at large.

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