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CONTENTS

1. Activity Schedule And Anticipation Training As Counselling Strategies In Managing Mild-depression Among Nigerian Adolescents - Prof. (Mrs.) A. M. Olusakin and Dr. E. O. Bamidele.....1-11
2. Value Orientation And Career Aspiration Patterns Among Students In Ogun State - J.T.B. Oluwatimilehin (Ph.D)12-20
3. Incidence Of Child Labour Among Secondary School Students In Benin Metropolis Of Edo State, Nigeria - Rev. Fr. Fidelis O. Arhedo, M. Ed, Prof. Oyaziwo Aluede and Dr. Philip A. Arhedo.....21-30
4. Learning Environment And Pupils Academic Performance: Implications For Counselling - Mrs. Roibito Samuel Ekanem, Ph.D, Mrs. Apebende, Elizabeth Ushang, Ph.D and Ekefre, Ekeng Nyong Ph.D.....31-42
5. The Challenges of providing safe and friendly school environments-counselling implications - Prof. Ibrahim A. Kolo and Dr. George B. Eweniyi.....43-51
6. Paradigm Shift In Career Counselling: Implications For Entrepreneurship Development - Obi, Osorochi Patricia (Ph.D.).....52-64
7. Capacity Building Counselling Strategies For Commercial Motorcyclists (Okada Riders) In Nigeria. - Omengala A. Arikelola, and Amaka B. Ikechukwu-Ilomuanya.....65-72
8. Counseling For Entrepreneurship Development at Secondary School Education Level in Akwa Ibom State, Nigeria - Dr. Conchi-miriam Brown (MCASSON) & Prof. Daniel I. Denga.....73-85
9. Personal And Psychological Factors As Predictors Of Organisational Attraction And Career Development Intention Of Police Recruits In South West, Nigeria - Aremu, A. Oyesoji, Okoiye O. Emmanuel & Ohizu Edwin Chika.....86-99
10. Basic Features of Effective Retirement Planning. - Prof. E. A. Akinade.....100-110



ACTIVITY SCHEDULE AND ANTICIPATION TRAINING AS COUNSELLING STRATEGIES IN MANAGING MILD-DEPRESSION AMONG NIGERIAN ADOLESCENTS

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ABSTRACT

This study investigated the impact of Activity Schedule and Anticipation Training as counselling strategies in managing mild depression among Nigerian adolescents. Six Senior Secondary Schools were randomly selected from three Education Districts in Lagos State. The total population of SS 2 students available for the study in the six schools was 2,982. To select the participants for the study, The Self-Rating Depression Scale (SDS) was administered to assess the cognitive, affective, psychomotor, somatic and social interpersonal dimensions of depression in the students. The SDS has a test-retest reliability coefficient of 0.93, showing good stability. After the baseline assessment, the total sample for the study comprised 96 participants. The sample accommodated all the characteristics of participants in terms of age and gender from the senior secondary schools chosen for the study. The two counselling techniques (Activity Schedule AS and Anticipation Training AT) were effective in managing mild depression (lack of concentration, feelings of guilt and worthlessness, persistent sad and empty moods). There was no significant gender difference in the post-test scores of participants across the three experimental conditions.

Key words: Mild depression, Activity Schedule Therapy and Anticipation Training Strategy

INTRODUCTION

Adolescence, the transition period from childhood to adulthood, is a stage that is characterized with emotional instability. Adolescents tend to experience stress, as they get conflicting messages; have conflicts within the family and school with difficulties in establishing self-identity and self-esteem. It is a period

of increased thinking, emotionality and mood swings ranging from depression to the height of elation (Nair, Paul & John 2004). Adolescents hardly schedule their activities, yet they would like to engage in a thousand and one tasks at the same time. Muddled up activities often produce negative results. Continuous failure may result in pessimistic anticipation of events

by the affected teens.

The most turbulent state of human development is agreeably the adolescent stage. The adolescent is characterized by identity crisis, aggressive, hostile and manifest destructive behaviour (Nwadinigwe, 2004). The problems of Nigerian adolescents cannot be overemphasized. Apart from being the most difficult of the stages of development, the challenges in every area of the nation adds more to the burden of this important group of the society. It may lead to a pessimistic anticipation of future events. Some may even think that life is not worth living or worth the effort to even maintain their appearance or hygiene.

Depression according to Khan (1995) is an illness when the feelings of sadness, hopelessness and despair persist and interfere with an individual's ability to function. Though the term "depression" can also be described as a normal human emotion, it also can refer to a mental health illness. Depressive illness in children and teens is defined when the feelings of depression persist and interfere with the child or adolescent's ability to function. Adolescent depression is a mood condition occurring during the teenage years marked by persistent sadness, discouragement, loss of self worth and loss of interest in usual activities.

Depression can be disabling to the point where the depressed adolescent can no longer function in the daily rigors of life. Absence from school is common, for the

severely depressed individual does not have enough energy or motivation to participate in or enjoy previously pleasant events (Comer, 1992). Life can be a lonely experience for depressed adolescents. Their sense of humour is lost and they seldom smile. They are often tired from either too little or too much sleep. They are continually having intense feelings of shame and guilt because they believe that everything that goes wrong is their fault. Feelings of inadequacy may eventually lead to feelings of hopelessness. Due to their negative anticipation of events, they believe nothing can go right and nothing will ever improve. While some depressives may shy away from family and friends, some display an overdependence on others. When they are shunned by those they depend on, they become even more depressed (Schwartz & Schwartz, 1993).

Fridolin (1983) stated that it has been well established that, regularly administered most antidepressant treatment-pharmacotherapy and electroconvulsive therapy (ECT)-reduce the sensitivity of the sensitive adenylyl cyclase in the brain linked to the down-regulation of the beta andreceptor subpopulation. The negative side effect of the antidepressant drugs cannot be overemphasized. In his report, Baldessarini (1984) affirms that the therapeutics of major depression has been dominated by agents and theories based on monoamine neurotransmission in the central nervous system (CNS) and that virtually all effective medical treatment for depression have important

monoamine transmission-enhancing effects.

What this implies is that drugs alone cannot totally eliminate depression though many people have depended for too long on antidepressant drugs. If someone is suffering from anxiety or stress, there are no drugs of comparable value to ease or totally correct the situation. Additionally, psychotherapy would be of immense help for people in this category.

In looking for possible solutions to this psychological problem of the Nigerian adolescent, the researchers are interested in the use of counselling strategies as against antidepressant drugs. While depression can be a debilitating condition, successful treatment rate is encouragingly high. As many as 85 percent to 95 percent of depressives who seek treatment get better (Fritz, 1995). Psychotherapy has the therapist acting as a confidant to the depressed. He often employs counselling techniques from the available views of depression. For example in dealing with a depressed client, there should be assurance of a regular emphatic hearing up to a point in time as this will create the feeling that someone is taking their condition seriously and this will facilitate the feeling that the condition is explicable. The therapist can act as a catalyst to help the client understand their problems clearly and explore possible solutions (Olusakin, 1990).

Attempts made before now, in addressing depression among Nigerian adolescents,

were done in Psychiatric Hospitals for adolescents who have severe depressive symptoms. This condition often requires admission into the hospitals as the depressed cannot function efficiently in any task.

It is against this background that a need arises to try out intervention measure to manage mild depression-as characterized by increase in feelings of guilt, worthlessness, reduced concentration, indecision, memory loss, apathy, low self-esteem and difficulty in concentration among Nigerian adolescents.

Hypotheses

The following hypotheses gave direction to the study:

1. There will be no significant difference in the post-test depression scores of participants across Activity Schedule, Anticipation Training and Control groups.
2. There will be no significant gender difference in the post-test depression scores of participants across the three experimental conditions.

Method

Research Design

The research design used for this study was a 3 X 2 factorial design. The two treatment strategies, Activity Schedule and Anticipation Training, as well as the control group made up the 3 rows. The two columns are made up of two levels of male and female students. There were

consequently six groups consisting of four treatment and two control groups

Table 1: Distribution of Participants by Experimental Condition and Gender

EXPERIMENTAL GROUP	GENDER		TOTAL
	MALE	FEMALE	
ANTICIPATION TRAINING	16	16	32
ACTIVITY SCHEDULE	16	16	32
CONTROL	16	16	32
TOTAL	48	48	96

The Study Area

The study was carried out in Lagos State.

Adolescents from secondary schools in Education Districts 11, 111 & 1V constitute the sample. As the economic capital of Nigeria, there are some unique features that easily predispose adolescents to depression in Lagos State. Some of these are:

- High cost of living
- Absence or fluctuating social services like water, electricity,
- Unemployment
- Reckless display of affluence by the rich

Sample and Sampling Technique

Participants for the study were drawn from three randomly selected Education

Districts, out of the six, in Lagos State. The hat and draw method was used to select the three districts. Two senior secondary schools were thereafter randomly selected from each Education District. The schools were selected through the table of random sampling method.

The Self-Rating Depression Scale was administered on all available 2,982 (SS II) students in the selected schools to identify mildly depressed teens (These were participants with a score of 40 and above in the Self-Rating Depression Scale). Secondly, the students were stratified into male and female before the random sampling method was employed to select the 96 students (48 males and 48 females) for the study.

Instrumentation

Two major instruments were used to obtain relevant data for this study.

1. Self-Rating Depression Scale (SDS)
2. Depression Inventory (DI)

Self-rating Depression Scale (SDS)

This is a 20 item instrument developed by Zung (1982) for participants to score themselves on a four point scale. It was specifically designed to assess the cognitive, affective, psychomotor, somatic and social interpersonal dimensions of depression. Zung (1982) provided the original psychometric properties for American samples while Obiora (1995) provided the properties for Nigerian samples. SDS has a fair internal consistency of 0.86 and 0.73 in the two studies; and a test-retest reliability coefficient of 0.93, showing good stability (Obiora, 1995). A coefficient of concurrent validity of .79 was obtained by Zung (1982). For Nigerian samples, the mean scores obtained by Obiora (1995) are 48.77 and 47.87 for male and female respectively.

Depression Inventory (DI)

This 22 item questionnaire was adapted from Weissman & Paykel's (1974) The instrument has a test-retest reliability of 0.89. This inventory, administered on the

participants on pre-test post-test levels was useful in evaluating the outcome of the treatments on the participants.

Data Analysis and Result

The data collected from the two instruments was analyzed with ANCOVA. The level of significance was determined at 5% level.

Hypothesis 1:

There will be no significant difference in the depression scores of participants in the three experimental conditions.

Analysis of Covariance was utilized. In the ANCOVA analysis, the independent factor was experimental condition; the dependent variable was post-test depression scores, while the pre-test depression scores were entered as covariate. The results of the analysis relating to this hypothesis are presented in Tables 2 and 3.

Table 2: Descriptive Statistics of Pre and Post-test Depression Scores across the Experimental conditions with ANCOVA Test of between Subjects Effect.

Group Difference	N	Pre -test Scores		Post -test Scores		Mean	
		Mean	SD	Mean	SD	Mean	SD
Activity Schedule	32	39.46	9.61	26.25	3.59	13.21	
Anticipation Training	32	41.06	7.22	26.03	2.85	15.03	
Control Group	32	41.19	5.83	38.84	7.20	2.35	
Total	96	40.57	7.55	30.38	7.75	10.19	
Source	SS	df	MS	F			
Corrected Model	3465.01(a)	3	1155.00	47.53*			
Covariate	21.69	1	21.69	0.89			
Exptal Condition	3357.95	2	1678.98	69.10*			
Error	2235.50	92	24.99				
Total	94274.00	96					

a R Squared = .608 (Adjusted R Squared = .595)

The mean difference is significant at the .05 level.

Table 2 shows a pre-test grand mean of 40.57 (SD=7.55) as against 30.38 (SD=7.75) obtained at post-test thus yielding a pre-test post-test mean difference of 10.19. a disaggregation according to experimental conditions shows a pre-test post-test mean difference of 13.21 for the Activity Schedule Group, 15.03 for the

Anticipation Training Group and 2.35 for the Control Group. The computed $F(2, 92) = 69.10$, $P < 0.05$ for experimental condition was statistically significant at the 5% level, thus suggesting that the treatment conditions were effective in reducing mild depression among adolescents. To determine where the significant differences lie, pair wise comparisons were performed with the following results;

Table 3: Least Significant Difference (LSD) Pair wise Comparisons of Difference in

(1)Treatment Groups	(J) Treatment Groups	Mean Difference (I -J)	Std. Error	Sig. ^a
Activity Schedule	Anticipation Training	.39	1.25	.76
Activity Schedule	Control	12.41 [*]	1.25	.00
Anticipation Training	Control	12.80 [*]	1.23	.00

Based on estimated marginal means
^{*}The mean difference is significant at the .05 level.

^aAdjustment for multiple comparisons

An inspection of the p-values shows that both activity schedule and anticipation training strategies differ significantly ($p < 0.05$) from the control group. The two treatment groups were however undifferentiated. It means that the two treatment groups are homogeneous. This result means that the two treatment

conditions were effective in the reduction of mild depression among Nigerian adolescents.

Hypothesis Two: There will be no significant gender difference in the post-test depression scores of participants across the three experimental conditions. For this hypothesis, participants were categorized into Male and Female gender. The participants included 16 Male and 16 Female for each of the treatment groups. Table 4: Descriptive Statistics of Participants' Pre and Post-test Depression

Scores by Gender Across the Experimental Conditions.

GROUP	GENDER	N	PRE -TEST		POST -TEST		MEAN DIFF.
			MEAN	SD	MEAN	SD	
ACTIVITY SCHEDULE	MALE	16	40.19	4.51	25.75	3.02	14.94
	FEMALE	16	39.81	3.59	26.75	4.12	13.06
	TOTAL	32	39.48	3.94	26.25	3.59	13.23
ANTICIPATION TRAINING	MALE	16	41.13	3.58	26.12	3.46	15.01
	FEMALE	16	40.75	3.97	25.94	2.18	14.81
	TOTAL	32	40.94	2.10	26.03	2.85	14.91
CONTROL	MALE	16	39.06	7.66	39.31	7.11	-0.25
	FEMALE	16	43.56	6.73	38.38	7.49	5.18
	TOTAL	32	41.76	7.08	38.84	7.20	2.92
TOTAL	MALE	48	34.79	6.54	30.40	7.97	4.39
	FEMALE	48	35.38	5.77	30.35	7.60	5.03
	TOTAL	96	40.72	6.09	30.38	7.75	10.34

The descriptive data presented above indicates that the three groups were similar before the treatment, with respective mean scores ranging between 39.48 and 40.19. At post test however, male participants in anticipation training group, with 15.01, recorded the most reduction in means followed by male

participants in Activity Schedule group with mean difference of 14.94. The control group recorded insignificant reduction in the mean scores with a mean difference of 2.92. To show whether these differences were significant, the ANCOVA results in table 5 is displayed.

Table 5: ANCOVA Results of Gender

Difference in the Post-test Scores of Participants Across the Experimental Conditions.

Source	Sum of Squares	df	Mean Square	F
Model	3482.29 ^a	5	580.38	23.27*
Covariate	23.67	1	23.67	.95
Exptal Condition	3353.40	2	1676.70	67.27*
Gender	.00	1	.00	.00
Exptal Cond. vs Gender	17.28	2	8.64	.35
Error	2218.21	89	24.92	
Total	94274.00	96		

^aR² = .61 (Adjusted R² = .59)

The mean difference is significant at the .05 level.

The results displayed above showed F to be significant at 0.05 level for the experimental conditions. F-cal 67.27 is greater than F-critical (2/89) at P < 0.05. The gender effect alone is insignificant with calculated F-value of .000 given the critical F-value of 3.94 at 1 and 89 degrees of freedom. The null hypothesis is thereby

accepted and concluded that there was no significant gender effect in the post test scores of participants across the experimental conditions.

Discussion

Hypothesis 1 tested the difference in the post-test depression scores of participants across Activity Schedule, Anticipation Training and Control groups. Results revealed significant difference.

This is a prove of the efficacy of Activity Schedule and Anticipation Training strategies. This outcome agrees with Kahn (1995) who stated that reinforcement operations basically involving an environmental event or stimulus consequence that is contingent upon a particular response increases the probability that the response will occur again.

The result is also in line with the one reported by Lewinson and Graf (1973) that both Activity Schedule and Anticipation Training strategies have been found to have significant effect on the treatment of depression generally. The outcome is also in agreement with Fritz (1995) when he stated that while depression can be a debilitating condition, successful treatment rate is encouragingly high. This is because as many as eighty five and ninety five percent of depressives who seek treatment get better.

Hypothesis two which stated that there will be no significant gender difference in the post-test scores of participants across the three experimental conditions was accepted. The hypothesis was tested using analysis of covariance.

As shown in the analysis, male participants in the Anticipation Training group with 15.69 recorded the most reduction in mean followed by male participants in activity schedule group with a mean difference of 14.94. However, when the main post-test scores of both gender were compared, female participants had a lower mean post-test score than the males. The calculated F

value of .000 as shown in table 12 was found to be insignificant.

The result disagrees with Nystul (1995) who found out that girls have higher self-concept than males; have a more positive feeling about their identity than males and have less basic personality defects and weaknesses with less tendency to avoid reality than males.

The result is against the views of Coleman & Hendry (1990) when they concluded that. "... Although it has not been shown that these behaviours trigger depression, it may be that screening for substance abuse and other behaviours in teens may provide enough information to the health care provider to also warrant screening for depression, particularly for girls," "Both substance abuse and sexual activity may alter a girl's social context, which could induce stress and or change self-perceptions which could contribute to depression. In addition, there may be differences in how boys and girls physically respond to substance abuse that help explain the gender differences".

Conclusion and Recommendations

Findings of this research work confirm the effectiveness of Activity Schedule and Anticipation Training as counselling strategies in managing mild depression among Nigerian adolescents.

Activity Schedule used in this study entails restoring an adequate schedule of positive reinforcement for the depressive by altering the level, the quality and the range of his/her activities and interactions.

This could be in form of reinforcement given not only continuously after each response but intermittently on various schedules in terms of time intervals that must elapse before reinforcement or in terms of the number of responses per reinforcement ratio schedules.

In Anticipation Training, the researchers emphasized the deliberate anticipation of positive consequences by a depressive to alleviate the gloomy attitude and lighten the sad mood. It is recommended that:

1. Counsellors in training should be introduced to the practice of Activity Schedule and Anticipation Training strategies which should be integrated into the curriculum of the trainers. It is very crucial as on completion of their courses some of them would in most cases be placed in charge of people with psycho-social problems and will benefit from having access to the operation of the two treatment strategies.
2. Parents/teachers should adequately reward their wards and students' success and see that their failures are effectively corrected. From the psychological point of view, motivation is vital in anything one does including academics. Therefore students should be well motivated to learn and be reinforced when the performance is satisfactory. Their activities should be appropriately scheduled for optimal performance. This is because the

future of the country depends on the wellbeing of these adolescents and therefore in the ability and willingness of parents and non-parents to provide for them.

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VALUE ORIENTATION AND CAREER ASPIRATION PATTERNS AMONG STUDENTS IN OGUN STATE

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ABSTRACT

This study was designed on the one hand to obtain insights into the pattern of value orientation and career aspiration of Ogun State students, and on the other, to find out if the chosen careers of the students have the possibility of fulfilling the hopes inherent in their value orientation. The study was also to find out the effects of sex differences and rural-urban dwelling on choice of career.

One hundred and ten male and sixty female SSS Two students with age range 14-18 years from 10 randomly selected secondary schools in Ogun State were the subjects of study.

Results show a significant difference between the value orientations of students. Students' career distribution is within just 14 professions with higher interests in Medicine, Accountancy, Law and Teaching in that order. Students' value orientation and career choice were not congruent but a significant difference was recorded in the distribution of careers between rural and urban dwellers.

Findings were explained in terms of lack of career awareness and career counseling which were then recommended for the students.

INTRODUCTION

A major developmental task of adolescents generally is resolving the crisis arising from their choice of career (Onivehu, 2008). It is rather unfortunate that a lot of them in Nigeria carry this problem into adulthood because career decision making is over ten times more difficult due to the increased job

opportunities as well as the newly assumed level of sophistication of work descriptions and requirements.

Empirical investigations that have been carried out locally and elsewhere show that a lot of people are dissatisfied with their chosen career, and if given a second chance, would opt for something else. The indices of such dissatisfaction are

manifold and are partly evidenced by such expressions as "I am fed up with this job", "I am seriously looking for another job", "I am just holding on to this job as a stepping stone". Also, it is common thing to get to a government office only to discover that the officer who should attend to people has gone out selling her wares or a teacher seriously busy on his farm-land at a time he should be having a lesson with his students.

Such and other attitudes like these that prove a lack of commitment to one's job or that portray an individual as an alien to the demands of his job are not restricted to only these two professions. All other professions have their own share of the disgruntled, disillusioned workers who, reacting to the frustrations and maladjustment arising from their dissatisfaction are constantly withdrawing from such professions. Our hospitals are filled with a lot of nurse and doctors who are heartless and unsympathetic to their patients. Infact, a lot of them are so indifferent to their patients' suffering that the good reputation of the conscientious ones has become almost marred. Most Engineers could be described as "site phobic" and a lot of our Architects, Surveyors and Technicians are seen to be filled with nausea at the sight of their working instruments and machines. A pertinent question to ask is, why have these people gone into these professions they now feel dissatisfied with?

This study is to find out the pattern of value orientation and vocational aspiration of Ogun State students such

that an appropriate and effective vocational guidance could be planned for them. It is in the light of the above that the following hypotheses would be tested.

- a) There is no significant difference between the value orientations of Ogun State Secondary School students.
- b) There is no significant difference between the value orientations of Ogun State Secondary School boys and girls.
- c) There is no significant difference between the vocational aspiration of Ogun State Secondary School boys and girls.
- d) There is no significant difference between the vocational aspiration of Ogun State students who live in villages and towns.
- e) Ogun State Secondary School students' career aspirations are congruent with their value orientations.

Study Population and Sampling Technique

A sample of 10 Secondary Schools was drawn from the Secondary Schools in Ogun State. The selection was on the basis of stratified random sampling with the following variables as guides: Location (rural or urban); Sex (boys, girls, mixed) Age of School and evidence of presence of professionally qualified Guidance Counselors or Career Masters.

The 10 schools consisted of 8-Coeducational and each for boys and girls respectively. A total of 400 randomly selected SSS two students filled the questionnaires, though only 270 supplied

completely unstable information which were analyzed.

Research Instruments

Two different scales constitute the questionnaire used for this study. These are:

- a) The Student' Personal Data (SPD) which constitutes Section A and was meant to collect some demographic information about the subjects.
- b) The Motivation for Occupational Preference Scale (MOPS) developed by Bakare (1971) constitutes the Section B. The MOPS was designed to identify what individual hopes to derive from his job by asking him the reasons why he likes the occupation he has in mind or which he has chosen. A self-rating scale, the 16 items on it is classified into 4 different categories, each of which describes the motivation factors for preference for a career. The reliability of the scale was established at 0.89 by a test-retest method.

Collection of Data

The investigator visited all the 10 Secondary schools selected for the study to administer the questionnaires. In each school, 40 students were randomly selected among all SS Two students and

particular attention was paid to making sure that subjects don't influence on another's answers. In all, 210 boys and 60 girls with age range 14-18 years were considered for the study.

Statistical Design

Appropriate for testing the hypothesis that there is no significant difference between the value orientations of Ogun State students is the use of simple ANOVA. The second hypothesis about the relationship between sex and value orientation was tested using Chi-Square statistics. Percentage calculations were used to find out vocational aspiration distribution and chi-square statistics were used to test differences in distribution among males and females, and among rural and urban dwellers.

Results

The results of the analysis of the data collected for the study are shown in the following tables.

URBAN DWELLING RURAL DWELLING Engineering.

A list of vocational aspiration of the students generally (Table 3) shows that Medicine, Accountancy, Law came top in that order. This is an indication that people in the State are now ready to diversify their

Table 1(a)
ANOVA TABLE SHOWING DIFFERENCE BETWEEN VALUE ORIENTATIONS OF OGUN STATE STUDENTS BASED ON URBAN-RURAL DWELLING

Sources	SS	df	MS	F	P
TOTAL					
BETWEEN GROUP	561.64	3	187.21	3.55	<0.05
WITHIN GROUP	14020.28	266	152.71		

A significant difference was established at P <0.05.

Table 1(b)
T-TEST COMPARISON OF THE DIFFERENT GROUPS SHOWING POINTS OF SIGNIFICANT DIFFERENCE

GROUPS	N	X	SD	T-VALUE
EXTERNAL	270	12.82	3.99	7.09*
EXTRINSIC	270	14.45	3.17	
EXTERNAL	270	12.82	3.99	8.18*
SELF EXPRESSION	270	14.19	3.58	
EXTERNAL	270	12.82	3.99	11.33*
PEOPLE -ORIENTED	270	14.72	3.61	
EXTRINSIC	270	14.45	3.17	1.65
SELF EXPRESSION	270	14.19	3.58	
EXTRINSIC	270	14.45	3.17	1.71
PEOPLE -ORIENTED	270	14.72	3.61	
SELF EXPRESSION	270	14.19	3.58	3.24*
PEOPLE -ORIENTED	270	14.72	3.61	

*Significant at P <0.05

Table 2
CHI -SQUARE TABLE SHOWING DIFFERENCE IN VALUE ORIENTATION BASED ON SEX DIFFERENCE

	MALE	FEMALE	
External Influence	24	8	32
External Reward	54	18	72
Self Expression	56	10	66
People-Oriented	76	24	100
	210	60	270

$X^2 = 2.55$, df = 3 Decision

Table 3
 VOCATIONAL ASPIRATION DISTRIBUTION OF OGUN STATE STUDENTS
 BASED ON SEX DIFFERENCES

	NO	% per No of students interested in profession	NO	% per No of students not interested in profession	NO	% per No of students interested in profession	X ² values for relationship between male/female Voc	Decision
Pharmacy	10	83.33	0	16.67	12	4.44	0.53	NS.
Medicine	56	77.79	16	22.22	72	26.67		NS.
Accountancy	38	73.08	14	26.92	52	19.26	1.39	NS.
Law	36	85.71	6	14.29	42	15.56	3.95	S.
Engineering	10	83.33	2	16.67	12	4.44	0.53	NS.
Teaching	20	83.33	4	16.67	24	8.89	1.06	NS.
Journalism	6	100	0	0.00	6	2.22	6.00	S.
Agriculture	6	100	0	0.00	6	2.22	6.00	S.
Nursing	0	0.00	14	100	14	5.19	49.00	S.
Estate Mgt.	2	100	0	0.00	2	0.74	2.00	NS.
Trading	16	100	0	0.00	16	5.93	16.00	S.
Evangelism	0	0.00	2	100	2	0.74	7.00	S.
Architecture	4	100	0	0.00	4	1.48	4.00	S.
Fine Arts	6	100	0	0.00	6	2.22	6.00	S.

X² values were obtained at P = 0.05, df = 1

Table 4
 TABLE SHOWING DISTRIBUTION OF VOCATIONAL ASPIRATIO
 ORIENTATION N AND VALUE

CAREER	No of students choosing the career	No of students scoring highest under extrinsic reward value	No of students scoring highest under self expression values	No of students scoring highest under people oriented values	No of students scoring highest under external influence	Percentage of students who choose careers that may not satisfy their aspiration
Pharmacy	12	-	10	1	1	16.67
Teaching	24	19	1	3	1	83.33

Law	42	2	6	4	30	4.76
Medicine	72	3	35	10	24	4.17
Architecture	4	-	1	1	2	75.00
Agriculture	6	1	4	1	-	83.00
Accountancy	52	1	1	30	20	38.46
Nursing	14	1	1	7	5	14.29
Engineering	12	-	2	5	5	41.67
Fine Arts	6	-	1	2	3	66.67
Evangelism	2	-	-	-	2	0.0
Teaching	16	4	10	-	2	37.50
Estate Mgt.	2	1	-	-	1	50.00
Journalism	6	-	-	8	1	4.00

The % no of students who choose careers that may not satisfy their aspirations is calculated based on the psychological principle that particular vocations could

only fulfill the aspirations inherent in certain values. e.g. someone who is motivated by people oriented values may not have his aspirations fulfilled in Engineering or in Accountancy.

Table 5
VOCATIONAL ASPIRATION DISTRIBUTION OF OGUN STATE STUDENTS
BASED ON URBAN -RURAL DWELLING

	URBAN DWELLING		RURAL DWELLING		X ² values for relationship between rural/urban dwellers	Decision
	NO	% per No of student who choose profession	NO	% per No of student who do not choose profession		
Pharmacy	8	66.67	4	33.33	1.33	NS.
Medicine	50	69.44	22	30.56	10.88	S.
Accountancy	27	51.92	25	48.08	0.08	NS.
Law	23	54.76	19	45.24	0.38	NS.
Teaching	0	0.00	24	100	60.00	S.
Journalism	4	66.67	2	33.33	0.69	NS.
Agriculture	1	16.67	5	83.33	2.67	NS.
Nursing	2	14.29	12	85.71	7.14	S.
Estate Mgt.	2	100	0	0.00	2.00	NS.
Trading	4	25.00	2	75.00	4.00	S.
Evangelism	0	0.00	2	100	2.00	NS.
Architecture	2	50.00	2	50.00	0.00	NS.
Fine Arts	2	33.33	4	66.67	0.67	NS.
Engineering	10	83.33	2	16.67	5.33	S.

X² values were obtained at P = 0.05, df = 1.

Discussion

The significant difference in the value orientation of Ogun State students (Table 1) could be attributed to individual differences and the uniqueness of individuals in areas of interest and values. This agrees with Salami, 2008 belief that the abilities, interests and purpose of students crystallize into markedly different patterns as the individual matures, and with Savickas (2002) that "to the degree that belief system, socio-economic status, parental background vary among different individuals, what is dear to them, what they consider worthy of attainment or their motives will also vary".

It is interesting to note that the students are less disposed towards the adoption of other people's standards and reasons for liking a profession (Table 1). That they are people-oriented and more disposed towards extrinsic reward and self-expression values, show that they view work largely as a means of obtaining the satisfaction to be derived from interpersonal relations, for expressing one's talents and potentialities and as a means for acquiring wealth. That they are less influenced by other people i.e. parents, sisters, brothers, teachers or friends agrees with the result of another analysis that showed that only 4 students. (1.48%) intend to take to their father's occupations. This is in agreement with King's findings about East African Students. The same reason that students want to better their parents may hold also for the Nigerian students.

Sex difference in value orientation was not significant (Table 2) possibly because of the sameness in the opportunities available to the students. They receive the same kind of education, come from, the same family and so, have the same family background, and belong to the same society (which indirectly and partly sets value standards). A more tenable reason could be found in the new "women-liberation" phenomenon in which case, many women now want to play the same roles as their men counterparts. It is therefore not surprising that many female aspirants are recorded for Medicine, Law Accountancy, Pharmacy and even Engineering.

A list of vocational aspiration of the students generally (Table 3) shows that Medicine, Accountancy, Law came top in that order. This is an indication that people in the State are now ready to diversify their careers and professions rather than stick to teaching and civil service professions for which they are traditionally known. None the less, an array of the chosen professions and the distribution still shows that many students are ignorant of the very many other available professions. That their area of interest is limited to just 14 professions and that more students opt for teaching at the expense of the more reward-oriented profession like Pharmacy, Architecture, Estate Management, Agriculture and Engineering are a clear indication of this. They undoubtedly need more career awareness, more so that their value orientation is towards rewards and gratifications.

On how sex affects vocational aspirations (Table 3) significant differences were recorded only in a few professions. While boys are more disposed towards Law, Journalism, Agriculture, Business and Architecture than girls, the opposite obtains for Nursing. It is interesting to note that such professions that used to be exclusive reserves for men are now being "liberated" by women too.

Students still aspire to professions that are not congruent to their value orientation (Table 4). That the percentage of incongruence could be as high as 83.33%, 66.67%, 38.46%, 41.67% in some careers is a bad pointer to the fact that job dissatisfaction and consequently the frustration and maladjustment attendant to it would continue with us for as long time unless an immediate career counseling strategy is mapped out for the students. Until this is done, we may never cease to have Engineers who are more interested in sitting down in air-conditioned offices and Medical Doctors who are more interested in the 'soap-box' than in the teeth.

Findings reveal a significant difference between the vocational aspiration of rural and urban dwellers especially in areas of Medicine, Engineering, Nursing, Trading and Teaching. While Medicine is more popular among the urban students, the rural students are more interested in Teaching, Trading and Nursing. Significant difference in Vocational aspiration had earlier been documented between rural and urban dwellers by Hassan and

Ogunyemi (2006). They explained this in terms of the exposure of the urban students to the "technology of the cities". This reason may also go for the subjects under study, but more than that, the varying degree of awareness of career opportunities between rural and urban students could also be an important factor.

Importance for Counselling and Conclusion

The facts have been established that;

- a) There is a significant difference between the value orientation of Ogun State students and more precisely, that they are less disposed towards external influences.
- b) There is no sex difference in the students' value orientation.
- c) Even though Medicine, Accountancy and Law came top on the list of vocational aspiration of the students, an array of the chosen professions and their distribution still show students ignorance of some career opportunities.
- d) Most students still aspire to professions that may never satisfy the hopes inherent in their value orientation.
- e) A marked difference exists between the career aspiration of students in the rural and urban schools especially in Medicine, Teaching, Engineering and Nursing.

Now that the value orientation of the students has been identified, the implication is that career masters and

Guidance Counsellors should be provided in the various schools. Where they are available, they should strive always to obtain information that are relevant to all careers and make these available to students. On a general note, more career awareness and career counseling strategies should be designed for implementation in both the rural and the urban schools.

This no doubt would guarantee the chain events of people choosing jobs that have the potentiality for satisfying their basic needs, of people laying the foundation for successful training for their jobs, of people obtaining satisfaction in their jobs, and of people holding their jobs for performing excellently well in their duties.

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INCIDENCE OF CHILD LABOUR AMONG SECONDARY SCHOOL STUDENTS IN BENIN METROPOLIS OF EDO STATE, NIGERIA

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ABSTRACT

Incidence of child labour among secondary school students in Benin Metropolis of Edo state Nigeria was investigated. The study adopted the survey design. A total of 755 students participated in the study. The questionnaire titled Child Labour and School Attendance Inventory was used to gather data for this study. Results indicated among others as follows: 278 respondents representing 36.8% were engaged in at least one form of child labour. Of these, 197 (70.86 %) of them are involved in domestic servitude; 46 (16.55%) of them are involved in hawking and the remaining 35 (12.59%) of them are involved in both hawking and domestic servitude. Based on the findings, it is strongly recommended that governments should enact laws to protect the rights of the child and there should also be public enlightenment, which can be carried out through the media, rallies and workshops to save this generation of the upsurge of child labour.

Key Words: Child Labour, School Activities, School success, Child Abuse

INTRODUCTION

Child labour can be defined as work that is exploitative and injurious to physical, social, cognitive and moral development of the child (ILO, 2002a). Children who carry out this work are within the defined ages of 5 and 17 years. Child labour occurs when children are exposed to long hours in a dangerous, life threatening and unhealthy environment with too many responsibilities for their age

(Oloko, 1993, as cited in Eguavoen & Ugiagbe, 2003).

The fundamental contentions of child labour are the undesirable social, cognitive and psychological effects on child's health and development. The more painful aspect of the child labour involves both the government and elite of the society who, knowing the great negative effects of child labour on the child, still

promote it due to unjust structure on ground. For example, the rich are exploiting some of these children from poor homes

It is even more disturbing when millions of children across the globe are said to be exposed to harmful conditions of performing extremely hazardous tasks, placing their health, education, personal and social development and even their lives at risk (Department for International Development (DFID), 2006).

Most children involve themselves in child labour just to supplement their families' low income despite its exploitative tendencies and injuries to their physical, social, cognitive and moral development (Eguavoen & Ugiagbe, 2003; Licadho, 2001)). Besides poverty, children are greatly exploited today because people prefer child workers to adult workers because of their simplicity, faithfulness, cheapness, and safety. Also, it is discovered in homes that most couples prefer child labourers to adult helpers since they do not pose much problem (of extra-marital affair) to either the husband or wife because they are young.

Prevalence of Child Labour

Child labour still maintains unevenly one of the most evocative and controversial challenges that stare at the face of human achievement even at the end of the 20th century.

The upsurge of child labour has become a growing concern to all well-meaning persons, as it is an infringement on the dignity of the human person. Thus, one of the fundamental violations of

child's right is manifested globally in child labour. These children are deprived of their rights to education, economic benefits like shelter, food and clothing, as well as other necessities that would prepare them for adult life (Arhedo, 2009). International Labour Organization (ILO) (2002 a) estimates that 352 million or 23 percent of all children between 5 and 17 years of age are economically and actively engaged in one form of work or the other. The type of work these children are performing is reported to have negative effects on their health (ILO, 2002b). Specifically, International Labour Organization (ILO, 2002 a) estimates that 250 million children who are above five years of age and below fifteen years of age are working in developing countries. Out of this number, over 120 million children are on full time basis. Of this number, 61% of these children are in Asia, while 32% is in Africa and the remaining percent is in Latin America. Most of these children in rural setting are found in agriculture, while the rest work as domestic servants. The urban working children are found in trade and services as well as a very fewer number of them in manufacturing and construction firms (Human Rights Watch, 2000).

Forms of Child Labour

Child labour comes in different forms and shapes. This is seen in children given to street hawking, working in the farms or bearing the burden of house chores with little or no time for formal education or learning a trade. Put simply, we have different forms of child labour emanating from the type of labour they

do, and so, they are distinguished in nature and effect. These include: Child labour in agriculture; child labour in domestic work; child labour in military services; child labour in street hawking; child labour in child trafficking; and bonded child labour.

Children in agricultural sector often work for long hours and are predisposed to scorching heat, haul heavy loads of produce as well as being exposed to toxic pesticides, which predispose them to suffer high rate of injury from sharp and dangerous tools like knives (Human Rights Watch, 2002). According to ILO (2002b), children in agricultural sector are more in number than the children who are engaged in factory work such as garment manufacturing, carpet weaving, or soccer stitching.

Bonded Child Labour often occurs in India. This takes place when a family receives an advance or borrows money as little as fifteen US Dollars (\$15) using the child as an exchange until the family is able to pay back. In most cases, these families are unable to pay back. These children end up as modern slaves in the hands of the family creditors. We have as many as fifteen million bonded children in India who are mainly " Dalits (untouchable) or lower caste". The workplace is so structured that the child's earning cannot offset the debt (paying both capital and the interest) in order to regain his/her freedom. It is even more worrisome to note that bonded child labour is generational (Human Rights Watch, 1995).

Child domestic workers are not easily noticed since they operate in

individual households whose activities are not exposed to public scrutiny. Many of them are denied the opportunity to go to school or forced to drop out of school or attend school poorly due to the demands of their job. The child domestic workers are greatly subjected to mental and physical abuse. In some cases, they are vulnerable to sexual abuses. They are not treated with dignity and regarded as human beings since they are easily fired for some infraction in which they may not only lose their jobs but also their abode of residence as they may be driven to the streets (Human Rights Watch, 2004)

Children are at times employed to do street hawking. This is so because child labourers are cheaper when compared to the adult street hawkers because based on their tender age they are less criminally inclined. As a result of this, businesspersons feel secured with them because their goods are safer in their custody (Eguavoen & Ugiagbe 2003). However, they are prone to road accidents, harassment of all kinds, even sexual abuses as well as rape.

The most extremely hazardous form of child labour is the use of children as soldiers, which could be considered as an abusive practice in the labour world. Human Rights Watch (2004) reveals that the force or compulsory recruitment of children for military use in armed conflict should be considered as the worst form of child labour. This practice is evident in places like Angola, Congo, and Liberia.

Child Labour and School Attendance

From the teachers' perspectives in a study in Lebanon, it was reported that economic activity prevented children's ability to regularly attend classes while the non-working students attended class regularly (Lorenzo, Furio, Scott & Cristina, 2005). Lorenzo et al (2005) further revealed that 11 percent of working children had 38 percent of absence from school in a week. Also, Bunnak's (2007) study among Cambodian children working in brick making factories revealed that these children skip classes, drop out from school due to poor grade, have negative attitude towards schooling as well as wanting to be with friends who work, and are eager to have money for their personal needs. Their parents confirmed this when they declared that working children have developed negative attitudes towards their schooling, which were characterized by irregular school attendance and poor school grades prior to their engagement in child labour. Bunnak's (2007) study further noted that majority of students after two years of engaging in child labour did not want to continue their school even though the child had been sent out from the factories.

In another study carried out by Lorenzo et al (2005) in Kenya, it was gathered from teachers' feedback on students' learning achievements that the most academically disadvantaged were the working children as compared to non-working children. The teachers indicated that non-working students had the potentials to improve academic

performance over working children. Bunnak's (2007) study further revealed that about three-fourth of the victims of child labour quitted school over two years for several reasons such as economic hardship, as well as school related problems such as lack of money for school supplies. This concurs with Lorenzo et al's (2005) study that students in economic activities exclusively were much likely to have dropped out of school previously than either non-working children or other forms of working students as those involved in house chores.

Rationale for the Study

Despite the efforts put in place by international bodies such as United Nations (UN), International Labour Organization (ILO) and United Nations International Children Education Fund (UNICEF) condemning child labour in every aspect as illegal, yet the business continues unabated. For this reason this study is aimed at finding out from the respondents in the study area, how many students are involved in child labour, the forms of labour they are being exposed to, and whether their involvement in child labour affects their school attendance. Thus, this study resolved the following questions: How many students are involved in child labour in the study area; and what form of child labour are the students involved in and what impact has child labour on school attendance?

Method of Study

Participants

This was a survey research that

used the stratified random sampling technique to sample a total of 755 students (525 students from public schools, and 230 students from private schools). Only Junior Secondary Schools were considered because the focus of the study was on ages 11 - 15 years.

Measures

One instrument, a questionnaire titled 'Child Labour and School Attendance Inventory' (CLSAI) was used to gather information for this study. The questionnaire was made up of two sections: A and B. Section A asked the respondents to supply information such as if they hawked before going to school, during school, or after school and to indicate if they were 'house helpers'. Section B of the instrument addressed the forms of child labour and the impact of child labour on school attendance. Responses were provided based on Yes or No format.

The instrument was content validated by two experts in Human Rights and Child Psychology. While the reliability of the instrument was determined using the split-half method on a sample of 20 respondents of Junior Secondary Schools in Igueben Local Government Area of Edo state. The rationale behind this choice was

that these respondents would not constitute part of the sample for the final study. The reliability yielded a co-efficient of 0.78.

Results

The results of this study are presented in the following three categories:

1. On the Percentage of students involved in child labour, it is provided in Figure 1.

Figure 1: Distributions of Respondents with regards to Engagement in Child Labour

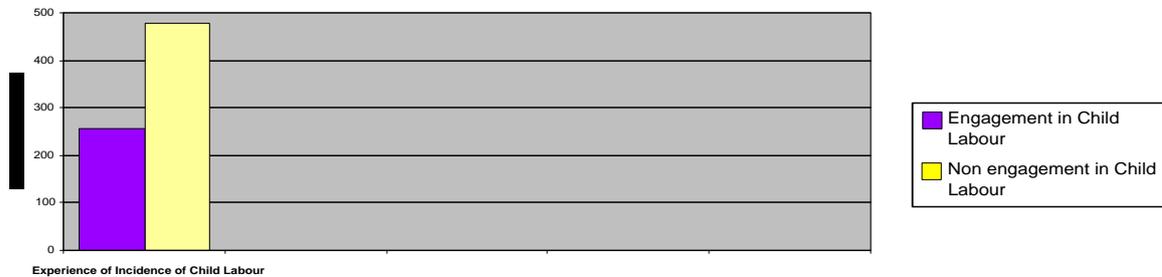
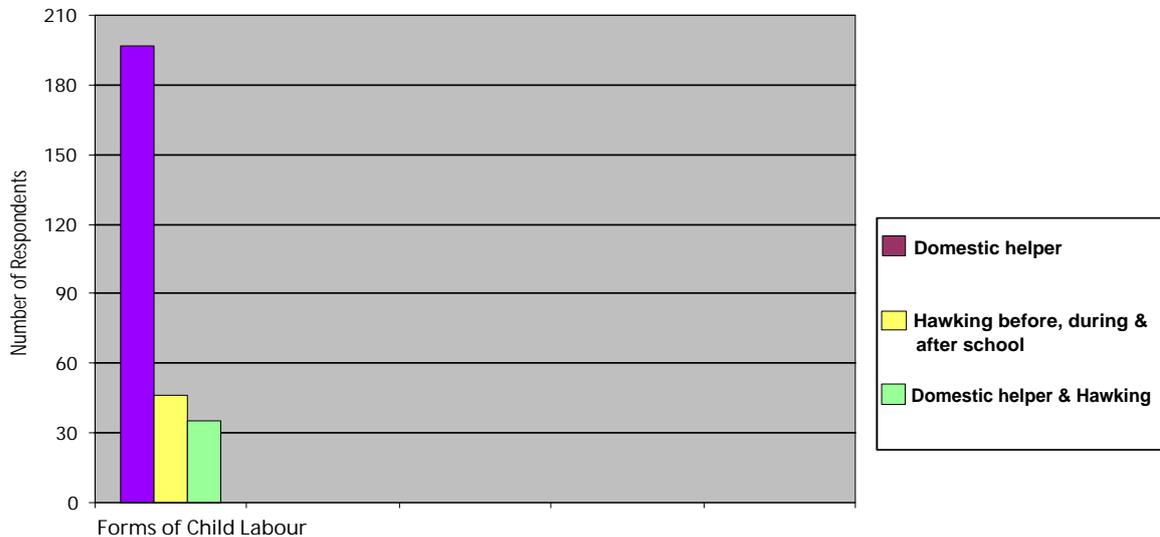


Figure 1 above shows that a total number of 755 respondents participated in the study. Out of the 755 respondents, 278 students representing 36.8% were engaged in child labour, while the other 477 students

representing 63.2% were not involved in child labour. This indicates that the number of children engaged in child labour, though less than majority is of high significance (36.8%).

2. The forms of child labour, which school

children are involved in are provided in Figure 2



The data presented in Figure 2 shows that out of 278 students who were involved in Child labour, 197 of them representing 70.86% were involved in domestic servitude while 46 of them

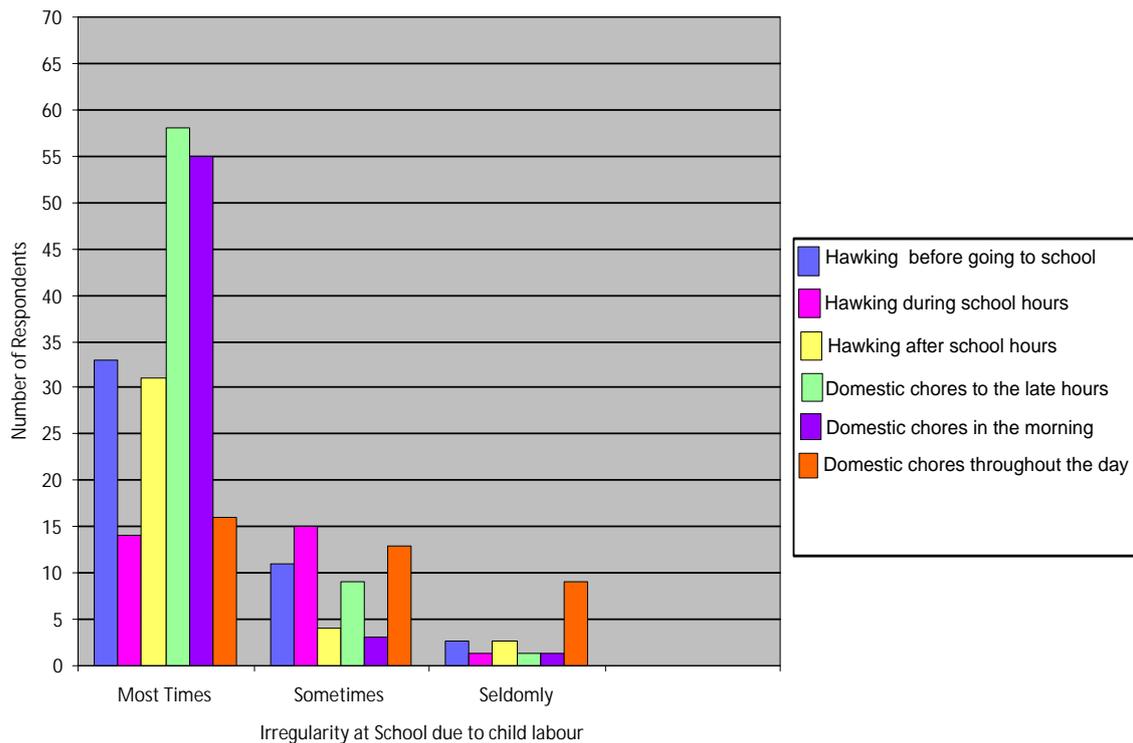
representing 16.55% are involved in hawking and the remaining 35 of them representing 12.59% were involved in both hawking and domestic servitude.

3. On the impact of child labour on school

attendance, the respondents were asked if their involvement in child

labour impede their regular school attendance. Their responses are catalogued in Figure 3

Figure 3: Distribution of Students on impact of Child Labour on School Attendance



The Data represented in Figure 3 above show that out of the 46 respondents who were engaged in hawking before going to school 33 of them representing 71.74% do so most times. For those hawking during school hours, 15 out of 30 representing 50.00% do so some times. Out of 37 that engage in hawking after school hours, 31 of them representing 83.78% do so most times. We had 68 engaged in domestic chores to late hours of the night out of which 58 of them

representing 85.29% do so most times. Out of 59 engaged in domestic chores starting too early in the morning, 55 of them representing 93.22% do so most times. Finally, we had 38 engaged in farm work throughout the day out of which 16 of them representing 42.11% do so most times.

Discussion of Results

This study revealed that students not engaged in child labour were more

regular in school than those who were not engaged in child labour. The students engaged in child labour missed school any time there was pressing work for them to perform. It was noted from the data that most students involved in child labour strongly agreed in responding to the item that states "due to your house chores or other work you often miss school any time there is pressing work to be done".

This indication shows why students engaged in child labour failed to come to school when there was a pressing demand either to hawk or do house chores during school hours. This finding confirms the position of Bunnak (2007) that Cambodian children working in brick making factories skipped classes. He also reported that their parents confirmed this when they were interviewed. They even declared that working children had developed negative attitudes towards their schooling, which was characterized by irregular school attendance and poor school grades prior to their engagement in child labour. In the same vein, Lorenzo et al (2005) revealed from the feedback they gathered from teachers' remarks on students in Mount Lebanon location that students engaged in child labour could not attend school regularly due to the work the student-child labourers performed outside school. The reason why child labour impinges on regular school attendance is not farfetched. Street hawking and participation in house chores may be responsible. Also it may be due to the fact that some of them usually stay away particularly on market days to hawk at the expense of their schooling.

The study also revealed that majority of the students (70.86%) are engaged as domestic helpers, and others: 16.55% were engaged in hawking either before, during, or after school hours, and 12.59% were engaged both as domestic helpers and hawkers. It is not surprising to have as many as 197 respondents (70.86%) engaged as domestic helpers, 46 respondents (16.55%) engaged in hawking either before, during or after school hours, and 35 respondents (12.59%) engaged both as domestic helpers and hawkers. In a nutshell, all forms of child labour lead to deprivation. This finding collaborates that of Human Rights Watch (2002), which indicated that millions of children are engaged daily in works that are grueling and harsh tasks, capable of violating their rights to health, education, and that children need protection from such works. Some of these children in agricultural sector, often work for long hours and are predisposed to scorching heat, and may be exposed to toxic pesticides, which predispose them to suffer high rate of injury from sharp and dangerous tools like knives.

The study found that children engaged in all forms of child labour do so most times and this affects their school attendance. The study also revealed that those engaged in hawking during school hours do so sometimes, which also affects their school attendance. This finding is not surprising because for those who hawk before school hours and those who worked till late hours of the night and those who wake up too early in the mornings for domestic chores may arrive

to school late, lack concentration in class or may decide to stay away from school. This finding corroborates the studies of Lorenzo et al (2005) who noted that almost one-fifth of working students reported missing one or more days of school in the month of the study. Emphasizing that although there were work-related absentees from school which varied from work type, the study revealed that 11% of working children had 38% of absence from school in a week. Also supporting the findings of this study, the teachers' perspectives, in a study in Lebanon, it was reported that economic activity prevented children's ability to regularly attend classes while the non-working students attended class regularly (Lorenzo et al 2005)

Recommendations

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

The government and all agencies in charge of the school system should do everything within their powers to abolish all forms of child labour, like child hawking before, during and after school as well as decree punishment for all who may involve children of school age in child labour. This can be achieved by having government enact laws to protect the rights of the child to checkmate the employers of children in labours. Also, rallies, workshops and seminars should be regularly conducted to enlighten the society about the ills of child labour and help to save this generation of the upsurge of child labour. This will only be possible if government and elites of the society

promote just structure and children friendly environments that have regard for children even yet unborn.

This study also found that students engaged in child labour are irregular at school. Therefore, as counsellors, we should advocate regular school attendance by keeping track on all students. This can be done by ensuring that parents or guardians are invited for counselling whenever we observe irregularities in school attendance, and the need to reduce the domestic work load given to the children. The parents and guardians could also be encouraged to value the future of these children by allowing them to acquire the right type of education now. Counsellors should inform both parents and guardians that all children irrespective of class or race need qualitative education in order to have a better tomorrow. This will go a long way in making the future safe for us and our children. This is because the surest way to eradicate all forms of societal menace that have bedeviled the world today is to provide every child with the means for better livelihood as a guarantee to face future challenges.

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LEARNING ENVIRONMENT AND PUPILS ACADEMIC PERFORMANCE: IMPLICATIONS FOR COUNSELLING

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ABSTRACT

The study investigated the influence of learning environment on academic performance of primary school children. Two learning environments: the home and the school environments were identified for this study. Three research hypotheses were raised as guide to the study. The study made use of survey design. An instrument called ERE Inventory was designed and used to obtain appropriate results for this study. 100 pupils were sampled and used for the study. After computation, the result revealed that there was significant influence of learning environment on the academic performance of primary school pupils. Appropriate counseling strategies were proffered to remediate the implications for the study. It was recommended that parents should put in their best to provide a conducive home environment for their children to study. Also, that government should provide schools with good and adequate infrastructural facilities as well as learning materials to make teaching and learning easy. In addition, teachers should provide conducive classroom environment to promote free interaction between teachers and the pupils.

INTRODUCTION

Human beings are born into different environmental conditions. Though people may have different hereditary potentials, the environment in which they find themselves may have greater influence on their lives producing

what the people may become in future. To this Omebe (2002) opined that the child is the product of his total environment. The child's environment influences what he would be able to learn as he grows up. The extent to which the child may reach academically depends largely on certain

environmental conditions. Children born into two different environments may tend to behave differently from each other. Idowu (2002), states that the child who comes from a remote village will behave differently from another who comes from a city. This is because their environment is different from each other. In the same way, a child whose parents are rich may have better living conditions than a child from a poor background, so their behaviours would be different. A stimulating environment gives a positive effect on the child's rate of development and learning effectiveness. On the other hand, a poor environment lacking in access to good food, good cloths, clean environment will have a poor or negative influence on the child's growth and development.

An environment according to Denga (1986) can be defined as those aspects of the organism's surroundings to which it responds to at a given time. These surroundings may include the physical or the psychological. Idowu (2001) said this may include what the child can see, hear, taste, touch, smell or feel. All these have great influence on the child's learning abilities. Udeozor (2002) states that in the context of education conducive environment is that type of environment which posses favourable or desirable, physical, social, psychological or emotional dimensions. Such environment would have a positive influence on learning. There are a variety of environments such as the home environment, school environment, social environment, cultural environment, etc. All these and many more that are not

mentioned have an influence on the growing child as they interact, feel, smell, see, hear and touch things within these environments. Learning is the process of acquiring knowledge from an environment. Learning goes on all the time right from the time when the child is young until adulthood and old age. Even before the child enters school he learns to walk, to talk, and manipulate toys, food and other objects. He uses his senses to learn about sights, sounds, tastes and smells in his environment. He learns how to interact with his parents, siblings, friends and other people important to his world. When the child enters school he learns basic academic subjects such as reading, writing and mathematics. He also learns a great deal outside of the classroom as he interacts with his peers. All these depend on the type of environment the child finds himself.

The world and its environment are changing rapidly. New ideas and ways of doing things are erupting constantly. What can we say about our own immediate environments? Can we observe any changes? The environments that will be emphasized here in this study will be the home and the school environment where the child is constantly found until he is of age.

The Home Environment

The home is an important aspect of man's environment. It is the first environment that children come in contact with. The home environment consists of the parents and the siblings. In some cases, it may consist of only the

nuclear family: the father, mother and child (ren). In other cases, it may include the extended members of the family. It is the first place where every child starts to learn. He is taught how to greet and appreciate when things are given to him. He learns toilet trainings, how to be disciplined, by obeying the parents and elders and by being honest. The variables in the home that may influence learning include parental socio-economic status, type of leadership and tone of discipline, violence/conflict and parental relationship with the children. All these exert different environmental condition on the growing child. The socio-economic status of a home has great effect on children learning. Alebiosu (1999) confirmed that the child's learning attainment is traceable to the circumstance of the home. Also, Omebe (2002) is of the same view that the intellectual development of the child can be affected by the home environment. Children who are from high socio-economic status are exposed to a variety of experiences that can favour cognitive development. Udom (2001) opined that affluent families do not lack educational opportunity as all facets of knowledge are brought to their door steps through the provision of internet access, television sets, video sets and most times hiring private lesson teachers. Also, according to him, some parents even have private study rooms or comfortable environment where children stay to do their assignments. Idowu (2002) is of the same view that children from rich homes may be exposed to an abundance of toys and different

kinds of intellectual stimulating situations. All these experiences may exert a positive influence on learning. To crown it all, some of these parents spend some time with their children in conversing and discussing issues in the family. Many too even help them in their take home assignments.

On the other hand, parents of low socio-economic status may not have all that is mentioned above for their children. This is because of their financial condition. Children from this type of home background may be used by their parent to assist them in their farms or businesses. School attendance may be poor and their performance in school may be low.

Another important point to note is the relationship that exists in the homes between parents and children. This may have a lasting effect on children learning. Some parents are democratic in nature and some are autocratic and permissive. The democratic environment usually provides children with freedom of expression. Also children carry out duties assigned to them freely and parents provide and help the children where necessary.

The autocratic environment is always a tense and uncondusive environment for children. Most often, children are scared to talk to their parents for fear of being punished. This environment may not be conducive enough for learning to take place.

The permissive home environment is too loose. The parents cannot control their children. At times, children in this type of environment are lawless. They cause one problem or the other in the

neighbourhood. The source of cultism may arise from such families. Actually, most children in this condition may not have the interest of going to school. The type of learning that takes place here may not be the type that the society desires.

The School Environment

The primary school is a community on its own with its rules and regulations binding on the members. The school environment consists of the physical structure, facilities, learning materials and human resources. The physical structures include the classrooms, the libraries, laboratories, offices, gardens, farmlands, fields and playground. The human resources which are very important aspect of the school environment include the teachers, the pupils, non-academic staff such as the security, the gardeners and the nannies. Udeozor (2002) states that the learning environment include the school buildings, school farm and garden, sports ground and laboratories, libraries, workshops, water, electricity, communication gadgets, stationeries desks, seat arraignment and the interrelationship that exist between them. These interaction produce learning. Any learning environment that does not seem gratifying to the learner tends to inhibit certain desirable responses from occurring. This can create a barrier to effective learning to take place. Any learner who so desire to learn needs an environment where everything needed is supplied and maintained. A good learning environment need good quality teacher,

to interact and pass on knowledge to the children. All facilities and equipment must be provided and used by the teachers for learning to take place. The teachers and pupils relationship is very important for learning to take place. The classroom is another part of the school environment that is so important. It is here that actual learning takes place. The teachers and his pupils meet here daily to interact. For effective learning to take place, the size, shape, arrangement of seats, positioning of fittings, availability of furniture, quality of learning aids the room temperature and ventilation, moreover, the interaction pattern must be considered. Looking closely at most of the Nigerian primary schools, most of these structures and equipments are either inadequate or not available. Odunukwe (2002) agree that the school environment is nothing to write home about.

Statement of the Problem

One of the nagging problems confronting the education sector, these days is the problem of poor academic performance of children in primary schools. Most children in the public primary schools have been performing poorly in most public examinations such as state common entrance/placement examinations, federal common entrances, and first school leaving certificate. It has also been observed that some of these children cannot read or write. According to UNICEF (2007) situation assessment and analysis on children's and women's right in Nigeria, only 39% of children who had

graduated from primary school were literate. That is, 61% cannot read and write. This has become a disturbing issue to stakeholders and even the society at large have been wondering what must have been the problem. One therefore wonders if the learning environment has not been adequately provided. This study is focused on giving answers to these questions.

Research Questions

1. Does learning environment influence the academic performance of primary school pupils?
2. Is there any influence of study time on the academic performance of primary school children?
3. Has classroom environment any influence on the academic performance of primary school children?

Research Hypotheses

- HO₁: Learning environment has no significant influence on the academic performance of primary school pupils.
- HO₂: There is no significant difference in academic performance between pupils who had time to study at home and those who did not.
- HO₃: There is no significant difference in academic performance between pupils who studied in a conducive classroom environment and those

who had an unconducive classroom environment.

Methodology

The survey design was adopted for this study. The study was carried out in Calabar South Local Government Area of Cross River State, Nigeria. The population consisted of all pupils in primary schools both private and public in the area. A simple random sampling technique was used to sample the subject for the study. A total of 100 pupils from primary six classes were selected for the study.

Two research instruments were used for this study: the score of the primary six mock examinations obtained from the schools sampled to find out pupils academic performance and a questionnaire, called ERE Inventory, constructed to find out the rate at which children were provided with materials for school as well as time allocated for study at home. The ERE Inventory had two sections A and B. Section A, sought for information on personnel data of the respondent while section B sought for information on home and school environment. ERE Inventory has a 4-point Likert type rating scale of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD) with values of 4, 3, 2, and 1 respectively.

The researchers used the test-retest procedure to establish the reliability of the ERE Inventory. The instrument was administered on 30 primary six pupils who were randomly selected. After a period of three weeks, the instrument was re-administered on the same group

of students who had responded earlier to it.

The Pearson product moment correlation coefficient(r) was used to compare the results of the first and second administrations of the instrument. The analysis yielded a correlation coefficient value that ranged between 0.69 to 0.83. This strengthened the acceptability of the ERE Inventory for use in the study.

Results

Hypothesis One

The research hypothesis states that learning environment has no significant influence on the academic performance of primary school pupils. The result is presented in Table 1.

Table I

Population t-test analysis to determine pupils academic performance in terms of learning environment

Variable	N	Ex pected Mean	Observed Mean	SD	t-cal
Pupils Academic Performance	100	2.5	12.25	3.32	30.47

Significant at 0.05, df = 99; Critical t = 1.98

From the result in Table 1, the expected mean is 2.5 while the observed mean is 12.25 with SD of 3.23. The calculation yielded a t-value of 30.47 which is greater than the critical t-value of 1.98 at 0.05 level of significance with 99

degrees of freedom. The null hypothesis was therefore rejected. This therefore means that learning environment has a significant influence on the academic performance of primary school children.

Hypothesis Two
 Research hypothesis two states that there is no significant difference in academic performance between pupils who had time to study at home and those who had no time. Table 2 shows the result.

Table 2
 Independent t-test analysis of the difference in academic performance between pupils who had time to study and those who had no time

Variable	N	Expected Mean	SD	t-cal
Pupils who had time to study	46	25.23	15.42	4.45
Pupils who had no time to study	54	15.12	12.32	
Significant at 0.05, df = 98;		Critical t = 1.98		

As presented in Table 2, the calculation yielded a t-value of 4.45 which is higher than the critical t-value of 1.98 at 0.05 level of significance with 98 degrees of freedom. The null hypothesis was therefore rejected. This means that there is a significant difference in academic performance between pupils who had time to study and those who did not. Table 2 also showed 25.23 as the expected mean of the pupils who had time to study with SD of 15.42 as higher than those pupils who had no time with expected mean of 15.12 and SD of 12.32. It therefore means

that those pupils who had time to study performed better than those who had no time.

Hypothesis Three

Research hypothesis three postulated that there is no significance difference in academic performance between pupils whose classroom environment was conducive and those who had no conducive classroom environment. Table presents the result. Table 3

Independent t-test analysis of the difference in academic performance between pupils in a conducive and unconducive environment classroom environment

Variable	N	Expected Mean	SD	t-cal
Conducive classroom environment	35	26.23	18.23	5.32*
Unconducive classroom environment	65	15.45	12.62	

Significant at 0.05, df = 98; Critical t = 1.98

In Table 3, the calculation yielded a t-value of 5.32 at 0.05 level of significance with 1.98 degrees of freedom. The analysis revealed that the calculated t-value of 5.32 is higher than the critical value of 1.98. The null hypothesis was therefore rejected. The result shows that there is a significant difference in academic performance between pupils who had a conducive and unconducive classroom environment. It is also observed that those who had a conducive classroom environment had an expected mean of 26.23 with SD of 18.23 and so performed better than those who were in an unconducive classroom environment with expected mean of 15.45 and SD of 12.62.

Discussion of Results

The result of the first hypothesis revealed that learning environment has significant influence on academic performance of primary school pupils. This result supports the findings of Idowu

(2002), Njumogu (2002), Udeozor (2002) and Umoinyang (2010) who found in their studies that availability of equipment and other facilities provide not only the opportunity of children using these materials and equipment but providing excellent result at the end. The learning environment identified for this study were the home and school environment. These two environments may exert both positive and negative influences. The school environment which has all the necessary infrastructure, facilities and motivated human resources will normally exert a positive influence. In the absence of all these, the effect will be negative. The home environment that does not encourage children, provide school materials and help them at home by providing time to study and helping them in their take home assignments will exert a negative influence on the pupils' academic performance.

The result of hypothesis two

revealed that there was a significant difference in academic performance between children who had time to study at home and those who did not. This result supports that of Udom (2001) who found that pupils whose parents provided them with study time and even got private teachers for them performed better in academics than those who had no time to study. Omebe (2002) states that a good place of study is necessary for children and that parent should also make out time for pupils to study. Akinade (2002) warns that suicidal ideation may set in if a child is constantly exposed to frustration.

The result of hypothesis three showed that there was a significant difference in academic performance between pupils who were in conducive and unconducive classroom environment. This study supports what Sokari (2005) said as regards classroom environment. She noted that classroom which is the major school factory where learning really takes place should be equipped as one of the most relevant part of the entire academic environment. She went further to say that the classroom environment must be conducive for teaching and learning effectiveness. The classroom should be well ventilated, spacious, to ease the discomfort experienced in the congestion of classroom in recent times.

Implications for Counselling

The first implication of this study is that in spite of the vigorous awareness campaigns in the mass media by governmental and non-governmental

organizations, majority of parents still do not create conducive learning environment for their children. This is worsened by the fact that families whose members are not literate do not see the need for such as they are expected to help with farming, hawking, trading or other menial activities. Counsellors should organise Family Interactive Forum. This entails inviting two or more parents / siblings and other significant others in the family to discuss the need for the pupil to have time and conducive atmosphere for learning. The fact is that some parents and family members are ignorant and uninformed about their needs or where to go for assistance. This limits their scope of reasoning.

The second implication is that if parents are responsive and not demanding (i.e. permissive parenting style) their children will be equipped with competences and self-regulation to learn. So massive campaigns should be mounted for parents on the best parenting style as well as organise group or individual counselling.

Finally, the findings of this study imply that there is an explosion of poor academic performance by pupils in our primary schools because the government has not provided basic infrastructure moreover, most parents cannot afford basic school needs for their children. This may be in response to prevailing poverty because most relegate parenting to the background in pursuit of means of livelihood and children are left to fend for themselves. Counsellors

should partner with government and other development partners to initiate programmes that will enable pupils improve in their academic performance. The Role Modelling Techniques where the Counsellor invites a pupil who has excelled in school in a planned setting to discuss and demonstrate his or her achievements would invariably motivate the pupils to strive to greatness. The Counsellor can also use Display of Life History where a true picture or a video display of life history of a pupil who won a national contest like Mathematics contest or achieve excellence despite challenges could be played for members of the family and pupils. This could go a long way in moderating or changing their attitude towards these children as well as motivate pupils to improve in their academic performance.

Summary and Conclusion

This study was aimed at finding out the influence of learning environment on the academic performance of primary school children. Two learning environments identified were the home environment and the school environment. These two environments are the two major areas where serious learning takes place. From the computation, it was revealed that learning environments has great influence on children's academic performance. These environments have both negative and positive influence. A well enriched environment exerts a positive influence but the environment that is not well provided; an impoverished environment may exert a negative

influence. It was concluded that learning environment should be adequately provided so that children may learn effectively.

Recommendations

Based on the result of this study the following recommendations are made:

1. Parents should learn to provide good home environment for children to study;
2. Parents should emphasis and provide time for their children to study and at the same time assist them in their take home assignment and other school related activities;
3. Home violence is sometimes the cause of poor home environment for learning to take place. Parents therefore are advised to settle their problems amicably and not to make their children know about their problems;
4. Parents are advised to make use of the democratic type of leadership in their homes, ensure that the children are all involved and aware of what goes on at home;
5. Government is to provide schools with all necessary infrastructure and equipment for ease of teaching and learning; and
6. Teachers are to provide good classroom environment for effective teaching and learning.

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THE CHALLENGES OF PROVIDING SAFE AND FRIENDLY SCHOOL ENVIRONMENTS-COUNSELLING IMPLICATIONS

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ABSTRACT

The need for a conducive environment for teaching and learning to take place cannot be ignored in any educational system. This forms the basis of this paper. The paper focuses on a discussion of the challenges involved in providing safe and friendly school environment. The paper first examined the desirability of a positive educational environment in the attainment of educational objectives. Then, it specifically examined the concepts of educational environment and what constitutes safe and friendly school environment. The challenges of providing this type of school environment were also discussed. The paper caps it up with appropriate recommendations and counselling implications of evolving a safe and friendly school environment.

INTRODUCTION

The Nigerian education system has long been characterized by a number of problems. These ranged from high drop-outs rates and low achievement especially at the primary and secondary school levels to unattractive classrooms, old-fashioned and dilapidated buildings, old-fashioned teaching/learning methods, inadequate materials and equipment and the absence of teacher support system. All these have

served to exacerbate the situation of our school system. In other words, the school environment within the structure of the Nigerian Educational system has not been a friendly one. Yet, a positive school environment is an educationally desirable end in its own right since the nature of school environment has been found to have a potent influence on how well pupils achieve a range of desired educational goals. In fact, Longbap (2006) stressed that

school's climate, environment, atmosphere, tone, ethos, and ambience are important variables that either enhance or mar learning.

This discourse therefore focuses on the importance of a positive school environment by stressing the challenges of providing safe and friendly school environment. It goes further to make recommendations and finally it examines the implications for counselling services in schools to facilitate a friendly school environment.

Concept of School Environment

School environment refers to the psycho-social context determinants of learning. It involves judgements of psycho-social states of the school such as goal direction, democracy and satisfaction. It refers not only to the physical facilities found in the school but also involves the typologies of teacher personality and behaviour styles which have found to be part of determinants of effective learning (Longbap, 2006).

The importance of school environment has been stressed by Idgley, Eccles and Feldlaufer (1998). They reported a co-relational relationship between school environment and learning. In their study, a sample of Junior Secondary School Students who were just transiting from elementary school reported that their elementary school teachers were friendly, caring and supportive than their teachers at the junior secondary school. The consequence of these two environments according to

them is that the students performed better in elementary school than in the junior secondary school.

The above study typically highlights the importance of a friendly school environment in the realization of a positive academic goal. Hence, the goal of achieving a friendly school environment needs to be vigorously pursued in order to make education more attractive to children, especially the girls.

Components of a Learning Environment

As earlier stated, school environment may be viewed as the psycho-social context determinants of learning. It involves the physical environment, the personality and behaviour of teachers, the learning climate, security as well as the facilities for learning.

The physical environment consists of the buildings and other physical structures of the school. It also includes the beautification of the school environment the lawns, flowers and the general layout of the school.

Mentor/ Teacher-figure involve the personality, behaviour and actions and activities of the teacher within the school. Specifically, it includes teachers' orientation, styles, level of tolerance, level of aggression, how repressive, how friendly and the extent to which he or she can serve as models to students. They all constitute the school environment.

The learning climate is the classroom climate. This involves the conducive nature of the classroom, the

teacher's level of preparation and his methodology of teaching, his personality in relation to his activities, his interest and dedication to his job as well as his ability to enlist the interest of the pupils in learning.

Security deals with the safety of students or pupils within the school. This is reflected in the school's location as well as in the efforts of the school in securing the school. Specifically, the fencing of the school to remove it from the intrusion of unwanted guests. It also involves the employment of security guards to keep the school and its occupants from external aggressions. It also includes the provision of health and other safety facilities fire extinguishers, dustbins and first aid boxes to protect students from accidents or infections.

There are also the learning facilities. The learning facilities also form part of the school environment. How adequate are the learning facilities? Are they available? The books, Journals, chalkboards, computers facilities and the teachers constitute the learning facilities. The adequacy or otherwise of all these may affect students' learning. In other words, learning facilities and equipment must be up to date for effective learning to take place.

The big question is, are these components of educational or school environment complete in our school system today? In order to ensure the attainment of the desired goal in our educational system, a friendly school environment with complete components of ideal school environment must be put in

place.

The Safe and Friendly School Environment

The quality of education can be improved and sustained through the introduction of a child-centered and interactive/participatory learning approaches and the promotion of a child-safe and friendly school environment. Such safe and friendly school environment must specifically focus the following:

- a) **Danger-free school surroundings**
This is a school surrounding that will not expose students or pupils to danger. A well fenced school, a clean and clear environment and an adequately prepared school environment to manage emergencies. Such school must have a security guard to check the movement of pupils in and out of school. Security appliances must also be available to prevent pupils from harm of fire and other emergencies.
- b) **Attractive Aesthetic School Surroundings**
This refers to the beautification of the school. The school buildings must be attractive to pupils. They must be well painted. The lawns and the layout of the school must be attractive to pupils. School physical attractiveness has been found to have a positive correlation with pupils' school attendance behaviour and low school dropout (Walberg and Fraser, 1991).

- c) **Intact Infrastructure** This refers to the building structures in the school. The school buildings must be intact not dilapidated. Most primary and secondary schools in Nigeria today are operating in rickety classroom buildings. In fact, in some places, pupils learn under trees. This is not adequate. There is the need to keep the school buildings intact not only for learning but also as a means of protecting students from the danger of collapse building.
- d) **Modern and Up-to-date Teaching Equipment** This is another factor in ensuring a safe and friendly school environment. Equipment like library, books, computers, laboratory equipment and materials, internet facilities and other software are modern and up-to-date teaching equipment required to make a good and friendly school environment. Today, these modern facilities are absent in many of our primary and secondary schools.
- e) **Professional and Child Friendly Teachers** This is a major factor in creating a safe and friendly school environment. Teachers are the social agents saddled with the responsibility of transmitting the cherished social values into the upcoming generation. Thus, the atmosphere and environment he creates in the school and classroom are of significant importance to be ignored. Pupils learn better and more effectively when the social climate within the school is conducive. Anything contrary is inhibiting. The teacher is central to this. His or her personality, interest, behaviour and attitude as well as his mastery of the subject matter go a long way in moulding the child. Hence, teachers are supposed to be friendly, authoritative, tolerant and hardworking. They must be adequately trained.
- f) **Overall Child Friendly School Climate** The climate of the school must be generally friendly. The principal, teachers and other school personnel must have deep interest in the welfare of their pupils. Teaching/learning activities must be sure to take place in good climate that is friendly as well. Pupils must be involved in their affairs as much as possible to create an atmosphere of democracy and their play. The school must establish a positive linkage with pupils' parents (the home). This is crucial for the school to be able to train the child adequately. The cooperation of the home is essential in the training of the child. The home compliments the efforts of the school in educating the child. Thus, children view school more positively when they know that both the school and the home are collaborating in bringing them up.

In terms of discipline, the school should evolve disciplinary methods that are corrective rather than punitive and it should allow pupils to understand the meaning of punishments. This makes for a friendly school climate and the effect is always positive on children.

From the discussions above, one would see that improved physical facilities, stimulating classrooms, innovative teaching/learning processes secured school environment and a generally friendly school climate would enhance the quality of education. It is therefore important that such safe and friendly school environment is a necessary factor that can further enhance the quality of our education. Receiving education in whatever condition does not obtain again around the world. Child and learning friendly environment school is the in thing (Kamaluddin, 2002).

The Challenges of Building Safe and Friendly School

The issue of building a safe and friendly school environment is not a local issue. It is an issue with international dimension. For example, due to the advocacy of Collaborative for High Performance Schools (CHPS) in California, USA (an agency for environmentally friendly schools), a rigorous construction criteria for environmentally friendly schools were put in place. The standards emphasised health, comfort, energy, efficiency, resources conservation, personal safety and cost-effective operations and maintenance (Scott Lafee, 2011).

A look at the above standards shows that building a safe and friendly school environment poses a great challenge to the stakeholders in education especially in Nigeria considering the state of our schools. The challenges involved include:

- i) Development and compliance with standard school building codes. This is in terms of evolving a policy guideline for the construction of the school buildings throughout the nation. Such policy guide will specify the standard of the school building, the size of classrooms, the aesthetic quality and the components of such buildings. It will also put in place appropriate monitoring agency to ensure strict compliance with the policy guideline on standard of building. Ensuring adequate monitoring means the strict enforcement of it on all and sundry. This is necessary so that all children are seen to be enjoying the same safe and friendly school environment throughout the nation.
- ii) Domestication and enforcement of school safety and child friendly environment prescription. That is, making this a household issue within the educational system through the enlightenment and capacity building of various stakeholders; to such a level that both private and public proprietors of schools will adhere to the

- standard practice.
- iii) Specialized school safety training and orientation for security personnel This is a serious challenge in building a safe and friendly school environment. School security and health personnel need specialized training in order to fully appreciate the importance and significance of their duties.
- iv) Ensuring acquisition of state of the art teaching and learning facilities in all schools This point has a huge financial implication. Stocking all the schools with the state of the Art teaching and learning facilities can be a serious challenge to the building of a safe and friendly school environment. Yet it remains a task that must be done if the expected result is to be attained.
- v) Stepping up Professional Teacher preparation This is necessary if all other challenges are to be relevant and useful. Well trained teachers are needed to operate the school system. They are to assist in creating the required friendly atmosphere for teaching and learning. Thus, continuous professional preparation of teachers is at the core of a safe and friendly school environment.
- vi) Adopting Schools Quality Assurance Policy and Approach This is also necessary to ensure continuous adherence to standard practice as laid down in the policy guideline.
- Recommendations
Based on the earlier discussions and challenges regarding the buildings of safe and friendly school environment, the following recommendations are put forward to facilitate the process:
- a) The development and adoption of a National Policy and standards for school environment. This is important for the implementation of this process. Without a National Policy, there is the tendency on the part of the various stakeholders to want to do things their ways as is being currently done in the country today.
- b) Government should set up an independent body of professionals to enforce the National Policy and Standards for School Environment (SPSSE).
- c) Ensure schools safety and learner-friendly orientation for all stakeholders Teachers, School Prefects, Parents, Ministries of Education (State and Federal) and other educational agencies.
- d) Put in place an empowered School-based management committees that will ensure that each school follows the policy standards for a safe and friendly environment school.
- e) Fund the schools adequately. This calls again for strict compliance with UNESCO's recommendation of 26% of the annual National Budget of each country for

education. It is expected that if governments comply with this advise, the underfunding of education as being currently witnessed will be a thing of the past and thus, a friendly school environment would easily be attained.

- f) Set up schools safety and learner-friendly Monitoring and Enforcement Committees. This committees are supposed to monitor and enforce compliance to the project of safe and friendly school environment in the country.

It is been suggested here that school counsellors should be made to drive this process since the issue creating a safety and friendly environment for pupils in schools falls directly within the scope of their duties.

Counselling Implications

The goal of Guidance and Counselling within the educational setting is to facilitate positive academic achievement and performance of pupils or students through adequate counselling provisions in the areas of subject choice, study habits, school adjustment, relationships with teachers and peers and dealing with other school problems that may jeopardize positive academic achievement of students. In other words, Counselling creates enabling environment for pupils to learn. If this is the case, the issue of creating safe and friendly school environment for pupils should be Counsellor directed.

Hence, the process and challenges of having friendly school environment have implications for counselling practice in the following ways:

- a) Counselling should be involved in the process of ensuring improved school teachers, infrastructure facilities and adequate environment for learning.
- b) As regards the aesthetics of the school environment, Counsellors should always advocate for this in order to ensure better school attendance and as well check the school drop-out rate.
- c) Teachers' personality and behaviour constitute serious aspects of a safety and friendly school environment. Counsellors should develop yardsticks for measuring and identifying personality and behaviour of teachers to facilitate friendly school environment.
- d) Counsellors should be involved in the affective screening of teachers to be recruited into schools.
- e) Counsellors are also to feature prominently in the capacity building of teachers and other school personnel regarding the domestication and enforcement of schools safety and child friendly environment prescriptions.
- f) Provision of group guidance and counselling for teachers and students on issues of relationships and friendliness should be undertaken by school Counsellors

- as a corollary to ensuring safe and friendly school environment.
- g) There should be more workshops and seminars for Counsellors on the subject of safety and friendly school environment so as to equip them more for effective contribution to this process.
 - h) Counsellors are expected to be part and parcel of the schools safety and learner-friendly environment monitoring and enforcement committees so as to ensure that the necessary issues to be addressed are actually considered.
 - i) There is need to appoint Counsellors for each school in every state of the federation to see to the effective implementation of this programme. Counsellors are to act as mobilising agents bringing in all other stakeholders to participate in this programme.

Conclusion

Education is the direct mean through which a people seek to shape its own destiny and transform itself from what it knows itself to be into what it hopes to become (Jeffery, 1946). Our school system should therefore be geared towards preparing the child for effective and efficient functioning in a modern and complex society among other objectives. But for the school system to be able to achieve this feat, the school environment

must be improved upon. It should be a safe and friendly school environment. The quality of teachers, infrastructure facilities, teaching and learning equipment, the aesthetics of the school environment as well as the personality and behaviour of teachers should be improved upon, school Counsellors should be at the vanguard of ensuring this improvement by mobilising stakeholders PTA, alumni associations, public spirited individuals, governments and other agencies to come together to create such school environment that will ensure effective teaching and learning.

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PARADIGM SHIFT IN CAREER COUNSELLING: IMPLICATIONS FOR ENTREPRENEURSHIP DEVELOPMENT

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ABSTRACT

Schools have been for years turning out employees. The current challenge is that they are expected to prepare students for new work environment they were not familiar with. This requires new skills, new approaches and new mindsets. Two research questions were raised to find out the career counselling skills practicing counsellors used in the past two years and to find out if they are aware of the need for a new approach to career counselling. 70 practicing counsellors responded to the career counselling Skill Questionnaire (CCSQ developed by the researcher. The result using percentages showed that majority of the respondents were using "traditional" career counselling Skills. However, many of the respondents were aware of the need for a new approach to career counselling. The implication of this finding to entrepreneurship development is the need to adopt a paradigm shift in career counselling. Retraining of practicing counsellors and new training guides for student counsellors as well as the need to foster career development culture was recommended.⁹

INTRODUCTION

Guidance as a profession assists learners to plan their education and training and for adults to become more employable by helping them to understand and appreciate their talents; relate effectively with others; explore career alternatives; develop appropriate educational and vocational training plans; implement and complete such plans and integrate successfully in the labour market and society (Bhuyan, 2007). In addition, guidance services assist learners to have

proper perception of the changing global market. Kumar (2010) aptly captures the role of guidance services as increasing the skills of labour force and thereafter the economic potential of the nation by helping citizens to identify and appreciate their and develop them. Guidance, therefore contributes significantly to the economic growth of the nation. The place of career counselling as a branch of the guidance programme in the economic recovery of the nations cannot be overstated.

At the turn of the third millennium,

the world witnessed many changes especially in the world-of-work. According to the International Association of Education and Vocational Guidance (IAEVG)(2010), employment became increasingly fluid, work became increasingly complex, occupational boundaries changed or dissolved and more jobs became temporary. The ripples generated by these phenomena reverberated throughout the world with unprecedented consequences. High unemployment rates became a feature of the global market place. Globalization and information Communication Technology brought in new challenges all culminating in the global economic meltdown.

Dalton (2008), Bhuyan (2007), Kumar (2010), Belo (2003) and Babalola (2007) have proposed that the solution to the challenges in the work place is raising a generation with new Skills for future jobs. Career Counsellors are in a vantage position to create these new mindsets in clients emphasizing on unlimited opportunities in the 21st century created by them. The emphasis is on multiple skill competencies to be able to operate in highly mobile and flexible work environments. They should be prepared to accept to create opportunities for work for themselves because neither government nor business can do that for them. The counsellor has the responsibility to inculcate all these in the young ones. This is a new role for most people and the entire education and training and even our upbringing did not prepare us well for this. This requires a new set of skills,

approaches and mindsets. This is a real challenge for all the stakeholders in the education industry and for the counsellor in particular. This is because they themselves never acquired such skills and never needed them. There is, therefore, the need to address this lack of experience and skill given the challenges our graduates face in entering the world-of-work.

Barki and Mukhopadhyay (2007) suggest a paradigm shift in the provision of Guidance and counselling services as a panacea to the changes in the workplace. In line with this, Ornstein, Pajak and Ornstein (2007) advocated for a paradigm shift in the overall education process stating that prior to now, people went to school, learned a trade or a profession and got jobs in their fields of study. Their challenge then was basically to keep pace with developments in their fields. It is no longer so. There is need for people to re-invent their knowledge constantly lifelong learning. According to them, the counsellor should be at the centre of the drive towards equipping the youths adequately for future challenges in the world-of-work.

One of the changes that calls for a paradigm shift in career counselling is the new digital media. This new media offer opportunity for each who is well equipped uniquely for the digital environment. This offers them customized learning experiences thereby providing the much needed flexibility that allows each individual to find personal paths to learning and living. For Papert (1996) the

role of the Counsellor is to create an environment where each client will be special and utilize the opportunity to carve out a niche for himself/herself and make positive impact in the world.

Prior to now, the Nigerian Education system by its emphasis on traditional job-based workplace is failing its graduates entry into a rapidly changing 21st century world-of-work characterized by mass unemployment, high graduate unemployment, high skill/high pay job scarcity and more. In 2006, the official Nigerian unemployment rate was put at 5.3% (Soludo, 2007).

To stress the need for conscious efforts towards preparing the youth for job creation, Labour Ministers from the world's 20 leading economies including India have drawn up a five-point Agenda to accelerate job creation to ensure a sustained economic recovery and future growth (Kumar, 2010). Among other things, the Ministers advocated a change in career development strategies. They believe that these would spur quick recovery from the global economic meltdown in countries that adopted the strategies advocated.

Herr (1991) underscores the important contributions of career counselling to labour market processes the facilitation of National goals. He identifies a nation's major asset as a workforce that is highly literate, functional in Mathematics, communication and computer skills. In addition, the assets include teachable, flexible and general employability skills that allow its members

or workers to prepare for, choose and adjust to work as well as apply the technical skills they possess productively and purposefully.

The vital role Career Counsellors play in creating a conducive environment that engender and foster job creation (entrepreneurship spirit) to stem the global economic recession has been identified (Herr, 2003; UNESCO & ILO, 2002; Bhuyan, 2007). In a time of continuous economic, social and technological change, skills and knowledge become quickly out of date. The counsellors need a new set of skills, approaches and mindsets to proactively address the challenges necessitated by these global antecedents. It is obvious that one cannot give what one does not possess.

Counsellors are important groups to stimulate entrepreneurship at all levels of education and beyond. Talking about entrepreneurship, the researcher wants to align thoughts with that of Dalton (2008) who sees entrepreneurship as over used, outdated and elitist; perceived as achievable only by few opportune individuals. He prefers to use the term "workerpreneur" which according to him means training people to become work-creators rather than job-seekers. He explains that the only option left to fast track recovery from the global economic down turn is to prepare people to earn-a-living in the informal economy through self-employment and not rely on either government or business to find meaningful jobs for them. Dalton (2005) has been preaching workeracy which

according to him is the ability to earn-a-living in a world-of-work where there are no jobs and no money. His proposition is based on four pillars as a foundation for inculcating in all students the critical values of self-reliance, work ethics, frugality and mutual self-help which are essential for survival in today's world. He advocates that every student irrespective of discipline of study should be thought new "core life skills" namely workeracy, in addition to literacy, numeracy and computeracy.

At the top of this envisaged shift in career counselling is the recognition of the importance of values, work itself, friends, family, income and self-fulfillment as positive indices of personal career development. In response to the global change in the work environment, the Lebanese education authorities have already incorporated entrepreneurship into their counselling programme to widen and improve Career Guidance services in order to scale up job creation (Pernilla, 1997).

The onus is on the counsellors to create a conducive environment where the clients will perceive these phenomena as ones that will foster job creation. As Counsellors, their pivotal role goes beyond the students. In the present circumstance, they have a responsibility to explain to parents the changing work environment highlighting their specific roles in assisting school personnel in fostering entrepreneurship spirit in their children at home. The counsellor is expected to be dynamic in the approach

to career counselling to reflect the change that has taken place in the world-of-work.

Problem of the Study

The problem is that the work environment has changed globally. Requirements for the new jobs have changed, yet counsellors seem to be employing old methods to tackle new and emerging challenges in the world-of-work. This study, therefore, sought to address how counsellors have responded to the global changes in the workplace towards preparing the students for entry into new work environments.

The study aimed at finding out counselling skills practicing counsellors utilized in the past two years in preparing their clients for the world-of-work. It sought to find out if career counsellors still use old models of career counselling in the face of obvious changes in the global market where the beneficiaries of such models are supposed to be active participants. This will guide future direction and focus of career counselling. Two research questions were answered in this study.

Research Questions

What are the career counselling skill counsellors used in the last two years (2008-2010) in Abiastate of Nigeria
Are practicing counsellors aware of the need for a new approach to career counselling?

Scope

The study "Paradigm shift in career counselling: Implications for

Entrepreneurship Development" was delimited to practicing counsellors in secondary schools (public and private owned) in Abia state, Nigeria with established counselling programmes.

Methodology

The descriptive survey design was adopted for the study. The population comprised one hundred and forty (140) counselors in secondary school in Abia state of Nigeria. Seventy (70) practicing counsellors in both Upper Basic and senior secondary schools were selected through stratified random sampling (50 females, 20 males).

The 70 practicing counselors responded to the Career Counselling Skills Questionnaire (CCSQ). This instrument was developed by the researcher by going through literature. It contains statements depicting various counselling skills both traditional and modern used by counsellors. The instrument was validated through peer review mechanism by counselling professionals in Abia state University, Uturu. The test-retest method after two weeks interval was employed to determine the reliability of the instrument using Pearson's Correlation coefficient. Fifty (50) counsellors drawn from Imo State of Nigeria participated in the test-retest. The result yielded a coefficient value of internal consistency of 0.82 indicating its suitability for the study.

The CCSQ has three sections. Section 1 contained the demographic data while section II is made up of different career counselling skillstraditional and

modern while section three is a one-item question which elicited from respondents their awareness of the need for a change in the way career counselling services are provided. The questionnaire was administered on the respondents through research assistants tutored on test administration techniques. The respondents were instructed to indicate the career counselling skills they have utilized in the last two years in counselling their clients by a tick (✓) on either YES or NO against each item. The number of Yes and No were counted and recorded. Percentages were used to analyze the results.

Findings

Research Question 1: What are the counselling skills counsellors used in Abia state in the last two years (2008-2010)?

The result of this study points to the fact that majority of the counsellors surveyed utilize the traditional counselling skills in preparing their clients for the world-of-work more than the modern approaches. This is seen in their response on items 1, 2, 3, 5, 9, and 11 as against the other items in table 1.

Specifically, the result of the study indicate that the traditional approaches of assessing students' interests/aptitudes, providing career information, matching students' interest with jobs, organizing career days/weeks, embarking on career visits to workplaces as well as using directive counselling predominated the career counselling approaches adopted by the majority of the counsellors in the

last two years (2008-2010).

Conversely, a greater number of the counsellors sampled neglected the use of the modern approaches to career counselling. These included proper orientation on current global trends in the world-of-work and the corresponding need for a change in mindsets about the world-of-work. The need for the students to imbibe work ethics and core values of honesty, contentment, frugality and dignity of labour - precursors of job creation and entrepreneurship received little attention. Equally, the need for continuous learning, internet-based activities as well bolstering the self-esteem and confidence of the students were given little attention by the counsellors.

Research Question II: Are counsellors aware of the need for a new approach to career counselling? Findings as seen in table II show that respondents recognize the need for a change in the way career counselling is conducted. Over eighty-eight percent (88%) of the counsellors appreciated the need to adopt new approaches to career counselling.

Discussions

From the findings of this study, namely that the majority of the counsellors surveyed utilize traditional approaches to career counselling more than the modern approaches. This is in spite of unprecedented changes that have taken place in the world-of-work. This is an indication that students were ill-prepared to face the challenges of the 21st century

work environment where people are expected to possess new skills required by such work environments. Also, from the result, majority of the counsellors seem to appreciate the need to adopt a new approach to career counselling.

Adopting a new approach to career counselling will enable counsellors inculcate the required skills in the students which they need to face the challenges in the work place. Dalton (2008), Bhuyan (2007) and Kumar (2010) advocate raising a generation with new skills for future jobs as the panacea to the challenges in the workplace. The need for self-generation of employment will not be realized if our students are not prepared for that.

The findings indicate that core life skills, work ethics and critical values were lacking in the career counselling received by clients. Such skills and values include hard work, frugality, honesty, integrity, mutual self-help, community feeling (social interest), dignity of labour and the like. These are fundamental values for entrepreneurship. There is, therefore, need to incorporate these skills and values into the career counselling approaches if entrepreneurship is to be fostered.

Majority of the counsellors surveyed neither sensitized their students on the need for multiple skill competencies nor exposed them to job-creation skills. This is instructive. These are what the future entrants into the emerging work environments require yet they are not exposed to them. This calls for an urgent change in career development strategies in order to prepare students to

face the emerging global challenges in the world-of-work.

The digital media offer great opportunities for each person who is well equipped to respond uniquely to the digital environment. Regrettably counsellors are not paying much attention to fostering the interest of the students in that direction. This neglect will deny the students myriad opportunities existing in the digital media exemplified by the Internet. They might be excluded from the commercialization and professionalization that are going on in the Internet. The world has become a global village and the students should be well prepared to become active participants in it. Counsellors should make concerted efforts to Key-in their students into this new digital world.

The findings indicate that majority of the counsellors surveyed see career counselling as a one-short programme. Career counselling can no longer be seen as a one-shot programme but a continuous process involving not only the youth but adults as well. Anyamene, Anyanychebelu and Nwokolo (2007) suggest the extension of career counselling to serving workers to assist them gain understanding of their potential in relation to their work. This will enable them plan for employability in the future.

The need for life-long learning as an important aspect of career development and improvement cannot be overstressed. According to Kumar (2010) life-long learning was one of the

five-point agenda of the labour Ministers of the 20-leading economics including India. This was intended to accelerate job creation and spur quick economic recovery. Counsellors should therefore endeavour to inculcate in their students the need to continuously acquire new skills to meet the ever changing demands in the workplace.

The findings indicate that career counsellors while rendering career counselling failed to orientate the students on the need to change their mindsets about the world-of-work and modify their beliefs about paid employments. There was also no emphasis on the need for them to develop interest in science and technology. This neglect undermines the very essence of career counselling which is to prepare the students to fit into the world outside the classroom. This calls for an urgent shift in career counselling strategies.

From the foregoing, it is obvious that a paradigm shift in career counselling is necessary. The requirements of the emerging workplace should be encapsulated and carefully incorporated into the career counselling approaches and counsellors made to adopt them. This, it is hoped would adequately equip the future entrants into the ever changing world-of-work.

The findings of this study also indicate that majority of the counsellors surveyed recognize the need for a new approach to career counselling. This is an appreciation of the changing work environment. This finding is in line with Barki et al's (2007)

suggestion for a paradigm shift in career counselling and Oinstern et al's (2007) advocacy for not only a paradigm in the approach to career counselling but in the overall educational process. This, according to them, is to overcome the current challenges in the workplace.

Table 1: Percentage scores for career counselling skills used by counsellors in Abia State in the last two years

S/N	Items	Yes	%	No	%
1	Assess students interest/aptitudes with instruments	60	85.7	10	14.29
2	Provide career information on jobs	65	92.86	5	7.14
3	Match interest of clients with jobs	60	85.71	10	14.29
4	Expose clients to work ethics	25	35.71	45	64.29
5	Organize career days/ weeks	60	85.71	10	14.29
6	Discuss current global changes in the work environment	20	28.57	50	71.43
7	Discuss job search techniques	55	78.57	15	21.43
8	Sensitize clients on the need for multiple skills	25	35.71	45	64.29
9	Utilize the directive counselling approach	62	88.57	8	11.43
10	Sensitize students to see career counselling as a continuous process	30	42.85	40	57.14
11	Embark on career visits to workplaces	57	81.43	13	18.57
12	Develop job creating skills in students	24	34.28	46	65.71
13	Provide core life skills training to clients	20	28.57	50	71.43
14	Foster enhancement of self-esteem amongst students	30	42.85	40	57.14
15	Emphasize the need for lifelong learning	25	35.71	45	64.29
16	Inculcate values of honesty, contentment, frugality, dignity of labour	20	28.57	50	71.43
17	Orientate the students on the need to change their mindsets about the world-of-work	23	32.86	47	67.14
18	Sensitize teachers and parents on the current change in the world-of-work	20	28.57	50	71.43
19	Explore the possibility of online counselling	18	25.71	52	74.29
20	Carry out advocacy programmes to stakeholders on the need to improve career counselling programmes	15	21.43	55	78.57
21	Bolster the self-confidence of students	23	32.86	47	67.14
22	Modify irrational belief of clients about work/job	20	28.57	50	71.43
23	Encourage computer-based training	27	38.57	43	61.43
24	Advocate for the development of interest in science and technology	30	42.85	40	57.14

Table I is an integration of the traditional and modern counselling approaches made up of twenty-four items. It aims at eliciting from the respondents (counsellors) those skills they applied in the process of career counselling in the last two years (2008-2010).

Table II: Percentage score for the awareness of the need for a new approach to career counselling

S/N	ITEMS	YES	%	NO	%
1	Is there a need to change the way career counselling is presently conducted?	62	88.57	8	11.43

Table II is a one-item question requiring the respondents to state if there is need to adopt a new approach to career counselling in view of the changing work environment. The result indicate that majority of the respondents think that there is need to adopt a new approach to career counselling as shown in the table above

Implications for Entrepreneurship Development

The findings of this study have obvious implications for entrepreneurship development in Nigeria. It is an indication that the students are not well-prepared to face the current challenges in the workplace. They are still being prepared for the work environment that no longer exists. There is need for a paradigm shift in career counselling. Counsellors need to adopt better and modern approaches to career counselling that could instill in the students entrepreneurship spirit. This is the only way they can overcome the challenges of the 21st century world-of-work where there are no "jobs"; where people are expected to create their own jobs.

A significant implication of the findings of the study is that counsellors need to appreciate the need for

entrepreneurship development in the country and acquire relevant skills to steer it. In the absence of this, entrepreneurship development remains a mirage in the country. This underscores the need to properly train and retrain counsellors in order to equip them with modern strategies for career development. This is the only time we can guarantee that our students will possess the skills needed to thrive and complete favourably with their counterparts in the rest of the world.

The Federal Government of Nigeria in 2007 through the National Universities Commission directed all tertiary institutions in Nigeria to establish Entrepreneurship Centres. This is commendable. Many Universities now have Entrepreneurship studies as a General course for undergraduate programmes. But for a firm base to be established for entrepreneurship development, it should start early in the formative years. The home should encourage its development. Indeed, everybody should be sensitized on the need for entrepreneurship as the only positive proactive response to the global economic meltdown.

Recommendations

Based on the findings of this study,

it is pertinent to make some recommendations which will proactively address the identified gap in the way career counselling is delivered. This paper is recommending a paradigm shift in career counselling. The retraining of counsellors is recommended which will lay emphasis on the required shift. This should aim to expose the counsellors to the modern approaches to counselling that foster entrepreneurship development in the students. Such training should be delivered along the lines of the findings of this study. It will properly equip them for the expected role of preparing the youth for job creation.

The counsellors should be exposed to specialized training in modern and appropriate counselling strategies, career, educational and labour market information, proper assessment techniques, to measure skills, abilities, aptitudes, interests, values, personality, needs assessment techniques, computer and Internet systems of guidance as well as ways of organizing career development programmes. This training should also include marketing techniques. This will empower the counsellors to properly equip the present generation for future work environments.

This paper also recommends fostering of career development culture. This culture should focus on future job opportunities and the knowledge and skills that are required for such jobs. Promotion of learning opportunities and career guidance services should be part of this career development culture. As part of

this culture:

There should be public/ private partnership in promoting this career development culture.

The curriculum of guidance and counselling and the entire school curriculum should be reviewed to reflect changes in the world-of-work and to incorporate emergent issues in career counselling.

The learner and their parents should be sensitized on the importance of science and technology and the need for them to develop interest in the study.

Counsellors should create awareness on the need for all people to develop the culture of continuous learning.

“Counselling for entrepreneurship development” should be included as a compulsory course for the training of counsellors.

Career development concepts should be integrated into academic subjects to assist learners to appreciate the relevance of such course programmes to work and life in general.

There should be policy guidelines that regulate the goals and services of guidance to be provided to learners in schools and adults in the labour market who are experiencing swift changes in the labour market.

The Counselling Association of Nigeria (CASSON) has an important role to play in the development of guidance. They should develop new models of career counselling and ensure that counsellors are exposed to such models. In addition,

they should advocate that guidance should be given the attention it deserves. They should also emphasize that all citizens need guidance and should be made to receive it and from competent professionals. The activities of their members should be regulated to ensure that ethical and professional codes of conduct are maintained and that they employ best practices in service delivery.

There was always been a discrepancy between policy and policy implementation in Nigeria. This paper is strongly recommending effective implementation procedure for each policy thrust. Current public policy always assumes that expected outcomes are achieved without testing the assumption. There is need for career counselling specialists to expand policy maker's vision of career counselling potential to serve comprehensive client bases more effectively. They should be advocacy for government to provide more funds for counselling programmes.

Conclusion

A paradigm shift in career counselling has become imperative in view of the current changes in the world-of-work. There is need to change the way career counselling is conducted in order to ensure the development of entrepreneurship in Nigeria. This shift requires new mindsets; new skills and new approaches. The essence of this paradigm shift in career counseling is to teach the youth new skills they need to become active participants in the globalized world. Counsellors, therefore need to be retained

to expose them to modern strategies especially in career counselling. This will empower them to properly equip the youth for future job challenges.

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CAPACITY BUILDING COUNSELLING STRATEGIES FOR COMMERCIAL MOTORCYCLISTS (OKADARIDERS) IN NIGERIA.

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ABSTRACT

This paper focuses on capacity building strategies for commercial motorcyclists in Nigeria. The need to build their capacity becomes indispensable in order to equip them with necessary skills and attitudes that are necessary for their business operation. The writers therefore, contend that capacity building strategies will speedily facilitate positive changes in the operations of commercial motorcyclists in Nigeria thereby promoting their behavioural currency and skill advancement. Capacity building intervention can be used to help them to take rational and informed decisions and drive effectively on the roads that will guarantee safety, accuracy, productivity, maximum profitability and fulfillment. The objectives of capacity strategies have been outlined and various areas of empowerment put together. Recommendations were made and the paper concluded that capacity strategies are necessary for catalyzing motor ways transport in Nigeria.

INTRODUCTION

Human behaviour at individual and group levels ought to receive counselling to enhance development and minimize problems in all personality perspectives. In essence, human beings, behaviour and performance, in any field of human endeavour, are expected to achieve need-abundance or satisfy all

personal and corporate motives such that any deficiency is prevented. Thus, counselling can be used in facilitating, helping, training, catalyzing and supporting purposeful human behaviour and performance at every state of life to become better in attaining either personal or corporate achievement responsibility.

The growing rate of

unemployment in Nigeria today has made it mandatory for people to engage in enterprises of their own. This helps them to respond creatively and innovatively to the diverse opportunities and potentials that exist within them and their environment. In the past, commercial motorcycle driving was conceived as an enterprise for illiterate members of the society. Today, due to accelerating rate of unemployment in Nigeria that affects all cadres of individuals in the society, school leavers at various levels engage in commercial motorcycle driving. The need therefore arises, to provide these entrepreneurs with necessary information and knowledge, skills and attitudes that will enable them to perform with better satisfaction.

Commercial Motorcycle (Okada) Transport
Motorcycle was invented to facilitate motor ways transport as a result of increasing population and industrialization (Niven & Hamilton, 1987). Some Nigerians engage in commercial motorcycle driving as a means of empowering themselves economically. This business, popularly known as Okada riding in almost every part of Nigeria is currently receiving unprecedented patronage from both young and old. In fact, it has become a powerful and lucrative enterprise in every part of Nigeria.

The network of motorcycle-ways help to speed journeys and cut off the long lines of crawling traffic in all the big towns.

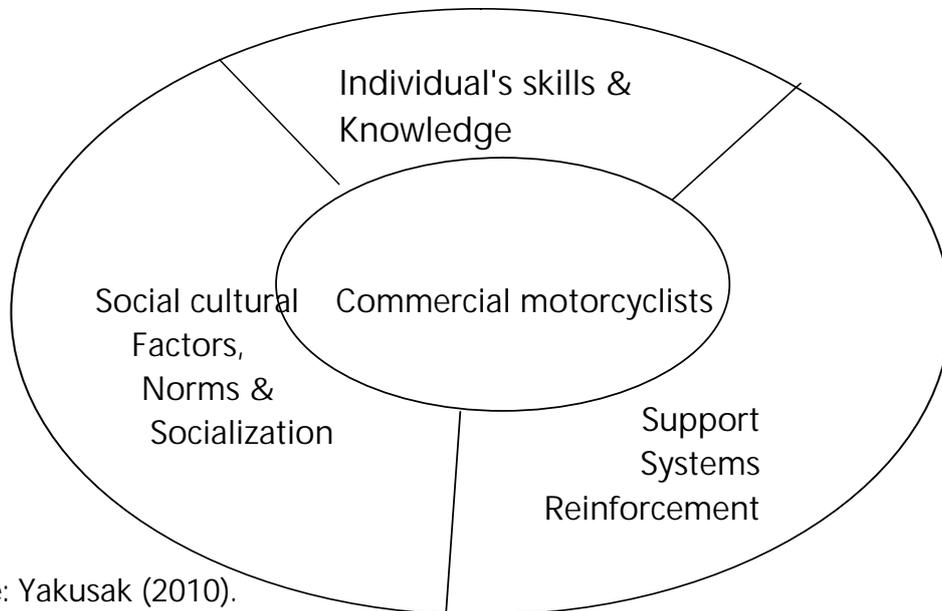
Moreover, most motorcycle drivers can take their passengers to their destinations in both rural and parts of urban areas where they are permitted to operate within the shortest possible time irrespective of traffic jams and obstructions on the high ways.

However, it is pertinent to point out that most of these motorcycle drivers lack some of the skills that are necessary in their business for greater efficiency and maximum profitability. It becomes imperative therefore, to equip this set of people with ability to find and evaluate opportunities, gather the necessary resources and implement actions to take advantage of these opportunities. Yakusak (2010) observes that the assets to sustaining an individual ability are positive attitude in addition, determination, experience, persistence and hard work. Thus, the need therefore arises to build the capacity of commercial motorcycle drivers in Nigeria through counselling.

Factors That Affect Commercial Motorcyclists

The factors that affect commercial motorcycle drivers include:

1. The individual
2. Support systems
3. Socio-cultural factors.



Source: Yakusak (2010).

The Individual

The factors that influence the individual behaviour are:

- His/her motivational factors concerning various skills that motorcycle drivers should possess.
- Factors relating to his knowledge of several relevant aspects that are likely to contribute to success of his functions.
- Decision making.

Support Systems

The success of motorcycle drivers gets enhanced by efficient and effective cooperation of the support systems. Inadequacies of the support groups as reinforcement agents affect their business.

- They are mostly limited by funds.
- Lack of financial assistance from banks, micro finance institutions,

families, non-governmental organizations and the government.

- They are relegated to the background by some members of the society.

Socio-Cultural Factors

These include family background and norms of values of the immediate social circle:

- Lack of freedom to take initiatives
- Lack of freedom to continue with their business from social groups.
- Embargo on their operations in some parts of the country.
- Not permitted to carry passengers of opposite sex in some parts of the country.

The Concept of Capacity Building

Counselling Strategies,

Azikiwe (2008) asserts that capacity building refers to planning for people to acquire knowledge and advance skills that are critical to an individual empowerment. She explains that it is a programme that is designed to equip an individual with learning outcomes that could be transformed into goods and services, individual capacity and better investment climate. This implies that capacity building is an empowerment programme that is designed to help people to be successful and derive maximum satisfaction in what they are doing. It is a way of helping the individual to do what he knows best in a profitable situation that produces excitement and fulfillment.

Bulus (1995) affirms that counselling is a process of helping a person to develop and accept an integrated picture of his aptitude, abilities, interests and personal needs so that he will understand and achieve personal needs, and achieve maximum adjustment to the environment. Thus, counselling helps in total development of individual that facilitates maximum adjustment that guarantees purposeful life full of excitement.

Akinade (2006) asserts that counselling is the application of mental health, psychological or human development principles through cognitive behavioural or systematic intervention strategies that address wellness, personal growth or career development, as well as pathology. This

implies that counseling is a helping relationship which develops various facets of human functioning. No wonder Ikechukwu (2008) observes that counselling is initiated to effect a change so that individuals and organizations can utilize their potentials maximally for their own benefits and that of the society at large.

Capacity building strategies therefore, are those that focus on the development of all areas of human functioning on an individual that enable him/her to come out at best in what he/she is doing. It produces profit and satisfaction.

There is urgent need for capacity building strategies for motorcycle drivers in Nigeria so as to help them to develop their skills and attitudes that will enable them to perform better with satisfaction. Mailumo (2000) stresses that counselling for effective human development is expected to focus on cognitive, affective, psychomotor, social, occupational, spiritual and environmental behaviours.

Objectives of Capacity Building Strategies for Commercial Motorcyclists in Nigeria

The aims of capacity building strategies for commercial motorcycle drivers include:

- To catalyze the positive roles and functions of Nigeria Road Safety Commission. It will bring the nature of counselling and consulting to bear in the commission.
- To bring the benefits of

psychological support services to the network of motorways users in Nigeria in making national break through by innovatively improving their skills and attitudes.

- To create in them consciousness about obedience to law and order.
- To sensitize them towards protection of lives at all cost.
- To create regard for the environment in them.
- To acquaint them with necessary skills.
- To increase their self reliance
- To equip them with ability to create wealth.
- To make them employers of labour.

What a Commercial Motorcyclists is Expected to Do

Commercial motorcyclist is expected to:

- Have vision
- Plan well
- Set his goals/targets realistically
- Take calculated risk
- Make profit
- Have a team
- Not to accept failure
- Be objective
- Manage money well
- Manage time well
- Be persistent
- Be prayerful
- Be dynamic
- Be ready to learn
- Take the vehicle for regular servicing

Capacity Building Strategies for Commercial Motorcyclists

Counselling focuses on all round development of individuals. Capacity building strategies for commercial motorcycle drivers in Nigeria will focus on all domains of human functioning.

Cognitive Behaviour

Commercial motorcycle drivers are expected to be empowered to possess sound mental outlook on life. Developmental areas here will include:

- Thinking ability
- Management of intelligence in problem solving
- Self perception
- Locus of control
- Memory information processes
- Application abilities
- Insight
- Negotiation
- Evaluative ability
- Organization ability

Affective Behaviour

This area covers development of attitudes such as:

- Positive emotion (happiness, joy, comfort, pleasure, satisfaction).
- Positive attitude to people
- Positive attitude to driving
- Motivation
- Fairness
- Genuinness
- Self esteem

Psychomotor Behaviour

In this aspect, the following behaviours will be developed:

- Occupational activities
- Physical movement in action
- Manipulation
- Techniques of doing things
- Cooperative activities
- Applied skills about self, others, work, leisure activity and general environment creative actions.

Social Behaviour

Developmental areas in social dimension include:

- Formation of interest groups
- Regards to authorities
- Human relationship skills
- Group co-ordination, inter-group relations
- Community activities /socialization, group dynamics
- Leadership responsibilities
- Communication skills.

Occupational Behaviour

This covers empowerment in areas like:

- Enrolment in skill training
- Enrolment in vocational training
- Personality development
- Self protection
- Self control
- Self supervision
- Self determination
- Self presentation
- Need assessment
- Self reliance
- Personal efficiency/effectiveness
- Performance/productivity

- Competence
- Self improvement, skills, creativity, versatility training
- Self adaptation/adjustment
- Self employment

Spiritual Behaviour

- Spiritual wealth
- Spiritual development of self
- Self love and love for others
- Spiritual consciousness
- Self respect and respect for others
- Self discipline

Environmental Behaviour

This aspect deals with development of general regard for the environment:

- Coping with environment
- Assessment and judgment of the environment
- Conflict management and resolution
- Management of material resources
- Protection of the environment

Recommendations

The following recommendations are made on capacity building strategies for commercial motor cyclist.

1. Adequate counsellors should be employed and redeployed to the Nigeria Road Safety Commission by the Federal Government.
2. Enough funds should be made available for the counsellors to be organizing neighbourhood capacity building workshops for the network of motorcyclists for

- greater efficiency.
3. Provision of helmet for motor cycle drivers and their passengers at subsidized rate by the government for the protection of lives of these entrepreneurs and their passengers.
 4. The government should provide both short term and long term loan for the commercial motorcyclists to enable them to expand their business. Also non-governmental organizations, banks and micro-finance institutions should be encouraged to assist them financially.
 5. Capacity building strategies should be introduced by counsellors to the network of motor ways transport in Nigeria for excellent performance, job satisfaction and protection of lives at all cost. Taxi drivers, bus drivers, truck pushers and other motor ways users will in no small measure benefit from capacity building strategies. Therefore, the government should be organizing workshops on capacity building in remote and urban parts of the country where commercial motorcycle drivers and other motor ways users operate.

Conclusion

The overall target of counselling is to help an individual to function maximally in all areas of human functioning. Capacity building strategies

can be used to empower commercial motorcycle drivers (Okada Riders) in Nigeria to skillfully do their business in a high productivity way that yields fulfillment and maximum profitability. Motorcycle users and the entire society will in no small measure benefit from the outcome of capacity strategies.

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COUNSELLING FOR ENTREPRENEURSHIP DEVELOPMENT
AT SECONDARY SCHOOL EDUCATION LEVEL IN
AKWA IBOM STATE, NIGERIA

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ABSTRACT

The study focused on Counselling for Entrepreneurship Development at the Secondary School Level in Akwa Ibom State. The population comprised 705 principals of public and approved private secondary school in the State. A sample of 255 (116 male and 139 female) principals was drawn, using the stratified sampling technique based on the three Senatorial Districts of the State. Two null hypotheses were raised and tested in the study. Data collection was done using a researcher-designed structured questionnaire tagged 'Counselling for Sustainable Entrepreneurship Development in Secondary Schools' (CSEDISS). The data were analyzed at 0.05 alpha level using Independent t-test. Data analysis in hypothesis one indicated the availability of counselling service in secondary schools in Akwa Ibom State, while hypothesis two revealed inadequacy of facilities for the trained and deployed to schools where none existed. Besides facilities for the teaching of entrepreneurship education in both public and private Secondary School in the State should be given considerable attention by the Akwa Ibom State Government

INTRODUCTION

Vocational counselling is a life long process since the individual is guided to choose an occupation, prepare for it and make progress in it. Students' Counseling for a vocation has to do with knowing their interest, selection of subjects, formation of study habit and making them progress in those subjects and activities and attain the ultimate aim of getting good career as per their wish. It is concerned primarily with helping the individual to make decisions and choice involved in planning for future and to take career decisions and choices necessary in affecting vocational adjustment. Counselling for a vocation stands to take necessary care of the interest of the individuals.

Proper counselling is necessary for fostering entrepreneurship development at any level of education and may not be easily achieved if entrepreneurial education is not integrated into the school Curriculum. One of the objectives of secondary education according to the National policy on Education (FRN, 2004) is to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. School counsellors help young adults prepare for the workforce and chose the right course on their way to earning a living. Each counsellor brings the mental health background to helping both the staff and students of the school. A school counsellor at this level not only provides guidance and support for success in the classroom, he or she helps students set individual goals and delivers

important training, including entrepreneurship education, coping strategies and conflict resolution. This is needed for the learner to develop a life-long career. They need to be adequately counselled, if sustainable entrepreneurship development is envisaged. This study therefore focuses on counselling for sustainable entrepreneurship development at the secondary school level in Akwa Ibom State.

Career counseling is the process of assisting individual in the development of a life-career with focus on the definition of the worker role and how that role interacts with other life roles (Neck, 1997). The school counsellor helps the students to evaluate their abilities, interests, talents and personality characteristics to develop realistic academic and career goals. The counsellor also helps the students make career decisions after exploring and evaluating their education, training, work experience, interest, skills and personal traits. This helps the students to develop job search skill such as resume writing and interviewing techniques. The school authority should take the initiative in career behavioural counseling as part of its infrastructure. It should convince the students and their parents about the advantages of counselling by removing any misgiving and being open about the system. A broad knowledge of career opportunity should be made available through effective career counselling.

In order to effectively counsel the student for sustainable entrepreneurship

development at the secondary school counsellor must demonstrate competencies in:

- * Career Development Theory: Theory base and knowledge considered essential for professional engaging in career counselling and development.
- * Individual and Group Counselling Skills: Individual and group counselling competencies considered essential for effective career counselling.
- * Individual/Group Assessment: Individual/group assessment skills considered essential for professionals engaging in career counselling.
- * Information/Resources: Information/resources base and knowledge essential for professionals engaging in career counselling.
- * Programme Promotion, Management and Implementation: Skills necessary to develop, plan, implement, and manage comprehensive career development programmes in a variety of settings.
- * Coaching, Consultation, and Performance Improvement: Knowledge and skills considered essential in enabling individuals and organizations to impact effectively upon the career counselling and development process.
- * Diverse Population: Knowledge

and skills considered essential in providing career counselling and development processes to diverse populations.

- * Supervision: Knowledge and skills considered essential in critically evaluating counsellor performance, maintaining and improving professional skills, and seeking assistance for others when needed in career counselling.
- * Ethical/Legal Issues: Information base and knowledge essential for the ethical and legal practice of career counselling.
- * Research/Evaluation: Knowledge and skills considered essential in understanding and conducting research and evaluation in career counselling and development.
- * Technology: Knowledge and skills considered essential in using technology to assist individual with career planning (Cochran, 1997).

In line with this, Denga (2001) identified the professional roles of a counsellor to include:

- * Counselling.
- * Plans and develop the guidance programme.
- * Carries out the appraisal service
- * Interprets classified information on the clients.
- * Work with students' parents to interpret school policies regarding the appropriate education and

- * vocational placement of children.
- * Has a responsibility to make appropriate referrals to relevant specialists regarding problems and issues that fall out of his competence orbit.
- * His roles also include local research. He has to conduct research in relevant and contemporary areas.
- * He is a public relations officer. The public must know what the counsellor and counselling activities are about.
- * He must evaluate his programmes to make sure they are meeting the goals for which they had been established.
- * He must organize workshop to propagate counselling and to disseminate information and skills. He needs to attend conferences and workshops to up-date himself (pp. 93-94).
- * accepting without bias the issues raised by clients;
- * Helping clients towards a deeper understanding of their concerns;
- * Challenging any inconsistencies in what clients say or do;
- * Referring clients to other sources of help, as appropriate;
- * Attending supervision and training courses;
- * Undertaking personal therapy;
- * Liaising, as necessary, with other agencies and individual to help make changes based on the issues raised by clients;
- * Working to agreed targets in relation to clients contact;
- * Undertaking group as well as individual therapy on occasions;
- * Keeping records and utilizing reporting tools (pp. 98-135).

Counselling for Entrepreneurship development at the Secondary School Level.

Swanson and Parcover (2006) identified activities of a school counsellor to include:

- * Establishing a relationship of trust and respect with clients;
 - * Agreeing a counselling contract to determine what will be covered in sessions (including confidentiality issues);
 - * Encouraging clients to talk about issues they feel they cannot normally share with others;
 - * Actively listening to client concerns and empathizing with their position'
- The main objective of counselling in school is to give support to students and staff in dealing with challenges Vocational choice is one of the serious problems confronting school leavers these days. The school counsellor takes time to guide the students make good vocational choices. Effective students counselling is achieved through performance of one or more of the following counselling activities: advice, reassurance, release of emotional tension, clarified thinking and reorientation to enable the students make

prosper career choices (Payne, 2006).

Developed nations such as the United States of America (USA), Britain, France, Russia and the emerging tiger states of Korea, Taiwan, and Indonesia, long realized the role of vocational counseling for entrepreneurial development in their basic and secondary education programmes as a catalyst for poverty alleviation and sustainable development. In Nigeria, education has been recognized as an instrument par-excellence for effective national development. No nation can fully develop, if her educational system is lopsided. Career counselling in secondary schools, if properly planned and implemented, has the potentials, and can be the "magic key" needed to eradicate poverty through sustainable entrepreneurship development.

The World Bank's fundamental strategy for poverty reduction recognizes the need for social transformation in its two basic principles: invest in people and create a climate for jobs, growth and prosperity. It looks to the long-term to help countries grow from poor and dependent to prosperous and self-sufficient. This would only be possible if developing countries such as Nigeria would invest more in career counselling right from the Basic Education level. Here, they have an advantage over the developed countries being the home of vast majority of the world's young people: those that really need career counselling as a springboard. According to World Bank Report (2003), the developing countries

have ten times more inhabitants in the 0-14 years age group than the developed countries. If their talents and energies can be developed, channeled and harnessed through counselling towards sustainable entrepreneurship development at the secondary school level. Poverty level would drastically be reduced and sustainable national development achieved. Career counselling for sustainable entrepreneurship development is therefore needed as a catalyst at this level of education.

With the introduction of Free and Compulsory Primary and Secondary Education in Akwa Ibom State (2008), Secondary Education has been given a boost. There has been a reasonable level of improvement in infrastructure (building and equipment), more teachers have been recruited and monitoring and supervision stepped up in schools. These have led to improved teacher performance and better academic attainment by the students. Introduction of career counselling in the area of entrepreneurship development at this level would lead to human capacity building and entrepreneurship skills development as envisaged by the Secondary School Curriculum.

Most of the reforms both at the secondary and other levels of the Nigerian educational system are geared toward repositioning the system to make it better poised in meeting the demands of the present day society. Secondary schools through proper counselling on entrepreneurship education would promote and foster entrepreneurial

cultures and mind-set, skills acquisition, self-employment, economic independence and self-actualization necessary for sustainable entrepreneurship development and poverty alleviation (Rae and Carswel, 2000)

Sustainable entrepreneurship development would only be possible when the learners are properly counselled on entrepreneurial education. Entrepreneurial education instills in the individual the entrepreneurial spirit which is manifested in persistence, confidence, boldness, foresight and sacrifice (Hill & Welsh, 1986). The individual is equipped with the analytical skills required in work place; problem solving/decision making skills; technical skills as exhibited by his/her ability to appropriately apply acquired knowledge to the workplace; proficiency in the use of equipment due to adequate practical experiences; sound mind that easily comprehends problems and high solution profferability. Acquisition of entrepreneurial spirit starts early in life. Entrepreneurship education should start right from the basic education level. Graduates of Secondary Education should acquire specific skills which enable them to setup small scale businesses in area such as welding and fabrication, air-conditioning and refrigeration, refrigeration, automobile repairs, carpentry and joinery, bricklaying, electrical wiring and installations or be employed in organizations.

Daodu (2007) investigated the relevance and modalities of utilizing

entrepreneurship education as a strategy for channeling the energies of youths in Nigeria away from paid employment into self employment and suggested that the introduction of career counselling on Entrepreneurship Education (EE) into the Nigerian educational system should be applicable to all levels of education. Entrepreneurship education should become a priority within all levels of education for a huge variety of reasons based on the individual needs of leaders at each level of education. At the secondary education level career student, entrepreneurship becomes a vehicle to develop academic skills and understand the free enterprise system. Students should be made to see entrepreneurship as a career opportunity for students who may not go further and the entrepreneurship experience as a way to upgrade a young person's abilities to succeed as an employee as well as an entrepreneur.

Entrepreneurship education means many different things to educators from primary school to the university, from vocational education to Non-Government Organizations. At each level of education, it is reasonable to expect different outcomes as students mature and build on previous knowledge. But the overall purpose remains to develop expertise as an entrepreneur / The Consortium for Entrepreneurship Education supports the concept that entrepreneurship is a lifelong learning process that has at least five distinct stages of development. This lifelong learning model assumes that

everyone in education system should have opportunities to learn about entrepreneurship development at the beginning stages, while the later stages are targeted to those who choose to become entrepreneurs.

The first stage is applicable to learners in primary, junior and senior secondary schools. At these levels learners should experience various facets of business ownership. At this stage, the focus is on understanding the basics of the economy, entrepreneurship career opportunities and the need to master basic skills to be successful in a free market economy. Motivation to learn and a sense of individual opportunity are the special outcomes at this stage of the lifelong learning model.

The second stage should aim at developing competency awareness in the learners. The students learn to speak the language of business and see the problems from the small business owner's point of view. This is particularly needed in vocational education. The emphasis is on beginning competencies that may be taught as an entire entrepreneurship class or included as part of other courses related to entrepreneurship. Learners at the Secondary School Education level would benefit more from these two stages which are intended to prepare them for future entrepreneurial life.

Stage three deals with creative application of business ideas and exposes the learners to a variety of ways in business planning. Although it is still only an educational experience, students gain a

greater depth and breadth of knowledge than either of the previous stages. This stage encourages students to create a unique business idea and carry the decision-making process through a complete business plan.

Counselling at each of these three stages of entrepreneurship development should focus on their own special outcomes and reach out for partnerships with educators at other levels of lifelong learning process. There is room for entrepreneurship development in some way everywhere in educational system. Those who design secondary school curricula should ensure that entrepreneurship development has its place in the arts, social sciences, sciences, and vocational courses.

Entrepreneurship is neither a separate nor an alien concept, but one that can enrich the learners' understanding of a variety of subjects in the regular curriculum. Perhaps more importantly, the study of entrepreneurs and entrepreneurship can demonstrate how enterprising behaviour can have a positive impact on sustainable entrepreneurship development and poverty alleviation in the society.

The Nigerian society has become increasingly psychological. Emotional problems that derive from poverty, frustration in life, injustice to humanity, personal-social conflicts within and between persons, social volcanic eruptions within families and the spill-over effect on children, corruption and a sustained hunt for wealth, militancy,

xenophobic insecurity and the emerging multifaceted anxieties for fear of the unknown. The school scene has become inundated with examination malpractices, cultism, poor study habits, social maladjustment, wrong choices of academic programmes, irrational career decisions and so on. Counsellors are trained to provide expert assistance in all these areas. They are needed in great numbers to handle these tasks in order to curb the psychological menace (Denga, 2009).

Guiding learners through processes of career choice, career development or career transition requires an ability to integrate, understand and use psychological theories and research in areas as diverse as counselling techniques and strategies, human development and life stages, human learning, personality, cognitive functioning, interest patterns, emotional and social capacity and skills, motivation, values, environmental influences, assessments and a full understanding of the intricacies, trends and resources in the world of work. In order to be effective, the school counsellor requires dedication, expertise and passion.

Purpose of Study

The study focused on counselling for sustainable entrepreneurship development at the Secondary School Education level in Akwa Ibom State. Specifically, the study sought to:

1. Ascertain the availability of

counselling services in Secondary schools in Akwa Ibom State.

2. Determine the availability of facilities for the teaching of entrepreneurial education in secondary schools in Akwa Ibom State.

Research Hypotheses

The following null hypotheses were tested in the study:

H₀₁: There is no significant difference in the mean rating of the responses of principals of Public and Private Secondary schools regarding the availability of counseling services in secondary schools in Akwa Ibom State.

H₀₂: There is no significant difference in the mean rating of the responses of principals of Public and Private Secondary schools regarding the availability of facilities for the teaching of entrepreneurial education in secondary schools in Akwa Ibom State.

Methodology

The survey research design was adopted for this study. This was because the researchers had to gather information regarding the variables under study in order to test the hypotheses. The population for the study consisted of principals of Public and Private Secondary Schools in Akwa Ibom State. This stood at 227 and 478 respectively, totaling 705 (504 males and 201 females). The sample stood at 255 respondents: 82 public and 173

State. A structured questionnaire tagged: Counselling for sustainable Entrepreneurship Development in Secondary Schools (CSEDISS) was developed and used by the researchers, 116 male and 139 female secondary school principals. The stratified sampling technique was used in selecting the principals based on the three Senatorial Districts of the state. The instrument was duly validated using the face and content validation methods by three lecturers in the Department of Educational Foundations, Guidance and Counselling in the University of Uyo. It was pilot tested to determine its reliability using the Pearson Product Moment Correlation Analysis. This stood at 0.73.

Table 1: Distribution of Samples by Zones, Schools and Gender

Senatorial District	No. of Schools		Sample			
	Public	Private	Public		Private	
			Male	Female	Male	Female
Uyo	78	216	25	33	18	19
Ikot Ekpene	75	139	23	29	16	17
Eket	74	123	21	26	13	15
	227	478	69	88	47	51
	705		255			

Data Analysis and Results

The data collected were analyzed using the independent t-test.

Hypothesis 1: There is no significant difference in the mean rating of the responses of principals of Public and Private Secondary schools regarding the availability of

counseling services in secondary schools in Akwa Ibom State.

Groups	N	Score	X	SD	t
Public schools	82	249	13.01	1.22	
Private schools	173	6677	12.02	1.19	3.83

*Significant at 0.05 alpha level; df = 253; critical t-value = 1.96

Table 2 presents the calculated t-value as 3.83. This value was tested for significance by comparing it with the critical t-value of 1.96 at 0.05 alpha level with 253 degrees of freedom. The obtained t-value of 3.83 was greater than the critical t-value of 1.96. The null hypothesis was therefore rejected. By implication, the principals in public and

private Secondary schools agreed on the availability of counselling services in secondary schools in Akwa Ibom State.

Hypothesis 2: There is no significant difference in the mean rating of the responses of principals of Public and Private Secondary schools regarding the availability of facilities for the

teaching of entrepreneurial education in secondary schools in Akwa Ibom State.

Table 3: t-test analysis of availability of facilities for entrepreneurial education in

Groups	N	Score	X	SD	t
Public schools	82	2076	13.13	1.38	
Private schools	173	6195	12.98	1.27	0.87*

*Significant at 0.05 alpha level; df= 253; critical t-value = 1.96

Table 3 presents calculated t-value as 0.87. This value was tested for significance by comparing it with the critical t-value of 1.96 at 0.05 alpha level with 253 degrees of freedom. The obtained t-value of 0.87 was less than the critical t-value of 1.96. The null hypothesis was therefore retained. Principals in both public and private Secondary Schools in Akwa Ibom State

agreed on the inadequacy of facilities for the teaching of entrepreneurial education in Secondary Schools in the State.

Discussion

Data analysis on hypothesis one revealed a significant difference in the mean responses of public and private Secondary School principals regarding

the availability of counselling services in secondary schools in the state. The analysis indicated that most secondary schools in the State have resident guidance counsellors. Some of the schools are blessed with more than one counsellor. This is a good development that would enable the teaching of entrepreneurship education for sustainable entrepreneurship development at the secondary school level in the state.

In testing hypothesis two, both public and private secondary school principals did not differ in their responses regarding the inadequacy of facilities for teaching of Entrepreneurship Education in Secondary Schools in Akwa Ibom State. The implication is that adequate facilities are not provided for the teaching of Entrepreneurship Education in Secondary Schools in Akwa Ibom State. This finding agrees with Daodu (2007), who asserted that Entrepreneurship education was not given adequate attention in the curriculum of many educational institutions in the country and called for the inclusion of same. Entrepreneurial Education promotes and fosters entrepreneurial cultures and mind-set, skills acquisition, self-employment, economic independence and self-actualization necessary for sustainable entrepreneurial development and

poverty alleviation (Rae and Carswel, 2000) Poor handling of it due to lack of facilities hinders sustainable entrepreneurship development.

Entrepreneurship Education is valuable to all students at all levels of education (Smith, Collins & Hannon, 2006); hence it should be taught to students at the Basic Education level in the state and the nation at large. Sandholtz (1990) also reported the zeal to own self businesses by students at various levels of education; therefore, they should be exposed to entrepreneurship education. This will go a long way to reduce dependence on paid employment by motivating the individuals into owning their own businesses. This will in turn facilitate sustainable entrepreneurship development and poverty alleviation in the State. The relevant technical and business skills need to be taught to those who choose to be self-employed and or start their own ventures- or might do so in the future (Akpomi, 2008).

Conclusion

Based on the findings of the study, it was concluded that counselling services are available in secondary schools in Akwa Ibom State. However, entrepreneurial education does not receive adequate attention in secondary schools in the State. Facilities and qualified teachers/instructors for the

teaching of entrepreneurial education are in short supply in both the public and private Secondary Schools in the State. This cannot facilitate sustainable entrepreneurship development.

Recommendations

On the basis of the findings and conclusions drawn, it was recommended as follows:

1. Facilities for the teaching of entrepreneurial education in both public and private Secondary Schools in the State should be given considerable attention.
2. More teachers/ instructors for entrepreneurial education should be recruited and properly motivated for optimum performance.
3. Awareness campaign should be mounted by the Ministry of Education and other related agencies to counsel students on the need for entrepreneurship education in order to enhance their living.
4. Entrepreneurial education should be made an integral part of every subject in the Secondary School curriculum. Besides, it should also be taught as a subject of its own.
5. Guidance counsellors should be trained and deployed to schools

where none-exist. Schools with large population should be given adequate number of counsellors for effective discharge of their duties.

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PERSONAL AND PSYCHOLOGICAL FACTORS AS PREDICTORS OF ORGANISATIONAL ATTRACTION AND CAREER DEVELOPMENT INTENTION OF POLICE RECRUITS IN SOUTH WEST, NIGERIA

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ABSTRACT

This study investigated some personal and psychological factors as predictors of organizational attraction and career development intentions of police recruits in Southwest Nigeria. Using the descriptive survey research design, two research questions were asked and six hypotheses were tested. Data were collected using six validated instruments. Six hundred randomly selected police recruits undergoing training in police colleges and training schools across Southwest Nigeria participated in the study. Analysis of data was done using the multiple regression analysis and Pearson Product Moment Correlation (PPMC). Findings showed that there were both joint and relative influences of the predictions on the criterion variable. Findings also revealed that organizational attraction and career development intentions of police recruits were related to age and gender (personal factors); career aspiration, policing efficacy, pay satisfaction and self-actualization (psychological factors). Police recruits expressed enthusiasm over their career aspiration, policing efficacy, resentment in their pay satisfaction and concern for their self-actualized dream. The findings have implications for police practice and mentoring in Nigeria. Thus it is recommended that the Nigeria Police should be more professionalized, first by making its recruitment policies much more competitive, technical, scientific and psychological. Also screening in form of oral interview from a panel of credible and highly educated police and police psychologists should be put in place to screen recruits for emotional stability. This is

a path towards professionalism of the Nigeria Police which is still lacking in the Nigeria Police.

Key Words: Police Recruits, Career aspiration, Policing efficacy, Pay satisfaction, Self-actualization

INTRODUCTION

Policing is a specialized profession that requires appropriate skills to succeed. Unlike most professions, it also requires agility, physical ability, and social intelligence. Career in the Nigeria Police is threefold: Senior Police Officers (SPO's), Inspectorate and Regular members. In Nigeria, the non-officers cadre is mainly constituted by the recruits who are trained in Police Colleges and Training Schools (Aremu, 2006a). According to Aremu (2006a), police recruits constitute about 70 percent of the entire Nigerian Police. Of recent, most especially from 1979, more able-bodied Nigerians have joined the Nigeria Police either as recruits, or are enlisted into the Police Academy. This trend continues till date because of bad economy which makes securing employment difficult. This suggests that as from the period Nigerian economy witnessed a downturn; most Nigerians that enlisted in the Nigeria Police probably did so out of frustration and not out of genuine interest for the police job. This could have career

implications on policing in Nigeria (Aremu, 2009).

In Nigeria, the works of Akinnawo (1995), Aremu (1998, 2005, 2006b), Aremu and Adeyolu (2003a), and Adebayo (2005) are quite relevant in this respect. Akinnawo (1995) submits that a significant percentage of the Nigeria Police personnel are dissatisfied with their job due to poor conditions of service. Adebayo (2005) also states that age, gender and education are salient to police pro-social behaviour (that is, police concern to policing). In all these review, the contention of the researchers is that the investigated variables have implications on career in policing in Nigeria. This is in the premise that the personal characteristics that officers bring to bear in the interpretation of their zeal for policing job are strongly influenced by the selection procedures used. There are well documented relationships between personality, individual coping mechanisms and satisfaction outcomes among police personnel (Burke, Shakespeare-Finch, Paton & Ryan, 2006; Kaczmarek & Packer, 1997). Therefore, research has shown that the traditional police academy is a site where the new recruits become socialized into the police service and start to assimilate some of the undesirable aspects of its culture

(Fielding, 1988). Police culture refers to what Reiner (2000) calls the values, norms, perspectives and craft rules that inform police conduct. Indeed, it has been argued that the culture emerged as a type of coping mechanism (Brown, 1988) to insulate its members from the often hostile and hazardous features of policing. However, the differences in career achievement among recruit officers could be attributed to differences in their career aspirations (Reiner, 2000). McLagan (1989) conceptualizes that one of the constructs of career development is career aspirations. Thus, career aspirations are essential to career development and success (Chung, Baskin, & Case, 1999; Gottfredson, 1996). In a more subtle way, different organizational context could shape different employees' aspirations towards their career. Policing, could perhaps, not be an exception.

Hackett and Betz (1981) have found that in many different organizations including a number of police departments, organizational commitment is related to specific employee behaviours. Similarly, Hackett and Betz (1981) further stress that turnover and absenteeism could be lower; and job and extra-role performance higher if employees are committed to the organization. Other

studies (Aremu 2009; James & Hendry, 1991) have reported that police officers are not committed to their organizations. While this assertion as evident in literature is not peculiar to Nigeria, it goes without saying that policing is generally detested in Nigeria by members of the public. Based on this context therefore, the concept of policing-efficacy is particularly useful in understanding and modifying career behaviour of police recruits. Policing-efficacy of police recruit officers when viewed in relation to career in policing refers to recruits' beliefs in career-related behaviours and occupational choice, and performance and persistence in the implementation of those choices (Betz & Hackett, 1997).

Of high significance these days in Nigeria, is career/job frustration of Nigeria Police personnel (most especially those in the junior cadre). This is the resultant effect of poor take home pay and general poor welfare package of police personnel in Nigeria. Hence, scholars have stressed the need for the Police Force personnel to be well motivated through regular training opportunities, payment of salaries, promotion and payment of enhanced allowances, among other things (Aremu & Adeyoju, 2003a, Igbinovia, 2000; and American Bar Association, 1972). In view of the often and repeated agitations

most especially among the lower cadre police staff in Nigeria, it is apparent that they are not enjoying their job. This could also possibly imply that it could be reasonably difficult for recruits in the Nigerian Police to be self-actualized in their job. Self-actualization is an individual's quest to realize their full capacities, fulfill all potentials and move to be the best. In view of this, Mittelman (1995) posit that a self-actualized person is non-defensive, open to experience, spontaneous, problem-oriented and largely autonomous. On this projection therefore, this study focuses on identifying the influence of some personal and psychological factors as predictors of organizational attractions and career development intentions of police recruits in south-west Nigeria.

Statement of the problem

The consequence of the career frustration experience by the lower cadre of Nigeria Police personnel (recruits) on the society cannot be over-emphasized. Observably, most recruits enlist into the Nigeria Police Force with the belief that the organization is a haven of prosperity but sooner than expected they become dissatisfied with their job due to poor condition of service. This group of police officers are limited in education, social position,

poorly remunerated and ill-motivated. In this context therefore, this paper purports to ask the following questions: Are there significant relationships among age, gender, career aspiration, policing efficacy, pay satisfaction and self-actualization on organizational attraction and career development? What is the joint effect of the independent variables (age, gender, career aspiration, policing efficacy, pay satisfaction and self-actualization) on the dependent variables (organizational attraction and career development)?

Research Hypotheses

The following hypotheses are tested at 0.05 margin of error.

1. There is no significant difference in reasons for organizational attraction and career development concern between recruits of 20-25yrs and 26-30yrs of Nigeria Police.
2. There is no significant difference in reasons for organizational attraction and career development concern between male and female recruits of Nigeria Police.
3. There is no significant relationship between the career aspirations of police recruits as reason for organizational attraction and career development in Nigeria Police.
4. There is no significant relationship between policing efficacy of police

recruits as reason for organizational attraction and career development in Nigeria Police.

5. There is no significant relationship between the pay satisfaction of police recruits as reason for organizational attraction and career development in Nigeria Police.
6. There is no significant relationship between the self-actualization of police recruits as reason for organizational attraction and career development in Nigeria Police.

Methodology

Design and Participants

This study adopted a survey research design of ex-post facto type. With population of police recruits from training colleges and centres in six Southwest states (Lagos, Ogun, Oyo, Osun, Ondo and Ekiti), six hundred police recruits (357 males and 243 females) were randomly selected from a cluster of police recruits undergoing training. Their mean age was 25yrs.

Instrumentation

Six Standardized instruments were used. These are: Police Trainees' Career Aspiration Scale PTCAS, Police Self-Efficacy Scale PSES, Police Pay Satisfaction Scale PPSS, Police Perceived Self-Actualisation Scale PPSAS, Police Organization Attraction Scale POAS, and Police Career Intention Development Scale PCIDS. PTCAS was an eight-item instrument developed by Aremu (2009). It has a Cronbach coefficient of 0.74. The PPSS was self-developed by the researchers. It is also an eight-item instrument with a Cronbach value of 0.83. The PSES was developed by Aremu (2009). It is a ten-item scale. It has an inter-item consistency value of 0.91. The PPSAS was also developed by the researchers. It is a twelve-item instrument with a coefficient value of 0.90. The POAS was adapted from Aremu's (2009) Police Perceived Organisational Commitment Scale. The POAS is a ten-item instrument. It has a co-efficient

reliability value of 0.89. The PCIDS was adapted from Adebayo (2005). It has ten items with 0.69 co-efficient value.

Procedure

variables	N	Mean	Std.Dev	1	2	3	4	5	6	7
Organizational attraction & Career development	600	24.95	4.815	1.000						
Career aspiration	600	34.59	6.904	.286	1.000					
Police Efficacy	600	49.26	9.377	.313	.478	1.000				
Pay satisfaction	600	55.79	11.202	.274	.355	.399	1.000			
Self-actualization	600	19.99	4.343	.283	.286	.333	.225	1.000		
Age	600	1.41	.492	.060	.004	.022	.048	.061	1.000	
Gender	600	1.41	.491	.032	.001	.006	.018	.032	.569	1.000

Table 1: gives description of measures of association between the variables identified in this study. The scores indicate significant relationship between the independent variables (career aspiration, police efficacy, pay satisfaction, self-actualization, age and gender) with the dependent variables (organizational attraction and career development). One striking outcome of the intercorrelation result is that police

efficacy correlates most positively with the dependent variables (organizational attraction and career development) $r = .313, p < 0.05$.

Research Question 2: What is the joint effect of the independent variables (age, gender, career aspiration, policing efficacy, pay satisfaction and self-actualization) on the dependent

variables (organizational attraction and career development)?

Table 2: Regression summary table showing joint influence of the independent variables on the quality of life after marriage of the newly wedded couples.

R= .375 R ² = .141 Adj R ² = .132 Std Error= 4.486					
Source	Df	Sum squares (ss)	Mean square	F-Ratio	Sig
Regression	6	1953.976	325.663	16.184	.000
Residual	593	11932.718	20.123		
Total	599	13886.693			

The result on table 2 revealed that the six independent variables made a joint contribution of 13.2% to the prediction of police recruits organizational attraction and career intentions. The composite effect of the independent variables as jointly contributive to police recruits organizational attraction and career intentions are revealed as thus, R= .375, R² = .141, Adj. R² = .132 and Std.

error of estimate 4.486. The result of the multiple regression analysis produced an F-Ratio (6/593) = 16.184 which was significant at p<0.05 alpha level.

Hypothesis 1: There is no significant difference in reasons for organizational attraction and career development concern between recruits of 20-25yrs and 26-30yrs of Nigeria Police.

Table 3: t-test analysis of the influence of age differences in organizational attraction

Variables	N	x	SD	df	t cal.	P
20-25Years	354	20.37	4.389	598	1.475	>.05
26-30Years	246	19.83	4.503			

The t-test analysis on Table 3 highlight the influence of age differences in organizational attraction and career development concern of police recruits. At 0.05 level of significance and 598 degree of freedom, the calculated t-value (1.475) is less than the table value (1.96). Results obtained showed that there is no significant difference in

reasons for organizational attraction and career development concern between recruits of 20-25yrs and 26-30yrs of Nigeria Police $x_1 = 20.37$ $x_2 = 19.83$, $SD_1 = 4.389$, $SD_2 = 4.503$, $t = 1.475$, $> .05$.

Hypothesis 2: There is no significant difference in reasons for organizational attraction and career development

concern between male and female recruits of Nigeria Police.

Table 4: t-test analysis of the influence of gender differences in organizational

Variables	N	x	SD	df	t cal.	P
Male	357	24.80	4.627	598	0.938	> .05
Female	243	25.18	5.080			

The t-test analysis on Table 4 highlight the influence of gender in predicting difference in organizational attraction and career development concern of police recruits. At 0.05 level of significance and 598 degree of freedom, the calculated t-value (0.938) is less than the table value (1.96). Results obtained showed that there is no significant

difference in reasons for organizational attraction and career development concern between male and female police recruits $x_1 = 24.80$, $x_2 = 25.18$, $SD_1 = 4.627$, $SD_2 = 5.080$, $t = 0.938$, $> .05$.

Hypothesis 3. There is no significant relationship between the career aspirations of police recruits as reason for organizational attraction and career

development in Nigeria Police.

Table 5: PPMC summary table showing significant relationship between career

Variables	N	Mean	SD	R	Df	P
Organizational attraction and Career development in Nigeria Police	600	24.95	4.815	.286	598	Sig
Career aspirations	600	34.59	6.904			

Table 5 shows that Career aspirations correlates with police recruits organizational attraction and career development in Nigeria Police, $r(598) = .286$, $p < .05$. With this result the H_0 : is

thus rejected.

Hypothesis 4. There is no significant relationship between policing efficacy of police recruits as reason for

organizational attraction and career development in Nigeria Police.

Table 6: PPMC summary table showing significant relationship between policing

Variables	N	Mean	SD	R	Df	P
Organizational attraction and Career development in Nigeria Police	600	24.95	4.815	.313	598	Sig
Policing Efficacy	600	49.26	9.377			

Table 6 shows that policing efficacy correlates with police recruits organizational attraction and career development in Nigeria Police, $r(598) = .313$, $p < .05$. With this result the H_0 : is

thus rejected.

Hypothesis 5. There is no significant relationship between the pay satisfaction of police recruits as reason

for organizational attraction and career development in Nigeria Police.

Table 7: PPMC summary table showing significant relationship between the pay

Vari ables	N	Mean	SD	R	Df	P
Organizational attraction and Career development in Nigeria Police	600	24.95	4.815	.274	598	Sig
Pay satisfaction	600	55.79	11.202			

Table 7 shows that pay satisfaction correlates with police recruits organizational attraction and career development in Nigeria Police, $r(598) = .274, p < .05$. With this result the H_0 is

thus rejected.

Hypothesis 6. There is no significant relationship between the self-actualization of police recruits as reason

for organizational attraction and career development in Nigeria Police.

Table 8: PPMC summary table showing significant relationship between the self-

Variables	N	Mean	SD	R	Df	P
Organizational attraction and Career development in Nigeria Police	600	24.95	4.815	.283	598	Sig
Self-actualization	600	19.99	4.343			

Table 8 shows that self-actualization correlates with police recruits organizational attraction and career development in Nigeria Police, $r(598) = .283, p < .05$. With this result the H_0 is thus rejected.

of able bodied Nigerian's recruits wanting to be police officers and their believe of making a success in policing career. This could be aligned to the fact that most Nigerian Police recruits see policing as a means to an end. That is as an avenue to get rich quick through corruption. This is consistent with the views of Baruch, (2004) that organizational attraction and career development are influenced by social context and strongly related to what motivates people to choose or remain in a certain career, job and lifestyle.

Discussion

In the study, two research question and six hypotheses were raised. Equally, eight findings were reported and discussed.

The result from the first research question which seek to determine the extent of relationship among the independent and dependent variables was found to be significant. This indicates that age, gender, career aspiration, policing efficacy, pay satisfaction and self-actualization has significant relationship with the desire

The result of the second research question revealed that age, gender, career aspiration, policing efficacy, pay satisfaction and self-actualization has joint significant contributive effect on the attraction of recruits to police organizational and their desire to

develop a career in policing. This can be attributed to the fact that policing in Nigeria is a specialized professional career. Therefore, by inclination, age, gender, career aspiration, policing efficacy, pay satisfaction and self-actualization are characteristics factors that indicate recruits are more likely to be resilient to constant, routine exposures to traumatic experiences (Goldfarb & Aumiller, 2004). Thus, the significant contributive nature of the result revealed that recruits are conscious of the characteristics necessary to be successful police officers, and thus the potential to cope with the unexpectedness inherent in policing in effective and positive ways.

Also, the results from the first hypothesis clearly showed that there is no significant difference in reasons for organizational attraction and career development concern between recruits of 20-25yrs and 26-30yrs of Nigeria Police. This indicates that age is not a barrier but paramount in stimulating interest from able bodied Nigerian's to joining the Nigerian Police organization. This is consistent with Adebayo (2005) views that age; gender and education are salient to police pro-social behaviour (that is, police concern to policing) and has great implications on career in policing in Nigeria.

Similarly, the result of the second

hypothesis revealed that there is no significant difference in reasons for organizational attraction and career development concern between male and female police recruits. The reason for this might be attributed to the fact that due to the problem of unemployment in the country most able bodied Nigerian's either male or female see the police organization as the last resort and an organization to quickly make money through corruption. Laying credence to this assertion, Aremu (2006a), states that of recent, most especially from 1979, more able-bodied Nigerians have joined the Nigeria Police either as recruits, or are enlisted into the Police Academy. This trend continues till date because of bad economy which makes securing employment difficult. Aremu (2006b) also reports that gender is insignificant in determining job satisfaction in the police.

The result of the third hypothesis showed that career aspirations correlates significantly with police recruits organizational attraction and career development in Nigeria Police. The reason for this could be that police recruits see the police organization as a stable where they could rise positively and establish a career. In support, McLagan (1989) conceptualizes that one of the constructs of career

development is career aspirations. Thus, career aspirations are essential to career development and success (Chung, Baskin, & Case, 1999; Gottfredson, 1996). It is therefore influenced by the social context and strongly related to what motivates people to choose or remain in a certain career, job and lifestyle (Baruch, 2004).

In the same vein the result of fourth hypothesis revealed that policing efficacy correlates with police recruits organizational attraction and career development in Nigeria Police. This is based probably on the context that the police organization is seen as authority personified and its consciousness radiates confidence. This is reflected in their perception about their ability to perform a given task or behaviour (efficacy expectation) and their belief about the consequences of behaviour or performance (outcome expectation) (Hackett & Betz 1981). Thus, more than 20 years of research (Betz & Hackett, 1981) have now indicated that self-efficacy expectations do in fact significantly influence career choices, performance, and persistence.

Equally, the result of the fifth hypothesis showed that pay satisfaction correlates with police recruits organizational attraction and career development in Nigeria Police. This could be premised on the fact that

presently, recruits and other police officers are well paid in comparison to what was obtainable before. The administration of Alhaji Musa Yar'Adua reviewed upward to 100 percent Police personnel pay which now leaves a Constable with between #22,000.00 and #27,000.00 depending on the years of service. Although, this is commendable, it still falls short of what obtains in other countries. As such, scholars have stressed the need for the Police Force personnel to be well motivated through regular training opportunities, payment of salaries, promotion and payment of enhanced allowances, among other things (Aremu & Adeyoju, 2003a, Igbinoia, 2000; and American Bar Association, 1972).

Also, the result of the sixth hypothesis revealed that self-actualization correlates with police recruits organizational attraction and career development in Nigeria Police. The reason for this could be that most recruits see the police organization as a source of advantage to exercise and use force on others, express aggression and violence. This is supported by Santrock (2003) contention that self-actualization is an individual's quest to realize their full capacities, fulfill all potentials and move to be the best.

Implication and challenges on policing in Nigeria

The Nigeria Police organization has fare averagely well in practice within the context of society it finds itself; and within the ambit of what it works with. The prospects of police practice in Nigeria therefore would be better if officers and men of the force are well motivated (i.e., given a better pay, training, etc). It is expedient therefore, to motivate personnel of the Nigeria Police for improved productivity and commitment. This is because a better pay and exposure to modern training facilities modify behaviour. Thus, the gamut of information so far provided is hinged on the empirical facts that policing is behavioural. Thus, being behavioural, it is amenable to psychological research, modification, education and change. This, would not only place the police in a good stead, it would further abridge the relationship gulf between the police and the public and strengthening the understanding of the police by the latter (Aremu, 2009).

Recommendation

From the foregoing and based on the findings of the study:

The Nigeria Police should be more professionalized, first by making its recruitment policies much more competitive, technical, scientific and psychological. Similarly, prospective police recruits should be made first to sit for competitive examination and posses at least five credits at ordinary level.

Screening in form of oral interview

from a panel of credible and highly educated police and police psychologists should also be put in place to screen recruits for emotional stability. This is a path towards professionalism of the Nigeria Police which is still lacking in the Nigeria Police.

Would not only make police personnel to be proactive, these could also make them to be committed and productive.

Conclusion

Appraising and appreciating why able-bodied Nigerian would desire to develop a career in the Nigeria Police require the understanding of the culture, values and norms of the present day Nigerian society. The society is a reflection of the police it produces. Therefore, taking the Nigeria Police to the Olympian height of societal expectations warrant making the profession very competitive and prosocial. The expected paradigm shift in the Nigeria Police requires making its personnel develop a mindset of professional within the content and context of accountability in policing.

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BASIC FEATURES OF EFFECTIVE RETIREMENT PLANNING.

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ABSTRACT

This paper examines concisely the basic elements required for adequate retirement planning. It defines the concept of retirement as the terminus of one's active working life. That it is a real, common, inevitable closing event of one's career. It can be divided into preretirement, retirement and postretirement phases. It explains that there are voluntary, mandatory and compulsory types of retirement. There are well adjusted and poorly adjusted retirees. Among the well adjusted retirees are the mature retirees who often retire with positive attitude and do so with dignity. Others are armoured, maintainers and the transformers. Among the poorly adjusted retirees are the reluctant (who falsify their ages), angry and self haters. The paper also discusses the positive and negative effects of retirement. It emphasises that it is very important to plan early for retirement if one wants to have a comfortable post retirement life. It discusses why people fail to plan, when to plan, what one should plan for and who should do the planning. It also explains what and how documentation of official transactions should be handled. It states that as one moves near retirement, one should calculate his or her net worth, invest in human capital, slow down strenuous activities and start a familiar business and learn to manage it. It suggests some sources of money to start some income generating ventures .It encourages employees to plan to build functional homes they can comfortably retire into. It gives some hints on psychological and physiological

matters. It advises retirees to avoid certain wastages. The paper ends with ideas of how to have an enjoyable well adjusted post retirement marital life when they are likely to be in the empty nest stage.

Basics of retirement planning.

Retirement refers to the terminus of one's sustained active working life. It is stoppage of working in a position or career in which one had been identified for a long time. There is even the

tendency to call one by the job one does. For instance, one may say Teacher or Nurse has retired- referring to such individuals that way. It is a real, common and inevitable event that will always occur (Akinade, 1993). Studies have shown that those who work for a living will eventually retire and that the order in which workers retire follows this pattern. The self employed retire last, followed by those in public service. Those who retire fastest are those employed by private establishments (Akinade, 2011).

Phases of retirement:

Retirement may be broken into a few phases such as preretirement (distant and near), retirement and postretirement, Price, 2004. Preretirement phase is the period that the individuals are still employed. The distant preretirement phase is the period the individuals are freshly employed to when it is just a few years to their retirement. The latter is called near preretirement phase. This is a very crucial stage but which many workers do not use profitably to plan for their retirement. It is a period some do not make any concerted effort for their retirement. This is a period that looks remote, hazy and as if retirement does not exist or will not come. This is when actual planning should start. Retirement

is the actual event that hauls the long-time workers out of their careers. It happens on a particular day. This is when the employees leave their offices finally. Any other time they come back, they are called retirees. Any day after that is postretirement period which can last from one day to an indeterminable number of months or years. It usually ends when the retirees can no longer serve themselves or when they die.

Types of retirement:

Retirement could be voluntary, mandatory or compulsory retirement. Voluntary retirement is the type that employees decide or are gracefully advised to take. There are several reasons for this type. These include starting a business, joining politics fully or becoming a traditional chief. Mandatory retirement is the type that is stipulated in the conditions of service of many workers especially in the civil service and university system. Employees know these quite well but tend to forget the terms as they progress in their careers. This is the type that workers can really plan for. For instance, this one clearly states that civil servants can retire after 35 years on the career or they reach the age 60 years or whichever comes first. This last phrase is a catch that workers must watch out for. University professors, judges of Appeal

and Supreme Courts and clergy of orthodox churches may retire at 70 years (Akinade, 2006).

Compulsory retirement is the type the employers decide. Its synonyms include being fired or sacked, dismissal, termination, forced retirement, laying off, downsizing, right sizing and retirement with immediate effect. This is a very serious type and whose effects may be very devastating. Victims of compulsory retirement may find it difficult to secure another job of the same status. They may experience shame, high blood pressure, depression, suicidal ideation and even death.

Some of the reasons for compulsory retirement include changes in personnel demand, automation, criminal involvement, falsifying official records, frequent absence from work, poor job performance, poor human relations, poor health and disloyalty. In addition, academic staff may be given compulsory retirement if they sell handout, plagiarise, sell marks, engage in examination malpractices or get involved in sexual harassment. In the uniformed services, those caught in the act of extortion or are charged for mutiny could be dismissed speedily. After a successful coup, officers who are senior to the new rulers are retired automatically. Those tried for a failed coup, if not executed, may be dismissed.

A very simple way of avoiding compulsory retirement is to do the exact opposite of all those points mentioned above. Read your conditions of service all over again and do only what is expected of you. This is part of planning for the type of retirement you should have.

Types of retirees:

Studies have also revealed that there are two groups of prospective retirees-the well adjusted and the poorly adjusted ones. Among the well adjusted ones are the mature, armoured, maintainers and transformers. The poorly adjusted prospective retirees include the reluctant, self haters and angry ones. The mature retirees are those who have positive attitude to retirement, plan meticulously for it and look forward to it. They usually retire with grace and dignity and without regrets. The armoured ones are those that were active before retirement and still maintain the lifestyle. Those in the armed forces and physical education are often in this group. The transformers may be active and are capable of adjusting to prevailing conditions around them. Maintainers tend to employ the same tactics they used before retirement.

The reluctant pre-retirees are

usually those who fear retirement, are unprepared or inadequately prepared for it and do not want to retire. They often resort to negative behaviour such as falsifying their real ages. Some of them have been found to claim the date they pass out of primary schools as their dates of birth! However, co-workers often identify them as they look tired and worn-down and they laugh at them, Akinade, 1991. Angry retirees are those who blame their employers, system or some individuals as not being fair to them. Self haters are those who blame, not others but, themselves for their uninspiring preretirement achievement (Akinade, 2006).

Importance of retirement:

Retirement is important. It has both positive and negative influences on the populace. It is important to the employees, employers and the societies. Some of its positive effects include facts that prospective retirees can personally collect their retirement benefits, gifts and attend send off parties in their honour. It enables those who have planned for their retirement to engage in those exciting things they had wanted to do. These may include activities such as waking up when they like, exploring new talents, travelling, doing hobbies for fun or for making money. It gives them opportunities to

serve themselves when they are still strong and not tired. This is when they can do more part time and volunteer work for their religious bodies and communities. They can also devote more time to their personal business. Retirement gives loving spouses more time to enjoy the company of each other better than the preretirement period. It also enables them (especially the women) to spend more time with grandchildren. Retirement also allows the employers to engage new and young hands. This eventually is good for the society. It helps to increase the rate of employment of well educated and often restless youth. It permits the system to disengage with old people with obsolete skills and knowledge.

On the other hand, its removes some workers from their much cherished careers, in some cases prematurely. Some workers will miss their position of authority, nice interpersonal relationships and respect from their former co-workers. It certainly brings a loss of usual income to retirees-workers generally experience great financial loss. It may make some retirees wallow in penury. To some, it may mean no further jobs, no source of gainful income, plenty of financial troubles. It can lead to embarrassment and incalculable suffering. It could also be a period of

anguish or even hopelessness (Akinade, 2006).

Retirement planning:

Retirement planning refers to the planning one does to be prepared for life after paid work ceases. To ensure a good experience during postretirement, there is need to plan very adequately for it. The planning should start very early, preferably at distant preretirement phase, Ndaman, 2006. Emphasis varies with age in service. At the distant preretirement phase, it could be to set aside enough money for retirement. During the midstage, it may include setting aside specific income or setting targets and taking steps to achieve them. In near preretirement phase, financial assets might have been determined, so emphasis changes to nonfinancial lifestyle.

Why some employees fail to plan for their retirement:

Remember, all work and no retirement plan can make retirees sad, angry, worried and depressed. Therefore, every worker must plan for it. Those who fail to plan have already planned to fail in retirement. Some gerontologists such as Atcheley, 2000 and Akinade, 2006 have identified the following reasons as why some people fail to prepare for their retirement: fear

and anxiety, lack of vision, ignorance (some may say they did not know it would come so soon), procrastination (some people would keep on postponing when they would start until it finally comes), making wrong choices of spouses or career or even extravagance such as accumulating expensive perishable assets or properties.

What to plan for towards ones retirement:

It is essential to know what to plan for towards ones retirement. It should involve a holistic approach that considers areas such as: finance, -sources of income, estimating expenses, managing assets, implementing a savings programme and estimating future cash flow. Other areas should include how to spend time, where to live and when to completely quit working. Also, it should include deciding as early as possible, how long you want to stay on the job, how many wives and number of children you want and when you want them in your life, the type of passive income generators, housing arrangement, marital life after retirement, your social network then and even how you will die (not how to commit suicide).

When to start retirement planning.

It is also fundamental to know when to start retirement planning. Start to plan your retirement consciously and very early. Embark on a well executed long-term plan. Try to foresee the type of life you will live as early as possible. Begin at the distant preretirement phase- when you are freshly employed. Otherwise, start at the near preretirement phase or latest today if you have not started. Do not wait until when you start noticing that your age mates or your immediate senior colleagues are retiring or when your colleagues discuss retirement more frequently than before, Akinade, 2011.

Who should do the planning of your retirement.

It is equally significant to know who should do the planning of your retirement. The primary planners should be the prospective retirees with the assistance of their nuclear family, Scinovacz & Ekenit, 1996. As the adage goes 'you are the architect of your own future'. Retirees should know the correct time to retire and prepare the family psychologically for the big and irreversible event. They should attend all retirement workshops, read all printed materials they can get on retirement. They should discuss with successful retirees on how to process their entitlements and associate with happy

retirees, Nwokedi, 2006. They should also consult professionals on retirement matters. However, the employers have a vital role to play too-especially at the near preretirement phase. Employers should alert all workers one year to their retirement. They should organise or send them to attend retirement workshop, seminars and orientation programmes at least yearly. They should assist them to disengage from service without stress.

Documentation

Documentation is a major aspect of prospective retirees' role in planning for retirement. It is very important to cultivate as early as possible the habit of filing carefully all official records. These include the first letter of appointment, regularisation, confirmation, postings, and promotion documents. It is very advisable to update regularly ones Next-of-Kin (NOK). Some workers started with their mothers' names (who died before them, and no one could collect the benefits when they too died) or divorced spouses and the latter collected the benefits! It is also advisable to write a will. Writing a will would let your assets be given to those you love or would want them to go to. It does not mean you would die quickly because you have written your will. However, you need to keep it most

carefully so that its contents do not leak before you die. You can revise your will as you like and only when you are well and sane.

It is necessary to give early formal notice of your retirement—at least six months to the time. Collect and fill all relevant forms. Seek for guidance if need be. Submit them personally to the right officers, collect letter of acknowledgement. Keep at least two photocopies of whatever you submit. Tidy up loose ends at your work place. Take all your unspent or terminal leave. Clear all matters that are pending. Write a comprehensive handing over note before you retire. Pursue all your legitimate claims diligently. This is the best time you can do all these. Once you retire, you may have no more authority in the office. Your best weapon would be your goodwill or reputation. Therefore, boost up your human relations now and make it better and stronger than before. This is when you have to be more relaxed and friendly with your co-workers especially those you are leaving behind.

Know your net worth

As you move near your retirement write down your net worth (X). This is the difference between what you own, your assets (A) and what you owe, your liabilities (B); i.e. $A - B = X$. Your

assets include all your work retirement benefits such as gratuity, pensions, annuities or life insurance policies; your personal movable and immovable properties such as plots of land, house(s), vehicles, investments, cash in banks and at home, legacies and loans you gave out.

What you owe or your liabilities would include unsettled debts with your employers, friends, relatives or cooperative societies; bank loans, car loans and home mortgage. You can do this exercise yourself (DIY). You may use simple calculator, mathematical model or a Decision Support System. Better still, you may engage consultants in this field to help you calculate your benefits. They may be monetary experts, actuaries, accountants, and financial economists, Akinade, 2011 .

As you enter near preretirement phase:

As you enter near preretirement phase, invest in human capital. Do endowment fund for your children and deserving relatives. Individualise your plan. Nevertheless, do it in consultation with other members of the family. Be friendlier than you have ever been. This does not mean you should not be firm but be flexible and more caring. Also, slow down physically before nature forces you to do so. This is not the time to do very strenuous work.

As you start thinking or embarking on your post retirement business, consider the following suggestions. Move into what you would want to fall back upon steadily. Move into something related to (or in continuation of) your present career—something you are familiar with and interested in. Avoid moving into 'virgin' ventures. Swim only in 'safe waters' and do not copy the "The Jones". Avoid putting all your retirement benefits in one business. Do not entrust all your benefits to others or be far from your new business. You may start a business that requires little or no capital! Others would definitely require money in different weights. This requirement would depend on the robustness of the business you want to embark upon. To start a new business for your post retirement life:

To start a new business for your post retirement life, do the following. Register a business name and have easily accessible physical and postal addresses. Recognise opportunities around, find market gaps and needs of people and failure of services around you. Capitalise on these. You must consult specialists and those already in that line of business who will serve as your mentors (reverse mentorship). You will need to do market, commercial and technical feasibility studies to really

succeed.

Sources of money to start your retirement business:

You may be amazed that there are many ways of sourcing for the funds and facilities you need, if you put on paper some of the ways you can imagine. These may include: money with you and gifts (in cash and kind), "esusu", interest from your savings, fixed deposits and shares. Others may be from selling some of your shares, bond, treasury bills, gratuity, pensions and annuities; selling of your unused physical or landed properties or even obtaining goods on credit.

To ensure a fairly comfortable post retirement life, some financial experts recommend that individuals should invest a minimum of ten percent of their gross income from the time they enter work force. It is good to start saving very early as delay could be costly. If you delay you are not allowing your nesting egg more time to grow. If you are in your late 50s or early 60s you don't have the time to receive the maximum benefit from the miracle of compound interest. The longer you save the better. This is because the money you save enjoys the 'miracle' of compound interest. This makes it to grow.

Two main types of financial

retirement plans are defined contribution and defined benefits. Defined contribution is what the Nigerian Pension Scheme operates. With effect from 2004, Federal Government and some states have started this scheme. In it, employees (civil servants) save 7.5% and the governments contribute 7.5% as well to make 15% monthly saving in a Pension Fund Agent towards their retirement. Those in the Nigerian Army contribute only 2.5% while the government contributes 12.5% to make 15%. An employee may decide to increase his or her own share of what had been defined. Defined benefit was the old scheme before the current one. The employers do all the contribution according to certain formula. Actuaries can help calculate these for individuals. It is usually based on age, length of service, interest and inflation. Payment of this retirement benefits has proved herculean to both state and federal governments and they are unable to meet the demands of recipients as at when due. Many retirees are really feeling the pinch of the lapses in this scheme. This is partly what brought about the introduction of defined contribution scheme.

Some income generating ventures prospective retirees and retirees can

engage in:

Income generating ventures prospective retirees and retirees can engage in are numerous. What each person does would depend on his or her status, major area of interest and financial power. These include: backyard industries such as snail keeping, fish and poultry farming, and guard dog breeding. Others are growing food crops and horticulture, landscaping, development of estates, creating works of art, running hostels for students and young people, establishing nursery, primary, secondary and even tertiary institutions, Akinade, 2006. Other retirees may engage in water tanker services, motor transport services, sewage evacuation business, business centres, local shopping malls, rental services, publication of various types, certificate writing for institutions; and even political appointments. Professional workers such as lawyers, engineers, educationists, medical personnel may go on voluntary retirement and go into private practice after gathering enough good will and experience.

Housing after retirement:

Housing after retirement is a crucial point to consider. All workers should plan to retire into their own homes. These may be those they build

or buy. However, each one should be moderate, compact and functional. It should be the type the ageing owners can manage as they continuously grow old. Avoid building a palace if you are not going to retire as a king of your town. Remember, houses are not built in a day, so plan and implement a plan that will ensure that you are not tenants when you retire. Let your retirement home be in a place that will guarantee you easy access to familiar people, market, worship places and recreation centres. Do not build in places you will be a complete stranger.

Psychological and physiological issues:

Some other considerations for adequate retirement planning include psychological and physiological issues. Retirement and age are no barriers to sexual activities. You should do this with your spouses. You should do this gently as you have no special point to prove. Civil servants should plan not to bear children at near retirement stage. Workers should try to stop bearing children at about age 40 years. This is because a child born at such times would just be 20 years when they are retiring at 60! Note, having children around that age may mean sponsoring their education with the meagre retirement funds. The older siblings may not be financially strong or ready to bring up such children. A lot of

emotional and financial implications are involved in this issue.

Retirees should know that body systems deteriorate with age. They should therefore reduce strenuous activities, take good care of their health and see their doctors as at when due. They should sleep well and take plenty of fresh air. They should realise that what they eat is what they are. They should eat wisely and moderately well. They should eat balanced diet, plenty of fruits and drink plenty of good water. They should wear neat clothes and flat or low heeled shoes or sandals. They should avoid tight fitting clothes.

Stay away from wastages:

Prospective retirees should stay away from wastages such as acquiring multiple phones and buying numerous recharge cards. Drinking alcohol and smoking cigarettes in excess, or spending too much on 'likes' instead of needs or giving out monetary gifts or costly presents above ones real financial capacity should be avoided. Some individuals often bury their parents they never really knew, as they died while were still toddlers. Cut back on some mundane eating outside or social engagements; skip some journeys or make only short and essential ones. This way, you will be able to save some money for some needy ones later.

Post retirement Marital Adjustment:

As you move into near preretirement phase, remember the 'empty nest stage'-period when the last

child moves out to start his or her own family and you are once more all alone with your spouse. You would need to plan to recreate your courtship days' relationship and do away with all the