THE COUNSELLOR

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Editorial

The awareness of the need for Guidance and Counselling, as a supportive service in school systems, industries and rehabilitation centres in this country is no longer in doubt. Seminars, lectures, in-service workshops and write-ups in the National Newspapers by policy makers, university departments, individuals, various organisations and professionals within the last one year are eloquent testimonies to the above assertion.

It is in furtherance of this awareness that this issue is dedicated. With adequate information on Guidance and Counselling, it is hoped that those who have embraced the idea will be able to strengthen their conviction for its desirability within the system and that those who are yet to be convinced will be able to give the service the necessary reappraisal and thus come to a positive conclusion about it. In other words, the wide range of materials provided in this volume should meet the needs of our various readers.

Some of the highlights of this issue include articles on inevitability of counselling psychology in Nigeria, characteristics of counselling practitioners, special education and the resistance of principals and teachers to guidance and counselling in schools. We hope readers will find the contents thought-provoking, interesting and personally rewarding.

Readers are requested to write the editor to express their reactions to any of the articles in this issue. Such reactions hopefully will help us to serve you better.

—ADEBAYO GESEDE (Ed.D)
THE INEVITABILITY OF COUNSELLING PSYCHOLOGY IN
CONTEMPORARY NIGERIAN EDUCATION

By

DR. TUNDE IPAYE
Department of Guidance and Management
University of Ilorin

Being Guest Speech at the opening ceremony of the
Association of Student Counsellors' Week, University
of Ibadan on May 5th, 1980

PREAMBLE

I wish to express how happy I am to be asked to address
you on this your annual ceremony. It gives me pleasure to
remember that there is a crop of emerging professionals in
the field of helping relationship in this country at this
very time when every Nigerian needs Psychological help most.

Living in Nigeria is becoming more and more difficult
not because of inflation, not because of armed robbery, not
because of the new political system we are experimenting but
mainly because the individual Nigerian does not understand
himself adequately well, and as a result he does not understand
his fellow men.

An adequate understanding of one's self in terms of one's
abilities, strengths and weaknesses, goals, values, interactional
purposes, expected contributions, roles, duties, rights,
privileges, responsibilities and opportunities are important
variables in one's expectations from the other person. And,
all these put together, will moderate if not control your
behaviour, your interactions and dealings with other individuals.

This is why I think your selected topic is really an appropriate one for today's address.

A SHORT HISTORY OF EDUCATION IN NIGERIA

Education in Nigeria could be viewed from various major standpoints, with specific milestones in mind. However, we shall in this discussion, consider briefly:

1. The pre-European era

2. The colonial era when formal education was for a few and

3. The post independence era.

In doing so, we will consider too the place of Guidance and Counselling.

Indigenous Education in Nigeria was quite simple, practical and utilitarian. At the family level, parents got children to learn and acquire whatever skill that was running in the family. This, the children did through direct supervision and combined guidance from the nuclear as well as the extended family. Where a skill was not available in a family, children were apprenticed to other families where such a skill was practised. Again, here the child learnt by means of practical, day by day doing as well as guidance from the host family.

Both approaches meant that the child's future job was already tailored for him; but the tailoring was not in any way like a straight-jacket. While learning a particular trade, the child, both directly and indirectly learnt along with such a
trade, other 'subsidiary' trades. This is important because in the simple life of indigenous people most occupations are seasonal, hence it is possible to combine two or three occupations that could not easily be adversely affected by same inclement weather or changing season. Some even carried a dual profession that are fully practised, one during the day and the other during the night. For example, you could be a farmer as well as a hunter. In the day time, you and your children worked on the farm. During the half moon, you could work on the farm till 2 or 3 p.m., retire to the hut to sleep until dinner after which you carried your gun, your son carried the cutlas and the hunting bag and both would go a-hunting. When the moon was up you returned home to have a few hours sleep before going to the farm in the morning. During the full moon when you couldn't go hunting, you could work on your farm from morning to evening. Similar arrangements go for those who combined cloth weaving with drumming or carving with medicine. Occupational behaviours associated with each occupation were easily learnt and practised and there were no problems adjusting vocationally because the skills needed for successful execution of the occupations were developmentally acquired as well as practised. Usually too, vocational development was not as painful and traumatic as is the case in technological/sophisticated societies of today. Where/when the individual had to make a choice, sufficient
guidance would have been given, not by the parents alone but also by members of the extended family whom prior to this guidance would have sought guidance too from the revered priests and wise men/women in the locality. It is also rare for an individual to experience lack of satisfaction from the two or more jobs he holds at same time. The standard of living of the family, the regard from colleagues and level of acceptance by the society are the barometer of satisfactoriness which the individual had to observe. Within the indigenous educational practice (we can't talk of a system here), vocational guidance was freely given though there was rarely the need for career counselling.

On personal problems, parents and members of the extended family also provided necessary guidance and advising. However, adjustment problems were not much noticeable and cultural practices absorbed whatever interpersonal conflicts that might arise. Religion and other cultural observances were behavioural monitors that put to check any tendency towards a split-personality. Advising, guidance and whatever lay counselling that were given were so direct and authoritative that the child's mind was almost made for him, hence, again, there were no serious problems with decision making.

The period of adolescence, at least in most part of indigenous/traditional Nigeria, was not as prolonged, tension-packed and turbulent as Western authors reported or even as we experience in modern Nigeria. Indigenous education in Nigeria therefore was mainly living i.e. it had no specific curriculum; "acceptable living" was its curriculum life was its classroom and every adult, institution,
occasion etc. was the teacher. An inbuilt aspect of the whole process is a developmental lay guidance and counselling, given as informally as education itself was given. This is the practice which Drapela (1979) in the epilogue to his book called a "societal guidance model". The society provided psychological assistance to the individual to facilitate his effective behaviour, adjustment to society and contentment in life.

In 1842 however, the first Christian missionary arrived the Western shores of Nigeria and soon after, schools began to spring up to teach people how to read the Bible in particular as well as to teach the other two Rs. Formal education and therefore, literacy, had been introduced. As the fold of converts increased, there was more and more demand for schooling. Among other things, the missionaries' zeal to train catechists who will catechise the ever growing catechumen contributed to their not studying the cultural underpinnings of traditional education, one of which was an inbuilt systematic, though unformalised, guidance service.

Virtually everything about formal education, right from the beginning, called for the introduction of a formalised guidance service. There were too few schools for the number of competing pupils, hence some other criteria acceptable to the missionaries were used in selecting pupils. The composition of the classes was not based on any psychological
principle - individual differences in age, ability and interest. As these pupils gathered formally in the classrooms for the first time, there were bound to be problems of adjustment, of interpersonal as well as intra-personal relations etc. It seemed however that the motivation to learn the white man's way of life, speak in his tongue and bamboozle one's kinsmen, and particularly the motivation to acquire a white collar job were all strong enough to force the early students to learn, and learn well too. Also, the ripe age at which children were taken in could have helped to reduce a number of likely adjustment problems. Further still, white men were the earliest teachers. The first African teachers probably and transferred to them, directly or vicariously, the respect and honour given to the white teacher, hence the question of indiscipline was not much of a problem. In those early days too, there were too few people being chased by many jobs so there was scarcely much problem with vocational choice.

The school curriculum was narrow and subject offerings were quite few, teachers were respected by parents and the entire public, this respect was also imbied by the school children. Teachers too participated in a series of extracurricular activities including home visits; these enabled them to forge a link between the children's home life and school life. Religious teaching and indoctrination helped to keep the children's moral within required standards. The
teacher did not smoke, he did not drink, and there was ample evidence among teachers that example was better than precept. Moreover parents cautioned their children to always pay attention and mind the teacher not merely because schooling was a privilege that should not be abused but also because self-control and obedience were highly prized attributes. Again, promotion from one class to the other was strictly on the basis of children's performance in the promotion examinations; nobody knew anything about automatic or social promotions. Children did their work steadily to the limits of their ability. Further still, societal ethics were healthier and stronger and cultural norms were highly respected. The school then looked like a family, where, like in the pupils' homes, respect and obedience spread both laterally and vertically.

**CHANGES SINCE INDEPENDENCE**

Since independence, Nigeria, like other third world countries, had been in transition, her educational system, like most other systems is undergoing revolutionary changes; she is being influenced by the turmoils surrounding her economics climate, (the popular oil boom) value structure, employment or unemployment rate, occupational mobility, security and tenure, a widening industrial base, technological changes, etc. Economic growth, for example, requires a cluster of factors that relate closely to Guidance and
Counselling - e.g. occupational specialisation; job opportunities, mass literacy, subject selection and combination for higher education capable of supplying personnel which is capable of designing, maintaining and operating the required industrial base and technological process. The on-going social and economic change have brought in its trail, among other things, a shift from agrarian dominance to 'penmanship' dominance and recently to materialistic dominance. It has also brought a shift from population dispersion from rural areas to urban population concentration, thereby creating an increasing tendency towards individualisation, isolation and alienation of the individual. There are rapid changes in most aspects of life in the country and these influence the mental health of the individual, the emotional aspects of life too intensify as educational and occupational structures diversify.

A long period of military regimes had exposed the youths to militant behaviour in various forms and shades, society has presented the adolescent with a plethora of behavioural standards and values. Today, there is no measure of agreement between the church/mosque, the school, the family and the community on questions of right and wrong, acceptable and unacceptable, rather each of these segments of the society is struggling with the impact of change, the constant questioning of codes and values and each is progressively becoming unstable.

For the adolescent, attempting to clarify his own values, searching for a personal anchor amidst this national confusion,
society's instability merely serves to compound his difficulties and problems.

As the stability and the influence of the home, the Church/Mosque are weakening, more and more of their responsibilities, particularly in the social and emotional realms, have been entrusted to the school. Schooling itself however has become a complex process and today's school has become a citadel of pressures: peer pressures, pressure for high marks, for certificates, pressures for career decision, pressures to specialise in esoteric areas etc. All of these in schools where most teachers are poorly trained, poorly motivated and rudely treated by children and their parents, in schools where classrooms are overcrowded and the teachers' emotional dispositions and temperament are always taxed to the limit, in schools where community support is increasingly lagging, where standards of achievement are regarded as low and where disobedience, imprudence and violence are not uncommon. Instead of admonishing their children to pay attention and mind the teacher, many parents today tell the teacher to mind his ways.

Today, the behaviour of many teachers leaves much to be desired and it seems that fools nowadays are dancing on sports where hitherto angels feared to tread. Indeed, the Nigerian society is drifting to a situation whereby the schools will be increasingly called upon to provide a broad range of mental health and therapeutic services to the children, their parents, families and their teachers too! Within the school system,
Guidance and Counseling becomes the buffer, the citadel of hope for correcting, reinstating, reorientating and for re-directing us back to our first love. The school's therapeutic responsibilities are increasing. UPE means that every child could be in school; normal, maladjusted, handicapped, gifted, educationally backward, including those with sensory deficits and defects. Psychological Screening has to become an important aspect of our educational system so that even normal children at academic risk could be identified early enough and preventive measures and strategies planned.

NEED FOR SUPPORTIVE SERVICES:

If all these conditions we had highlighted so far make it difficult to teach do they not also make it more difficult to learn, to adjust, and to self-identify? And as if all these are not enough, schools are becoming bigger thus bringing further difficulties for individual students principally in the development of self image; some states in the attempt to make education available to more children, are turning boarding houses into classrooms, cloasing their eyes to the vast psychological problems that many children will face in the process; children are penalised daily for informations they do not have but which they are expected to use; technology and medical advancements are giving the youth more dangerous commodities with which to experiment - they abuse drugs, drive without license, and abuse morals and morality.
For example, Esen (1974) found in the sample he used, that none of the girls was a virgin at age 18.

Put all those together and you will pity the adolescent; being a teenager is more difficult today than it has been in the past. Youth, we all know, has many characteristics that are as eternal as they are universal: the eagerness to explore and experiment, the desire to make decisions, the search for meaning in life, and the dream of what might be. What has changed is not young people but the world around them (Oberlin, 1978) i.e. the society that nurtures them. In the face of a changing society, it is tougher to be a teenager and to help the teenager to cope with this toughness, the educational system has to make room for Guidance and Counselling, a socially based helping relationship. In large measure, the questions and presenting problems which youth and adults bring to counsellors are socially defined. Problems of personal choice, behavioural deficits or surfeits, indesiriveness, achievement, social interaction, attribution, self initiative, life goals, fear of witchcraft and medicine men, marriage, boy-friend/girl friend, prestige etc., none of these occurs independent of the societal time and place which a given individual occupies, and remember, the school is an integral part of the society and the educational system a microcosm of the social system.

The argument for a formalised guidance and counseling service within the educational system is not to suggest that guidance and
counseling does not continue in the family, among peers and through other informal mechanisms. Nigerian Schools had (and still have) mechanisms to distribute certain forms of information to its members regarding behaviour, occupational roles, socialisation etc., and this is what critics of Guidance and Counseling had always cited, that they had achieved 'wonders' educationally without hearing of Guidance and Counseling.

But if Fafunwa, a Professor of Education, as far back as the early 60s could say in 1969, "when I was in school we never had such people around (referring to Career masters) and how I wish we had! May be I would have succeeded better in life..." Isn't that agreeing with Jeanne Pickett (1979) that "The music he makes may be lovely with a tune appealing to men of every race, yet there is within the most accomplished musician the thought that he could do better. Could it be that somewhere, somehow, in a manner known only to God., he has heard the orchestra of angels?" Of the accomplished educationists and educators who opined 'oh! had there been Guidance & Counseling in our time!', one could say that they, somewhere, somehow are hearing the educational orchestra of Counseling -- they know that no matter your ability, be you a genius, gifted, retarded etc., no matter your condition - maladjusted, sensorily deprived, handicapped or ablebodied, you can do better with formalised counseling. This is perhaps the orchestra that our policy makers heard when they stated thus:
In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, Career Officers and Counsellors will be appointed in post-primary institutions. Since qualified personnel in this category is scarce, Government will continue to make provision for the training of interested teachers in Guidance and Counseling. Guidance and Counselling will feature in teacher education programme.

CONCLUSIONS

So far, we had said that indigenous education in Nigeria was practically oriented, having an in-built mechanism for provision of Guidance and Counselling. We noted that though there are various problems and many aspects of our educational system that yearned for guidance and counseling during the Colonial days, yet formalised guidance and counseling was not introduced. (We need, in fairness, to add that our Colonial masters did this because they couldn't have given what they too did not have. Formal Guidance & Counseling is as foreign to and young in Britain as it is in Nigeria.)

Since Independence, we noted that the increase in number and size of schools, the opportunity for everybody who wants to, to go to school. We referred to various problems easily discernible within our educational system and within the society and the conclusion seemed to be that behaviourally, attitudinally, value-wise, in terms of ambition, motivation, achievement orientation, morality psychological ideal self,
perception of reality, drive towards educational excellence, social interaction - name it - the center could no longer hold. Why? - because there is something basically missing in our education, we emphasised cognitive learning at the expense of affective learning. The two should merge to give us a confluent education and, the most important factor in such a merger is Guidance and Counselling. Do not misunderstand me, I am not saying Guidance and Counselling is magic wand that will cleanse all the ills in our educational and social system. But if we remember that the major questions regarding technology and economic growth are not technical but human questions; that the achievement of national integration and national unity cannot be legislated but through wholesome, positive attitude and wholesome affectively tuned social interaction, that in Nigeria, experience is showing that increased productivity could not be sustained for long by means of salary reviews etc., but through a changed attitude to work, that prices could not be controlled by decrees and monitoring boards but through a systematic appeal to and invocation of man's humanity to man etc., then we shall realise that the effective side of man's growth, development and education which Guidance and Counseling sees to, is worth taking seriously.

In this regard, is the inevitability of Counseling Psychology in our contemporary educational system still in any doubt? My answer is No. It becomes pertinent therefore, to urge all
the State Assemblies to legislate forthwith that

(i) Each State Schools Board or School Service Commission should have Guidance Counseling Units.

(ii) Each Ministry of Education should have a functional Guidance and Counselling Unit.

(iii) Each Local Government Area should set up Psychological Screening programmes for all children seeking admission into Nursery and Primary Schools in their areas of jurisdiction.

Finally, it is suggested that each Divisional Education area should employ trained Counselors whose main responsibilities will be to visit schools and work with children, their teachers and parents until such a time that each school could have its own Counselor.

As we have Universal Primary Education (UPE) we should also have a Corollary to it - Universal Counselling Service - (USC) which will make formalised Counseling available to every Nigerian.

REFERENCES


A COMPARATIVE PERCEPTION OF COUNSELLOR CHARACTERISTICS
BY PRACTICUM STUDENTS IN A UNIVERSITY SETTING

By
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INTRODUCTION

Most counselling educators view the supervised practicum experience as one of the most important aspects of the professional training of Counsellors (APA 1952, Truax 1970). The practicum students need to be aware of those characteristics that could make them effective in their counselling relationship with their respective clients. The practicum experience, among other things, could provide a "try-out" of such Counsellor characteristics learnt during the counselling training programme.

The methods employed range from listing characteristics, to designing questionnaire to identify such traits and investigation of personality patterns of individuals.

A list of Counsellor Characteristics was issued by the National Vocational Guidance Association (1949) with the following traits suggested as being characteristic of a counsellor; interest in people, patience, sensitivity to other's attitudes and reactions, emotional stability and being trusted by others. The Council of Student Personnel Association in Higher Education (1961) provided
another list of traits, deemed appropriate in College Personnel work. The following traits were recommended, interest in students' faith in students' capabilities, understanding of students' aspirations, interest in educational process, good physical and emotional health, willingness to serve others, ability to function at irregular hours, respect for others, patience and sense of humour.

Also, the Association for Counsellor Education and Supervision enumerated six other values required by a Counsellor. These include, belief in each individual human values, alternating open-mindedness, understanding of self and professional commitment. Other approaches include the use of a Questionnaire Akinboye (1977) in an investigation, found among other things, that an internally consistent instrument for measuring Counsellor Characteristics is possible and that the construct, Counsellor Characteristics exists. Other investigators, in an attempt to identify Counsellor Characteristics, have focused on what Counsellors do, the career patterns they follow, while others have employed sociometric techniques, Arbuckle (1956) and Brown (1960) and the study of personality patterns Cottle and Lewis (1954).

**Hypotheses:**

In addition to the identification of those Counsellor Characteristics considered to be ideal by the subjects under study, the hypotheses listed below are also being tested.
There is no statistical significant difference in the Ideal Counsellor Characteristics of:

(a) The undergraduate versus the graduate subject; and
(b) The male versus the female subjects.

**METHOD**

**Subjects:** The Eighty-six subjects in the study were all students, enrolled in a practicum class at the University of Ibadan, in the second semester of the 1979/80 session. All the subjects have at least been exposed to Counsellor Characteristics for a semester.

**Design**

Primarily, this study has been designed to identify those characteristics believed to be ideal to a Counsellor as this could affect the roles to be played by the subjects in their Counselling relationships in future. As a subsidiary, the study has also been designed to provide a base for the understanding and evaluation of acquired skills in the area of Counsellor Characteristics, the assessment of which could lead to further training during the practicum session.

**Instrument:**

The subjects simply responded to a two item "Open - ended" statements:

(a) List at least 10 Characteristics of a Counsellor you have learnt during the Counselling programme.

(b) List at least 10 other Counsellor Characteristics not learnt, but which you consider to be ideal to a Counsellor.
Procedure:

The subjects were instructed to respond to the two items in anonymity but to indicate their sex and academic classification in each instance.

Data Analysis:

From the list of Characteristics suggested in items (a) and (b) Fifteen Characteristics that were frequently mentioned were selected in each instance and the Characteristics were arranged in a descending order as frequently mentioned. The traits mentioned were sorted according to academic classification and sex. Those Counsellor Characteristics believed to be ideal in a Counsellor were further tested for statistical significance at .05 level of confidence.

RESULTS

The data from Table 1 reveal that the traits frequently mentioned as being learnt were those in the client-centered theory of Counselling such as empathy, understanding and accepting the client with unconditional positive regard. Other counselling Characteristics in other Counselling theories were mentioned with lesser frequency. The issue of confidentiality, Listening, objectivity and intelligent action on the part of the Counsellor were other traits frequently mentioned. Most of the responding undergraduates mentioned frequently these Characteristics in a descending order: empathy, understanding, listening and confidentiality. Most of the female subjects also mentioned empathy, understanding and tolerance as learnt Characteristics.
The data in Table 2 reveal that friendliness, neatness, tolerance and patience were among the most frequently mentioned characteristics believed to be ideal to a Counsellor. However, more of the responding female students, in comparison to the male students, mentioned friendliness, neatness, tolerance, patience, confidentiality and interest as being part of the ideal Counsellor Characteristics. The data in Table 3 reveal that there was statistical significant difference in the Ideal Counsellor characteristics of the undergraduate versus the graduate subjects. Similarly, statistical significant difference was also observed in the Ideal Counsellor characteristics of the male versus the female subjects.
<table>
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<tr>
<th>Subject</th>
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*Note: The table is incomplete and contains only partial data.*
Table III

Analysis of the Ideal Counsellor Characteristics according to Academic Classification and Sex

<table>
<thead>
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<th>Statistics</th>
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<tr>
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<tr>
<td>SD</td>
<td>5.95</td>
<td>1.14</td>
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<tr>
<td>N</td>
<td>15</td>
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</table>

Comparison

- Undergraduate vs Graduate: 2.971*
- Male vs Female: 1.305*

* Significant at .05 level of confidence.

DISCUSSION

Apparently, the issue of Counsellor Characteristics has been recognized by Counsellor educators, at the same time, research is showing that the value an individual holds or the conception of what is right or wrong or what is considered as "ideal" could sometimes have implications for the Counsellor in the Counsellor - Client relationship.

Listing the Characteristics learnt during counsellor preparation has its own shortcomings for the fact that these Characteristics listed may depend on (1) the skills to which the subjects had been exposed during preparation and (2) the ability of the respondent to recollect these skills at any point in time. However, this approach has its own contribution in a practicum setting as the supervisor can evaluate the
practicum students in the area of Counsellor Characteristics, on the spot.

The data in Table 1 seem to suggest that the subjects under study, had a reasonable grasp of the Counsellor - Characteristics especially in the Client - centered theory of Counselling. Of greater importance is the Counsellor Characteristics thought to be ideal. What a subject sometimes believe to be characteristics of a counsellor or the conception of the ideal Characteristic of a Counsellor could be a reflection of the individual's values. Rekeach (1968) has defined value as a type of belief system about how one ought, or ought not to behave, or about some end - state of existence worth or not worth attaining. It has also been observed that an individual's value, ideals and beliefs may sometimes suggest guidelines for behaviour in a given situation. Since there is some kind of influence exerted by the Counsellor on the Client in a Counselling situation, knowledge of the Characteristics possessed by the Counsellor, or held as ideal becomes important.

The data in Table 2 seem to reveal that the subjects listed traits usually Characteristics of an individual's behaviour. The ideal Characteristics identified by the subjects seem to contrast in frequency and order in comparison to those Counsellor Characteristics learnt.

Friendliness, neatness, tolerance and patience were frequently mentioned as the ideal Counsellor Characteristic. A possible explanation for the significant difference observed in the characteristics
assumed to be ideal, between the undergraduates and the graduate subjects could be the difference in academic level, if it is further assumed that the graduate subjects because of their training are more likely to evaluate critically any counsellor characteristic before listing it as being ideal, compared to the undergraduate subjects.

Another possible explanation for the significant difference observed in the male and female subjects in reference to the Counsellor Characteristics assumed to be ideal could be that the female respondents were listing those traits that sometimes characterize women in our society, as more of females have listed attributes like friendliness, neatness, tolerance and kindness. This further suggests that femininity or masculinity may affect one's conception of the ideal characteristic of a counsellor.

**Significance of the Study**

There seems to be more emphasis, now, in the counsellor-client relationship rather than the technique employed or the skills of the counsellor, the proponents of this view seem to argue that no particular counselling technique has all the answers to a problem and the counsellor with relevant skills could turn a client away, if a poor counsellor-client relationship exists.

This study, has evaluated those counsellor characteristics that are likely to intervene in a counselling relationship, with the assumption that each helper sometimes establishes in his or her own counselling relationship, some notions as to how he or she can better help the client. A critical analysis of the counsellor characteristics, innate or learnt could lead to effective counselling when those
characteristics assumed to be necessary in a counselling relationship are brought to open and encouraged during the practicum experience.

BIBLIOGRAPHY


THE PROBLEM OF EDUCATING HANDICAPPED AND GIFTED CHILDREN

In the past few years the Federal Government has given much more attention than before to Special Education, which involves the training of handicapped and gifted children. Included in the category of handicapped children are those children or adolescents of school age usually classified as: deaf, hard-of-hearing, blind, partially-sighted, mentally-retarded, learning-disabled, emotionally disturbed, speech-impaired and physically handicapped. Sometimes the presence of two or more disabilities in the same child may give rise to multiple handicaps. An example is a deaf-blind child who is both auditorily and visually-handicapped.

The Federal Government's leadership in the field of Special Education has been amply demonstrated in the award of numerous scholarships and bursaries to teachers and others seeking specialized training to equip them as teachers of the handicapped. Some of these are sent overseas while other are trained at the Universities of Jos and Ibadan where, through a liberal grant from the Federal Ministry of Education, a Special Education Unit (now Department of Education) was established in 1974, to produce a large number of
specialist teachers in order to make the Universal Primary Education Scheme cater also for handicapped children.

To "give concrete meaning to the concept of equalising educational opportunities for all Nigerian children, regardless of their physical, mental and emotional disabilities," the Federal Government is making funds available to state governments to enable them to plan and implement comprehensive educational programmes for handicapped children. Additionally, plans are being made to conduct a census of the handicapped and to set-up a Committee with representatives from a number of Ministries to coordinate Special Education activities in the country.

Education of handicapped children presents an unusual challenge because the disability factor gives rise to a variety of needs, which in respect of each child, may include: special environment, special medical treatment, special curriculum, special teaching strategies, or special equipment. A comprehensive Special Education programme requires a full spectrum of services, including: early identification of children with disabilities; diagnosis assessment and corrective treatment when necessary; parent guidance; early childhood and pre-school education; individualized instruction; remedial or compensatory education; pre-vocational and vocational training and continuing or higher education.

It is generally believed that many handicapped children can be fruitfully integrated with their normal peers in ordinary schools, provided that certain conditions - both material and psychological-
exist. Although this is a realistic measure it should not be enforced indiscriminately or it would negate the basic principle of Special Education which is the recognition of individual differences, aptitudes, needs and goals. Those children with less severe disabilities and minor handicaps may be progressively integrated into regular schools, while the more seriously handicapped children must be provided with special schools equipped to ameliorate their handicaps and maximize their learning. Indeed, there are more than a dozen different ways of providing educational services for handicapped children, ranging from special residential schools, special day schools, special classes in regular schools to fully integrated schools.

Considerations in Planning Educational Programme For Mentally - Retarded Children

Mental retardation as a disability may stem from a variety of sources including heredity, pre-natal, natal and post-natal injuries. Emotional problems as well as cultural and social factors may also give rise to mental handicaps. The broad educational goal for mentally-retarded children is self-care, independence and self-sufficiency. Most educable retarded children attain this goal. This group includes those usually classified as "slow-learners" in our regular schools. Apart from this group, there are two other classes at the lower level of the continuum the trainable and the totally dependent retarded children. The former can sometimes take care of themselves, adjust to their families and neighbours, and become economically useful in the home and in sheltered employments. However,
they cannot learn academic skills although they may have potentials for learning. Their mental development is about a quarter to half of normal children. These handicapped children may require some care, supervision and economic support all through life. The totally dependent mentally-handicapped children cannot be trained in self-care, socialization and economic usefulness. With a mental age of about two years, they need life-long supervision and care.

Planning educational programmes for the educable-retarded and slow-learning children requires application of modified principles of learning. All educational tasks must be very simple and brief to enable the child to give attention to the most important aspect of the work. The material to be learnt should normally be presented in a sequence of small steps and in a variety of ways in order to facilitate "over-learning". Repeated drills in the form of games engender interest and promote learning. On the whole, curriculum for mentally-handicapped children is goal-oriented, and designed to help them achieve a measure of socialization, independent living and vocational competence.

Educational Planning for Visually-Handicapped Children

Children with severe visual handicaps depend upon hearing as their primary sensory modality for learning. This is supplemented by the tactile and kinesthetic sense organs. To make up for impaired or total loss of vision, visually handicapped children must absorb
as much information as they can through the unimpaired sense organs.

Educational goals for visually-handicapped children, as distinct from the general goals for all children, are to facilitate and enhance the development of learning skills through maximum use of those sense organs that are still sound, and to enable them to acquire the ability to perform the many tasks that are basic to present-day living.

Visually handicapped children, like their normal peers must be helped to develop skills in working with numbers, reading, writing, speaking and listening. Teaching these children demands specially-trained teachers, special teaching methods and techniques, special equipment and materials.

In general the visually handicapped comprise two groups of individuals:

1. The totally blind normally write and read braille - a system of embossed dots arranged in a variety of patterns to stand for the letters of the alphabet.
2. The partially-sighted are able to read large print.

Although braille (named after its inventor Louise Braille) is as indispensable to the blind as print is to the seeing, braille, reading is rather slow compared to print reading. A fast braille reader can only read at a one-third speed of the rate of an average print reader. Storage problem is another difficulty encountered with the use of braille, owing to its bulkiness.
Printing braille books is also expensive unless voluntary labour can be used. Be all this as it may, the provision of reading materials in braille constitutes the most important educational service that can be rendered to the blind.

In planning to teach blind children, consideration must be given to the fact that their primary means of writing is not pen or pencil used on paper, but stylus on braille paper or typewriter. They read braille or listen to magnetic tape recordings. Concrete teaching aids which they can touch and handle are used, including raised maps and wrist watches with raised hands and numbers.

Effective education of the blind has three major objectives:

1. The teaching of mobility skills intended to aid free movements of the blind pupils to instructional facilities and sources both in and outside the classroom.

2. Maximum use of information obtained through all sensory channels available to the blind, and

3. The channelling of information usually received visually, to the blind through other sensory channels such as hearing, touch and feeling of vibrations.

Planning Educational Programme for Hearing-Impaired Children

Hearing-impairment (a term that covers severe deafness and hardness of hearing) is a disability whose effects are so pervasive that they affect the whole personality of the afflicted, including his physical, mental, social and emotional nature. The greatest
barrier imposed by hearing loss is in the area of communication. Since natural development of speech and language depends upon a child's ability to hear, the child born deaf or one who lost his hearing before he had developed language and speech, is unable to acquire language and speech naturally. If he is not taught (rather artificially) to speak, he remains not only deaf but also "dumb". This "dumbness" is, thus, one of the consequences of deafness. Many deaf children, however, manage to learn to speak and to use language. But this is usually achieved through a most laborious and painstaking process. Even so, the congenitally deaf child may never attain the language proficiency and/or the speech intelligibility of his hearing peers.

Before a deaf child can be placed in an appropriate educational programme, he must have a comprehensive evaluation including, medical examination (general and otological), hearing assessment (audiological evaluation, psychological testing, and educational evaluation. Complete assessment should also yield information on the child's family history, his birth history, emotional adjustment, auditory behaviour, onset of deafness and his previous educational experience. These bits of information are used as guidelines for planning an individual educational programme for the child.

Any viable educational system for deaf children must provide ample opportunity for development of functional language. Speech, lip-reading, auditory training, manual communication are among
the special subjects that make teaching the deaf "special". Although a large number of deaf children eventually learn to speak, speech teaching should never take priority over language development. Fortunately, there are thousands of well-educated, gainfully-employed and well-adjusted deaf persons all over the world who can neither speak nor read the lip with facility, despite the best of speech training by speech therapists. On the other hand, many deaf children are needlessly "dumb" because their parents did not give them any encouragement to develop speech. Instead of speaking frequently and in natural way to their deaf child, using short meaningful sentences, these misguided parents resort to meaningless signs and spiteful gestures. Many such parents also deny their children love, understanding, parental acceptance and the sense of security they need to grow up as well-adjusted individuals. This denial of basic human needs in time builds feelings of frustration in the child, and very often predisposes the handicapped child to delinquency.

Emotionally-Disturbed Children and Their Educational Goals:

There are many maladjusted or emotionally disturbed children in most schools in Nigeria, just as they are in schools all over the world. Few of these are receiving any help - medical, psychological or educational - to enable them cope with their difficulties. Manifestation of emotional problems in children takes a number of forms, including worrying, feeling of
inferiority, abnormal fears, hating, timidity, aggressiveness, lying, withdrawal tendencies, facial twitching etc. Emotional difficulties are attributed to factors such as parent-child relationship, individuality of the child, emotional immaturity backwardness in school, poor speech, anxieties arising from the process of growing up, conflicts between basic impulses and awareness of that which is considered acceptable behaviour.

Educational management of emotionally-disturbed children stresses small class organization, attention to the disturbed child's feeling about himself and others, patience and tolerance on the part of the teacher, avoidance of criticism and competition, teacher's closeness and informality of relationship with the child, and individualization of instruction in such a way that failure is greatly minimized. Many authorities believe that a concerted interference method of dealing with emotional problems in children, involving the cooperation of the teacher, other children, the parents and others in the child's environment, is productive of better and quicker results than clinical methods such as psychoanalytic therapy.

Consideration in Planning An Educational Programme for Physically - Disabled Children:

Physically or orthopaedically disabled children include youngsters with cerebral palsy (a condition which often involves some brain damage) and physically disabled children without any brain involvement. Many in this latter class can be educated
in ordinary schools with other children. Special Education for such children entails only some adaptation of the physical environment to allow them free movement. It might also be necessary to adapt or modify teaching aids and materials in order to make them manageable by these disabled children. In contrast to this group, children with cerebral palsy are definitely candidates for special schools because their disability greatly limits their ability to profit from regular class instruction. Moreover, their school attendance is usually very irregular, owing to the fact that they may be frequently hospitalized for medical or surgical treatment. This situation emphasizes the need for planning individual programmes for this class of children. It is sometimes necessary to engage a specialist teacher who moves from place to place, to work with them at home or in hospital wards.

Most physically-handicapped children require physical or occupational therapy. Some also need speech therapy. In terms of aids and materials, the physically-handicapped might require special chairs, specially-designed tables, special typewriters and sometimes racks for holding books in front of them.

**Learning-Disabled Children and Their Educational Needs:**

Children are classified as learning-disabled if despite the fact that they have average or above average intelligence, and have no sensory-impairments (such as hearing loss or visual
defects), they consistently fail to do as well in class as might be expected of children of their age, intelligence and educational level. Such children might exhibit characteristics such as, restlessness, lack of interest, inattention, attention-fixation, poor body-coordination and a tendency to repeat unnecessarily.

Learning disabilities in children may be due to lack of readiness skills, under-nourishment, poor teaching methods, developmental immaturity, language deficiency and poor attendance at school.

Educational programmes for learning-disabled children stress individualization of instruction, based on the needs, interests and ability of each child. Any attempts made to overcome the learning-disabled child's proneness to failure must include: the use of innovative teaching methods, new and interesting materials and easy class assignments. Teaching learning-disabled children calls for a resourceful teacher who can provide high and continuous motivation which these children need to enable them put forth efforts to learn.

**Gifted Children and their Needs:**

Gifted children are defined as children with cognitive or intellectual capacities greater than those of a majority of children of their age. These children are endowed with talents or creative skills which may be demonstrated in various ways including: productive capacities, high level of performance or
insatiable desire for learning.

Education of gifted children requires "process-oriented" educational planning, individualization of instruction according to the needs and inclinations of the child, provision of enrichment materials and flexibility in planning which permits the children to engage in activities that are of great interest to them, and can lead them to make discoveries of new knowledge for themselves.

The brief description of the special educational needs of handicapped and gifted children presented above is neither comprehensive nor intensive, but is intended to serve as working definitions and general overview of Special Education as a field in the general domain of education. It should be repeated that two or more disabilities might be present in a child, giving rise to multiple-handicaps, and compounding the child's educational and adjustment problems. Special Education in such cases must seek to ameliorate the child's difficulties and provide him with an education designed to meet his needs, and suitable to his ability, to enable him achieve a measure of habilitation and independence. Special Education thus aims at meeting the unusual needs of handicapped and gifted children through the provision of teachers with specialized training, special equipment and materials, and special instructional methods which could be a modification, adaptation or supplementation of equipment, materials and methods employed in our regular schools.
Owing to the multiplicity of needs arising from diversities of disabilities and handicaps, Special Education stresses individual instruction, small class size, closeness and informality or relationship between the teacher and the learner, and reduction of chances of failure.

The rationale for Special Education is the belief that in any democratic and well organised society, every individual is entitled to an opportunity to be educated and to earn a living in order to make some contribution to the development of the society. The society of which a handicapped person is a member is therefore obliged to assist him develop his residual abilities to the extent that will enable him to earn a living commensurate with his ability and talent. This concept is stressed in The 1977 National Policy on Education which among other things, promises to "provide adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the Nation".
Bibliography


TEACHER-MADE TESTS AS A PREDICTOR OF ACADEMIC ACHIEVEMENT IN THE EXPERIMENTAL ADULT LITERACY CLASSES IN IBADAN, NIGERIA

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INTRODUCTION

Many standardized tests have been used in predicting achievement tests in Nigeria by scholars such as Irvine (1963), Yoloye (1965 and 1973), Obemeata (1970), Cooper (1961), Olatunde and Bajah (1976). Yet, very few studies have recorded the predictive validity of teacher-made tests for achievement tests. The data provided through such exercises can provide basis for looking into the desirability of abolishing achievement tests (Primary School Leaving Certificate Examinations) in favour of continuous assessment, as now proposed in the new National Policy on Education in Nigeria.

The aim of the present study is to explore the possibility of applying teacher-made tests as a measure of academic achievement. The case study is carried out among the adult learners who completed a three-year experimental adult literacy programme, and sat for the Primary School Leaving Certificate Examinations in 1978.
Frame of Reference

One of the essential concepts in the evaluation of the effectiveness of a test is "Validity". This is often defined as the extent to which inferences can be drawn from test scores. Of course, inferences made on a test score is only valid for a particular use and in fact for a particular target population. For instance, if a test score is to predict the future success of students, a valid test should provide as accurate as an estimate of the future success as possible. Thus "validity", is always used in evaluation results, to see whether or not our interpretation is in order.

The psychoeducational literature is full of all sorts of adjectives to describe "validity" (Akinbode, 1977). Some of the conceptions include concurrent, congruent, construct, content convergent, criterion-related, discriminant, ecological, face, factorial, intrinsic, job analytic predictive, et cetera (Nunnally, 1967). The increasing number of descriptions may be said to reflect the critical importance of validity in psychoeducational measurement. It also means different things to different people depending on the purpose for which it is used. More often than not, "validity" is considered under three main headings (N.E. Gronlund, 1976): Content Validity, Construct Validity and Criterion-related Validity (Predictive Validity and Current Validity). This paper focuses on Content Validity and Predictive Validity.
The Content Validity determines the extent to which a test measures a representative sample of the subject – matter content and the behavioural changes under consideration. Here one compares the content of test items with the syllabus and the expected changes required in the learners. If they compare favourably the test content may be said to be valid. The Predictive Validity predicts the future performance of behaviour of a person as judged by the scores he makes in a test.

Reliability is the second aspect of evaluation that is needed for determining the effectiveness of a test. This is necessary condition, if not sufficient requirement, for validity. It is a measure of the stability and consistency of the attribute being measured. Reliability can be defined as the consistency with which a test measures or the degree to which repeated measurement of the same individual would tend to produce the same result. However, many of the human traits being measured (e.g. intellectual ability, attitudes, aptitudes etc.,) are not always stable. Consequently it is imperative for a serious investigator who wants to construct an instrument to measure certain human attributes to use many measures and methods out of which pattern of stability or consistency could be indicated. If several measures are taken on the same person and at different times, one will expect some degrees of consistency and stability in the test scores if the instrument is reliable. The reliability coefficient is often taken to be the index of the degree of stability.
The reliability coefficient represents the coefficient of correlation between scores on two forms of a test (alternate form) between scores on two administrations of the same test (Test-Retest) or between half scores of a test (split-half); (Gronlund, 1976; Mauritz et al., 1975).

**METHODOLOGY**

**Subjects:** These were made up of thirty adult learners who completed three-year adult literacy experimental programme, sponsored by the Department of Adult Education, University of Ibadan, in collaboration with the Social Development Division, Ministry of Economic Development (now Ministry of Social Development).

**Instruments:** Teacher-made tests that covered three-year course work in English, Arithmetic and General Paper were administered to the adult learners in June. A week later, the Oyo State Primary School Leaving Certificate Examinations in English, Arithmetic and General Paper were administered to the same adult learners. The panel of assessors established a "face validity" for the Primary School Certificate Examination by inspecting their contents before and after the 1978 tests were taken. They made sure that the contents of the achievements tests reflected those in the primary school syllabus. Throughout this paper the Oyo State Primary School Leaving Certificate Examinations are referred to as achievement tests.

**Procedure:** Two week prior to the first leaving certificate examination, the adult learners took teacher-made tests in Arithmetic, English and General paper. Using the test-retest method to determine the reliability of the teacher-made tests, the same tests
were administered again to the adult learners a week later, without notifying them about the repeated tests. Again, a week later, the adult learners took the Oyo State Primary School Leaving Certificate Examinations in Arithmetic, English and General Paper.

Adult learners’ marks in the teacher-made tests were compiled for the first and second weeks. In like manner, their marks in the Primary School Leaving Certificate Examinations were obtained from the Registrar of Examinations, Oyo State Ministry of Education. Adult learners’ mean scores in all tests were computed. The adult learners’ scores on teacher-made tests administered in the first week were correlated with those administered in the second week. Furthermore, the learners’ scores in the teacher-made tests administered in the first week were correlated with their scores in the Primary School Leaving Certificate Examinations. Again, the adult learners’ scores in the teacher-made test administered in the second week was also correlated with their scores in the Primary School Leaving Examinations. The statistics of Pearson Correlation was used, and the correlation statistical significance of .05 level was chosen (Garrett, 1965). The data were controlled for the sex of the adult learners. That is, the results obtained for the males and females were compared to see whether or not sex contributes to the observed degree of correlations.

Limitation: Adult learners’ scores on Yoruba and Religious knowledge Tests were not included in the study because they represented optional subjects. Consequently, some of the adult learners avoided taking tests in one or the two subjects.
Questions:

1. Are there significant correlations between the performance of the adult learners in the teacher-made tests administered in the first week and their performance in the same tests administered the second week?

2. Are there significant correlations between the performance of the adult learners in the teacher-made tests and their performance in the Primary School Leaving Certificate Examinations?

RESULTS

Question 1: Are there significant correlations between the performance of the adult learners in the teacher-made tests administered in the first week and their performance in the same tests administered the second week?

Table 1 contains relevant data for answering the question. Table 1 shows that the obtained correlation coefficients for each subject is high and significant ($P < .05$). Therefore, there is high and significant correlations between the performance of the adult learners in the teacher-made tests administered in the first week and their performance in the same tests administered the second week. The mean scores of the second week tests are higher than those of the same tests taken a week ago, ranging from 1 to 4 point increases. Therefore, the adult learners made slight improvements in the second week tests over the same tests taken a week before. The results hold for males,
Table 1

Correlations between adult learners' scores in the teacher-made tests administered one week and repeated the second week

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Sex</th>
<th>N</th>
<th>$\bar{X}_1$</th>
<th>$\bar{X}_2$</th>
<th>Test-Retest r's</th>
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$\bar{X}_1$ = Mean scores in the first week tests

$\bar{X}_2$ = Mean scores in the second week tests

r's = Correlation coefficients

N = Number of adult learners

* Correlation coefficients are all significant at .05 level of confidence (P ≤ .05).
females and mixed sexes. The reliability of the teacher-made
tests is confirmed, especially since answers provided to
Question 1 are positive, notwithstanding the sex of the adult
learners.

Question 2: Are there significant correlations between the
performance of the adult learners in the teacher-made tests and
their performance in the Primary School Leaving Certificate
Examinations?

In answering Question 2, adult learners' scores in the teacher-
made tests administered in the first week were correlated with
their scores in the Primary School Leaving Certificate
Examinations. Table 2 contains pertinent data.

In Table 2, the correlation coefficients obtained in respect
of mixed sexes are in the average range (.52 for General Paper,
.55 for English and .56 for Arithmetic) as well as significant
(P < .05). Hence, there are significant correlations though
in the average range, between adult learners' scores in the
teacher-made tests administered the first week and their scores
in the Primary School Leaving Certificate Examinations, in
respect of all sexes. The learners' mean scores increases ranged
from 4 to 18 points in the Primary School Leaving Certificate
Examinations over their mean scores in the teacher-made tests
administered in the first week. Thus, the adult learners improved
upon their performance in the Primary School Leaving Certificate
Table 2

Correlations between learners' scores in the teacher-made tests administered in the first week with their scores in the Primary School Leaving Examinations

<table>
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$\bar{X}_1$ = Mean scores in the first week tests

$\bar{X}_3$ = Mean scores in the Primary School Leaving Certificate Examinations

r's = Correlation coefficients.

N = Number of adult learners

* = Correlation coefficients are significant ($P \leq .05$)

** = Correlation coefficient is not significant ($>.05$)
Examinations over the teacher-made tests. It appears then that teacher-made tests administered in the first week predicted to an average extent the performance of all the adults learners in the first-level education academic achievement tests.

Again, the adult learners' scores in the repeated teacher-made tests administered the second week were correlated with their scores in the Primary School Leaving Certificate Examinations in order to see whether or not similar results as reported above would emerge.

Table 3 presents relevant data.

In Table 3, the correlations coefficient obtained in respect of mixed sexes are somewhat above the average range (.60 for English, .57 for Arithmetic and General Paper). There are significant correlations between adult learners' scores in the teacher-made tests administered the second week and their scores in the first level education achievement tests, in respect of all sexes. The learners' mean scores increases in the achievement tests over the teacher-made tests repeated in the second week ranged from 2 to 14 points. The learners improved upon their performance in the achievement tests over the teacher-made tests. Therefore, teacher-made tests administered in the second week appears to predict to above an average extent the performance of all the adult learners in the first-level education academic achievement tests.
Table 3

Correlations Between Learners' scores in the Teacher-made tests Administered in the second week with their scores in the Primary School Leaving Examinations

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<td>83.0</td>
<td>+14</td>
</tr>
<tr>
<td>General Paper</td>
<td>Male</td>
<td>20</td>
<td>66.0</td>
<td>66.0</td>
<td>+0</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10</td>
<td>63.0</td>
<td>69.0</td>
<td>+6</td>
</tr>
<tr>
<td></td>
<td>Mixed</td>
<td>30</td>
<td>65.0</td>
<td>67.0</td>
<td>+2</td>
</tr>
</tbody>
</table>

$\bar{X}_2$ Mean scores in the second week tests

$\bar{X}_3$ Mean scores in the Primary School Leaving Certificate Examinations

r's Correlation co-efficients

N Number of adult learners

* Correlation co-efficient are significant (P < .05)
DISCUSSION

Taking the sex of the learners into consideration in Table 2, one observes that the results change somewhat. The coefficients of correlations were high for General Paper (.77), above average for Arithmetic (.62) and average for English (.50), in respect of the twenty males. These coefficients were significant (P < .05). The reverse is the case in respect of females: The obtained coefficients of correlations were high for English (.82), average for Arithmetic (.53) and below average for General Paper (.34). The coefficients of correlations obtained in respect of English and Arithmetic were significant (P < .05), while that of General Paper was not significant (P > .05). Moreover, the improvement of male mean scores in the achievement tests over teacher-made tests ranged from 2 to 15 points. These results show that males' scores in the teacher-made tests appear to predict their performance best in General Paper, better in Arithmetic and averagely in English that were set in the Primary School Leaving Certificate Examinations.

In the case of females, their scores in the teacher-made tests appear to predict their performance best in English, averagely in Arithmetic and poorly in General Paper. Moreover, the improvement of female mean scores in the achievement tests over teacher-made tests ranged from 7 to
24, a wider margin than that of the males. Thus, sex appears to count in respect of what teacher-made tests administered in performance highly, averagely and poorly in the achievement tests.

Again, taking the sex of the adult learners into consideration in Table 3, one observes that the results change to some extent. The coefficients of correlations were high for General Paper (.83), above average for Arithmetic (.61) and average for English (.53), in respect of the twenty males. These co-efficients were significant (P < .05). The reverse is the case in respect of females: The obtained co-efficients of correlations were high for English (.84), above average somewhat for Arithmetic (.56) and below average for General Paper (.39). The co-efficients of correlation obtained in respect of English and Arithmetic were significant (P < .05), while that of General Paper was not significant (P < .05). The improvement of male scores in the achievement tests over teacher-made tests ranged from 9 to 12 points. These results indicate that males’ scores in the teacher-made tests appear to predict their performance best in General Paper, better in Arithmetic and a little above average in English that were set in the Primary School Leaving Certificate Examinations. In the case of females, their scores in the teacher-made tests appear to predict
their performance best in English, somewhat above average in Arithmetic and poorly in General Paper. In addition, the improvement of the female mean scores in the achievement tests over teacher-made tests ranged from minus 3 to plus 20, a wider margin than that of the males. Therefore, like in the first week, sex appears to count in respect of what teacher-made tests administered in the second week predict adult learners' performance highly, averagely, and poorly in the achievement tests.

The discussion thus far shows that the results reported in Table 2 and 3 are similar. That is, adult learners' scores in the teachers-made rests predict their performance, to a certain extent, in the achievement tests. This is certainly so in respect of General Paper for males, English for females; averagely or somewhat so for the two sexes in respect of Arithmetic, and not so at all for females in respect General Paper. However, co-efficients of correlations reported in Table 3 are higher than those reported in Table 2. The situation shows scores in the teacher-made tests administered in the second week are better predictors of their performance in the achievement tests than their scores in the same teacher-made tests administered in the first week.
CONCLUSION

The result of test-retest process of teacher-made tests reported in Table 1 show that these tests are consistent and thereby reliable in assessing the academic performance of the experimental adult literacy participants. The results is confirmed by the high correlation co-efficient that were obtained.

The teacher-made tests, whether administered in the first week or repeated in the second week, appear to predict adult learners' performance to a certain extent in the academic achievement tests. However, the second-week repeated tests seem to be better predictor of achievement tests than the same tests that were administered in the first week. The improvement in the adult learners' performance in the second-week repeated tests over those of the first week suggests that repetition exercises aid better learning. Sex appears to influence the predictive ability of the teacher-made tests administered in the first week and repeated the second week: Male scores in the General and female scores in English are best predictors of their performance in similar subjects in the achievement tests, while female scores in the General Paper of teacher-made tests are poor predictors of the female performance in the achievement tests.

The areas of further research include controlling the study for urban and rural variables as well as for socio-economic status of the participants.
REFERENCES


ON THE "RESISTANCE" OF PRINCIPALS AND TEACHERS TO THE
INTRODUCTION OF GUIDANCE AND COUNSELLING SERVICES IN
SECONDARY SCHOOLS IN OYO STATE

by

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Department of Guidance & Counselling,
University of Ibadan.

INTRODUCTION

Guidance and Counselling services are measures oriented
toward helping the individual understand and cope with his
educational, vocational and personal needs and problems. The
need for services such as these in the nation's schools is
gradually becoming acceptable. The importance of counselling
has been recognised by the former Federal Commissioner for
Education declared, who said that, "there is a strong
relationship between educational guidance and national develop-
ment (Ali, 1976)". The non availability of this service in
schools has been blamed "for the frustrations observed among
many of the country's young men and women" (National Development
Plan, 1975). In recognition of the gravity of this problem, the
Federal Government has encouraged the development of Guidance and
Counselling training programmes in institutions of higher learning.

The University of Ibadan started an undergraduate degree
programme in Guidance and Counselling in 1974.
An important aspect of the training and a requirement for the degree is the completion of practicum by each student in the second and third years in any of the secondary schools in Oyo State. A majority of them (about 85%) in 1976 reported that teachers and principals constituted the most formidable obstacle to the introduction of Guidance and Counselling in the schools. Gesinde (1976) has attributed this to the skeptical attitude of school authorities as to the efficacy of Guidance and Counselling and jealousy about the counsellor's role. Further discussion of this issue will help in highlighting the gap between the putative need for Guidance and Counselling and its practice.

Central to the present discussion is the fact that Guidance and Counselling is an innovation in most of the nation's schools. As such, it constitutes a change in the existing order of organization of the schools. Change of this kind cannot be effected without a complimentary rearrangement of status, power, associations, skills and so on. Those who may suffer as a result of the change may understandably be unwilling to readily accept it. As in a therapist - client dyad, a trusting positive relationship is needed to overcome the resistance of those most threatened by the prospective change. The "resistance" of the defenders of the status quo.

Our students reported that a majority of school officials, principals and teachers alike, professed ignorance as to the purpose and nature of Guidance and Counselling. Many were openly unimpressed
about its usefulness and some were blatantly hostile. This is poignantly illustrated in the account of one of the students assigned to one school.

"The first day we went to introduce ourselves, the way the teachers received us showed us they didn't understand what our business was. They simply ignored us even after we tried to acquaint them with our purpose... The headmaster tried his possible best to demoralize us. I don't know if he was trying to test us. He cancelled all arrangements we made with the vice principal and yet refused to keep our appointments with him. When we finally met, he told us plainly that he doesn't think Guidance and Counselling is so important, we must practice only after school hours."

All individuals who contribute to the stability or homeostasis of a social system such as the school can be potential resistors of any disruption of the status quo. It occasions little surprise, therefore, that the greatest perceived resistance to Guidance and Counselling was attributed to school authorities, principals and teachers who are entrusted with maintaining the schools' proper functioning.

Some of the perceived resistance may be attributed to the suspicion and hostility of the school system toward the outsider, the student counsellor and not the services that he provides. After all, there are teachers in most schools who are consulted by students in need of guidance. These teachers perform a function similar to that of the guidance counsellor (Jibowu 1978).
Such individuals may feel that their own power and resources sufficiently meet the demand of the students for psychological guidance. Their reaction to the proposed change is in the direction of maintaining a sense of their own competence and hence self esteem, in the face of perceived threat from an outsider. It is conceivable and quite rational for individuals who see their roles being usurped by the student counsellor to feel "jealous" (Gesinde, 1975).

Suspicion and hostility toward the stranger or outsider seem to be traits common to all humans (Wood, 1931). There is a tendency to blame the outsider for problems of the social system and to view his interaction with the system with suspicion. There are many practical real-life experiences of this kind.

For example, "outsider agitators" are usually blamed for students unrest at the university level.

Although space was available elsewhere, one group of student counsellors were assigned a room adjacent to the school's staff room. Some staff members took note of students who visited the student counsellors' office and occasionally questioned them about their visits. Jibowu (1978) reasoned that the staff could "... see the counsellor as a threat to the peace of the school for colluding with hotheads and revolutionists who are welcomed like everyone else into the confidentiality of the counselling interview". The relationship of the male student counsellors and their female student clients was viewed with
It is important to remember that the opposition or resistance is not irrational rather it is a reaction to what may be a real threat to the social system and individuals within the system.

The resolution of these problems depend on the student counsellor’s sympathetic understanding of the dynamics of the school system as well as how he is perceived by others within the system. He must attempt to involved the school authorities in his plans. One approach, suggested by Gesinde (1976), for increasing the participation of school authorities is through education as to the roles and functions of Guidance and Counselling in the school system. To be successful, this technique must involve the counsellor as well. The counsellor should be educated about the basis of the perceived resistance of school authorities as well as help the school authorities understand their reactions. The counsellor must attempt to reassure the school authorities that his role is not necessarily at odds with theirs. He must try to help them through the anxiety and disruption attendant upon change. Lastly, he must show some results which would assure the school authorities of his competence. The onus of proof is on the counsellor. It is the counsellor that should seek to convince others of his efficacy rather than expect others to readily embrace his concepts, and practice without question.
even more suspicion by many school authorities and in most instances, male students counsellors were not allowed "to stay a minute after school hours". In one girls' school, some teachers advised the female students to visit the student counsellors in group rather than singly.

In addition, principals and teachers may have little motivation for helping in the successful operation of a programme which they neither requested nor played any significant part in developing. While other teachers in a school are directly under the principal's control, the specialized nature of the student counsellor's functions requires the supervision of an experienced counsellor. Principals' may resent having little control over the activities of the student counsellors in the schools.

Understanding and Coping with the Resistance.

The defenders of the status quo, the school authorities as we have seen, are most often perceived as obstructionists who pose the greatest resistance to the student counsellor. The concept of resistance when viewed in this fashion is from the perspective of the counsellor rather than the school authorities. It denies the rationality of the position of the school authorities. How could the school authorities describe their interaction with the student counsellors? What is their own perspective on their relationship with the student counselor?
References


During the last decade, there has been a rising awareness of the role that guidance services can play in Secondary Schools. With the introduction of the Universal Primary Education (UPE), more and more guidance facilities are required. Educational opportunities are greatly expanding including the provision of adequate testing instruments for the assessment and evaluation of the tremendous development which is highly anticipated. A well-planned and organized UPE certainly requires adequate preparation, financial involvement and an efficient testing system for its evaluation.

One of the guidance services introduced in Kaduna State is the organization and administration of the TEDRO Aptitude test batteries at the end of the second year course in the post primary institutions. These tests are used to identify pupils who have the special ability to make the best use of training in the specific areas being offered as third year options. Apart from this, the tests help the individual pupil to discover which of the options might be most suitable for him or her. The results
of the Aptitude tests are generally used in two main ways: for selection purposes by the institutions and also for the guidance of the individual. Where these tests are being used as part of the selection procedure for entry to a course with a limited number of places, the selectors will be interested in the higher scores; because these indicate a greater likelihood of success in the course.¹

The intention of this paper is to provide more comprehensive understanding on the use of the TEDRO Aptitude tests which is adapted by Kaduna State Ministry of Education in the Secondary Schools. Further object of this paper is to examine the nature, methods of organization, and the feelings and reactions of both the students and the career masters; concerning the programme.

"Since guidance implies involvement with human beings in problems and decision-making, ordinary observation or an informal investigation into the individual backgrounds may not supply adequate information for effective counselling."² Generally, the nature of the modern schools where students from different backgrounds and with different aptitudes, interests, and motivations come together demands that there must be someone to help students and using a scientific means of assessing their capabilities and potentialities.

Scientific guidance is based on the precise knowledge of the individual obtainable through the use of sound testing instruments.
For instance, no one can ascertain the aptitude, vocational interests and aspirations, attitudes, achievement levels, or operative personality factors of an individual without testing facilities. Tests measure individual differences, which are the principle roots of guidance and counselling efforts.

**The Nature of the TEDRO Aptitude Tests Conducted in the State:**

The understanding of the nature of these TEDRO Aptitude tests conducted in Kaduna State is essential for the full comprehension of this paper.

**Aptitude Tests:** generally embrace intelligence, achievement, personality and interest tests and other skills which are predisposed to learning.\(^3\) Aptitude tests measure ability to learn, through training, and some usually specific knowledge or skill. The tests help to identify which pupils have the ability to make the best use of training in specific areas of options.\(^4\) In this paper, however, it refers to the tests designed to measure an individual's capacity to achieve knowledge or skill after a period of training. The main purpose of these tests is to predict future behaviour rather than to describe present behaviour, which is the main function of an achievement test.

TEDRO — means Tests Development and Research Office of the West African Examinations Council, Lagos.\(^5\) This is the main test organizing office of Nigeria, it conducts aptitude and achievement tests apart from the normal West African School Certificate Examinations.
The TEDRO Aptitude tests which are adapted by Kaduna State are those "internationally developed" in Nigeria during the early 1960's with considerable American help for what is now the Test Development and Research Office of WAEC. Moreover, they have been thoroughly adapted to Nigerian conditions and are regularly used by a number of large concerns such as the Shell Oil Company and the Nigerian Railway Corporation. For example, admission to Schools of Nursing, as those at A.B.U. Teaching Hospitals, Kaduna, Kano, and Zaria are dependent upon these tests. TEDRO has readily agreed to conduct further research with the aim of improving the validity of the tests for the purpose of use in Kaduna State Secondary Schools.

These tests are described as "standardised". This means that the procedure, apparatus and scoring have been fixed so precisely that the same tests can be given at different times and places and different candidate's scores be compared. Such comparisons would be impossible without a rigorous adherence to testing procedures. These tests have to be administered by people who have been specially trained by TEDRO.

Although there are twenty-one internationally developed tests, that could be used, the Ministry of Education, Kaduna State, has decided to make use of only eleven of the tests. These include the following:

1) **VAL - Verbal Analogies.** A verbal reasoning test, used to predict success in school or a job requiring formal studies.
2) RDL - Reading Comprehension. A test of ability to read and understand written material, used to predict academic potential.

3) MEM - Memory. A test of ability to learn and remember materials organized in a meaningful way.

4) MBC - Mechanical Information. An interest and aptitude test for technical occupations.

5) CHK - Checking. A test of speed and accuracy in perceptual discrimination.

6) FIG - Figures. A test of flexibility in responding to changing perceptual cues, used in determining aptitude for skilled trades.

7) COD - Coding. A test of speed and accuracy in encoding data, used for the clerical occupations.

8) NAM - Names. A test of speed and accuracy in checking written material. Used for clerical jobs and others requiring attention to details.


10) TAB - Tables. A test of speed and accuracy in obtaining data presented in a tabular form. Used for selection into clerical occupations.

The scores are expressed in "stanine" units. In this system a score of 9 is best possible score, a score of one is the poorest. The average score is 5.

Some of these tests when grouped together, will give an indication of the pupil's aptitude for academic studies, a different grouping will predict the likelihood of his success in technical courses; yet another grouping will show who has the ability to succeed in clerical/commercial training. All the tests are relevant to selection for WAEC subjects and most are involved in entry to the technical, grammar, and clerical/commercial schools in the state.

An Evaluation of the Scheme

The paper attempts to evaluate the importance of the new system of the TEDRO aptitude test organization in the state; to find out whether or not there is correlation between the TEDRO aptitude test scores and the end-of-year examination marks, to ascertain whether or not the students generally welcome the new system of education, and finally to investigate whether or not the first set of the students are satisfied with their school placement which was based primarily on the results of the TEDRO Aptitude tests which they took at the end of their second year in post primary institutions in 1972.

The Procedures of Evaluation

Five leading Government Secondary Schools namely, Barewa, Kufena, G.S.S. Zaria City, Commercial, and Soba G.S.T.S. were
selected for the purpose of the study. The following three hypotheses were postulated:

1) There is no significant difference in the comparison of the students’ aptitude test scores and their end-of-year examination marks in English, Mathematics and Science.

2) The students welcome the introduction of the new system of comprehensive education.

3) The students are satisfied with their present school placements based primarily on the results of the TEDRO aptitude test scores.

In order to test hypothesis one, for example, both the students’ TEDRO aptitude test scores and their annual examination marks were recorded and compared side by side, so as to determine whether or not there is a correlation between the two sets of scores. It was, however, impossible to estimate the degree or the pattern of the relationship.

To test hypotheses two and three "opinionnaires" and "questionnaires" were used. Both the techniques were designed to determine the pupils’ attitudes and feelings about the scheme.

The opinionnaires and questionnaires were distributed to all class five students in the five selected secondary schools in Zaria district. Out of 576 students in the 19 classes 515 responded.
Table 1

Table of Responses

<table>
<thead>
<tr>
<th>No</th>
<th>College</th>
<th>Classes</th>
<th>Students</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barewa College, Zaria</td>
<td>5</td>
<td>135</td>
<td>121</td>
</tr>
<tr>
<td>2</td>
<td>Kufena College, Zaria</td>
<td>4</td>
<td>115</td>
<td>104</td>
</tr>
<tr>
<td>3</td>
<td>G.S.S. Zaria City</td>
<td>4</td>
<td>115</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>Comm. College Zaria</td>
<td>3</td>
<td>101</td>
<td>96</td>
</tr>
<tr>
<td>5</td>
<td>G.S.T.S. Soba</td>
<td>3</td>
<td>110</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>19</td>
<td>576</td>
<td>515</td>
</tr>
</tbody>
</table>

Result Analysis

The results were based on the information obtained from both the opinionnaires and the questionnaires completed by the students—all from the five secondary schools and also through the scrutiny of the students' academic records.

The general observation of the comparison of the TEDRO aptitude test scores with the end-of-year examination marks in each of the five institutions surveyed indicated that there is a correlation between the two sets of test scores. Generally, the high achievers in the TEDRO tests are also those who are high in the end-of-year examination marks. The same principle applies to the low achievers. Although, exceptions do occur, these do not destroy the whole pattern of the correlation.

The degree of correlation, however, is subject to further investigation and cannot be readily estimated. The implications
Table II
The Comparison of TEDRO and End-of-Year Examination Marks
A Sample - Barewa College, Zaria

<table>
<thead>
<tr>
<th>Students' Number</th>
<th>TEDRO Test Scores</th>
<th>End of Year Examination Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACADEMIC</td>
<td>English</td>
</tr>
<tr>
<td>1</td>
<td>30</td>
<td>88</td>
</tr>
<tr>
<td>2</td>
<td>08</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>73</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>09</td>
<td>44</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>56</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>83</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>54</td>
</tr>
<tr>
<td>10</td>
<td>29</td>
<td>73</td>
</tr>
</tbody>
</table>

of the finding are that the TEDRO tests do measure, to some extent, the students' capabilities and skills to learn, and that they can be applied in Nigerian secondary schools.

Hypotheses Two and Three

The two hypotheses are dependent upon the information, elicited from the results of both the students' opinionnaires and questionnaires. The average percentages of both responses of "agree" and "disagree" are shown in the tables below.
### Table III

<table>
<thead>
<tr>
<th>Students</th>
<th>Most of the</th>
<th>placement based on</th>
<th>The idea of school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>is welcomed by</td>
<td>TEOHIO test scores</td>
<td></td>
</tr>
</tbody>
</table>

| The tests are always difficult. |
| Success in predict academic are the best to |

![](image)

<table>
<thead>
<tr>
<th>LE</th>
<th>3.2</th>
<th>3.4</th>
<th>3.6</th>
<th>3.8</th>
<th>4.0</th>
<th>4.2</th>
<th>4.4</th>
<th>4.6</th>
<th>4.8</th>
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</thead>
<tbody>
<tr>
<td>SA</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>21</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LE</th>
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<th>3.4</th>
<th>3.6</th>
<th>3.8</th>
<th>4.0</th>
<th>4.2</th>
<th>4.4</th>
<th>4.6</th>
<th>4.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LE</th>
<th>3.2</th>
<th>3.4</th>
<th>3.6</th>
<th>3.8</th>
<th>4.0</th>
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<td>SA</td>
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<td>7</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>21</td>
</tr>
</tbody>
</table>

The overall responses of the five schools.
The total number of students who responded to opinionnaires number one is 480. The percentage of those who "agree" is 68; and that of those who "disagree" is 32. The majority of the students are of the opinion that the TEDRO test scores are the best way to predict academic success. Four hundred and sixty-four (464) students responded to opinionnaire No. 2; and 73 per cent of the respondents have the opinion that the tests are not too difficult to understand - only 27 per cent of the students consider them hard. For No. 3 there are 424 respondents. Fifty-eight (58) per cent "disagree" while 42 "agree". The number of undecided students is 81. The conclusion is that majority of the students welcome the introduction of the new scheme of TEDRO aptitude tests.

The above table gives the summary of total responses on the questionnaires. The average per cent of "yes" respondents for number one is 70 and that of "no" is 30. An average per cent of seventy (70) students believe that, TEDRO tests predict their "skills and ability to learn", thirty (30) per cent object to this very idea. An average per cent of 64 students were happy to take the tests, but the other 36 per cent were not. Eighty per cent (80) of students seem to be happy with their school placements; only 20 per cent are dissatisfied with their school placements based on the results of the TEDRO tests. The conclusion is that the majority of the students as evidenced by the above average figures, are satisfied with their placements. The degree of the satisfaction, is subject to further research.
### Table IV  
**The Average Responses on Questionnaires**

<table>
<thead>
<tr>
<th>QUESTIONNAIRES</th>
<th>Colleges</th>
<th>Total No of Responses</th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do these tests predict your skills and capacity to learn?</td>
<td>Barewa</td>
<td>120</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Kufena</td>
<td>95</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>GSS Zx</td>
<td>85</td>
<td>72</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Com. Schl</td>
<td>95</td>
<td>84</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>GSTS, Soba</td>
<td>103</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Average Responses</td>
<td>.. .. .. ..</td>
<td>..</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>2. Were you happy to take the TEBHO tests</td>
<td>Barewa</td>
<td>121</td>
<td>41</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Kufena</td>
<td>97</td>
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<td>GSS Zx</td>
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<tr>
<td></td>
<td>Com. Coll</td>
<td>96</td>
<td>74</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>GSTS, Soba</td>
<td>104</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>Average Responses</td>
<td>.. .. .. ..</td>
<td>..</td>
<td>64</td>
<td>36</td>
</tr>
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<td>3. Do you a regret coming to your present school?</td>
<td>Barewa</td>
<td>122</td>
<td>19</td>
<td>81</td>
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<td></td>
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<td>88</td>
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<td>Com. Coll</td>
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<td>GSTS, Soba</td>
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<td>26</td>
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<td>Average responses</td>
<td>.. .. .. ..</td>
<td>..</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

Studying the table on page 131 one can easily note the career and guidance masters' opinion with regards to the TEBHO aptitude tests. The responses to Nos. 8, 10, 12 and 14 indicate that the majority of the staff agree with the statements. Half of the respondents agree and the other half disagree with statements 13 and 17. The percentage of responses in each case is 50 "agree" and 50 "disagree". These responses are not out of place because
<table>
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<th>X4</th>
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<td>88</td>
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</tbody>
</table>

**Table A**

Summary of Response
Decision: n/a, not applicable.
often new ideas or changes are not usually unanimously accepted at the initial stages. There are bound to be objections from some people. Therefore, Kaduna State Ministry of Education should not expect every staff to welcome the new system of education.

Table VI

Guidance and Career Masters' Questionnaires:
Summary of Responses

<table>
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<tr>
<th>QUESTIONNAIRES</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
<th>% Yes</th>
<th>% No</th>
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<tbody>
<tr>
<td>19. Do these tests really predict students skills and capacity to learn?</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>86</td>
<td>14</td>
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<tr>
<td>20. Are the students class performance satisfactory?</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>43</td>
<td>57</td>
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<tr>
<td>21. Do these test results justify the financial involvement?</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>22. Do you consider the tests very effective means of student school placement?</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>23. Are you satisfied with the method in which the tests are being conducted?</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>43</td>
<td>57</td>
</tr>
</tbody>
</table>
The responses from questionnaires number 19 indicate that the majority of the staff - 66 per cent - agree that the TEDRO aptitude tests predict students' skills and capacity to learn; only 14 per cent object to the idea. Forty-three (43) per cent of the respondents believe that students' class performances are satisfactory, while (57) do not. Forty-three per cent (43) are of the opinion that the tests are worth doing; whereas (57) per cent are not; they do not justify the financial involvement. The majority of the staff (57) per cent feel that the tests are very effective means of deciding the students' school placement; while (43) per cent have contrary views. Fifty-seven (57) per cent of the respondents are not satisfied with the way in which the tests are being administered; only (43) per cent seem to be satisfied.

Generally, the majority of the Guidance and Career masters held the following views with regard to the new system of education, as indicated by both the opinionnaires and questionnaires.

1. a) They are of the opinion that: The TEDRO tests are the best method to predict the students' academic success.

   b) There is relationship between the students' TEDRO test scores and their annual examination marks.
c) The TEDRO tests are very important as they are taken into account in the student's final school placement.

d) The TEDRO test scores are of use to both staff and students.

2. Not all the staff are satisfied with the new system of school placement based primarily on the TEDRO test scores.

3. The majority of staff are not satisfied with the way in which these tests are administered.

4. The TEDRO tests help students discover which of the options offer training from which they can benefit most.

REFERENCES


A STUDY OF SEX DIFFERENCES IN ACADEMIC
ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

By

Edward E. Ezewu
Department of Teacher Education,
University of Ibadan
Ibadan.

INTRODUCTION

The concepts of 'male' and 'female' have traditionally been employed as opposites indicating profound differences between the two human beings. Eleanor Maccoby and Carol Jacklin (1974)\(^1\) decided to assess the current state of scientific knowledge on male and female differences. Although they dismissed a great number of what had been held to be sex differences as myth, they found a clear evidence of four sex differences between boys and girls in learning and general behaviour:

a) that from around age eleven, girls exhibit greater verbal ability than boys;

b) that boys are superior to girls on visual-spatial tasks during adolescence and adulthood, but not during childhood;

c) that at about twelve or thirteen years of age, boys move ahead of girls in mathematical ability;

d) that boys are more aggressive than girls.

Looking at the first three findings which concern achievement, they imply that girls should be better than boys in the language
area of the curriculum while boys are better in other subjects, especially in mathematics at the secondary school level. Although the literature reviewed by Naccoby and Jacklin (1974) did not provide conclusive findings as to the current state of sex differences in learning, it has now become a convention, rather than a matter of empirical evidence to design research investigations having to do with learning with the assumption that there are established sex differences in learning. Based on the Naccoby and Jacklin findings, this study was designed to investigate whether there are sex differences in achievement of secondary school students in English and Mathematics. Specifically the following hypotheses were tested:

1. That there will be no significant difference between the means of the scores obtained by boys and girls in English language;

2. That there will be no significant difference between the means of the scores obtained by boys and girls in Mathematics.

**METHOD**

1) **Schools and Subjects**

A total of ten mixed secondary grammar/commercial schools were selected from both urban and rural areas of the Delta part of the Bendel State of Nigeria. Mixed schools were considered more appropriate than single sex schools for the following reasons:
a) As the study involved the comparison of the performances of both boys and girls, it was better to select the subjects from the same school environment;

b) Teacher orientation, attitude and style are important in students achievement. For this, a comparison of students taught by the same teacher in each school setting should provide more dependable results than students taught by different teachers in different single sex schools.

The subjects for the study, comprised 600 (boys - 300; girls - 300) students, and their age range was between 14-16 years. They were randomly selected from the third year classes of the ten schools.

ii) Procedure:

There was no criteria that guided the selection of schools other than the fact that the schools had to be mixed ones. The fact that the schools were located in urban and rural areas was more of accident than of design. In selecting the subjects all the male and female third year students in each school were listed. Fifteen students were then randomly selected from each of the two lists in each of the ten schools.

The end-of-year examination scores in English and Mathematics were then obtained from the school records; that is, the students were promoted to their present class with these scores. The two subjects were considered adequate for an
exploratory study of this nature because these are the compulsory subjects at the West African School Certificate Examinations. The motivation of both boys and girls to do well in these subjects were expected to be high. The means, the Standard Deviations and the Standard Error of the means were computed and a $t$-test for two independent groups, non-directional was applied to determine the significance or otherwise of the difference between the means.

**RESULTS**

i) **English Language**

The results in respect of English Language are presented in Table I.

A look at Table I reveals that girls performed better than boys in English Language in seven of the ten schools used for the study, except that the differences between the means were only significant in schools 2 ($t = 1.82$; $P < .01$), 5 ($t = 1.39$; $P < .20$) and 6 ($t = 1.63$; $P < .20$). On the contrary, boys performed better than girls in three of the ten schools, that is, in schools 4, 9 and 10, but the differences between the group means were not significant at any meaningful probability level. In consequence therefore while the null hypothesis 1 is rejected in respect of schools 2, 5 and 6, it is not rejected in the seven other schools.

ii) **Mathematics:** The results in respect of mathematics are presented in Table II.
### Table I

**Sex Differences in English Language Achievement**

<table>
<thead>
<tr>
<th>Schl</th>
<th>Sex</th>
<th>N</th>
<th>(\bar{X})</th>
<th>S.D.</th>
<th>S.E.</th>
<th>df</th>
<th>t-value</th>
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<td>40.6</td>
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<td>M</td>
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</table>

* Significant differences
The answers to these questions would help our understanding of this issue.

Freud introduced the concept of resistance to describe the inability of some of his patients to recall memories which would enhance the therapeutic process. He observed even patients who have every reason to seek relief from their psychological problems, for example, those incapacitated or embarrassed by their symptoms often manifest this phenomenon. Resistance, he posited, was due to active forces of the mind beyond the patient’s awareness. Freud suggested that resistance is a necessary part of the therapeutic process as it could be catastrophic for the patient to abandon his pathological defenses before he has developed more adequate coping styles (Mack and Semrad, 1967).

It goes without saying that resistance as discussed by Freud is from the therapist’s perspective and not his patients who have every reason to seek change and would probably not identify their behaviour as “resistance”.

Few innovations can be introduced without some unintended repercussions on the lives of some individuals. As in the therapist-patient dyad, opposition to the introduction of Guidance and Counselling by those whose life circumstances may be affected by it should be expected and is not necessarily undesirable.
## Table II

### Sex Differences in Mathematics Achievement

<table>
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</table>

* Significant difference
Table II shows that boys performed better than girls in Mathematics in seven of the ten schools; that is, schools 1, 2, 3, 5, 6, 9 and 10 except that the differences between the means were only significant in school 5 ($t = 2.176$; $P < .05$). On the contrary, girls performed better than boys in three of the ten schools; that is, in schools 4, 7 and 8 and none of the differences was significant at any meaningful probability level. In consequence while the second null hypothesis is rejected in school 5, it is not in the other nine schools.

**DISCUSSION**

The present study was designed to investigate whether there are sex differences in achievements in English Language and Mathematics. It has been suggested that boys perform better than girls in Mathematics while girls perform better in Languages. The findings of the present study tended to support this. Out of the ten schools, girls performed better than boys in seven of them but the differences were significant only in three of the seven schools. Similarly, in Mathematics, boys performed better than girls in seven of the ten schools but only one of the differences was significant. We note that boys were not 100% better than girls in the ten schools in respect of Mathematics neither were girls 100% better than boys in English Language in all the ten schools. In the face of these findings, the following conclusions could be drawn:
a) that boys tended to be superior to girls in Mathematics;

b) that girls tended to be superior to boys in English Language;

c) that sex differences in academic achievement cannot be generalized especially when only two subjects were used in this study.

Another way of arriving at a reliable and more conclusive finding about this problem is to construct standardized tests in several areas of the curriculum for several classes of the Secondary school system. It is also possible to collect scores of Teacher-made tests in several subjects of the secondary school curriculum and in several classes for sex-difference analysis and computation.

REFERENCE

A STUDY OF THE PERSONALITY TYPES OF STUDENTS IN UNDERGRADUATE COUNSELLING PROGRAMMES AT IBADAN UNIVERSITY, NIGERIA

BY

Dr. S. A. Gesinde,
Department of Guidance and Counselling
University of Ibadan,
Ibadan,

Abstract

In selecting counselling trainees, there is an urgent need for other selection criteria besides academic capability or promise. This is necessary in view of the delicate nature of the client-counsellor relationship. The primary purpose of this study therefore was to identify the personality types of the counselling trainees at the Department of Guidance and Counselling, University of Ibadan, Nigeria and secondly to measure the degree of the congruency between these trainees personality/career orientations and the profession for which they were being trained.

The instrument used for the study was the adapted and modified form of the Self-Directed Search (SDS) developed by Holland in 1970. The instrument, based on Holland’s theory of vocational choice, measures six personality types viz: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

The following were the major findings of the study.

1. Both second and first year Bachelor of Education (Guidance & Counselling) degree students of Ibadan University were found to be predominantly Social and Enterprising respectively in their personality and career orientations. In short, most of the students were found to be congruent with their professional training choice.
2. Among the second year Bachelor of Education (Guidance and Counselling) degree students, females were significantly more social than males whereas it was the other way round between the males and females of the first year Bachelor of Education (Guidance & Counselling) degree students.

3. There was a greater degree of homogeneity, with respect to personality orientations, among the second year Bachelor of Education (Guidance & Counselling) degree students when compared with their counterparts in the first year.

These findings have important implications for programme admission authorities, counsellor educators, counselling practitioners and aspiring counsellors themselves.

**INTRODUCTION**

Some Universities in this country are now preparing guidance counsellors at the undergraduate and postgraduate levels for schools systems and Industrial Establishments. In their selection of trainees there seems so far to be no other selection criteria besides academic requirements. Unfortunately, since only few trainees have completed the programme and are just settling down in schools, it has not been possible to investigate the adequacy or otherwise of the current selection criteria. However, without prejudice to the importance of academic requirements in the selection of trainees, one should also be reminded of the saying that "the hood alone does not make the monk".
Counselling, being a deep-emotionally involving activity, definitely would require more than mere academic excellence from trainees and practitioners for selection success. In the opinion of Shertzer and Stone (1966) Essential to an effective programme of counsellor education is a selection process that identifies those individuals with the greatest potential for effective counselling. In short, the importance of identifying persons who will do the work well, and also find success and satisfaction in their jobs cannot be overemphasised.

In developed countries, and with specific reference to United States of America, both theoretical and empirical materials are generally available for consideration and use when selecting people for counselling education. For instance, in 1942, the National Vocational Guidance Association issued a statement "that counsellors, ideally, are characterised by such personal characteristics as interest in people, patience, sensitivity to others' attitudes and reactions, emotional stability and objectivity and that they respected facts and were trusted by others (Shertzer & Stone 1966 p. 102). Patterson (1958 p. 67) also said "It is rather generally agreed that a counsellor should have genuine interest in people and their problems, an understanding and tolerance of differences and deviations, a respect for others, patience, and ability to develop effective harmonious relationships with those whom
he works, as well as general emotional maturity."

With a wide variety of instruments and procedures, many of the personal factors listed above and which are regarded necessary for successful counselling outcomes have been subjected to empirical analysis. Among the instruments used by Wrenn (McGowan & Schmidt p. 37) on a sample of 30 graduate level counsellor trainees include: Miller Analogies Test, the Minnesota Multiphasic Personality Inventory, the Strong Vocational Interest Blank, the Allport - Vernon - Lindzey Study of Values and the Guilford Zimmerman Temperament Survey.

McGowan & Schmidt (p. 39) also reported that Brown, a doctoral student at Northwestern University, in 1946 investigated 12 counsellors through the use of the Strong Vocational Interest Blank. He found that both males & females showed a high interest in occupations dealing with people as individuals and as members of groups and indicated a secondary pattern in business. Also reported is the study by one Wriedt of 104 male psychologists, 115 of whom were classified as guidance psychologists. From the analysis of the subjects responses to the Strong Vocational interest Blank, guidance psychologists seem to have a stronger preference than others for interviewing, service to others, personnel work and writing (McGowan & Schmidt
p. 39). Shertzer & Stone (p. 102) also reported the findings of Namrin and Paulson's (1950) study in which 91 counsellors listed in order of frequency the traits which in their opinion facilitate counselling. These are:

1. understanding
2. sympathetic attitude
3. friendliness
4. sense of humour
5. stability
6. patience
7. objectivity
8. sincerity
9. tact
10. fairness
11. tolerance
12. neatness
13. calmness
14. broadmindedness
15. kindness
16. pleasantness
17. social intelligence
18. poise.

Also, much of the current research in this area of personality and vocational choice has been carried out by Holland (1963, 1963, 1964, and 1965). He eventually came up with a theory of vocational choice. His theoretical rationale is based on the assumption that vocational choice is an expression of one's personality. In other words, in the process of making a vocational choice, if there are many occupations from which choice can be made, an individual will seek out and consider only those occupations that are likely to foster rather than hinder one's personality characteristics. Holland holds the view that if people express their personality characteristics in vocations, then most of the people in the same vocation are likely to possess similar characteristics. Consequent upon this assumption, Holland (1966) grouped all occupations, environments and people into six types—realistic
Investigative, Artistic, Social Enterprising and Conventional. The following is a brief description of the types.

Realistic Type

This type of person is assumed to be masculine and aggressive. His unsocial behaviour limits his social interaction and leadership skills; hence he prefers to engage in occupations that are concrete and manipulative such as engineering, carpentry, welding, automobile mechanics, farming, weaving, and so on. He enjoys well defined problems as opposed to abstract and intangible ones. He avoids goals, values and tasks that require subjectivity, intellectualism and social sensitivity.

Investigative Type

This type of person is analytical and intellectual but like the realistic type he abhors close social interactions because of his poor social skills. He prefers to "think through" than "act out". He tends to be a mathematician, scientist, geologist, laboratory technician, physician, etc. In short, he avoids situations requiring social skills for aggressive and difficult social interactions.

Artist Type

This type of person is also unsocial but values very much esthetic activities, hence he prefers to be an artist, dramatist, musician, photographers, etc., in order to
find outlets for his emotions and imagination. To find relief from anxiety and stresses of interpersonal relationships, he avoids numerous direct relationships with others.

**Social Type**

This type of person is very sociable, religious, humanitarian and has great interpersonal relationship skills. He prefers to engage in helping occupations such as teaching, religious activities, social work, counselling or educational administration. He avoids masculine roles that require motor skills, use of tools and machines. He rates himself high on leadership, speaking skills, popularity, originality, practical mindedness, self-understanding and perseverance.

**Enterprising Type**

This kind of person is adventurous, enthusiastic and socially aggressive. He shows great interest in political and economic matters; hence he enjoys selling, banking, political and supervisory vocations. He prefers supervisory and leadership roles to any other roles.

**Conventional Type**

This person is rule-oriented and conforming, hence he prefers to be a clerk, time-keeper, traffic controller, typist, receptionist and administrative officer or secretary. He lacks spontaneity and originality. He is well controller, neat sociable, and likes to create good impressions. He loves
structured activities.

On the strength of the above assumptions, Holland's theory suggests the following among other predictive outcomes and behaviours with respect to people in different vocations.

That people whose personality characteristics are congruent with their vocations or environments are likely to experience a "more stable vocational choice, higher vocational achievement, better maintenance of personal stability and greater satisfaction."

Due to the newness of training programmes in helping relationship/Careers in Nigeria, only two write-ups are available on counsellor characteristics. The first write-up was by Kuti (1976) titles "The Career Master: his personal characteristics and philosophical beliefs in relation to students and his profession." The second is a paper written by Akinboye (1977) titles "Counsellor characteristics Questionnaire (CQ); its construction and psychometric properties." No doubt, there is a great need for research-based knowledge about people who go into counselling programme, and other professions dealing with mental health. Such knowledge will, to a great extent, help in screening out misfits and also in identifying potentially effective counsellors, psychologists, social workers and psychiatrists.

In brief, the major purpose of this study was to contribute to our knowledge about the kinds of people who enrol
in our counselling or other helping relationship programmes. Specifically, answers were sought to the following questions.

Questions:

1. What are the major personality types of students in the counselling programme?

2. Are there major differences in the Personality types of male and female subjects?

3. What proportion of students belong to various personality types?

METHODOLOGY

Sample:

Two groups of Undergraduate Education Students were involved in the study. The first set, 28 in all, comprising 20 males and 8 females were second year Counselling Students in the Department of Guidance and Counselling. The age range was 20 - 36, with a mean of 27 years. About 70% of them had teaching experience before coming to the University to study guidance and counselling.

The second group of 45 students was randomly selected from a class of 85 first year Counselling Students. The group was made up of 30 males and 15 females, and the age range was 17 - 40, with a mean of 29 years.
About 80% of them had teaching experience before entering into the guidance programme. The second year Bachelor of Education degree students were the first set of intake into the programme while the first year Bachelor of Education degree students were the second set.

Instrument and procedure.

The instrument employed in the study was the Self Directed Search (SDS) developed by Holland (1970). The instrument is based on Holland's theory of vocational choice as earlier explained and in this case it was used to identify the students personality types. The instrument has 66 items of preferred activities, 66 competency items, 84 titles of preferred occupations, 6 ability self-rating areas and 6 skill self-rating areas. The instrument thus enable an individual subject to measure his personality type five times. Some of the adaptations or modifications carried out on the instrument are reported in Gesinde (1973 p. 33 - 34). Studies of reliability carreid out by O'connel et al (1971) indicate the following test - retest median reliability coefficients: .75 (Pearson Product moment), .87 (Average Common Elements) and .95 (Spearman RHic). Holland (1971) also gave the internal consistency coefficient at lying between .53 and .87(KR 20). The instrument also possesses content validity.
**Response Areas** | **Personality Types**
--- | ---
Preferred Activities, 66 items | R I A S E C
Competencies, 66 items | 11 11 11 11 11 11
Preferred occupations, 84 items | 14 14 14 14 14 14
Ability Self-Ratings | 7 7 7 7 7 7
Skill Self-Ratings | 7 7 7 7 7 7
Maximum Total | 50 50 50 50 50 50

For each subject, the three personality types achieving the highest total scores when arranged in order of highest to low became their three-letter code. For example, if a subject achieved the following scores, R(21) I(17) A(19) S(35) E(41) and C(10), his three-letter code was -RES.

Simply interpreted, this subject is primarily the Enterprising type, secondarily the Social type and thirdly the Realistic type, respectively.
RESULTS

Questions 1

What are the major personality types of Students in the counselling programme?

Tables 1 and 2 provide the data for answering this question.

**Table 1**

**B.ED. II COUNSELLING STUDENTS PERSONALITY TYPES BASED ON SDS THREE - LETTER CODES.**

<table>
<thead>
<tr>
<th>Three letter code</th>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td></td>
<td>26</td>
<td>2</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>17</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4</td>
<td>13</td>
<td>28</td>
<td>25</td>
<td>14</td>
<td>84</td>
</tr>
</tbody>
</table>
Table II

<table>
<thead>
<tr>
<th>Three Letter</th>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>43</td>
<td>-</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>Second</td>
<td>1</td>
<td>8</td>
<td>16</td>
<td>2</td>
<td>15</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>Third</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>-</td>
<td>20</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>14</td>
<td>24</td>
<td>45</td>
<td>35</td>
<td>13</td>
<td>135</td>
</tr>
</tbody>
</table>

Tables I and II show that most of the students are primarily social (S) type and secondarily Enterprising (E) and thirdly Artistic (A) while an insignificant number of them had Realistic (R), Investigative (I) and Conventional (C) personality types.

Question II.

Are there major differences in the Personality Types of Males and Females?

Tables III and IV provide answers to this question.
In comparing the mean scores of males and females for each personality type, the separate variance model was used. A correction = $z = 2.0$ was set.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>50.75</td>
<td>8.59</td>
</tr>
<tr>
<td>F</td>
<td>53.82</td>
<td>7.77</td>
</tr>
</tbody>
</table>

**Table II**

**Means and Standard Deviations of Scores on SS by Personality Type**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>50.75</td>
<td>8.59</td>
</tr>
<tr>
<td>F</td>
<td>53.82</td>
<td>7.77</td>
</tr>
</tbody>
</table>
Question III

What proportion of the students belong to various personality types?

The Table below provides answers to this question.

**TABLE V**

**PROPORTION OF SS BELONGING TO VARIOUS PERSONALITY TYPES**

<table>
<thead>
<tr>
<th>Personality Types</th>
<th>B.Ed II</th>
<th>Set</th>
<th>B.Ed I</th>
<th>Set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of SS</td>
<td>%</td>
<td>No. of SS</td>
<td>%</td>
</tr>
<tr>
<td>SEC</td>
<td>9</td>
<td>32%</td>
<td>7</td>
<td>15.6%</td>
</tr>
<tr>
<td>SEA</td>
<td>7</td>
<td>25%</td>
<td>5</td>
<td>11.6%</td>
</tr>
<tr>
<td>SAE</td>
<td>4</td>
<td>14%</td>
<td>11</td>
<td>24.6%</td>
</tr>
<tr>
<td>SAI</td>
<td>1</td>
<td>3.5%</td>
<td>2</td>
<td>4.2%</td>
</tr>
<tr>
<td>SCE</td>
<td>1</td>
<td>3.5%</td>
<td>3</td>
<td>7.6%</td>
</tr>
<tr>
<td>SEI</td>
<td>1</td>
<td>3.5%</td>
<td>2</td>
<td>4.2%</td>
</tr>
<tr>
<td>SCA</td>
<td>1</td>
<td>3.5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SIE</td>
<td>1</td>
<td>3.5%</td>
<td>5</td>
<td>11.6%</td>
</tr>
<tr>
<td>SIC</td>
<td>1</td>
<td>3.5%</td>
<td>1</td>
<td>2.2%</td>
</tr>
<tr>
<td>ESC</td>
<td>2</td>
<td>7.0%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SIA</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4.2%</td>
</tr>
<tr>
<td>SAC</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4.2%</td>
</tr>
<tr>
<td>SER</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2.2%</td>
</tr>
<tr>
<td>SRI</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2.2%</td>
</tr>
<tr>
<td>SAR</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2.2%</td>
</tr>
<tr>
<td>ISR</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2.2%</td>
</tr>
<tr>
<td>ASE</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

The above Table shows that a greater proportion of the subjects fall into three personality types – SEC, SEA and SAE respectively. However, unlike the B.Ed II set there is a tremendous spread of the B.Ed. I set over all the possible combinations of personality types.
Summary of Findings

1. Both second and first year Bachelor of Education (Guidance & Counselling) degree students of Ibadan University were found to be predominantly Social and Enterprising respectively in their personality and career orientations. Most of the students were thus found to be congruent with their professional training choice.

2. Among the second year Bachelor of Education (Guidance & Counselling) degree students, females were significantly more social than males whereas it was the other way round between the males and females of the first year Bachelor of Education (Guidance & Counselling) degree students.

3. There was a greater degree of homogeneity, with respect to personality orientations, among the second year Bachelor of Education (Guidance & Counselling) degree students when compared with their counterparts in the first year.

Discussion and Conclusions

One of the major findings of this study was the significant feature of Social and Enterprising personality types among the subjects for the study. The inference from this finding is that the majority of the counselling trainers were congruent with the demands or requirements of the profession for which they were being trained.
Practitioners of the counselling profession require social orientation in order to foster deep interpersonal relationship with clients. They also need to possess a high degree of enterprise in order to be able to sell their ideas to clients.

However the reasons for this striking result are not easily discernable because of the following observations. Firstly, many of the students who applied to the department of guidance and counselling for admission knew practically nothing about guidance and indeed many of them were attracted into the profession on account of its newness. High probability of admission. Secondly, when the investigator first surveyed the personality orientations the second year students in the programme and found them to be socially oriented he easily attributed his finding to the influence of their experience in the programme in the year prior to the study. In fact, it was the finding with the second year trainees that motivated the study of the first year students. But a similar finding with first year students on whom were administered the instrument during their first week of classes seem to suggest that the influence of experience in training might not be related to the finding.

On the other hand, the most plausible explanations for the findings might be found in the subjects background. In the first instance, most of the subjects were teachers before admission into the university to study guidance and counselling and incidentally teaching is another socially oriented career.
Secondly, it is also important to relate the present findings to the findings of an earlier study carried out by this investigator. In a study carried out in 1973, the author found that about 86% of the surveyed students in a grade II teacher training college and about 75% of students at a trade centre respectively had either primarily or secondarily social personality types. The conclusion and a stronger explanation for this result might not be unconnected with the socialisation progresses in the Nigerian culture. Which........

In the extended family system and among peers each person is required to relate intimatively to others, to share their concerns and help in the resolution of problems facing all the people around him. But can we say then that most people in this country have socially oriented values? Only further researches can provide answer to this question.

The findings in relation to sex differences in the personality type variables were not conclusive and the fact that no significant differences were noticed in areas can be explained in terms of the exposure of the subjects to similar educational courses and programmes either for West African School Certificate or General Certificate examinations. Most school systems do not provide enough learnings experiences in practical/mechanical, laboratory and clerical activities hence students develop little or no interest in these areas. The resultant effect is that when they are given an inventory which include these activities or areas to score, they either neglect the items or score poorly there.
It is difficult to say that the experience of one year in the counselling programme influenced or produced the high degree of homogeneity among the second year students. One can also not rule out the possibility. May-be, the high degree of similarity among the second year students was merely a co-incidence. A longitudinal study would probably help in resolving this issue.

Because of the small number of subjects used for this study, its findings cannot be generalized and strong suggestions for the use of the instrument for the screening of would-be counsellors cannot be made. However, the study provides some bases for further exploration of the characteristics of people who go into helping relationship professions. Holland's Self-Directed Search (SDS) is also considered an additional instrument available to researchers. A longitudinal study as earlier suggested might be desirable in investigating further the role of experience while in training. Another aspect of the study requiring further investigation is the determination of the extent of sociability among Nigerians.

In conclusion, the study has some implications for counsellor educators who admit trainees, for intending applicants who would want to have a thorough understanding of themselves before filing their application and for counsellors and psychologists who will have to deal with maladjustment problems arising from person - training programme incongruency.
REFERENCES


