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This is to certify that the
thesis entitled
An Analysis of Selected Aspects of the
Educational Placement Program
in Kaduna State, Nigeria
presented by

Daniel Iyorgande Denga

has been accepted towards fulfillment
of the requirements for

Ph. D. degree in Education

A handwritten signature in blue ink that reads "James W. Costar". The signature is written in a cursive style with a large, looping "J" and "C".

Major professor

Date April 18, 1978



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AN ANALYSIS OF SELECTED ASPECTS OF THE EDUCATIONAL
PLACEMENT PROGRAM IN KADUNA STATE, NIGERIA

By

Daniel Iyorgande Denga

A DISSERTATION

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ABSTRACT

AN ANALYSIS OF SELECTED ASPECTS OF THE EDUCATIONAL PLACEMENT PROGRAM IN KADUNA STATE, NIGERIA

By

Daniel I. Denga

9/12/68
This study was conducted primarily to assess the effectiveness of selected aspects of the Educational Placement Program (EPP) used within Kaduna State since 1972 as a means of helping students select their secondary programs and schools. This analysis was prompted by the need to determine in the early stages of their development those areas that might need further modification.

Special attention was given to the effectiveness of three clusters of standardized aptitude tests - the Scholastic, Commercial and Technical Aptitudes. The results formed the basis of tracking students into the four available educational programs comprising the commercial, the technical, the teacher training and the regular secondary school programs.

Eight schools representing the four types of educational placement programs were randomly selected for study. From these schools 800 students from the Form 5 class of 1976 were selected randomly. In addition, twenty percent of all the students who dropped out of their programs were located and also interviewed.

Two questionnaires were administered, one to the students and the other to the personnel involved in placement activities in each of the eight school. In addition, in-depth interviews were conducted with the Kaduna State EPP officials and the career masters in the schools.

Eleven specific questions constituting the focus of the study were grouped into three broad areas, namely, the effectiveness of the aptitude tests, the students' attitudes toward their placement programs and the adequacy of the existing supportive services for assisting the students in making placement decisions.

Analysis of data showed a weak relationship between the scores on the aptitude tests and the achievement grades earned by students. The one exception being the Soba Girls' Secondary School, where significant correlations were found between the average achievement grade and the average score on all three aptitude tests.

In a majority of the programs there was a significant difference between the mean achievement grades of students with positive attitudes and those with negative attitudes toward their placement programs. The null hypothesis was rejected at the .05 level or beyond for five schools. The data showed no significant difference in three of the eight schools.

In general, most students were dissatisfied with their placement. The highest percentage of dissatisfaction was

found in the vocational oriented programs; namely, the Commercial and Technical programs. The Regular Secondary Program was preferred by the largest number of students.

Since school guidance is relatively new in Nigeria, supportive guidance services provided for secondary students, in addition to aptitude testing, still appeared to be inadequate. Interviews revealed that very often the manpower needs of Nigeria influenced the placement decisions to a greater degree than did the students' interests and abilities.

Major recommendations based upon the conclusions were that:

- (1) More data should be gathered regarding the standardized tests used in the EPP in order to increase their validity as placement criteria.
- (2) The aptitude tests should be administered at least one year before students are placed so that they may have sufficient time for adequate counseling.
- (3) The Kaduna State government ought to consider making specific provision for training counselors at the B.A. level in order to provide a sufficient number of qualified personnel to meet the high demand for guidance services in secondary schools.
- (4) More comprehensive schools should be established in Kaduna State where both the subjects normally offered in a regular secondary school and those found in the vocational oriented programs are

Daniel I. Denga

taught. Thus, the stigma attached to schools that are exclusively vocational will be reduced.

- (5) Provision should be made for continuous evaluation of the EPP to insure that high quality programs will be both developed and maintained.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	viii

Chapter

I.	INTRODUCTION AND STATEMENT OF THE PROBLEM	1
	Introduction	1
	Need for the Study	6
	Statement of the Problem	8
	Definition of Terms	10
	Scope, Assumptions and Limitations of the Study	12
	Summary	15
II.	REVIEW OF RELATED LITERATURE	16
	Program Evaluation	16
	Need for Evaluation	16
	Standardized Tests Related to Educational Placement	28
	Aptitude Tests in Nigeria	34
	The Use of Aptitude Tests in EPP by Kaduna State	36
	Education Placement Models	40
	Summary	43
III.	DESIGN OF THE STUDY	45
	Overall Design of the Study	45
	The Research Design	46
	Selection of the Study Population and Sample	47
	Sample of Respondents	49
	Instruments and Data Collection	52
	Student Questionnaire	52
	Staff Questionnaire	55

Chapter	Page
III. (cont.)	
Testable Hypotheses	56
Method of Analysis	58
Summary	60
IV. PRESENTATION AND ANALYSIS OF THE DATA . .	61
Presentation of the Data.	61
Analysis of Correlation Between Aptitude Test Scores and Achievement Grades . .	62
The Difference Between the Achievement Level of Satisfied Students and Dissatis- fied Students	68
Students' Opinions of Their Placement . .	72
Students' Changes from the Initial Placement Programs	84
Teaching and Subject Matter Problem in the EPP	85
The Extent to Which Supporting Guidance Services Are Provided for Students in Addition to Standardized Testing . . .	91
Student Participation in Placement Decision-Making	92
The Need for Educational Information . .	96
The Placement Criteria	97
The Guidance Teacher	102
The Dropouts and Their Reasons for Drop- ping Out of School	103
Summary of Significant Findings	106
V. SUMMARY AND CONCLUSIONS	114
Summary	114
Summary of Significant Findings	117
Related Findings	123
Conclusions in Response to Research Questions .	124
Recommendations and Discussion.	129
APPENDICES	
A. Questionnaire for Students	140
B. Questionnaire for Placement Officials	145
C. Letter of Permission to Conduct Study	147
D. Letter of Endorsement of Study	148
BIBLIOGRAPHY	149

LIST OF TABLES

Table	Page
1 Student Sample From Form 5 Showing the Number of Respondents From Each Program. .	50
2 The TEDRO Aptitude Test Clusters Showing The Number of Different Tests in Each Cluster	54
3 The System of Standardized Scores Used in Analysis and Interpretation of EPP Aptitude Tests.	55
4 Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Students' Aptitude Test Scores and Achievement Grades For All Schools.	63
5 Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Aptitude Test Scores and Achievement Grades - Kaduna Government College	64
6 Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Aptitude Test Scores and Achievement Grades - Barewa Government College, Zaria	64
7 Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Aptitude Test Scores and Achievement Grades - Kufena College	65
8 Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Aptitude Test Scores and Achievement Grades - Soba Girls' Secondary School.	65
9 Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Aptitude Test Scores and Achievement Grades.	66

Table		Page
10	Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Aptitude Test Scores and Achievement Grades - Basawa Teacher Training	66
11	Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Aptitude Test Scores and Achievement Grades - Soba Technical Secondary School	67
12	Spearman Rank-Order Correlation Coefficients Showing The Relationship Between Aptitude Test Scores and Achievement Grades For Women Teachers' College, Zaria -- (T.T.)	67
13	The Mann-Whitney 'U' Test for Equality of Means Comparing the Mean Achievement Grade Between The Satisfied and Dissatisfied Students for Combined Schools	68
14	The Mann-Whitney U Test for Equality of Means Comparing the Mean Achievement Grade Between The Satisfied and Dissatisfied Students for the 8 Schools Sampled	70
15	Students' Opinions Regarding Choice of Programs if They Had Been a Choice	73
16	The Distribution of Students' Program Pre- ference Within the Regular Secondary School Program - Barewa College	75
17	Students' Opinions Regarding Program Pre- ferences Within the Commercial Program	76
18	Students' Opinions Regarding Program Preferences Within the Technical Program	77
19	Students' Opinions Regarding Program Preferences Within the Teacher Training Program - Women Teachers' College, Zaria.	78
20	Students' Opinions Regarding Program Preferences Within the Teacher Training Program, Basawa	80
21	Students' Opinions as to Whether They Would Be More Interested if Placed in Another Program.	81

Table		Page
22	Students' Opinions as to Whether They Are Now Satisfied With Their Programs	83
23	The Extent of Flexibility Allowed the Students In the EPP to Change From Initial Placement	84
24	Students' Opinions About the Difficulty of The Subject Matter in Their Programs. . . .	86
25	Students' Opinions Concerning the Efficiency Of Teachers in Presenting the Subject Matter	87
26	To What Extent Do Students Agree With the Appropriateness of the Aptitude Tests in Predicting Their Ability to Learn?	90
27	The Extent of Counselor/Teacher Advice To Students Before Placement Into the Programs	91
28	To What Extent Did The Placement Personnel Make Use of Students' Characteristics in Placement?	92
29	The Frequency of the Students' Meetings With School Staff to Discuss Placement Problems .	94
30	The Extent to Which Students' Meetings With the Staff on Placement Were Beneficial . . .	95
31	The Demand for Educational Information by Students	96
32	The Various Criteria Used in Placing Students Into Programs	97

LIST OF FIGURES

Figure		Page
1.	Schools and Programs Selected for Study...	49
2.	The Various Subjects Taught In The Four EPP Programs.....	89
3.	The Pupil Summary Sheet Used As Data Inventory For Individual Students....	93
4.	The Basic Guidance Services Listed in Each School.....	100
5.	The Various Reasons Why Students Dropped Out of School.....	104
6.	A Proposed Guidance Team Model For The Educational Placement Program.....	138

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

This research arose from the need to periodically assess the effectiveness of a newly established system of secondary school guidance programs in Kaduna State, Nigeria in order to determine in the early stages of their development those areas that are assisting in the accomplishment of the program goals and those that are in need of further modification. There is no question about the need for effective school guidance services for Nigerian youth; but because they are relatively new, they must be adapted to the unique needs of the youth they are expected to assist. Thus, this study is only one part of a continuous evaluation being made during the establishment of these pioneer secondary school guidance programs in Kaduna State.

There has been considerable improvement in the educational system of Nigeria during the past decade. Universal free primary education was established in September, 1976. To help it succeed many new secondary schools have been opened to absorb the increasing number of primary school leavers. The number of universities in Nigeria rose from six

in 1974 to twelve in October, 1977. As the student population has grown, the need for additional assistance for students to help them make valid educational and vocational plans and overcome personal-social problems related to their total development has also increased.

Nigerian society is constantly encouraging its educators to design school curriculums which respect the full range of differences in interests, abilities, talents, needs and life goals among students whose backgrounds are becoming increasingly more varied. Even a brief look at this emerging society reveals that current social, economic, and political needs of both individual citizens and society in general are becoming more diverse as the Nigerian economy moves rapidly from one largely agricultural toward one more industrial in nature. As a consequence, school guidance programs are being developed to help individual students reach the highest level of their potential as human beings by enabling secondary schools to do a better job of recognizing and providing for a wider range of individual differences.

Both the Second National Development Plan (1970) and the Third National Development Plan (1972) published by the Federal Ministry of Information in Lagos reveal a high priority being placed upon manpower development as a key to effective national economic growth. As part of this effort the need to give students more assistance in making wise choices regarding educational programs and career

goals is also recognized. At present, these choices by students in many Nigerian states are often heavily influenced by purely chance factors or strong parental opinion.

In the Second National Development Plan, the federal government of Nigeria stressed the need to help students choose their educational programs in secondary schools by pointing out that available resources for manpower development are too limited to allow students to select courses only on the basis of whim and caprices.¹ In the New National Policy on Education recently published by the Federal Ministry of Education, the Nigerian government reiterates the need for guidance and counseling services in every secondary school, and for related training in teacher education programs. Provisions have already been made for the training of special personnel in guidance and counseling.²

In their essay on the need for guidance in Nigeria, Bhatt and Esen joined in the appeal for educational placement services when they posed the following questions:

Who shall go into technical education or the university?

Who might consider medicine rather than law as a profession?

¹Second National Development Plan, Lagos, Nigeria: Federal Ministry of Information, 1970, p. 235.

²The New National Policy on Education, Lagos, Nigeria: Federal Ministry of Education, 1973, p. 16.

On what criteria?³

Primary school leavers have also become more concerned about which secondary school to enter and what courses to take after their admission. Thus, the increased number of primary and secondary school leavers makes sound educational placement practices more essential than ever before.

The concept of guidance is relatively new in Nigeria. It was officially introduced in 1964 when the first seminar on guidance was held in Lagos. However, the government and the general public have yet to become fully convinced that career guidance has an important role to play in secondary schools. This is largely due to the legacy of an earlier British system of education which placed considerable emphasis upon classroom teaching methods and little on student services and personal-social development. Audrey Newsome, a British author, supports this statement when he says:

A few years ago counselling was a word which fell strangely on British ears. If it meant anything at all, it tended to be associated with the marriage Guidance Council. It is only recently that guidance has become an important part of British schools.⁴

The Nigerian school curriculum is still somewhat rigid, and the initial bias, introduced implicitly by the British,

³Bhatt, L. J., and Esen, A. J. A., "A Critical Study of Research Needs for Guidance in Nigeria" in Durojaiye, M. O. A. (ed.), Psychological Guidance of the Schoolchild, Ibadan, Nigeria: Evans Brothers Limited, 1972, p. 117.

⁴Newsome, A., Thorne, B. J., and Wyld, K. L. Student Counselling in Practice, London: University of London Press Ltd., 1973, Preface, p. vi.

for certain school subjects is still apparent in most secondary schools. The situation has been aggravated by a certain stigma which is attached to those school subjects conventionally viewed as "non-academic." For instance, students who enter the science aspect of the curriculum tend to deride students who are placed into the arts and vocational categories. The latter subjects include carpentry, painting, music, and dress-making. The need for an atmosphere in which students feel comfortable in making educational choices which match their individual differences and preferences is apparent.

Most Nigerian secondary students are university-oriented. Even the mediocre students think seriously of furthering their education at the university level. The significance of an effective educational placement program for both individual citizens and the society cannot be overestimated. The Universal Primary Education (UPE) plan implemented recently brought an increasing number of children into the nation's schools. The need to provide assistance for them as they progress through educational programs from one school level to another is greater than ever. Thus, data related to student progress in secondary education are an important kind of information for improvement of both educational placement practice and guidance programs in Nigerian schools.

Need for the Study

During the past decade there has been an increasing awareness on the part of government officials of the role that guidance services can play in Nigerian secondary schools, particularly in educational placement programs. With the implementation of Universal Primary Education and the consequent rapid increase in the size of the student population, the need for more effective educational services has become apparent to them as well as to teachers and students. With greatly expanded secondary educational opportunities there is a need for more adequate procedures for identifying qualified candidates within the student population. In addition, suitable methods for assessing student progress and the effectiveness of newly developed educational placement practices are essential.

The Education Placement Program in Kaduna State, Nigeria came into being in 1972. It was one of the measures which the government adopted in response to the need to make secondary education more comprehensive and better able to cater more effectively to the unique educational abilities and aptitudes of every child.

Pursuant to these goals, the state government introduced the EPP whereby all pupils entering secondary schools are given a two-year course of general education designed to broaden a pupil's experience beyond the academic areas into Arts, Crafts, Home Economics and Technical subjects and to assist pupils in selecting their academic programs and

schools. At the end of the second year each pupil is placed in a third year program which he or she pursues until the end of the fifth year.

The third year placement into a suitable program is based on the pupil's performance in the standardized aptitude tests which are given to all second year pupils in Kaduna State secondary school. The pupil's scores on the aptitude tests are considered along with his or her continuous assessment grades and program preference.

The options offered at the time of this study are:

- WASC (West African School Certificate) with
an Arts or Science bias
- WASC with a Technical bias
- WASC with a Commercial bias
- Teacher Training for the Grade II certificate

To help students make wise decisions regarding their educational programs, placement officials think it is essential that each pupil be helped to understand his or her academic potential in order to make the best use of the first two years. Presently, students who do well in a particular aptitude test are assigned to programs related to that aptitude test and must enter the program to which they are assigned. If the program is not offered in the school where the pupil studied for the first two years, he or she must move to a school that offers the program.

Three clusters of aptitude tests are used. They include the Scholastic Aptitude Test, the Commercial Aptitude Test, and the Technical Aptitude Test. In addition to the aptitude test scores, each secondary school is

expected to provide supportive guidance services to assist the students in decision-making.

Citizens of Nigeria feel they can ill-afford to waste money on human resources due to haphazard selection of courses and programs by secondary school students. This study is thus prompted by the need for an analysis of the effectiveness of the secondary school Educational Placement Program in Kaduna State with a view to identifying both its strengths and those areas in need of further consideration and revision. Special attention will be given to the core of the program, the three special aptitude tests.

Since guidance programs are relatively new in Nigerian schools at present, officials responsible for their development and implementation are making a continuous effort to assess their effectiveness. Thus, the Educational Placement Program is being carefully inspected and evaluated. Nigerian secondary school students today have great need for effective help with educational and career planning. Thus, it is important that a study of this type be conducted on a periodic basis to ascertain the degree to which this new program is meeting their needs as well as those of Kaduna State.

Statement of the Problem

At present, Kaduna State is the only one of 19 states in Nigeria which is implementing the Educational Placement Program on a statewide basis. If successful, this

program could serve as a model for other states in Nigeria where there is also an increasing need to help individual students select the secondary program in which they are most likely to be satisfied and to succeed.

Thus, the primary purpose of this study was to determine the degree to which certain parts of the Educational Placement Program in Kaduna State are achieving their objectives. If objectives are not being met, what factors are inhibiting the operation of the program? What revisions in this pioneer program are suggested by the data which have been gathered at this time?

Specifically, answers were sought to the following questions:

1. To what extent are student scores on the aptitude tests used in the Educational Placement Program correlated with the achievement level of secondary school students in their selected programs?
2. How does the mean achievement for students with positive attitudes compare with the mean achievement of those with negative attitudes toward their placement?
3. What general opinion do the placed students have of their placement programs?
4. Do students remain in their initial programs to completion?
5. To what extent is teaching and subject matter a problem to students in the EPP?
6. How appropriate do the placed students think the aptitude tests are in predicting their ability to learn?
7. In addition to standardized testing what other guidance services are provided for students to assist them with their placement decisions?

8. To what degree do students participate in the decision-making related to their placement in a secondary school?
9. How much educational information is needed by the students?
10. What criteria undergird the placement of students into programs?
11. What reasons are given by students who dropped out or transferred to another program?

Definition of Terms

In order to facilitate understanding of this report, words with peculiar meaning to the study are defined below.

Guidance Services: formalized educational services designed to improve the adjustment of individual students in order to help them attain the highest level of their potential as a student and, in a more general way, as a human being. As defined here guidance services differ from regular instructional services although the former facilitates the latter. The major guidance services include the inventory service, the information service, the counseling service, placement service, and the follow-up and evaluation service.

Placement: the organized effort of a school to provide assistance for individual students preparing to take the next step in their personal development whether to further their education or to get a job. Educational placement is that part of the placement service which is concerned primarily with assisting students in selecting courses,

academic programs, or appropriate institutions for additional learning.

Educational Placement Program (EPP): Educational Placement Program in Kaduna State constitutes four programs, namely, the Regular Secondary program, the Commercial program, the Technical program, and the Teacher Training program. The EPP, which was started in 1972 in Kaduna State, Nigeria is designed to assist students in their choice of educational programs leading to either a West African School Certificate or the Grade II teacher's certificate.

Stability in Placement: absence of or minimal changes in course offerings for which students were originally placed in their third year of secondary education.

Satisfaction with Present Placement: positive attitude toward the criteria upon which placement is based, course offerings, and appropriateness of present college in which the student is located.

School Guidance Personnel: Careers masters/mistresses and guidance teachers in the secondary schools in Kaduna State.

Secondary School: post-primary institutions attended by boys and girls of adolescent age (14 to about 20). These include secondary technical schools. In Nigeria the term "college" refers to secondary school.

Form: this term refers to a class in the secondary school.

Forms 1-5 compare with the U.S.A. grade levels of 8-12.

Evaluation: an assessment of a program in terms of attainment of its objectives or goals.

Counseling: an interview between a student and a counselor for the purpose of assisting the student to understand himself, and through self-understanding, to become aware of the nature of his problems and what course of action he should take to resolve them.

Achievement Grades: achievement grades were derived from a grade point average for one school year. The grade point average comprised three end-of-term examination grades and continuous assessment grades obtained for each of the sampled students.

Scope, Assumptions, and Limitations of the Study

This research was an attempt to evaluate the effectiveness of certain aspects of the Educational Placement Program used within Kaduna State since 1972 as a means of helping students select their secondary programs and schools. The study included only students in Form 5 in each of four types of programs which constitute the total EPP. These programs were the regular secondary school, the commercial secondary school, the technical secondary school and the teacher training program. Special attention was given to the effectiveness of the standardized tests used to help students select specific educational programs.

In Kaduna State all pupils entering secondary schools undergo a two-year course of general education, which is designed to broaden their experiences beyond the purely academic areas into the arts and crafts, domestic sciences, and technical subjects. At the end of the second year special aptitude tests are given and the student is eventually placed in a course and college option in Form 3 (class 3) to study until the completion of his secondary education at the end of Form 5. This study was especially concerned with student progress during the last three years of the students' secondary education.

The class of 1974 was chosen for examination in this study because it is the most recent to complete the three year training period. Most of the students were still in school, and it was fairly easy to contact them. Students in Form 5 were also thought to be more mature and, thus, better able to accurately evaluate what effect the EPP has had on their own educational progress.

The advantages of adding a control group as part of the design of this study to more sharply define the impact of the program was given careful consideration. A neighboring state which has no such educational placement program could have been used as a control group, but it was thought that dissimilarities between states in terms of school programs, resources and policies would only confound the results.

The use of pre-1972 records of dropout rates and changes of major, another alternative, was also judged to add little to the study because of recent improvements in the school curriculum, increases in budget allocations for learning-teaching resources and improvements in teacher qualifications.

Quality of instruction is also a factor related to the level of school achievement, and there is reason to believe that the quality of teaching has improved in Kaduna State since members of the class of 1972 were first placed in their courses and schools under the EPP. Thus, considerable care has been taken while drawing conclusions from the data gathered in the study.

This study is descriptive by nature and design. As such it was thought sufficient to describe what is occurring in the EPP, students' perception of their educational placement, the predictive efficiency of the standardized aptitude tests being used, and the supportive services utilized in the decision-making.

Students who leave school before completing their programs have a very special role to play in a study of this type. They are not always easy to find, but principals of secondary schools in Nigeria are required to keep records of dropouts in order to account to the government for any child who has discontinued his education whether he dropped out voluntarily or was expelled. A random sample of 20 percent of all dropouts from the entering class of 1974

whose current addresses were known were interviewed to determine their reasons for leaving school.

The question of school resources differential was not viewed as likely to have a significant influence on the findings of the study. All post-primary schools in Kaduna State are state-owned and managed, and the learning-teaching resources are provided in an equitable manner for each school.

Summary

The purpose of this research was to examine certain aspects of the Educational Placement Program of Kaduna State in Nigeria in order to determine the degree to which it is meeting the goals which were established for it. The EPP in Kaduna State is in its early stages of development and it was thought that certain elements might still be in need of modification. This study was an attempt to determine whether this is so and, if it is, what form the changes should take.

Chapter Two of this report presents a review of related literature on educational program evaluation generally, and analysis of educational placement programs in particular. Chapter Three contains the design of the study and describes the methodology used in population sampling, data collection and analysis. Chapter Four contains a complete analysis of the data. Brief inferences are made from the data presented. Chapter Five contains a summary and conclusions of the study, including a list of recommendations based on the findings.



CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this research was to evaluate the Educational Placement Program of Kaduna State in Nigeria in order to determine the degree to which it is meeting the goals for which it was established. To assist in the analysis of the findings in this study, a careful review was made of related literature. Such a review permits a better understanding of what has been done concerning the evaluation of educational placement programs.

The main areas reviewed are:

- (1) Program evaluation--need, current research approaches.
- (2) Standardized testing related to educational placement.
- (3) Aptitude tests in Nigeria.
- (4) The use of aptitude tests in the EPP in Kaduna State.
- (5) Educational Placement Models.

Program Evaluation

Need For Evaluation

Evaluation of a guidance program is defined by Peters and Shertzer as "the process by which judgments are

made as to whether the goals of guidance are being attained."¹ Evaluation is undertaken so that the decision-maker may be provided with information that can be used to improve the program if the data prove that it has not been effective in achieving its objectives.

The salient questions to answer in the course of evaluation concern the appropriateness of the methods used, the hypothesis postulated, the relevance of materials and instruments used in terms of the needs, backgrounds and capacities of the students. It is necessary to know the strengths and weaknesses of an educational placement program so that the desirable changes can be made for the benefit of the students and the country.

Commenting on program evaluation as a base for developing new services, Peters and Shertzer feel that in addition to providing information on how well the school is doing, program evaluation data provide a foundation to make decisions as to what might be done--better planning, coordination and articulation usually resulting from well conceived studies.² To achieve a systematic evaluation of educational placement programs, it is necessary to conduct

¹Peters, H. J. and Shertzer, B. Guidance: Program Development and Management, 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, p. 513.

²Ibid., p. 528.

a carefully-ordered description of what is occurring in schools at the time of study.

It was mentioned in Chapter I that there is a growing demand in Nigeria today for better management of human and material resources in schools. The National Manpower Board pleads the following case. "Problems with which manpower planning must be concerned include the trained personnel in employment where they will make the greatest contribution."³

The Nigerian government shoulders the largest responsibility in funding education from the primary to university level, and because of this huge financial involvement, the government is becoming increasingly insistent that educational programs be tailored to curb wastage in terms of dropout rate and financial drain. Secondly, the Nigerian public is becoming skeptical regarding the relevance and cost-effectiveness of educational programs. If the Nigerian educators truly believe that the schools belong to the public, then they must be willing to provide a continuous accounting of their stewardship to the taxpayer.

Much of the enthusiasm for educational placement services in Nigeria, particularly among those involved in the planning and administration of education, seems to

³Federal Manpower Board, "Manpower Situation in Nigeria," Lagos, Nigeria, 1963, p. 19.

stem from mistaken notions of what placement programs are all about. Bhatt and Esen, in discussing the needs for guidance services for Nigeria, stated that the view is quite common that placement services in schools are advice-giving services where students may obtain ready-made answers; or where they are told what courses to select and what jobs they are exactly fitted for, and so on.⁴

Perhaps it is necessary to emphasize that guidance services are not necessarily advice-giving, nor do educational placement services include the function of an oracle or a miniature employment exchange. Whatever is the present conception, Napier feels that if students are left to choose educational programs that are not tenable to them, the results will only be frustration and eventual reallocation of talents into alternative and less appropriate choices, not only in educational program selection but also in occupational choice.⁵

Costar sounds his support for program evaluation by stating "those who use and support our educational

⁴Bhatt, L. J. and Esen, A. J. A. "A Critical Study of Research Needs for Guidance in Nigeria," in Durojaiye, M. O. A. (ed.) Psychological Guidance of the Schoolchild: Ibadan, Nigeria: Evans Brothers Ltd., 1972, p. 114.

⁵Napier, R. W., School Guidance Services: Focus on the Developing Nations. London: Evans Brothers Ltd., 1972, p. 62.

Institutions can and should hold educators accountable for providing them with the best program possible from the resources that are available."⁶ Costar further describes program evaluation as a means of determining the degree to which a program is meeting the needs of the pupils it serves.

Program evaluation process could help not only in interpreting the program achievements thus accounting to the school public in order to secure more support, but also in focusing in-service training programs for teachers, administrators, and other pupil personnel workers in varied activities. In this way the team approach which is necessary for the success of a program will be facilitated.

Hatch and Stefflre endorse the need for program evaluation when they say "if we hold that the schools truly belong to the public, then we must expect to provide a continuous accounting of our stewardship. School people cannot reasonably expect taxpayers to pay out money for the purchase of a commodity that they have no opportunity to appraise."⁷

The need for program evaluation is supported by Mahoney in his Ten Years of Evaluating Guidance services.

⁶ Costar, J. W. , Conducting a School Follow-Up Study: Student Input for Needs Assessment and Evaluation, East Lansing, Michigan: College of Education, Michigan State University, 1976, preface, p. ii.

⁷ Hatch, R. N. and Stefflre, B. Administration of Guidance Services. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1965, p. 262.

is words are paraphrased by Peters and Shertzer as follows:

Evaluation is a means for involving lay participation and acquainting the people of the community with the work of the school in general, and the guidance program in particular. It is a way to accumulate data which may be used ultimately for research purposes. It is a means of identifying professional talent and potential leaders who may later be used on committees, programs and similar activities.⁸

Mortenson and Schmuller suggest four phases of program evaluation, namely, "determination of the changes which have taken place; assessment of the effectiveness and/or desirability of such changes; and indication of new proposals to further enhance the particular area evaluated."⁹

Program evaluation is not a phenomenon peculiar to advanced nations alone. The need for constant evaluation of educational programs, particularly placement programs has been emphasized by some authors in developing countries as well. Writing from the point of view of a developing country where education continues to be funded by the national governments, Napier feels that "if the youth fail to fill the educational and vocational needs of the country, then the prodigious investment in both education and source development will have been wasted to some

⁸Peters, H. J. and Shertzer, B. Guidance: Program Development and Management, 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969 p. 529.

⁹Mortenson, D. G., Schmuller, A. M. Guidance in Day's Schools. New York: John Wiley & Sons, Inc., 1959, 390.

extent."¹⁰

Napier further solicits evaluation for the relevance of educational procedures to the needs and backgrounds of students in view of the fact that most program evaluation models existing in the developing nations now are imported from the Western world. He holds the view that "in attempting to ferret out those aspects of guidance which are most applicable to the developing countries one must be acutely aware of how these societies differ from those where the ideas and concepts of guidance originate."¹¹ Guidance programs should be reviewed or assessed to insure that such services within the schools of emerging nations reflect the needs of the individual as well as the needs of the nation.

Furthermore, guidance programs must first provide a clear picture of the educational and vocational needs of the nation, how these needs are related in actual educational openings and the present job markets. Very importantly, the trial and error approaches which are very unsystematic and costly should be avoided. Evaluative process then becomes a positive force enabling all personnel to work toward better methods, materials and procedures in the business of educating children.

¹⁰Napier, R. W. School Guidance Services: Focus on the Developing Nations. London: Evans Brothers Ltd., 1972, p. 23.

¹¹Ibid., p. 26.

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Related Research on Program Evaluation

The preceding section indicated the review of literature on the need for program evaluation. The following section contains the current research on program evaluation and some of the approaches used in program evaluation.

Part of the problem in locating related research to the proposed study is explained by the fact that there is little research in the United States dealing with an evaluation of an educational placement program. The use of tests in schools in placing pupils into academic programs has become part of the school system, and apparently nobody any longer regards educational placement as a formal activity worthy of any special evaluation. Guidance programs in general are however, constantly being evaluated in the U.S.A.

Lipe, G. P. conducted a case analysis of the Pupil Personnel Programs in three selected school districts. His study concentrated on the professional description of the functions of the pupil personnel workers or specialists, and an assessment of the knowledge of the pupil personnel programs as held by other educators in the districts.¹²

¹² Lipe, G. P., "Case Analysis of the Pupil Personnel Programs in Three Selected School Districts" (Unpublished Ph.D. dissertation, East Lansing, Michigan State University, 1974), pp. 1 - 3.

His research thus has a different slant from the proposed study.

What might be regarded as a related study is an assessment of pupil reaction to the guidance program in the Phoenix Union High Schools, which was conducted by Jenson during the 1952 school year. His decision to use the student opinion as a criterion stemmed from his belief that it provides an index of what the students think of the program.¹³

Jenson used a 20% random sample of 8,000 seventh-through twelfth-grade boys and girls in the seven high schools in Phoenix. The method of evaluation used was that of an attitude evaluation. The district-wide counseling objectives were stated, and the students indicated on a five-point scale the help they had received from the counselor toward meeting their objectives. These objectives emphasized students' self-understanding, decision-making, and personal responsibility for actions.

Students were also asked where they would seek assistance of parents, teachers, counselors, friends, or deans - for certain problems such as self-knowledge about abilities, interests, personality, school activities,

¹³Peters, H. J., Shertzer, B. Guidance: Program Development and Management, 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, pp. 516 - 17.

interpersonal relationships, and so on.

He found out that students' reaction to the program was very positive, with 81% indicating that they had received positive assistance in self-understanding of their potential. The counselors proved to be most helpful, followed by parents and teachers.

Jenson's research contributed to this study in the respect that in both studies the criterion used is the students' opinion about the program. The success or failure of a program is better judged by the consumers of the program. In both studies the students are the recipients of the program services.

The obvious difference however, is that Jenson's research does not concern an educational placement program. Though the concept of "self-understanding" includes intellectual abilities, interests, personality traits and the like, the study is basically personal-social oriented.

Copious literature however, exists on program evaluation in pupil personnel services generally. The following pages will show how the general literature relates to the proposed study.

Approaches to program evaluation may vary from one situation or school to another. However, many authorities agree that three conditions undergird an approach to evaluation. These include (1) the statement of objectives of the program. These objectives or purposes should be stated in such a way that they are observable and also

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verifiable. (2) Criteria should be developed to measure the attainment of program objectives. These criteria include specific activities, methods, and practices provided to realize the objectives. (3) Collection of evidence or assessment to find out whether the stated objectives are achieved in the light of the criteria stated.

Kefauver and Hand have offered six categories for classifying evaluative studies, three of which are related to the present study. These include:

1. Analysis or description of existing practices.
2. Relation of practices in a school with a "standard" program.
3. Study of students after being exposed to a guidance program.¹⁴

The present study aims to describe the existing practices constituting the EPP in Kaduna State with a view to relating the existing practice to a model placement program, and then to analyze the students' attitude to the EPP after a 3-year exposure to it.

The most common method of program evaluation is the survey method. Hatch and Stefflre describe it as "Survey

¹⁴Kefauver, G. N. and Hand, H. C. "Evaluation of Guidance Programs" Occupations March 1934 pp. 106 - 114.

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of opinion, a systematic and common practice in some local school system."¹⁵ This method has been most universally used by schools to evaluate guidance services. Peters lists some attributes of a survey method. It "used predetermined criteria or standards for a guidance program, collects evidence of the guidance services being offered, and takes stock of how these existing services compare with the predetermined standards."¹⁶

Commenting on what to evaluate and when to evaluate, J. W. Costar indicates that evaluation is best when it is a continuous process. The basis of evaluation must be specifically described in measurable terms and in the proclaimed aims and objectives of the foundation of the study.¹⁷

Program evaluation has thus been described as a means of determining the effectiveness of the program in terms of its attainment of the goals for which it was established. Different approaches and methods of evaluation have been reviewed. At present there are few guidance programs to

¹⁵Hatch, R. N. and Stefflre, B. Administration of Guidance Services. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1965, p. 286.

¹⁶Peters, H. J. and Shertzer, B. Guidance: Program Development and Management. 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, p. 531.

¹⁷Costar, J. W. "A Discussion Paper for Evaluation of Pupil Personnel Programs." East Lansing, Michigan: College of Education, Michigan State University, 1972, p. 2.

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be evaluated in Africa. But the few rudimentary programs that exist need to be evaluated because the ultimate success of an educational program lies in its effectiveness and relevance to the needs of the pupils.

Standardized Tests Related to Educational Placement

Mehrens and Lehmann define standardized tests by listing the following attributes of a standardized test:-
 "Standardized tests are commercially prepared by measurement experts. They provide methods of obtaining samples of behavior under uniform procedures as regards the set of questions and methods of administration, timing and scoring procedures. Standardized tests are usually norm-referenced."¹⁸

Standardized tests may be classified in several ways. The classification used by Mehrens and Lehmann involves:

1. Aptitude tests (general, multiple, and special)
2. Achievement tests
3. Interest, personality and attitude inventories.¹⁹

It must be made clear that the standardized instrument

¹⁸Mehrens, W. A. Lehmann, I. J., Standardized Tests in Education 2nd ed. New York: Holt, Rinehart and Winston, 1975, p. 3.

¹⁹Ibid., p. 5.

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used in this study is only the Aptitude tests, and that data involving interests and attitudes come from the questionnaire used by the author. Scores on students' present achievements, educational interests, and attitude toward the EPP have been utilized, but no standardized tests were used in collecting these data.

Tests are important tools of guidance services particularly for counseling students with educational and vocational problems. The use of standardized tests in counseling is supported by the rationale that no child comes to school devoid of education, conversely children bring into the educational scene quite a variety of competencies, aptitudes, and interests which they have acquired through systematic learning or informally.

Stressing the importance of tests in educational and vocational counseling Peters and Shertzer comment that "there is little disagreement that the main task of the school counselor is in the educational-vocational guidance field. The major factors involved - pupil's intellectual level and aptitudes - are important determinants in both educational and vocational choices. Choices in this area can only be made wisely by the acquisition and understanding of data about the individual's aptitudes, interests,

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goals, and motivations."²⁰

The demand for standardized tests in developing nations continues to mount higher and the need to use these tests as screening devices for educational placement and manpower development cries for fulfillment. The biggest problem surrounding the use of standardized tests in Nigeria is the lack of trained personnel to devise indigenous tests. Most of the tests being used as screening devices in the developing nations were developed and used in the United States where cultural and environmental conditions may not be the same as those in the developing nations.

Napier a Ghanaian author states that "the government is placing great importance upon the use of mass testing to help in its manpower allocation."²¹ He quotes the Ghanaian Manpower Commission as saying "When validity of these tests as a way of determining intrinsic capability has been established it is proposed to apply them uniformly throughout the country in selecting young people."²²

²⁰Peters, H. J. and Shertzer, B. Guidance: Program Development and Management 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, p. 232.

²¹Napier, R. W. School Guidance Services: Focus on Developing Nations. London: Evans Brothers Limited, 1972, p. 89.

²²Ibid., p. 89.

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Napier discloses that the problem of trained manpower to administer tests is of greatest significance. According to him there were not more than five or six individuals in the entire nation (Ghana) who could effectively use the type of information the government was seeking. Placed in the hands of unskilled and misdirected individuals the implementation of such a national scheme of testing could result in a state of chaos and confusion within the ranks of education.²³

The primary rationale for the development of a nationwide testing program in most developing nations is thus for manpower utilization or testing for educational selection and placement. The use of testing for educational placement in Nigeria at a time when many primary school leavers will seek admission into all types of secondary schools cannot be overemphasized.

Like Ghana, Nigeria had committed itself to a new industrial order and its problems if anything were more severe. As late as 1958 only 10% of 44 million people in Nigeria were in skilled occupations. At the same time Vriesheuvel pointed to the fact that though 650,000 pupils received some education, less than 13,000 ever reached

²³Ibid., p. 89.

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the first-year of secondary school.²⁴ The problem was largely due to lack of a test program for manpower development.

For several years testing in Nigeria and other West African countries was prejudiced by several factors. The English language and arithmetic tests were used in selecting the students into science, arts, clerical, mechanical, and other fields. This selection criteria no doubt eliminated good students who did not have a good command of English language to read and understand the texts and instructions to which they would be exposed during their subsequent training.

Early selection programs in Nigeria related very closely to the British model of basing the screening process on English and Arithmetic alone. Olayinka conducted a study on "job aspirations of the youth and the educational provision in Lagos."²⁵ He used English and Mathematics only as his measure of students aptitudes and general potential. Students' potential or educational provision for career choice cannot be adequately assessed by the use of

²⁴Biesheuvel, S. "The Detection and Fostering of Ability Among Underdeveloped Peoples" in Yearbook of Education, London: Evans Brothers Limited, 1962, p. 337 - 52.

²⁵Olayinka, M. S. "Job Aspirations of the Youth and Educational Provision in Lagos." West African Journal Of Education Vol. 17, No. 1 1973. February. pp. 41 - 49
Ibadan, Nigeria: Institute of Education, University of Ibadan, 1973.

English and Mathematics alone, though the two subjects are important for intellectual assessment.

Durojaiye conducted a similar type of research on School Education and Occupational choice at the International Secondary School, -Ibadan in Nigeria. His sample of 196 students comprised Nigerians, Americans, British, Israelis, and Japanese. Different cultures were involved, and the basis of academic assessment was the aggregate of their terminal examinations, nothing was done about interests, preferences, or aptitudes.²⁶

The environmental differences and the differential in quality of instruction from one school to another especially in developing nations where the level of development is unevenly distributed are very decisive. These differences are reflected in students' performance. Schwarz, an American test specialist noted this difference and commented that "their performance on an achievement test may be less a function of their own abilities than of the particular school districts in which they happen to live."²⁷

²⁶Durojaiye, M. O. A. "School, Education and Occupational Choice." West African Journal of Education. Vol. XIV, No. 1 February 1970 pp. 60 - 69. Ibadan, Nigeria: Institute of Education, University of Ibadan, 1970.

²⁷Schwarz, P. O. "Aptitude Tests for Use in the Developing Nations." Pittsburgh: American Institute of Research Report, 1961, p. 6.

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Aptitude Tests in Nigeria

An aptitude test is generally regarded as a test designed to measure an individual's capacity to acquire knowledge or skill. Many authors regard an aptitude test as a measure of students potential ability to learn the skills required for certain occupations. Napier stresses the fact that "if use is made of aptitude tests in counseling students, it will help them at a relatively early age to know whether or not they have special talents to be developed."²⁸ When aptitude and interest scores are combined a better picture of an individual will emerge, his future success in an educational placement program and consequently his happiness in work will be predicted more objectively.

Commenting on the purpose of aptitude tests, Aleyideino states that "with the aptitude test the main purpose is to predict future behavior rather than to describe present behavior which is the function of an achievement test."²⁹

The aptitude tests being analyzed in this study were

²⁸Napier, R. W., School Guidance Services: Focus on the Developing Nations. London: Evans Brothers Limited, 1972, p. 187.

²⁹Aleyideino, S. C. ed. "Guiding Secondary School Leavers to Towards Making Career Decision." Zaria, Nigeria: Institute of Education, A.B.U. Zaria p. 56.

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designed by Test Development and Research Office (TEDRO) which is a department of the West African Examinations Council (WAEC), the major examining body in West Africa. TEDRO was established in 1963 and was formerly known as the Nigerian Aptitude Testing Unit.

In the initial phase of developing a Nigerian battery of aptitude tests, the American Institute of Research (AIR) representative, Dr. Schwarz, selected items from hundreds of tests already used in the United States, and with these as a base proceeded to formulate screening instruments for Nigeria. Some of these tests included the Preliminary Scholastic Aptitude Tests (PSAT).

It had been expected that the major difficulty with the tests would be cultural differences between the United States and Nigeria. But on the contrary the major problem proved to be test instructions which were not getting across to the examinees easily. Eventually a special set of principles for African testing evolved. These principles stress the need to teach every phase of the testing procedure to the examinees, the use of oral instruction backed up by visual aids, and the use of proctors to assist during the group testing periods.³⁰

³⁰Kaduna State Ministry of Education. "The Background Notes on the Use of Aptitude Tests". Ministry of Education Publications, Kaduna, Nigeria, 1973. Government File No. NCE/GSSZ/G/86 Vol. II December 1973.

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The tests were given to several parts of West Africa, and many parts of Nigeria in order to amass enough data for standardization. These aptitude tests have been used by a number of large concerns such as the Shell Oil Company and the Nigerian Railway Corporation for staff selection purposes. The admission into schools of Nursing for example, those at Ahmadu Bello University Teaching Hospitals, Kaduna, Kano, and Zaria depends on the performance by candidates in the aptitude tests. TEDRO allows state governments to borrow the aptitude tests and use for placement purposes. The next section will focus on the use of aptitude tests by Kaduna State government.

The Use of Aptitude Tests in EPP by Kaduna State

Hatch, Dressel and Costar define a placement service as "responsible for assisting all students in taking their next step whether it be to a job or to a school for advanced training..."³¹ The basis of the EPP in Kaduna State is a process of collecting and integrating all the available information including the use of Aptitude tests from TEDRO. This program is state-wide, quite akin to the state-wide programs which were initiated in Iowa in 1929 when the

³¹Hatch, R. N., Dressel, P. L., Costar, J. W. Guidance Services in the Secondary School. Library of Congress 1963, p. 134.

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State University of Iowa started an Every Pupil Achievement Testing Program.³²

The first formalized effort to establish an educational placement program on a state-wide basis in Northern Nigeria came into being in 1972. The immediate need for guidance in the secondary school stemmed from the new plan to restructure post-primary education whose implementation began in 1972. The thinking behind this comprehensive scheme declares that it should respond to the needs of the nation (economic, social, cultural, and political) considered by the government to be most important. The philosophy underlying this comprehensive scheme was the fundamental belief in the intrinsic worth of every human being; and in the furtherance of this belief it must cater effectively to the educational abilities and aptitudes of every child.

The State government reiterates the belief in the equality of opportunity for every child to develop his or her natural gift. This statement is in line with the basis for guidance in countries where such services have more fully developed. Generally, there is a growing

³²Peters, J. H. and Shertzer, B. Guidance: Program Development and Management. 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, p. 346.

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awareness of individual differences in personality, potential achievements, needs, interests, values and goals.

To this end all pupils entering secondary schools are given a two-year course of general education which is designed to broaden a pupil's experience beyond the academic areas into Arts and Crafts, Home Economics and Technical subjects. At the end of the second year each pupil is placed in the most appropriate 3rd-Year Course, which he will pursue till the end of the 5th Year. The options proposed at present are:-

- WASC (West African School Certificate) with an Arts or Science bias
- WASC with a Technical bias
- WASC with a Commercial bias
- WASC with a Home Economics bias
- Technical-Vocational Training for Intermediate City and Guilds
- Teacher Training for the Grade II certificate

In practice however, the Home Economics and Technical-Vocational Training options are not being offered. For a wise decision to be taken at the end of the 2nd year, the placement officials think it is essential that each pupil is known and helped to make the most of opportunities offered in the first two years.

Although there are twenty-one tests which have been developed by TEDRO, Kaduna State makes use of only

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eleven of these tests.³³ The aptitude tests used 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) MEC - 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.
- (9) RTH - Arithmetic. A test of speed and accuracy in obtaining data presented in a tabular form. Used for selection into clerical occupations.
- (10) TAB - Tables. A test of speed and accuracy in obtaining data presented in a tabular form. Used for selection into clerical occupations.
- (11) MAN - Manual Dexterity. A test of speed and coordination in arm and hand movements. Used to predict success in skilled trades.

The testing is done in January and early February,

³³Kaduna State Ministry of Education. "The Background Notes on the Use of Aptitude Test," Kaduna State, Ministry of Education Publications, Kaduna, Nigeria, 1973.

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that is after the pupil has completed four out of six terms of general education. Probably TEDRO would prefer to see it done nearer the end of the junior secondary segment, but this is not possible if the state government is to receive the results in time for the schools to use them.

Education Placement Models

In order to propose an educational placement model for adaptation by Kaduna State, it is necessary to review the existing research efforts on placement models. It is probably unwise to try to transplant a placement model from a different nation with different cultural environment, developmental needs, or an advanced nation in a different stage of technology. Elements of programs from advanced nations which are appropriate to the needs and aspirations of developing nations will however, be adapted.

This is a crucial time in the history of guidance and counseling in Nigeria and perhaps elsewhere, too. The question has come up to what kinds of placement models pupil personnel staff should use in response to the growing needs for students' educational placement.

It is essential to devise placement models that are applicable to the cultural, economic and developmental needs of the Nigerian children. Napier, a Ghanaian suggests

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a few models which will be discussed here.³⁴

The first placement model could be called a classroom-centered model. In this particular placement model, services are conceived as being centered almost totally in the classroom with only an occasional need for calling in a specialist or using his services. In this particular situation the teacher serves as the hub of all placement activities. This model is akin to what Hatch, Dressel, and Costar describe as a "decentralized plan in which the various departments and individual staff members all are responsible for the placement of students in all types of situations." The specialist is hardly used.

A second model of placement service is based on the traditional structure of the British grammar school. There are several levels of organizations with the Headmaster being the top figurehead--a source of wisdom and maker of ultimate decisions. He has little personal contact with students since he is engrossed in the politics of running an institution, depending on support from both public and private funds. Many of the day-to-day concerns of running the school such as curriculum duties and disciplines are delegated to the Assistant Headmaster.

³⁴Napier, R. W. School Guidance Services: Focus on the Developing Nations. London: Evans Brothers Limited. 1972 pp. 140 - 142.

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The senior Housemaster controls the non-academic phase of the school while teachers are called upon to take care of placement and other guidance matters. One of the senior members of staff whether a teacher or a Housemaster is selected and given guidance to direct placement activities.

A third model is built around the Guidance Committee. The most important aspect of guidance could result from initial talks with a special Guidance Committee or members of this committee whose composition should include the Guidance chairman who should be a qualified specialist in guidance, the individual student form master, and two directors of the Arts and Science Divisions. It is assumed that the students can meet any member of this committee to discuss their educational and vocational goals and how to realize them. Third form students could elect their own academic programs. This model is somewhat similar to what Hatch, Dressel and Costar describe as a centralized plan in which all placement activities are handled through a specialist. The guidance specialist coordinates the EPP activities.

The fourth model lies in the use of tests and inventory scores and results. The EPP in Kaduna State is a good example of this approach. The principal or someone delegated by him can begin a program of finding out the familiar educational and career plans of his students through a survey questionnaire. Interest scores, aptitude scores, and personal data could be kept in the cumulative

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folder. The various activities of the counselor include educational counseling, conducting effective study activities, keeping a cumulative folder with progress reports at suitable intervals throughout the year, and maintaining a file of personal-social data about the children.

Very useful information has been reviewed concerning various patterns of guidance model for both small and large schools from Peters and Shertzer. It is hoped that the review of the above models will help the researcher in deciding which model or a combination of them will be appropriate for the assessed needs of Nigeria.

Summary

The review of literature indicates that the major purpose of evaluation is to check on the effectiveness of the program. Evaluation enables us to determine the extent to which a program meets the objectives for which it was set up.

Program evaluation has most commonly taken the form of survey research designed to describe systematically the present situation as a basis for structuring improvements. The most related form of evaluation to the intended study has been found to be the procedure whereby the existing practices of a program are described and related to a "standard" model. Since most of the models reviewed are practiced in the U.S.A. where the needs and available resources differ from Nigeria, a very careful selection

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has been made of the elements of the models which are suitable for the assessed needs of the students and secondary schools in Kaduna State. Such elements will be included in the research recommendations to the secondary schools in Kaduna State of Nigeria.

The review has supported the use of standardized tests in a placement program to assist the pupils in their educational plans. Tests must however be used along with other sources of information and data about pupils to assist them to understand their potential.

The Educational Placement Program in Kaduna State was started in 1972. It is essential to assess its effectiveness and suggest some improvements if the findings prove that improvements are needed. The next chapter will be concerned with the methodology of the study. A discussion of the design and instrumentation will be included.

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CHAPTER III

DESIGN OF THE STUDY

Briefly stated, the purpose of this study was to assess the degree to which certain parts of the Educational Placement Program in Kaduna State, Nigeria are meeting the objectives for which they were established. The main aspect of the study was to determine the extent to which students scores on the aptitude tests used in the Educational Placement Program for secondary schools are correlated with the achievement levels attained by students in those schools. Related questions which were also examined include the extent to which students were satisfied with the educational programs in which they were placed and the extent of guidance support services which the secondary schools in Kaduna State provide to assist students in their educational programs.

OVERALL DESIGN OF THE STUDY

In order to attain the above purpose the following steps were taken. First of all, the specific population from which inferences would be made was selected. Second, the method of sampling the respondents was chosen. Third, a data-collection instrument was developed which made it

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possible to gather pertinent information concerning the EPP. Fourth, data were analyzed, hypotheses tested and inferences made within the limitations of a descriptive design. The balance of this chapter is devoted to further explanation of the above steps.

The Research Design

This was mainly a descriptive study aimed at collecting and analyzing information about selected aspects of the EPP in order to promote better understanding and execution of the program by its administrators and supporters. Specifically, answers were sought to the following questions:

1. To what extent are student scores on the aptitude tests used in the Educational Placement Program correlated with the achievement level of secondary school students in their selected programs?
2. How does the mean achievement for students with positive attitudes compare with the mean achievement of those with negative attitudes toward their placement?
3. What general opinions do the placed students have of their placement program?
4. Do students remain in their initial program to completion?
5. To what extent is teaching and subject matter a problem to students in the EPP?
6. How appropriate do the placed students think the aptitude tests are in predicting their ability to learn?
7. In addition to standardized testing, what other guidance services are provided for students to assist them with their placement decisions?

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8. To what degree do students participate in the decision-making related to their placement in a secondary school?
9. How much educational information is needed by the students?
10. What criteria undergird the placement of students into programs?
11. What reasons are given by students who dropped out or transferred to another program?

Selection of the Study Population and Sample

Kaduna State, situated in Northern Nigeria, was the source of the secondary school students for this study. The specific schools selected for analysis came from four types of secondary schools which constitute the EPP.

These are:

1. The regular secondary school which prepares students for the West African School Certificate (WASC) with an Arts or Science bias. This program is designed for college-bound (university-bound) students.
2. The secondary technical program which prepares students for the WASC in the technical fields.
3. The commercial secondary program which prepares students for the WASC with a bias in commercial subjects.
4. The teacher training program which prepares elementary school teachers for the Grade II certificate.

For a school to be selected it had to be a full secondary school with Forms 1 through 5. It must also have employed the state-wide educational placement program with a guidance staff, including a careers master/ mistress or guidance teacher.

The State Ministry of Education wrote letters to introduce the researcher to the principal and staff of each of the sample schools and requested their maximum cooperation. The Ministry of Education also furnished a list of all the post-primary schools with an EPP in order to facilitate a random selection of participating schools from the total population.

Using a method of random selection, four regular secondary schools were chosen from a total of eight regular secondary schools that qualified for selection. One commercial school and one technical school was picked from each of the two types of vocational secondary schools. Careful consideration was given to the advantage of random selection as a method of bias control, but it was impossible to select the vocational schools entirely at random because there was only one school of each type for the technical and commercial programs in Kaduna State. Four teacher training schools qualified for selection, and two were randomly selected for study.

Figure 1 below shows the name of the school, designation, and type of program option for each of the schools for study.

Name of School	Designation	Type of Program
Barewa Government College, Zaria	B.C.Z.	Regular secondary school
Government College, Kaduna	G.C.K.	" "
Kufena College	K.C.	" "
Soba Girls Secondary School	S.G.S.S.	" "
Zaria Commercial College	Z.C.C.	Commercial
Soba Technical Secondary School	S.T.S.S.	Technical
Basawa Teacher Training	B.T.T.	Teacher Training
Women's Teachers' College, Zaria	W.T.C.Z.	" "

Figure 1

Schools and Programs Selected for Study

Sample of Respondents

A sample of respondents was obtained for students, EPP officials, principals and staff involved in placement activities in each of the selected schools. The student respondents were selected from the Form 5 class of the 1976/77 school year. In addition, twenty percent of all students who dropped out of the selected schools at any of the five class levels whose addresses were known were also contacted.

The Form 5 class was chosen in all programs for analysis because it has been a part of EPP for more than two years. Most of the students were still in school, and they were thought to be easy to contact. They were

also judged to be more mature and better able to accurately evaluate what effect the EPP had on their own educational progress.

A table of random numbers was used to randomly select 100 students out of 120 in Form 5 at each school. This resulted in the selection of 800 students out of a possible total of 960 (83.3%). The table below shows the distribution of the total number of students in each class and the number of respondents chosen from each program.

Table 1

Student Sample From Form 5 Showing
the Number of Respondents from Each Program

School	No. of Students Enrolled			No. of Respondents	
	Total Enrollment	Boys	Girls	Boys	Girls
B.C.Z.	120	120	---	100	---
G.C.K.	120	120	---	100	---
K.C.	120	120	---	100	---
S.G.S.S.	120	---	120	---	100
Z.C.C.	120	91	29	80	20
S.T.S.S.	120	120	---	100	---
B.T.T.	120	120	---	100	---
W.T.C.A.	120	---	120	---	100
Total 8	960	691	269	580	220
				Total	800

The research questionnaire was administered to students with the assistance of the classroom teachers. Special effort was made to hold the questionnaire administration procedures constant so that experimenter bias would not confound the responses.

A total of 100 dropouts were interviewed. Their selection was randomly made, and they were contacted with the assistance of their former school principals and school friends. In Nigeria the secondary school principal is required to keep records of students who drop out of school or fail their examination so that he can account to the government or parents if need be. Many of the dropouts were hired by firms located in Kaduna town so locating them was made easier than first expected.

Information about the EPP organization, objectives and placement procedures was collected from two education officers in charge of the guidance department in the Kaduna State Ministry of Education. Both completed the questionnaire designed for EPP officials and furnished invaluable additional information for which there was no provision on the structured questionnaire. The EPP officials also made available sample copies of the "Pupil Summary Sheet," an inventory instrument which the Ministry of Education designed to assist schools in collecting data about student home background, aptitudes, interests, achievements and other personality variables.

Provisions were made to protect the identity of students participating in the study.

As for school personnel, the principal or vice principal in each of the selected schools was interviewed about program changes made by placed students and by dropouts. Other school personnel interviewed in connection with program changes and dropout rates included the guidance teacher or careers master/mistress from those schools which were selected. Thus, eight school principals and eight guidance teachers or careers masters/mistresses were included in the sample of the EPP personnel.

Instruments and Data Collection

Two questionnaires were developed to collect the information needed. One questionnaire was for students (Appendix A), and the other was for EPP officials (Appendix B).

Student Questionnaire

The questionnaire for students (Appendix A) contained two sections, a section for recording their aptitude test scores and their current grades in the EPP. The second section of the student questionnaire was largely an opinionnaire designed to find students' attitudes toward the EPP. Aptitude test scores were collected from the State Ministry of Education which administers standardized tests to all students. Grades students earned from the

EPP were collected from the principals of the students' schools.

For the placement achievement grades, a grade point average for one year (comprising three end-of-term examination grades and continuous assessment grades) was obtained for each of the sampled students. These achievement grades were derived from the students' performance in the programs in which they were placed on the basis of aptitude test scores.

Scores from the aptitude tests developed and standardized by TEDRO (Test Development Research Office) were expressed in "Stanine Units." Stanines are standard scores with a mean of five and a standard deviation of two. In stanine units the best possible score is nine, while the poorest score is one.

Eleven different kinds of sub-tests composed the aptitude tests used by the Kaduna State Ministry of Education. These tests were grouped into three clusters by TEDRO as shown in Table 2 below.

Table 2

The TEDRO Aptitude Test Clusters Showing
The Number of Different Tests in Each Cluster

*	Aptitude	Tests Involved	No. of Tests
	Scholastic	Verbal Analogy, Reading Memory, Arithmetic	4
	Commercial	Tables, Coding, Naming, Verbal Analogy, Arithmetic	5
	Technical	Verbal Analogy, Mechanical, Checking, Arithmetic, Figuring, Manual Dexterity	5

*Note that the total number of different tests is 11, because Verbal Analogy and Arithmetic tests are repeated in all the three aptitude clusters.

The final score for each aptitude test is obtained by adding all the scores of the tests constituting a particular aptitude battery and computing the arithmetic mean. Table 3 shows the standard scores used by TEDRO in interpreting the Aptitude tests.

Table 3
The System of Standard Scores Used In
Analysis and Interpretation of EPP Aptitude Tests

	SCHOLASTIC				TECHNICAL						COMMERCIAL				
	VAL	RDL	MEM	RTH	VAL	MEC	CHK	RTH	FIG	MAM	VAL	COD	NAM	RTH	TAB
Above Aver- age	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Aver- age	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Below Aver- age	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Staff Questionnaire

The second questionnaire was designed for the officials responsible for administering the aptitude tests and for coordinating the guidance and counseling activities in Kaduna State. This questionnaire was designed to collect information related to guidance and counseling supportive activities related to use of the aptitude tests. Such things as the selection criteria and the extent to which guidance activities assisted the students in selecting a program were included. The consistency between students' responses and those of the officials was later examined in personal interviews.

The responses obtained from the students' questionnaire as well as those of the placement officials were analyzed further in personal interviews because it was felt that written responses to questions might not include all information important to the study. Written questions are sometimes too narrow, suggestive, or restrictive, clouding the written responses of the participants.

Testable Hypotheses

The research questions posed earlier in this chapter were translated into two main statistical hypotheses in order to make the description of each area more precise.

Question 1. To what extent are student scores on aptitude tests used in the Educational Placement Program correlated with the achievement level of secondary school students in their selected programs?

Statistical Hypothesis I: There is no correlation between aptitude tests scores and the achievement grades in the EPP as measured by the Spearman rank-order correlation coefficient.

Question 2. How does the mean achievement for students with positive attitudes compare with the mean achievement of those with negative attitudes toward their placement?

Statistical Hypothesis II: The mean achievement of the two groups of students--the satisfied and the dissatisfied-- is identical.

In addition to the two hypotheses above, the following questions were asked and results were expressed in percentages.

Question 3. What general opinions do the placed students have of their placement programs?

Question 4. Do students remain in their programs to completion?

Question 5. To what extent is teaching and subject matter a problem to students in the EPP?

Question 6. How appropriate do the placed students think the aptitude tests are in predicting their ability to learn?

Question 7. In addition to standardized testing, what other guidance services are provided for students to assist them with their placement decisions?

Question 8. To what degree do students participate in the decision-making related to their placement in a secondary school?

Question 9. How much educational information is needed by the students?

Question 10. What criteria undergird the placement of students into programs?

Question 11. What reasons are given by students who dropped out or transferred to another program?

Method of Analysis

In order to test Hypothesis I related to the degree of correlation between the aptitude test scores and grades in the EPP, the Spearman rank-order correlation test was used. The appropriateness of this statistical method is supported by Borg and Gall when they state that "the rank difference correlation is used to correlate two variables under the special condition that the data for both these variables are available in rank form."¹ Both the aptitude test scores and the achievement scores were ranked and then correlated.

In order to test Hypothesis II, the Mann-Whitney U test for equality of means was used. This statistical model is supported by Hays when he states that "the

¹Borg, W. R. and Gall, M. D. Educational Research, An Introduction. New York: David McKay Company, Inc., 1976, p. 327.

Mann-Whitney U Test is a good and relatively powerful alternative to the usual 't' test for equality of means."²

Non-parametric statistics were used instead of parametric statistics because the data for the two hypotheses were ranked. Both statistical hypotheses were two-tailed Null Hypotheses. The .05 alpha level was selected for rejecting the Null Hypothesis. The .01 and .05 alpha levels are accepted as stringent enough for most educational researches. For this study it was decided that the .05 alpha level would be sufficient to focus attention on those areas in greatest need of further examination.

To answer questions 3 through 11 the summary data technique was used to describe and summarize data. Students' opinions, attitudes toward placement, reasons for dropping out of school, preferences, and frequency of program changes were all expressed in percentages and inferences made from the magnitude for each item. The research findings were generalized only to Kaduna State secondary schools though the results may have implications for similar programs in states with the same educational problems.

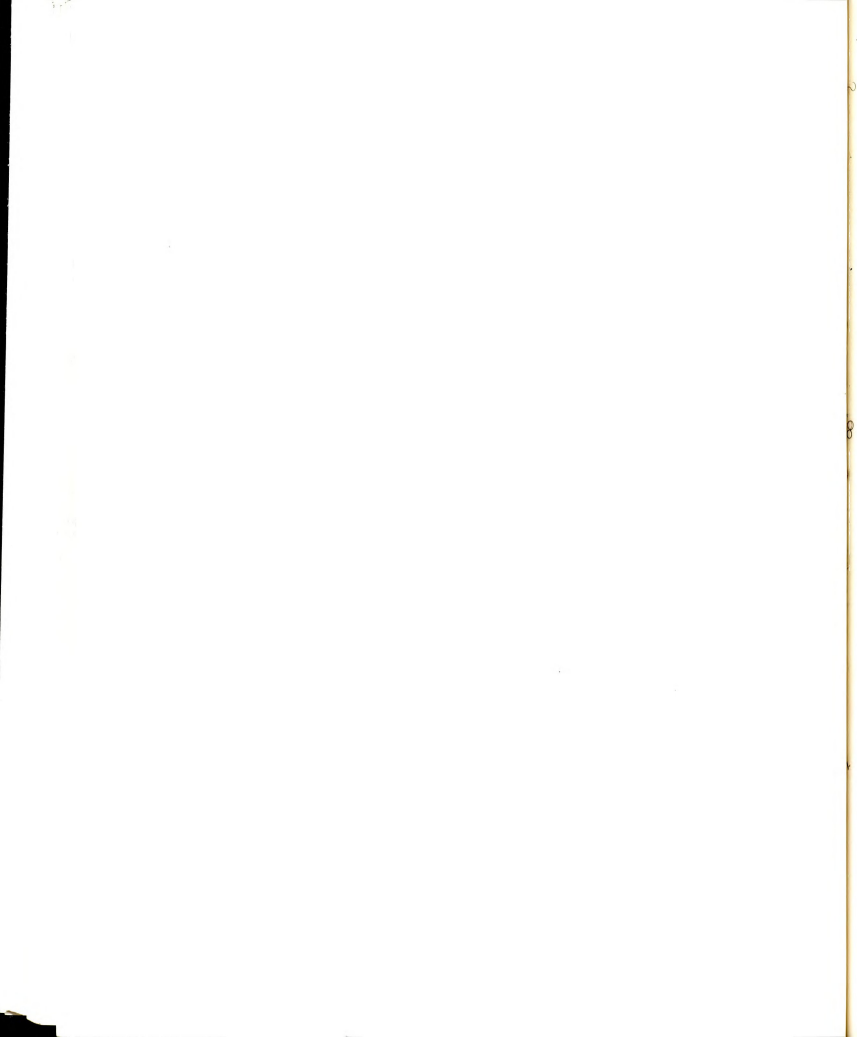
²Hays, W. L. Statistics for the Social Sciences, 2nd edition. New York: Holt, Rinehart and Winston, Inc., 1972, p. 778.

To summarize and transform the raw data, the Statistical Package for the Social Sciences (SPSS) developed at Northwestern University was used. Data were run on the CDC 6500 computer at Michigan State University.

Summary

The study design is basically descriptive. Information describing the existing EPP was obtained through the use of two questionnaires, one for students who are the consumers of the EPP services and the other for the administrators of the EPP.

The four program options covered by the EPP include the technical, the commercial, the teacher training, and the regular secondary school program. To test the hypotheses, non-parametric statistics (the Spearman rank-order correlation coefficient and the Mann-Whitney U Test) were employed. Percentages were used to describe certain data in order to answer the nine related research questions which could not be stated in hypothetical terms. The next chapter includes a detailed analysis of data and summary of the findings.



CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Presentation of the Data

Analysis of the data found in this chapter starts with the analysis of the two Null Hypotheses, the first being a hypothesis related to the degree of correlation between aptitude test scores and achievement grades and the second related to the difference between the achievement levels of satisfied students and dissatisfied students. Results of the analysis of these two hypotheses provide answers to the first two questions posed in this study.

To answer questions 3 through 11, the responses obtained from the students, the EPP officials, the principals of the participating schools and other school personnel are reported in tables using percentages for ease of reading and interpretation. Information in these tables includes students' opinions regarding the EPP, the extent of student participation in decision-making about their placement, availability of supporting guidance services for students, and the reasons given by the drop-outs as responsible for their dropping out of school.

Non-parametric statistics were used instead of parametric statistics in analyzing the two statistical hypotheses because the data were ordinal or ranked. Both statistical hypotheses are two-tailed Null Hypotheses. For this study it was decided that the .05 alpha level would focus attention on those areas in greatest need of further examination.

Analysis of Correlation Between Aptitude
Test Scores and Achievement Grades

Hypotheses 1 is stated in the Null form as follows:

There is no correlation between aptitude tests scores and achievement grades in the EPP as measured by the Spearman rank-order correlation coefficient.

In order to analyze the above hypothesis, the Spearman rank-order correlation test of significance for non-parametric data was used. To present the overall picture of the whole EPP, collapsed correlations for all the four programs involved in the EPP are first shown in Table 4 below. Data are then presented program by program showing intra-program correlations.

Aptitude Tests For Combined SchoolsTable 4

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Students' Aptitude Test
Scores and Achievement Grades for All Schools

N = 800

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	.0983	.003
2. Technical Aptitude	-.0143	.344
3. Commercial Aptitude	-.0313	.093

Table 4 shows a very low correlation between aptitude test scores and achievement grades (G.P.A.). For the combined schools therefore, the null hypothesis is supported for each aptitude test. The .003 level for the Scholastic Aptitude is statistically significant, but looking at the correlation coefficient, one can see a very weak association (.0983). The significance level in this case, probably shows how "trivial associations may well show up as significant results when the sample size is very large".¹ The reader should thus exercise caution when drawing conclusions on the basis of statistical significance as regards the

¹Hays, W. L. Statistics for the Social Sciences,
2nd edition New York: Holt, Rinehart and Winston, Inc.,
1972, p. 424.

Scholastic Aptitude Test score for the combined schools.

Tables 5 through 12 provide aptitude test data, program by program. All the data contained in these tables help to answer the question regarding the correlation between aptitude test scores and the achievement grades.

Kaduna Government College (R.S.P.)

Table 5

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Aptitude Test
Scores And Achievement Grades

N = 100

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	-.0918	.182
2. Technical Aptitude	.0843	.203
3. Commercial Aptitude	-.0395	.349

Symbol: R.S.P. = Regular Secondary School Program.

Barewa Government College, Zaria (R.S.P.)

Table 6

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Aptitude Test Scores
And Achievement Grades

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	-.2371	.009
2. Technical Aptitude	.1255	.107
3. Commercial Aptitude	.0145	.444

Kufena College (R.S.P.)Table 7

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Aptitude Test Scores
And Achievement Grades

N = 100

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	-.1214	.115
2. Technical Aptitude	.0210	.418
3. Commercial Aptitude	.0014	.495

Soba Girls' Secondary School (R.S.P.)Table 8

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Aptitude Test Scores
And Achievement Grades

N = 100

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	.3383	.001
2. Technical Aptitude	.3207	.001
3. Commercial Aptitude	.1659	.050

The data above indicate a better correlation between the aptitude test scores and the achievement grades for the girls' secondary program compared to the rest of the programs. The correlations on all three areas are statistically significant at the .05 level or beyond.

Commercial College Zaria (C.P.)Table 9

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Aptitude Test Scores
And Achievement Grades

N = 100

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	-.1164	.125
2. Technical Aptitude	-.1071	.145
3. Commercial Aptitude	.0966	.170

Symbol: C.P. = Commercial Program.

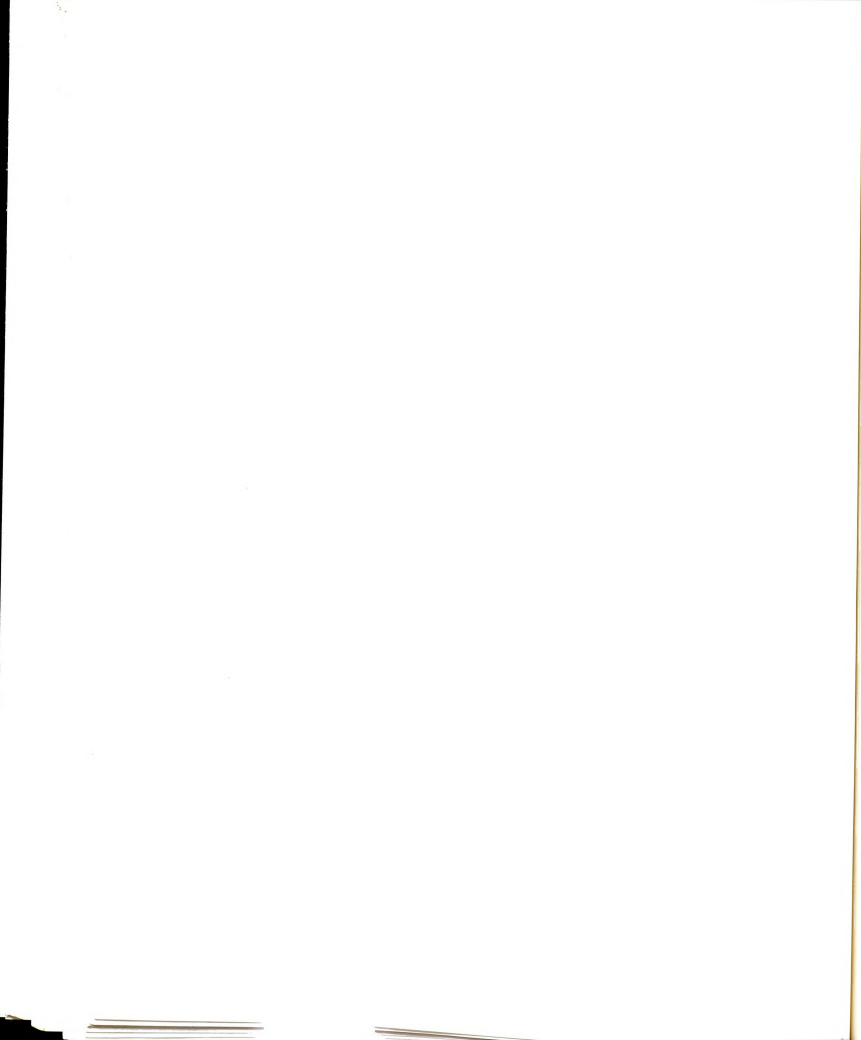
Basawa Teacher Training (T.T.)Table 10

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Aptitude Test Scores
And Achievement Grades

N = 100

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	.0787	.219
2. Technical Aptitude	.1093	.140
3. Commercial Aptitude	-.0773	.223

Symbol: T. T. = Teacher Training Program.



Soba Technical Secondary School (T.P.)Table 11

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Aptitude Test Scores
And Achievement Grades

N = 100

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	.1215	.115
2. Technical Aptitude	-.0698	.246
3. Commercial Aptitude	-.0385	.352

Symbol: T. P. = Technical Program.

Table 12

Spearman Rank-Order Correlation Coefficients Showing
The Relationship Between Aptitude Test Scores
And Achievement Grades For
Women's Teachers' College, Zaria -- (T.T.)

N = 100

Aptitude Test	Correlation Coefficient	Level at Which Significant
1. Scholastic Aptitude	.0974	.168
2. Technical Aptitude	-.0101	.461
3. Commercial Aptitude	-.0335	.371

Looking at both the entire EPP and the individual programs the data have failed to reject Null Hypothesis 1. The only school where Null Hypothesis 1 was rejected was at the Soba Girl's Secondary School. In this case the correlations on all three aptitude tests were statistically

significant at the .05 level or beyond.

The Difference Between the Achievement Levels
Of Satisfied Students and Dissatisfied Students

Hypothesis II is stated in the Null form as follows:

The mean achievement of the two groups of students--the satisfied and the dissatisfied-- is identical.

In order to find out whether or not satisfaction in the placement program was related to achievement in the program, the Mann-Whitney U test for equality of group means was used as a more powerful and appropriate alternative to the 't' test. First, the evidence for the entire EPP is presented for the whole sample by combining the four schools which constitute the EPP. Data, then, are presented program by program for a clearer picture of individual program differences.

Tables 13 and 14 below present the results which provide the answer to question number 2 of this study.

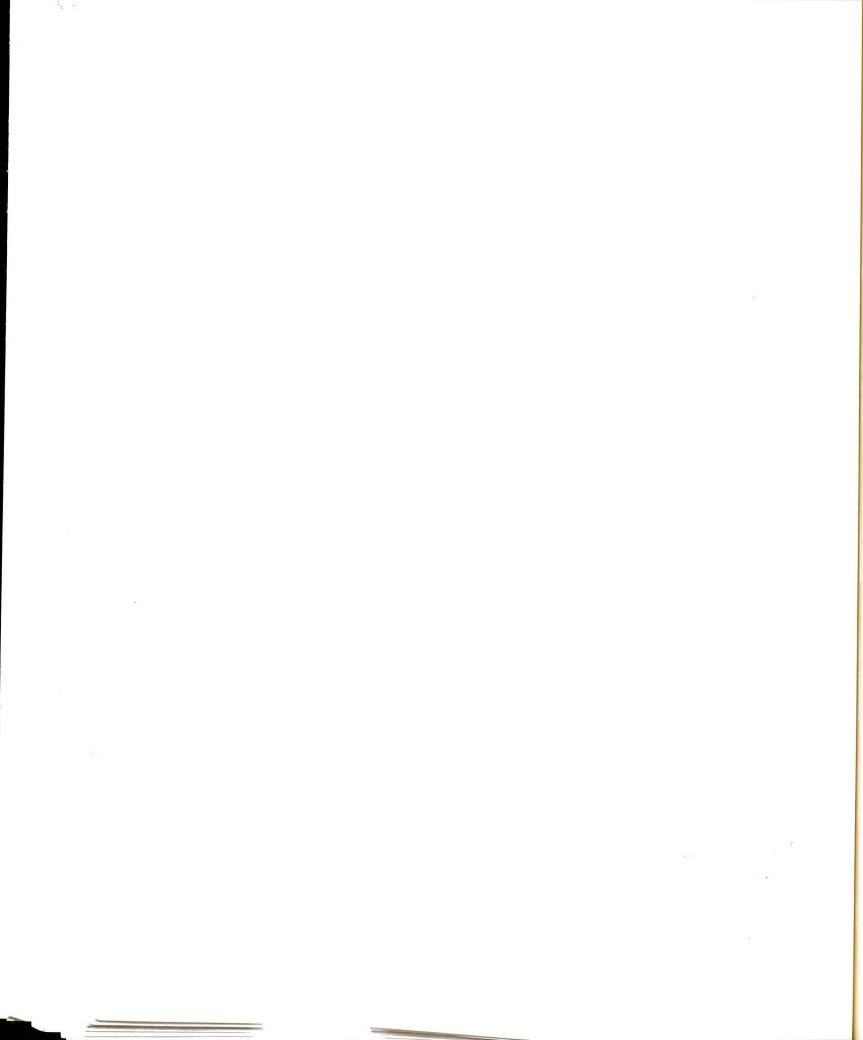
Combined Schools

Table 13

The Mann-Whitney 'U' Test for Equality of Means
Comparing the Mean Achievement Grade Between
The Satisfied and Dissatisfied Students

N = 800

Categories of Satisfaction	No. of Students	Group Mean Achievement	U Value	Z Value	Significant Level P
Satisfied	341	458.1	58604.1	6.08	p < .001
Dissatisfied	459	357.7			



The above test gives a significant result at the $p < .001$ level. The Null hypothesis of no difference in the Mean achievement between the two groups is therefore rejected. Those students who indicated satisfaction in their placement achieved significantly higher than those who indicated dissatisfaction.

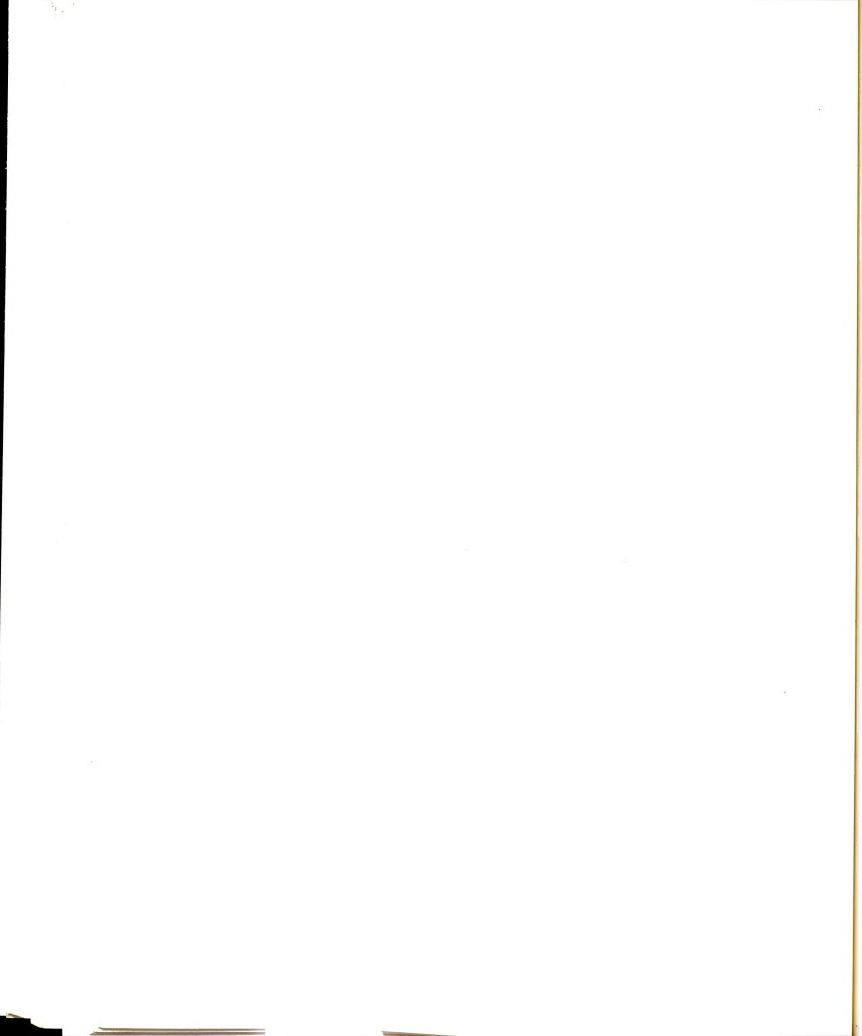
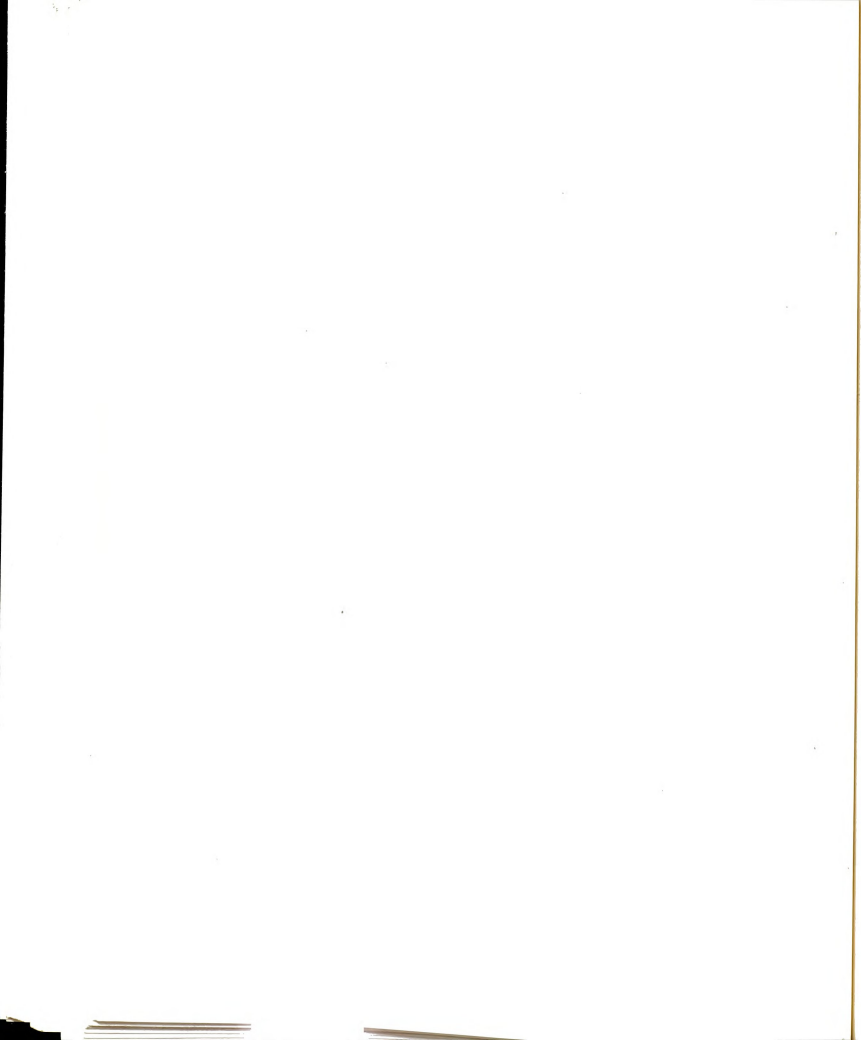


Table 14

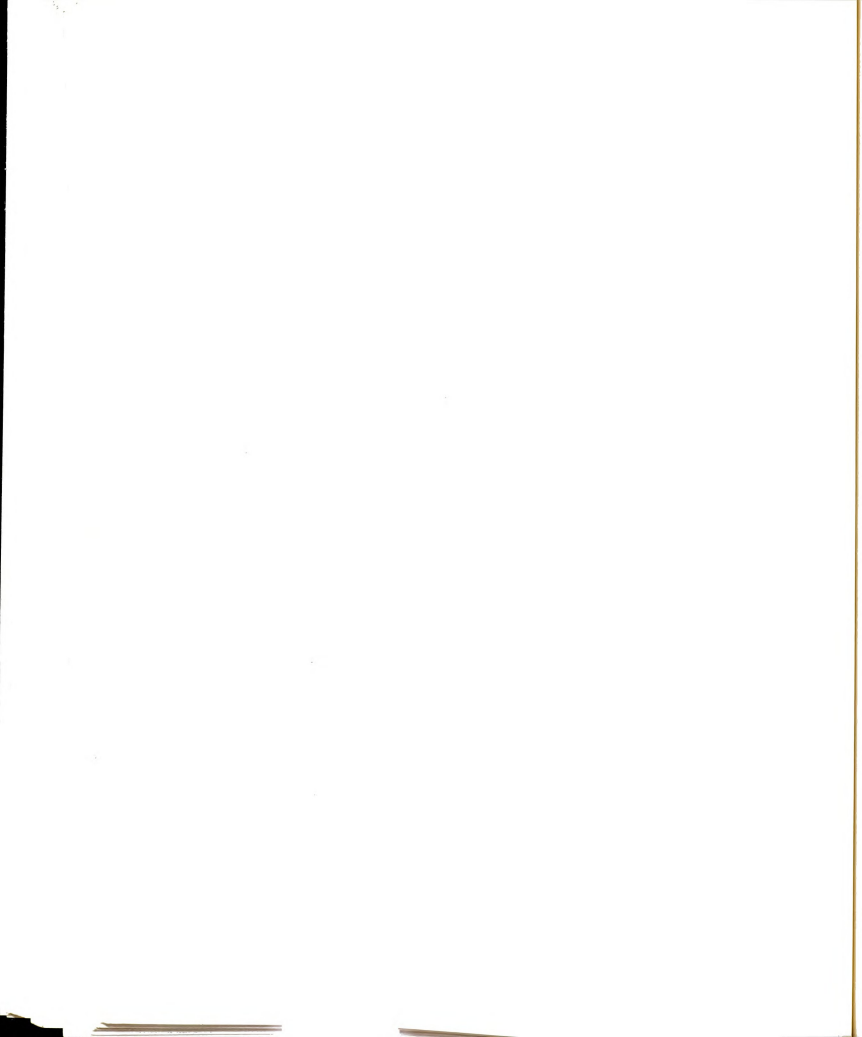
The Mann-Whitney U Test for Equality of Means Comparing the Mean Achievement Grade Between The Satisfied and Dissatisfied Students for the 8 Schools Sampled

N = 100

School or Program	Categories of Satisfaction	No. of Students	Mean Achievement	U Value	Z Value	Significant Level (P Value)
1. Kaduna (RSP)	Satisfied	56	58.7	775.5	3.1718	.001
	Dissatisfied	44	40.1			
2. Barewa (RSP)	Satisfied	60	56.9	816.5	2.6988	.001
	Dissatisfied	40	40.9			
3. Kufena (RSP)	Satisfied	67	52.8	951.5	1.1297	.259
	Dissatisfied	33	45.8			
4. Soba Girls (RSP)	Satisfied	23	65.6	537.5	2.8511	.001
	Dissatisfied	77	46.0			
5. Commercial	Satisfied	18	60.8	553.5	1.6557	.098
	Dissatisfied	82	48.3			
6. Basawa (TTP)	Satisfied	27	60.8	707.5	2.1588	.05
	Dissatisfied	73	46.7			
7. Soba Technical	Satisfied	20	64.8	514.0	2.4653	.01
	Dissatisfied	80	46.9			
8. Women Teacher Training	Satisfied	70	53.3	581.0	1.4970	.134
	Dissatisfied	30	43.9			

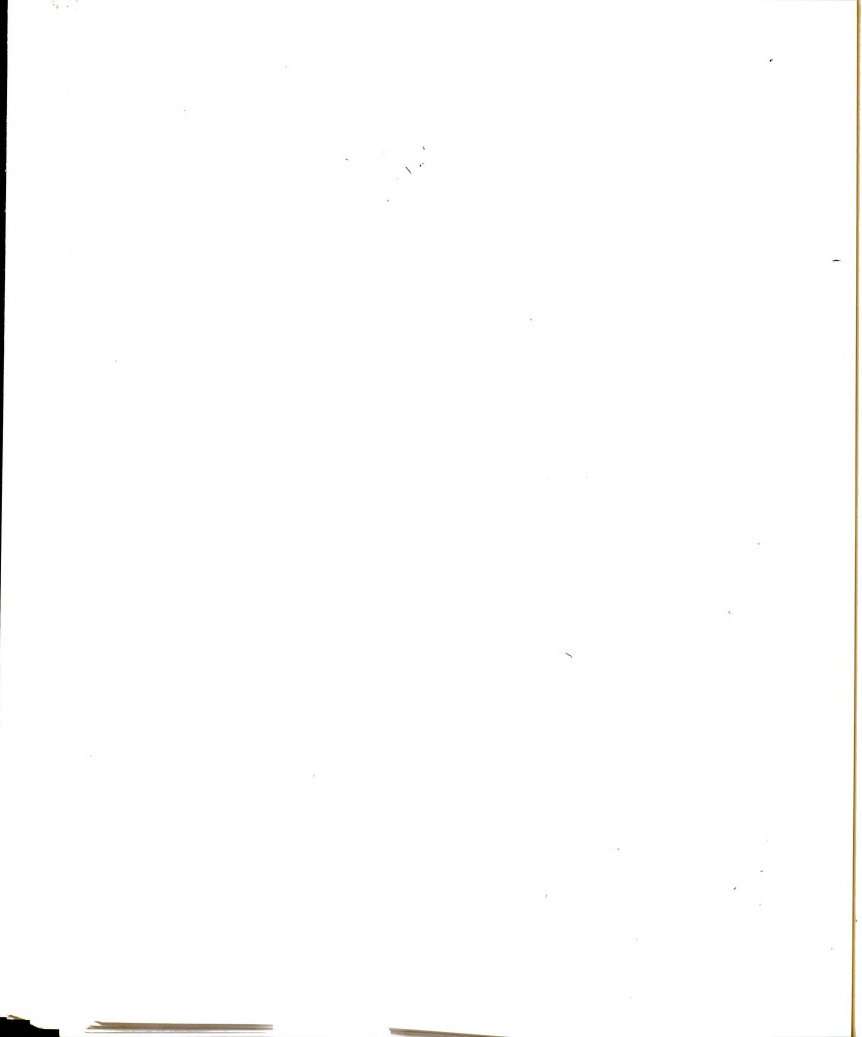


From the data presented in Table 14 it can be seen that there is a significant difference in the mean achievement between the satisfied students and those dissatisfied in their placement for Kaduna, Barewa, Soba Girl's secondary school, Basawa, and Soba Technical school. The null hypothesis of no difference has therefore been rejected at the .001 and .05 levels. The relationship between achievement and satisfaction has been shown. It should, however, be interpreted cautiously because in a non-experimental study like this one, it is difficult to control and attribute the cause to a particular factor. Achievement may not necessarily cause satisfaction, though satisfaction may lead to high achievement. The difference in the mean achievement between the two groups for Kufena, Commercial, and the Women's Teacher Training is not significant. The null hypothesis of no difference has, therefore, been supported for those three schools. For these schools it cannot be concluded on the basis of the data that satisfaction and achievement are positively related. Perhaps satisfaction could be linked with interest and career goals which a program may fulfill. But for most of the schools sampled however, satisfaction and high achievement seemed to be positively related.



Students' Opinions of Their Placement

In order to answer the question "What opinions do the placed students have of their placement programs?" it was necessary to collect data concerning the state of satisfaction and dissatisfaction of students with the educational programs in which they were placed. The data presented in tables 15 through 22 indicate students' opinions about what their preferences would have been if they had been given a chance to choose their programs. Thus, from these tables it can be inferred whether or not the students have a positive or negative opinions about their placement. The absolute number of students and the proportion in each of the four programs have been tabulated starting with a combined picture and then presenting a program by program picture.



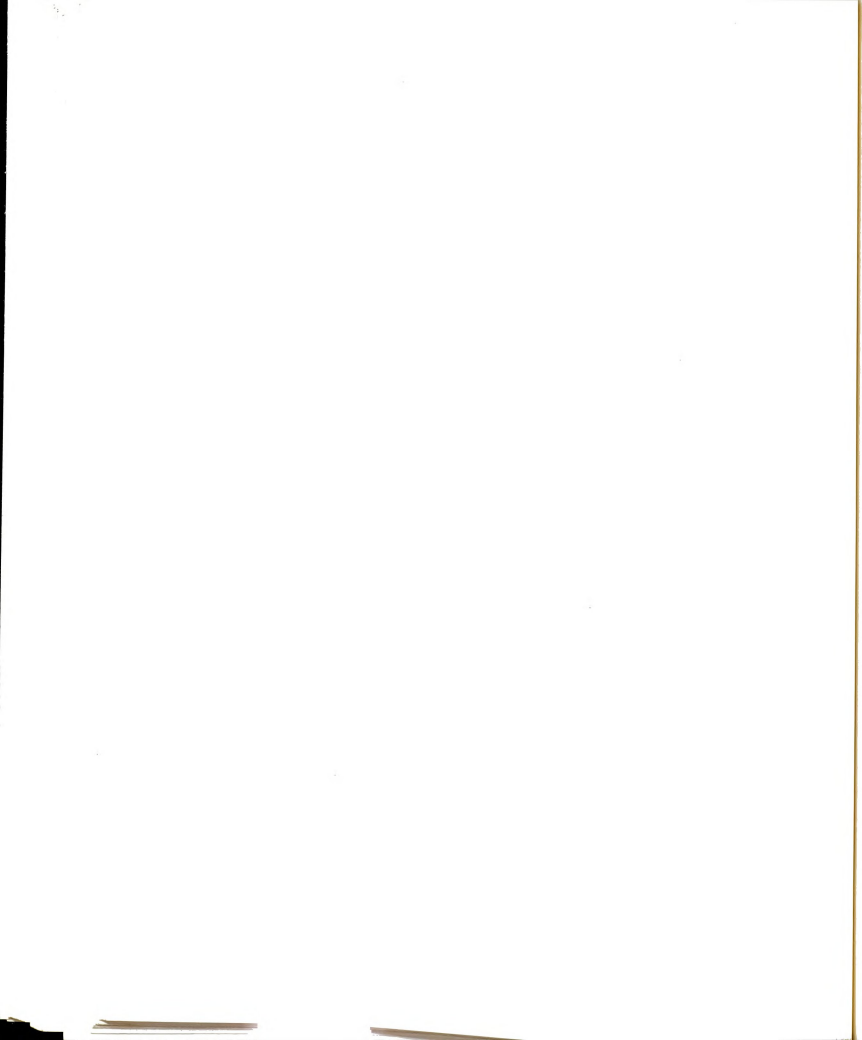
Combined SchoolsTable 15

Students' Opinions Regarding Choice of
Programs if They Had Been Given a Choice

N = 800

Choice category	Types of Programs							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
First	109	13.6	404	50.5	199	24.9	87	10.9
Second	331	41.4	164	20.5	144	18.0	159	19.9
Third	263	32.9	145	18.1	148	18.5	241	30.1
Not Chosen	97	12	87	10.9	309	38.6	313	39.1
Totals	800	100%	800	100%	800	100%	800	100%

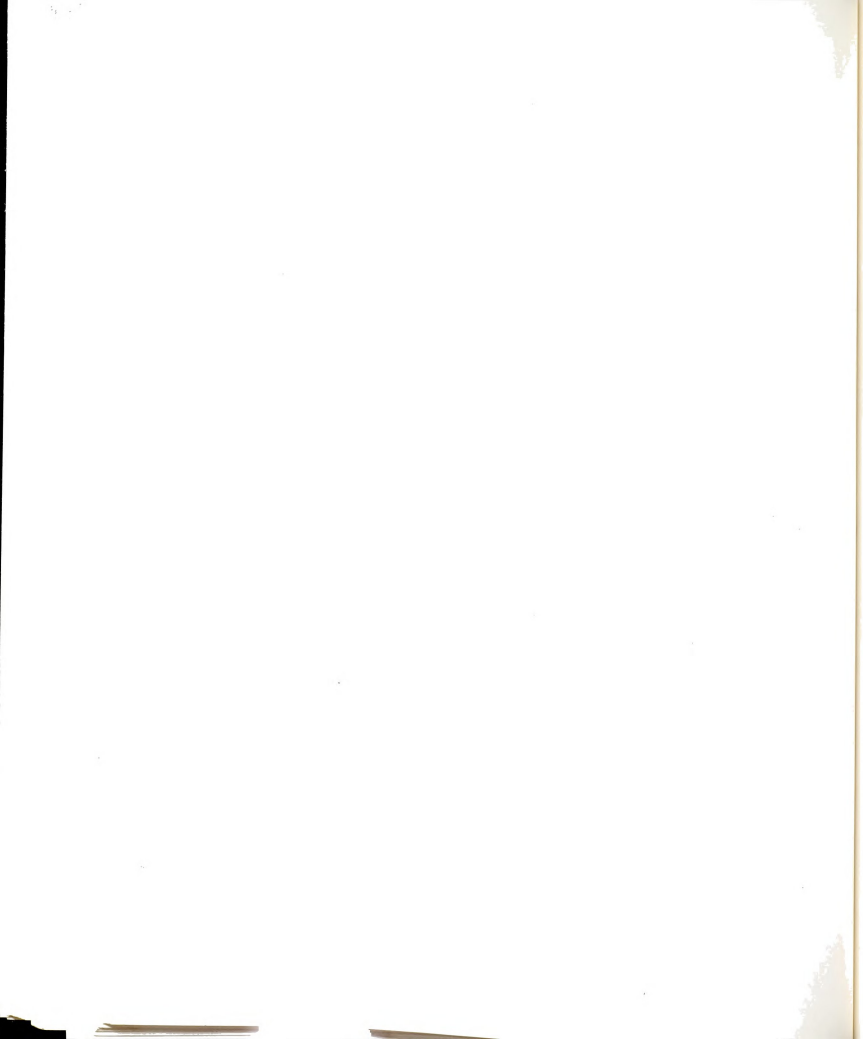
The data in the above table show that 50.5% of the students indicated they would have made the Regular Secondary school program their first choice. This is an important revelation because there is a strong bias in favor of the regular secondary school program in Nigeria as the best option to prepare the college-bound for the subsequent entry into University. Those who are considered above average academically are usually selected for this program, and because of its status among the parents and the students, it becomes the most popular and the most coveted. Even the students who are average or below academically at least have wishful thinking about this program.



The Technical program commands the least number of students while the Commercial and Teacher Training programs come second and third, respectively, as far as being the first choice is concerned. The vocational-oriented programs are often regarded as dead-end programs, suitable only for those who are average or below academically and should learn a skill or trade which will help them to earn a living even if they drop out of school on the grounds of academic failure.

The totals of the "Not chosen" category indicate that the programs most avoided in the order of avoidance are the Technical Program, the Teacher Training Program, the Commercial program, and the Regular secondary program. Again, a further proof that the RSP is the most favored by the students.

Another fact revealed by the "Not chosen" category is that some students so placed in a program did not even list their program as a possible choice if they had been given a choice. The above facts add up as a disillusionment with the placement by many students.



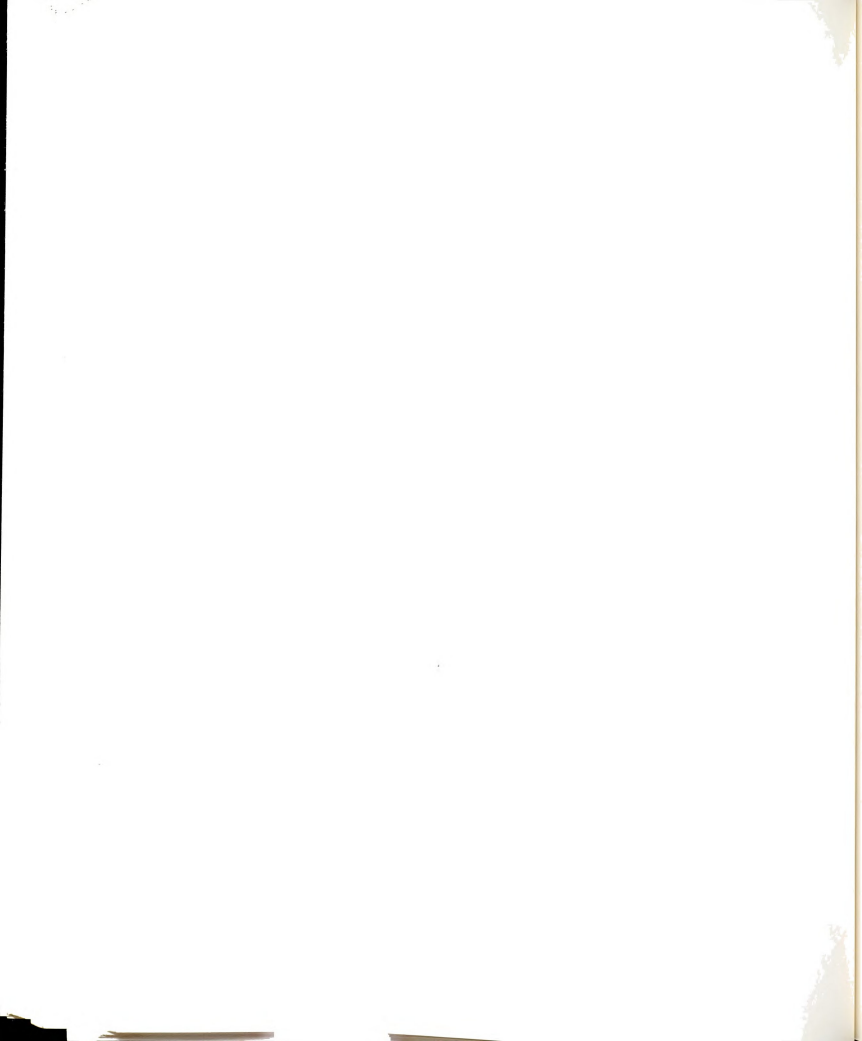
Barewa CollegeTable 16

The Distribution of Students' Program Preference
Within the Regular Secondary School Program

N = 100

Choice category	Program Preferences							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
First	19	19.0	59	59.0	10	10.0	12	12.0
Second	35	35.0	13	13.0	19	19.0	31	31.0
Third	29	29.0	11	11.0	24	24.0	37	37.0
Not Chosen	17	17.0	17	17.0	46	46.0	20	20.0
Totals	100	100%	100	100%	100	100%	100	100%

The above data indicate that though the students are presently placed in the Regular Secondary school program 19% of them wished they had been given a chance to make Commercial program their first choice. Also 10% and 12% of the students indicated Teacher Training and Technical Programs respectively as their first choice. The data reveal that 17% of students currently placed in the R.S.P. did not even consider it a possible choice if they had been given a choice. These data therefore show that there is conflict between the official's placement criteria and the students' interests.



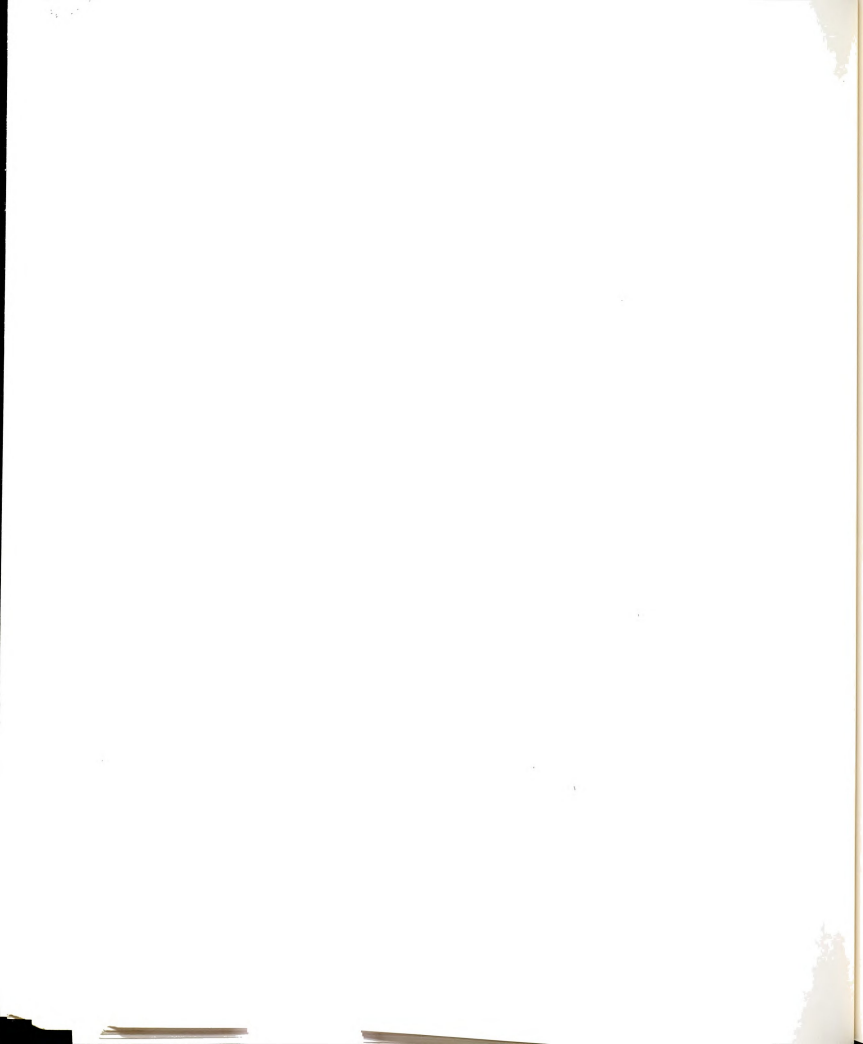
Commercial ProgramTable 17

Students' Opinions Regarding Program Preferences
Within The Commercial Program

N= 100

Choice cate- gory	Program Preferences							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
First	7	7.0	65	65.0	9	9.0	6	6.0
Second	37	37.0	14	14.0	17	17.0	25	25.0
Third	39	39.0	14	14.0	15	15.0	49	49.0
Not Chosen	17	17.0	7	7.0	59	59.0	20	20.0
Totals	100	100%	100	100%	100	100%	100	100%

The above data indicate that 65% of students placed in the Commercial Program made the Regular Secondary School Program their first choice and wished they had been placed in it. It can be seen that 17% of the students placed in the Commercial program did not even indicate it as a third choice for them. The highest percent of rejection is identified with Teacher Training Program where 59% of the students placed in the Commercial Program did not choose it even as a third choice. The students' apparent ambition to enter the college-bound program option recurs. It is very probable that students do not understand who they are in terms of their abilities, interests and career goals,



hence an overwhelming ambition to enter the Regular Secondary School Program. The need for educational and career counseling becomes obvious and essential.

Technical Program

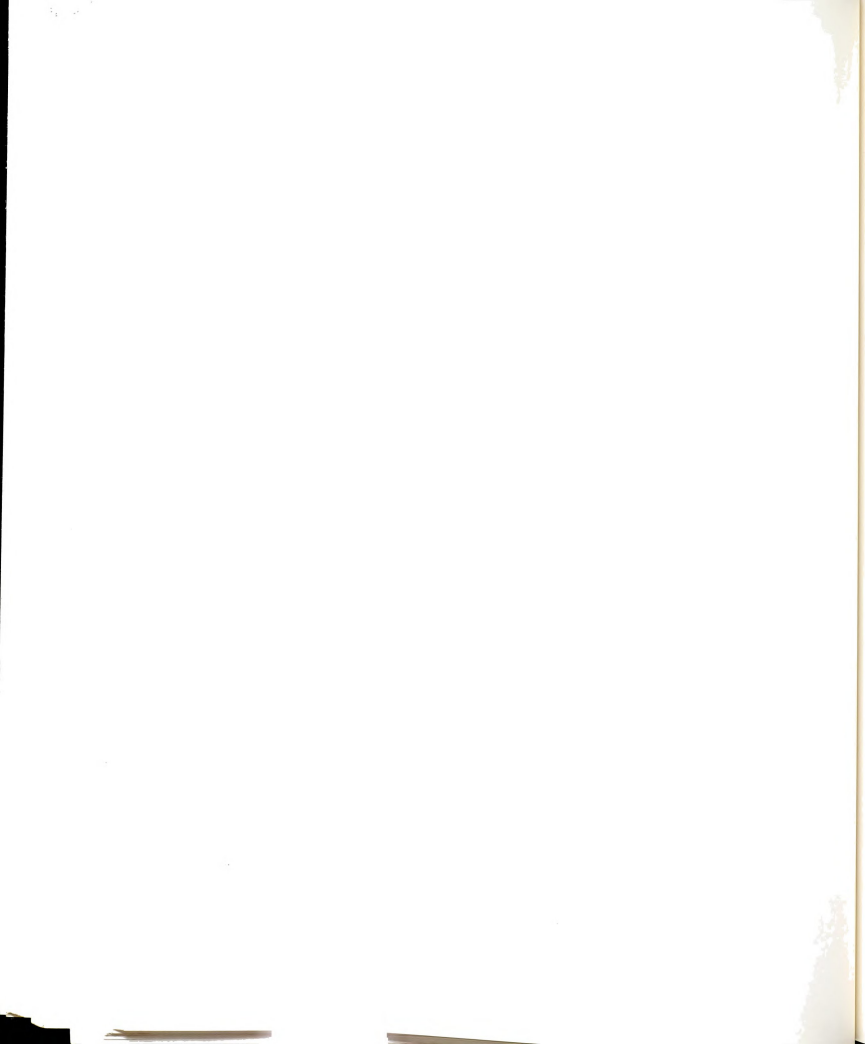
Table 18

Students' Opinions Regarding Program Preferences
Within the Technical Program

N = 100

Choice category	Program Preferences							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
First	14	14.0	54	54.0	11	11.0	21	21.0
Second	38	38.0	9	9.0	21	21.0	35	35.0
Third	33	33.0	16	16.0	29	29.0	21	21.0
Not Chosen	15	15.0	21	21.0	39	39.0	23	23.0
Totals	100	100%	100	100%	100	100%	100	100%

These data show that 54% of the students placed in the Technical Program preferred the Regular Secondary Program as their first choice if their opinions had been sought. Here again, the Teacher Training Program receives the highest percentage of rejection (39%) as compared to other program options; 14% of the students from the Technical Program made Commercial Program their first



choice, while 11% made Teacher Training their first choice. It is interesting to find that 15% of the students placed in the Technical program did not even make it their third choice. This fact indicates how students can be assigned to a program in which they are completely uninterested.

Women's Teachers' College, Zaria

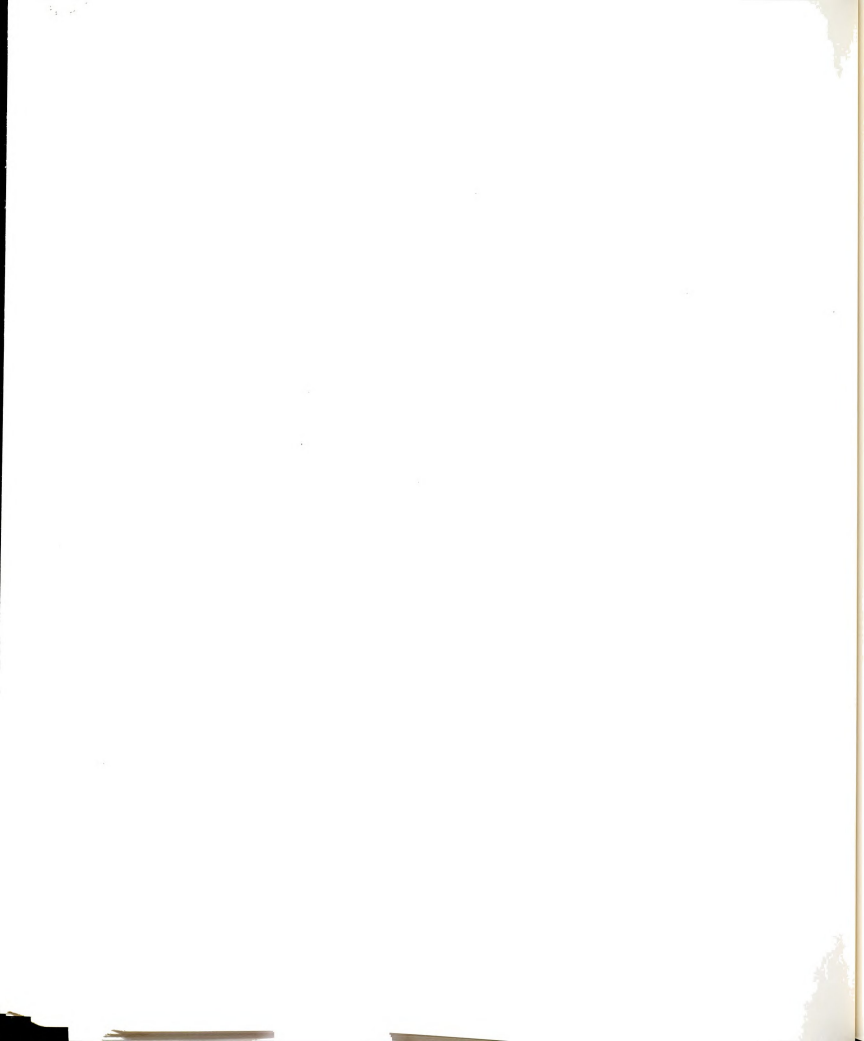
Table 19

Students' Opinions Regarding Program Preferences
Within the Teacher Training Program, Zaria

N = 100

Choice cate- gory	Program Preferences							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
First	11	11.0	20	20.0	69	69.0	0	0.0
Second	50	50.0	20	20.0	15	15.0	15	15.0
Third	26	26.0	46	46.0	11	11.0	17	17.0
Not Chosen	13	13.0	14	14.0	5	5.0	68	68.0
Totals	100	100%	100	100%	100	100%	100	100%

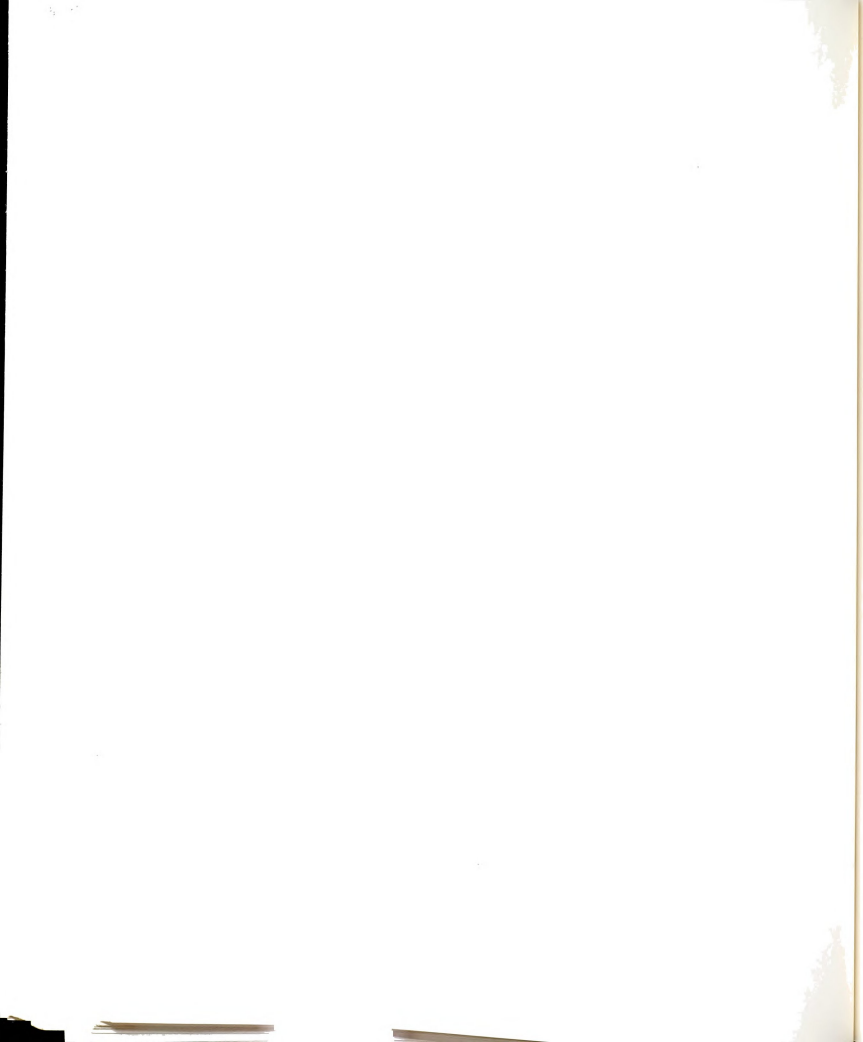
The data in the table reveal some interesting facts. The first is that 69% of the female students placed in the Teacher Training Program made the Teacher Training Program their first choice, contrary to the evidence collected so far. This evidence supports the fact that in Nigeria, teaching as a profession is stereotyped as a



conventional profession appropriate for women. Some of the reasons women students interviewed gave why they liked teaching were such things as: the early closing time for schools each day in the week, the school vacation periods would give them time to attend to family chores and to part time work, and a teaching position would allow ample time for rest. Thus they regarded teaching as a position they could combine with household responsibilities.

The second glaring fact is that none of the women students chose the Technical Program as their first choice. In fact 68% of the women students did not even make it a third choice. This fact again shows the feminine bias against certain occupations which are branded as masculine in nature and unsuited to women in Nigeria. It is, however, doubtful to conclude that women by nature have no potential in Technical activities, and there is no evidence to support the fact that women should not be encouraged to enter the Technical Programs if they so wish.

In spite of a high percentage of women in the Teacher Training Program, 13% of the students did not even indicate it as a third choice. It is worthwhile to consider the interest of the 13% of students who might not turn up to be productive teachers because they feel they do not belong to teaching.



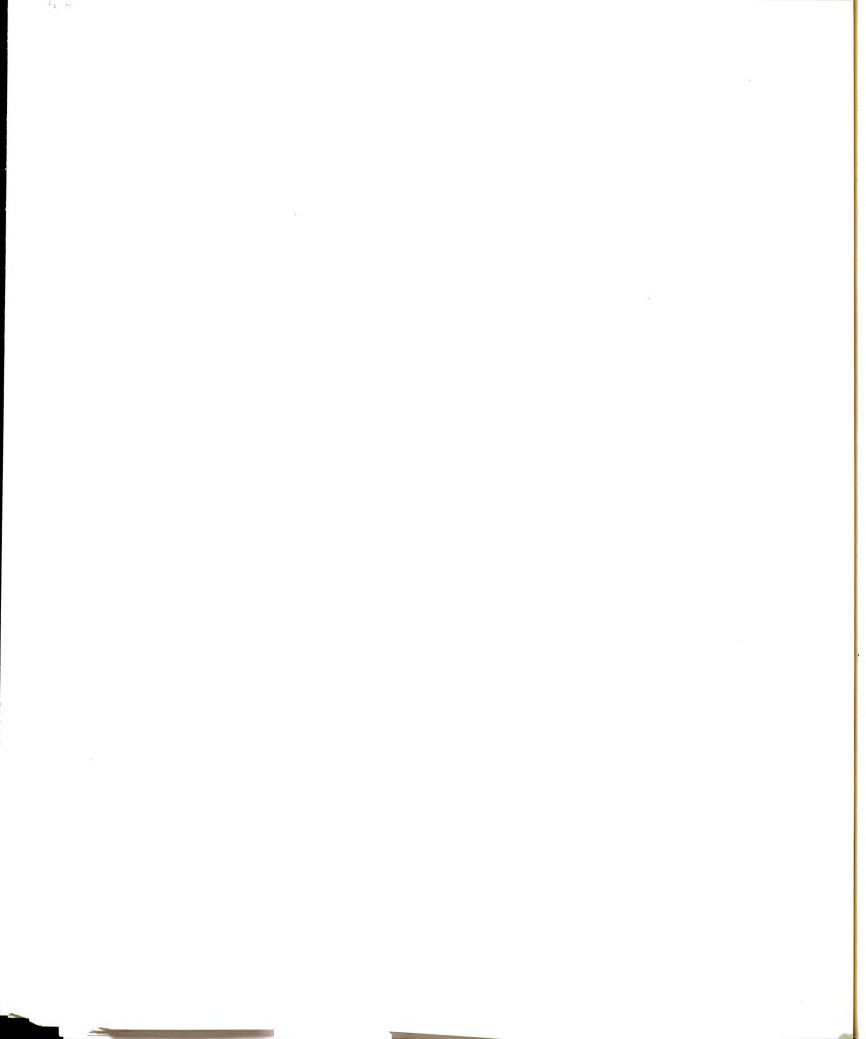
Basawa Teacher TrainingTable 20

Students' Opinions Regarding Program Preferences
Within the Teacher Training Program, Basawa

N = 100

Choice category	Program Preferences							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
First	7	7.0	57	57.0	31	31.0	7	7.0
Second	37	37.0	17	17.0	28	28.0	16	16.0
Third	39	39.0	14	14.0	23	23.0	23	23.0
Not Chosen	17	17.0	11	11.0	18	18.0	54	54.0
Totals	100	100%	100	100%	100	100%	100	100%

From the data it can be seen that 57% of the students placed in the Teacher Training Program indicated the Regular Secondary Program as their first choice given the option. Only 31% of the placed students regard their choice as appropriate. It can also be seen that 18% of the placed students did not even indicate the Teacher Training Program as their third choice. The strong inclination toward the Regular Secondary School Program continues to feature prominently in each of the programs except the Women Teacher Training students who feel they have to live with the conventional choice expected of them by the society as 'teachers'. In order to evaluate the extent of satisfaction or dissatisfaction with the placement among the



students, a question was asked as to whether or not the students would be more interested in their academic programs if they were placed in a different program. Data were analyzed program by program to give the intra-program picture.

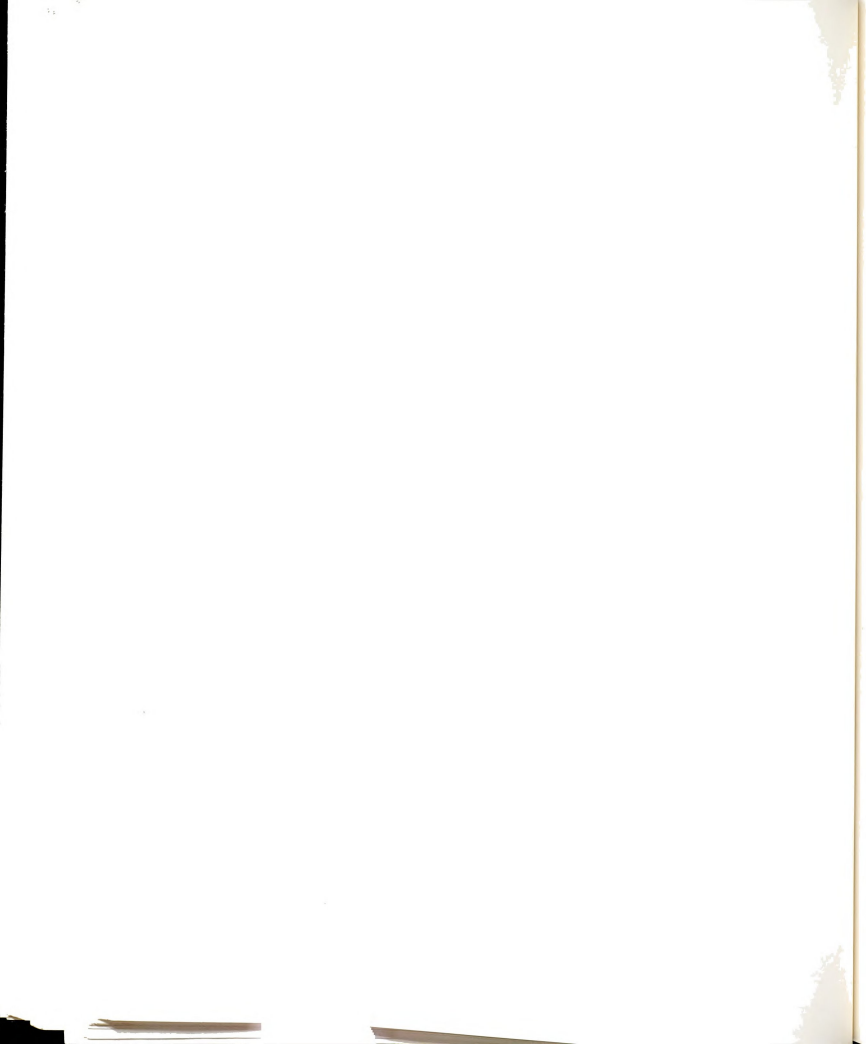
Combined Schools

Table 21

Students' Opinions as to Whether They Would Be More Interested if Placed in Another Program

Agreement Category	Educational Placement Programs							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
Strongly Agree	80	80.0	44	44.0	70	70.0	79	79.0
Agree	0	0.0	0	0.0	0	0.0	0	0.0
Dis-Agree	17	17.0	39	39.0	28	28.0	21	21.0
Strongly Dis-Agree	3	3.0	17	17.0	2	2.0	0	0.0
Totals	100	100%	100	100%	100	100%	100	100%

For analysis of questions 5 through 8 (Tables 21 through 27) data were utilized only from one school from each type of educational placement programs constituting the EPP. This procedure was adopted because the Technical

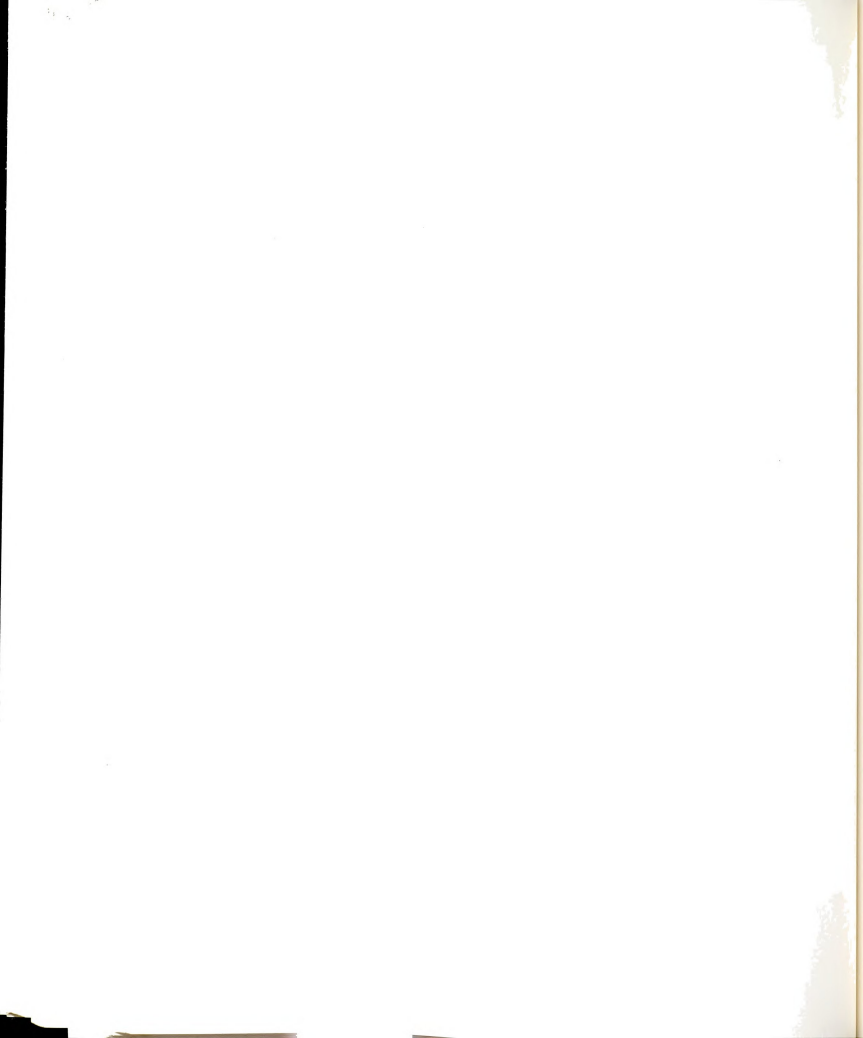


and Commercial programs were each represented by one school in the total sample, whereas the Regular Secondary School and the Teacher Training programs were each represented by more than one school. To analyze data from one school in some categories of the EPP and more than one school from other categories would bias the results.

Using the hat-draw method, one school was randomly selected from the Regular Secondary School and one from Teacher Training Programs. Data analysis for this section thus included only 4 schools or programs with 400 students.

The data from the table indicate that 80% of the students placed in the Commercial Program said they would be more interested in their academic program if they were placed in a different program. Seventy percent of the Teacher Training Program express a similar agreement that they would be more interested in their studies if placed in a different program.

It can, however, be seen that only 44% of the students placed in the Regular Secondary School Program agreed they would be more interested elsewhere. The later evidence confirms the fact that most students aspire to enter the Regular Secondary Program, and most of those who have been placed there will normally want to stay there regardless of their interest due to the prestige and status of the program. It must be stated that 44% dissatisfaction is high enough to cause some concern on the part of the placement officials. Looking at all the



four EPP programs combined, 68.3% of the students agreed that they would be more interested in their academic programs if they were placed in a different program.

Combined Schools

Table 22

Students' Opinions as to Whether They Are
Now Satisfied With Their Programs

Happiness Category	The Educational Placement Programs							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
Very Happy	2	2.0	8	8.0	4	4.0	3	3.0
Happy	17	17.0	47	47.0	23	23.0	17	17.0
Un-Happy	36	36.0	22	22.0	32	32.0	41	41.0
Very Un-Happy	45	45.0	23	23.0	41	41.0	39	39.0
Totals	100	100%	100	100%	100	100%	100	100%

The above data show that 81% of the students placed in the Commercial Program are now not satisfied with their program. Seventy-three percent of the Teacher Training Program and 80% of the Technical Training Program are also not happy with their placement. As for the students in the Regular Secondary School Program, 45% indicated their unhappiness with the Program. The summary evidence for all the programs in the EPP is that 69% of the students were not happy with their placement at the time of the

study.

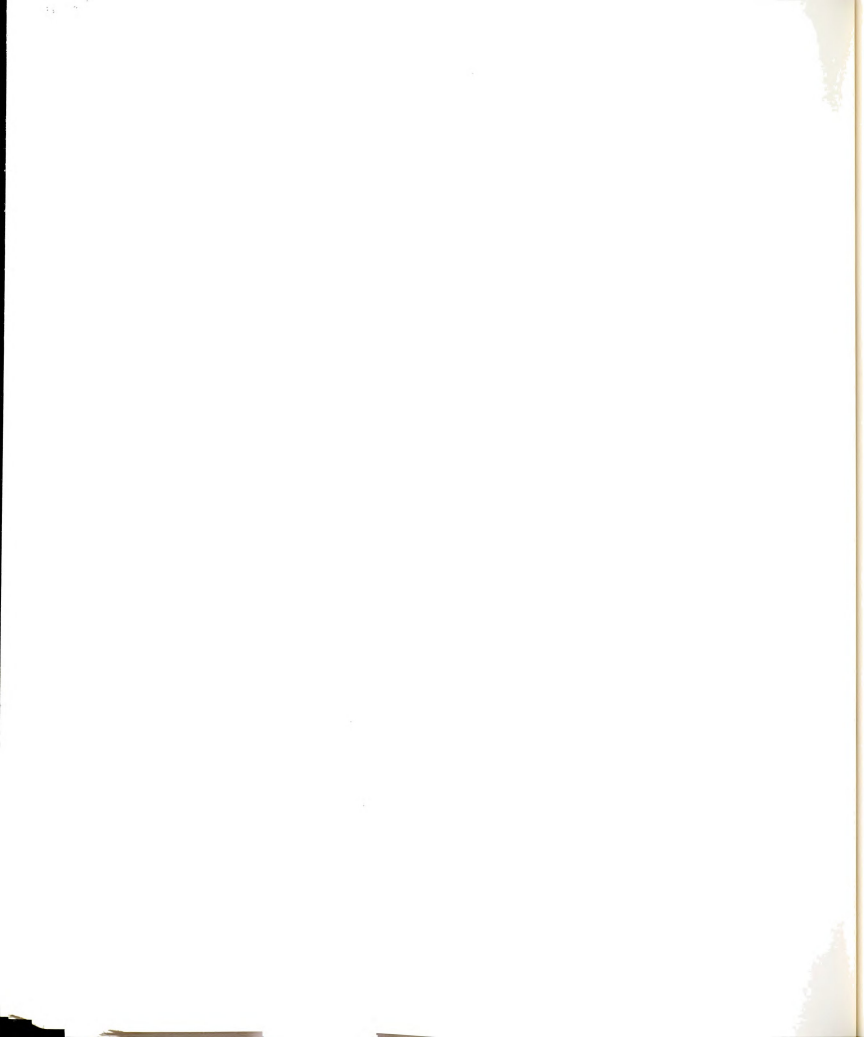
Students' Changes from the Initial Placement Programs

In order to answer the question related to the placement flexibility, it was essential to collect data on the change patterns of the program choices. Table 23 below presents the evidence on placement flexibility.

Table 23

The Extent of Flexibility Allowed the Students
In the EPP to Change From Initial Placement

Program Flexibility Category		The Educational Placement Programs							
		C.P.		R.S.P.		T.T.P.		T.P.	
		No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
Change From Ini- tial Pro- gram Reques- ted	Yes	20	20.0	22	22.0	20	20.0	13	13.0
	No	80	80.0	78	78.0	80	80.0	87	87.0
Change Grant- ed	Yes	0	0.0	0	0.0	0	0.0	0	0.0
	No	100	100%	100	100%	100	100%	100	100%



The above data present the evidence about the rigidity of the placement programs. Though students requested for change it was denied. The reason for the denial was that it was the policy of the government not to allow the students to switch over programs since their placement was partly determined by the targetted manpower needs of the state. It would be self-defeating to allow the students to switch programs and thereby cripple the manpower efforts particularly for the Technical and Teacher Training options.

Is Teaching and Subject Matter A Problem
To Students in the EPP?

Tables 24 and 25 provide evidence as to whether or not teaching was regarded by the placed students as a problem. Table 24 gives evidence about the difficulty of the subject matter while Table 25 specifies about the presentation of the subject-matter by teachers in respective programs.

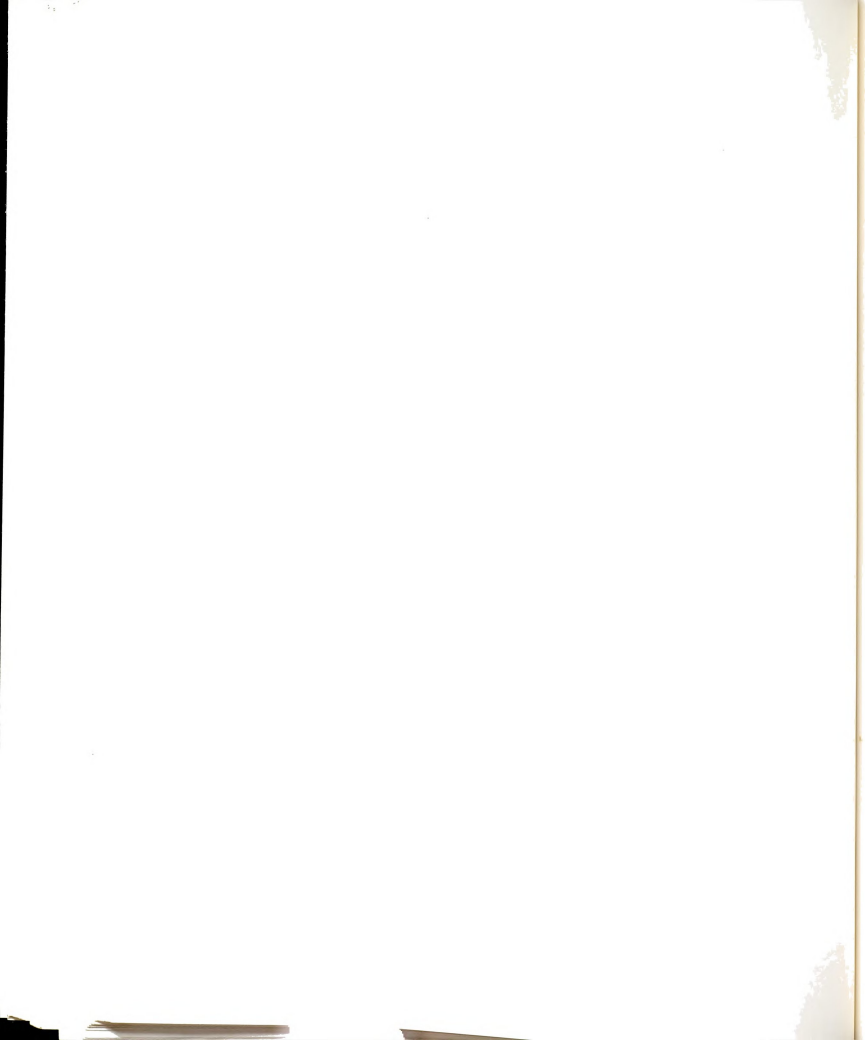


Table 24

Students' Opinions About the Difficulty Of
The Subject Matter in Their Programs

Category of Understanding	The Educational Placement Programs							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
I have diffi- culty	81	81.0	44	44.0	74	74.0	80	80.0
I have no diffi- culty	19	19.0	56	56.0	26	26.0	20	20.0
Totals	100	100%	100	100%	100	100%	100	100%

The highest relative percentage of difficulty in understanding instruction was evidenced from the Commercial and Technical Programs, with 81% and 80% respectively. The Teacher Training Program followed with 74%. Looking at all the four programs together, 69.8% of the students placed had difficulty in understanding instructions.



Combined SchoolsTable 25

Students' Opinions Concerning the Efficiency Of
Teachers in Presenting the Subject Matter

Category of Satisfaction	The Educational Placement Programs							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
Not Satis- fied with Teach- ing	40	40.0	19	19.0	18	18.0	61	61.0
Satis- fied with Teach- ing	60	60.0	81	81.0	82	82.0	39	39.0
Totals	100	100%	100	100%	100	100%	100	100%

The highest evidence provided by the table shows that teaching is not an important contributory factor to the students' difficulty in understanding instructions. Apart from the Technical program which indicated a 61% dissatisfaction, the rest of the programs indicated a relatively high percentage of satisfaction with teaching. The problem must be either a lack of interest in the program, the difficulty of the subject matter, or some other factor which is outside the scope of this study to investigate. This evidence further supports the assumption made earlier about teaching as a possible confounding variable. The assumption was that if teachers

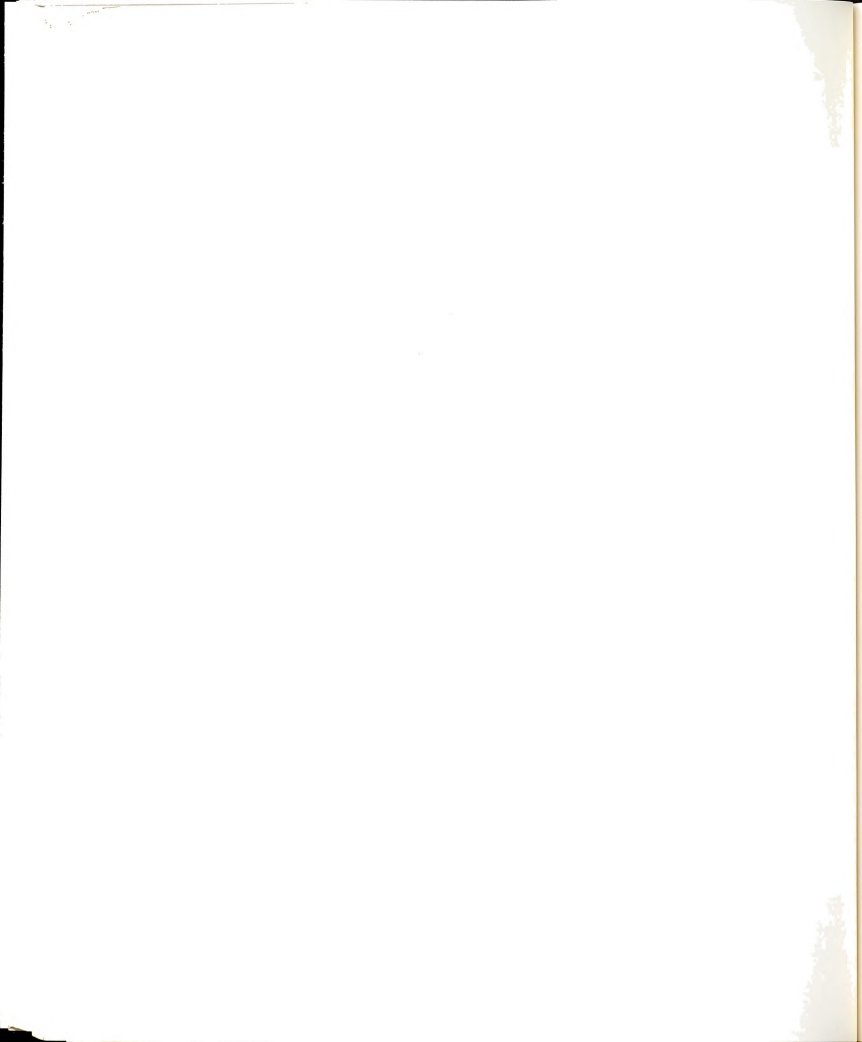


were well qualified in their teaching subjects, and if there was additional evidence from the students about the teaching efficiency, then teaching will not invalidate the findings.

Program	Subjects
1. Commercial	Bookkeeping, Commerce, Shorthand, Typing, Commercial Arithmetic, Accounts, Office Practice and Secretarial Practice, English
2. Technical	Metalwork, Woodwork, Mechanics, Technical drawing, Art, Maths, English, Painting, Welding/ Blacksmithing, Electricity
3. Teacher Training	English, History, Geography, Maths, Arithmetic, General Sciences, Domestic Science (for women), A Nigerian Language, Teaching Practice, Education, Physical Health Education, Religious Knowledge, Needlework (for women), Crafts (for boys)
4. Regular Secondary School	English Grammar and Literature, History, Geography, Mathematics, Physics, Chemistry, Biology, Religious Knowledge, Physical Education, a Nigerian Language, French, Woodwork, Art, Light Metalwork, Home Economics (for girls)

Figure 2

The Various Subjects Taught In The Four EPP Programs:



Students' Opinions About the Appropriateness Of
Aptitude Tests in Predicting Their Learning Capability

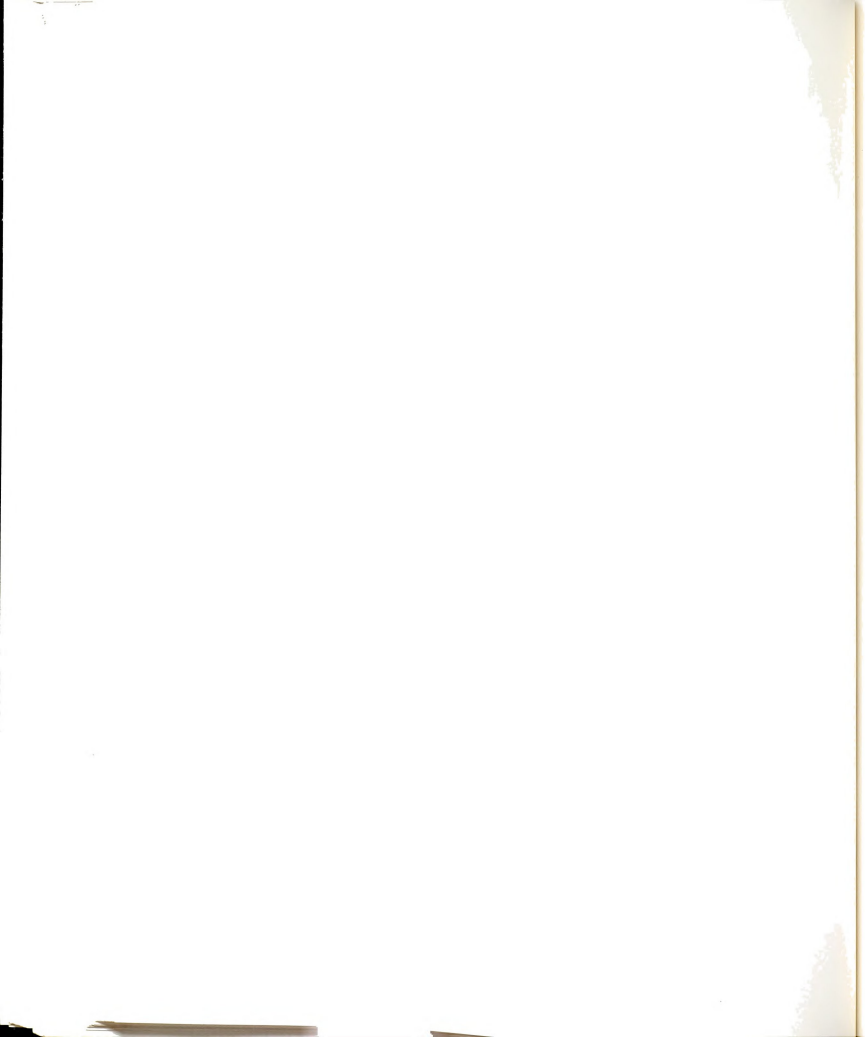
Combined Schools

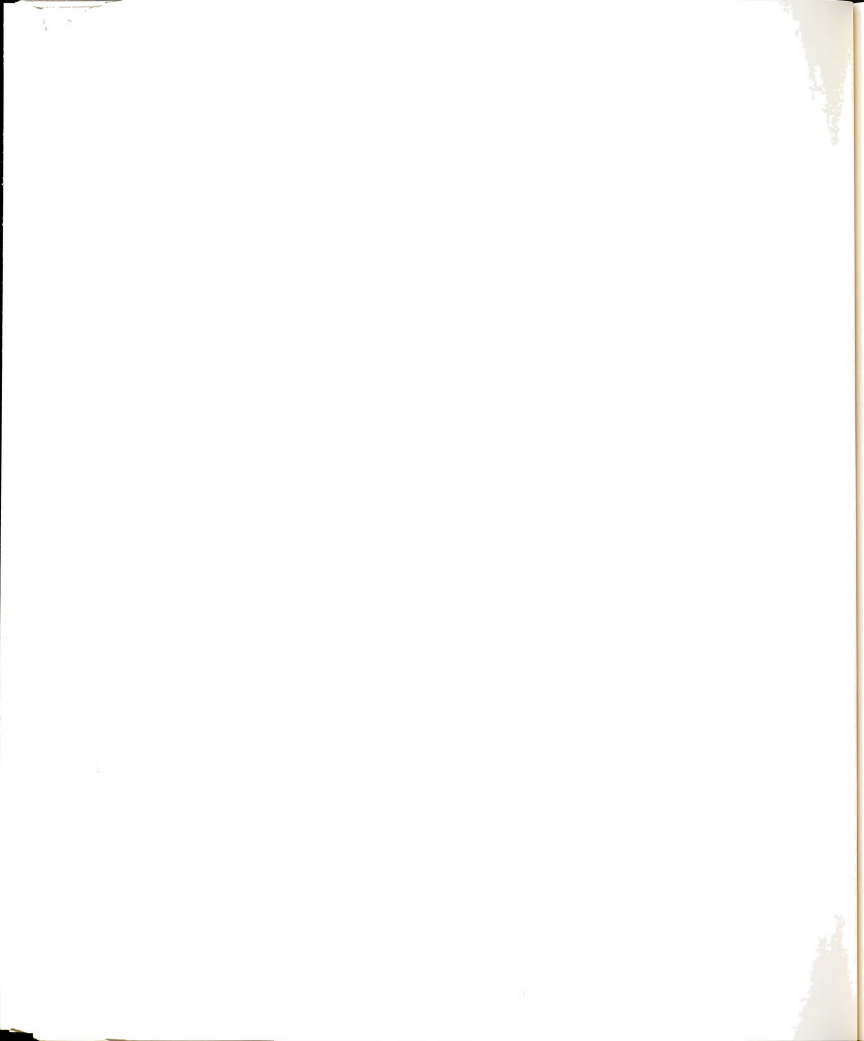
Table 26

To What Extent Do Students Agree With the Appropriateness
Of the Aptitude Tests in Predicting
Their Ability to Learn?

Agreement Category	Educational Placement Programs							
	C.P.		R.S.P.		T.T.P.		T.P.	
	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent	No. of Students	Percent
Strongly Disagree	50	50.0	15	15.0	41	41.0	43	43.0
Disagree	32	32.0	29	29.0	32	32.0	37	37.0
Agree	17	17.0	55	55.0	23	23.0	15	15.0
Strongly Agree	1	1.0	1	1.0	4	4.0	5	4.0
Totals	100	100%	100	100%	100	100%	100	100%

The highest percentage of disagreement comes from the Commercial Program with 82% (Strongly Disagree + Disagree). The Teacher Training and Technical programs also show a relatively high percentage of disagreement (73% and 80%, respectively). The Regular Secondary School Program shows a relatively high percentage of agreement with the predictive validity of Aptitude tests for their placement





The above evidence shows that students did not feel they got advice before placement. The need for educational counseling or advice was, however, 100%.

Student Participation In Placement
Decision-Making

Tables 28 through 30 indicate the extent of student participation in placement decision-making.

Combined Schools

Table 28

To What Extent Did The Placement Personnel Make Use Of
Students' Characteristics in Placement?

N = 800

Response Category		Number of students	Percent
Interests were requested	Yes	800	100
Interests were not requested	Yes	-	-
Interests were used	Yes	-	-
Interests were not used	Yes	800	100

Both the students and the placement officials agreed that before the placement exercise, the students were given the "Pupil Summary Sheet" on which to express their interests (see Figure 3). But the data presented in the above table bear no evidence that the "Pupil Summary Sheet" was actually used or had an effect on placement. Some of the students met their teachers during the year in connection

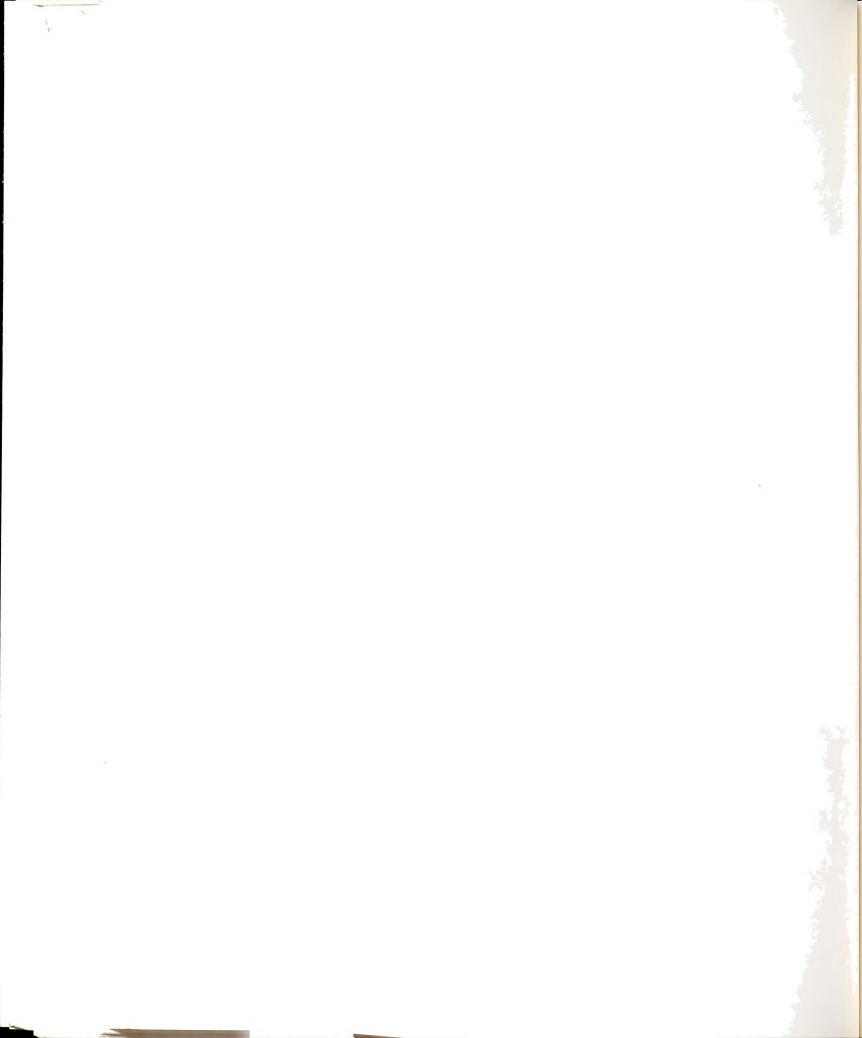


Figure 3. The Pupil Summary Sheet Used As
Data Inventory for Individual Students.

Present institution _____				Pupil's Local Authority _____			
Guidance Number			7				

KADUNA STATE GUIDANCE PROGRAMME

5. EXPRESSED INTERESTS:

a) School and Home activities _____

b) Career (Pupil) _____ (Family) _____

6. TEACHER'S OBSERVATIONS:

a) Manifest Interests _____

b) Aptitudes or Special Abilities _____

7. OTHER INFORMATION, taken into account when making recommendation:-

Age _____ Years _____

100



with subject matter problems, but the students interests pertaining to placement were seldom discussed. When the Placement Officials were interviewed, "students' interests" was not reported to have influenced the placement, though the interests had been surveyed. The major problem regarding the use of students' interests was described as the lack of qualified staff to use the interests information, and the lack of time to counsel the students about their interests.

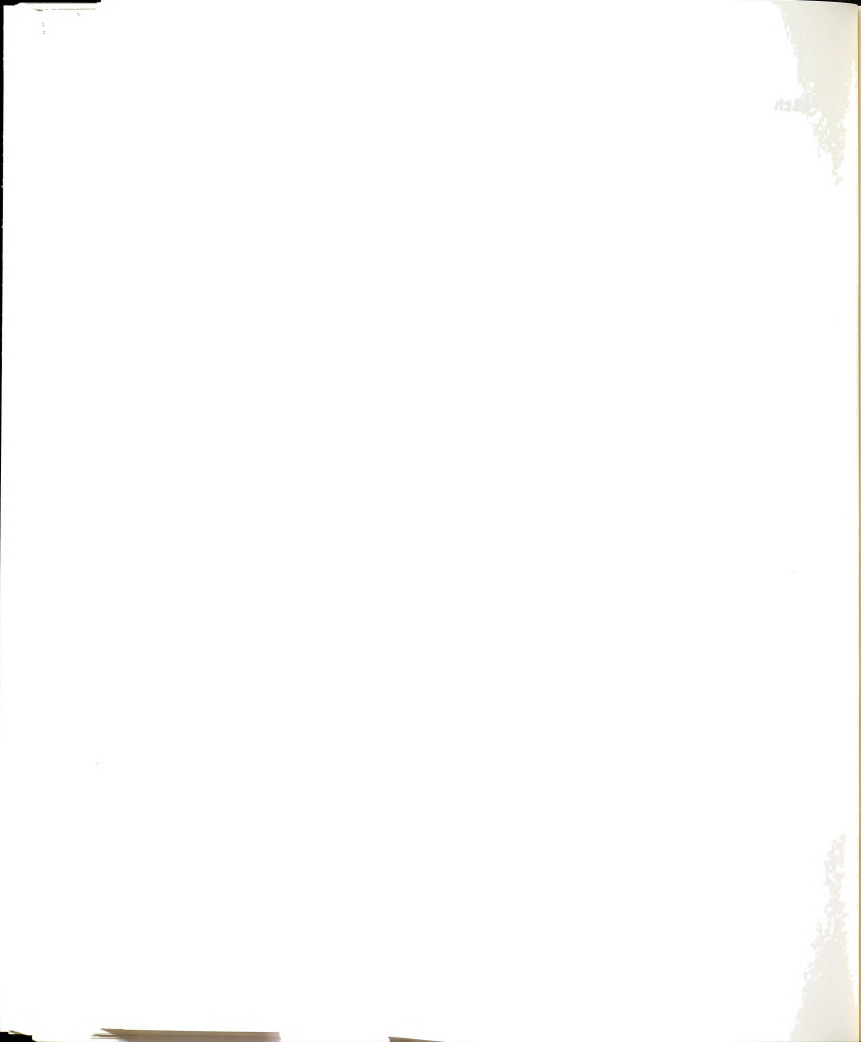
Table 29

The Frequency of the Students' Meetings With
School Staff to Discuss Placement Problems

N = 800

Frequency Category	Number of students	Percent	Staff Title
Never in a Year	539	67.4	---
Once a Year	177	22.1	Teacher
Twice a Year	84	10.5	Teacher
Three or more times a year	---	----	---
Totals	800	100%	

The data presented in the table above indicate that 67.4% of the placed students never met any school official to discuss their placement plans or problems. Only 22.1% of the students met their teachers once a year to discuss issues pertaining to their academic difficulties,



and 10.5% met the teacher twice a year to talk about their problems. Thus a total of 261 students met with the teacher in a year.

Table 30

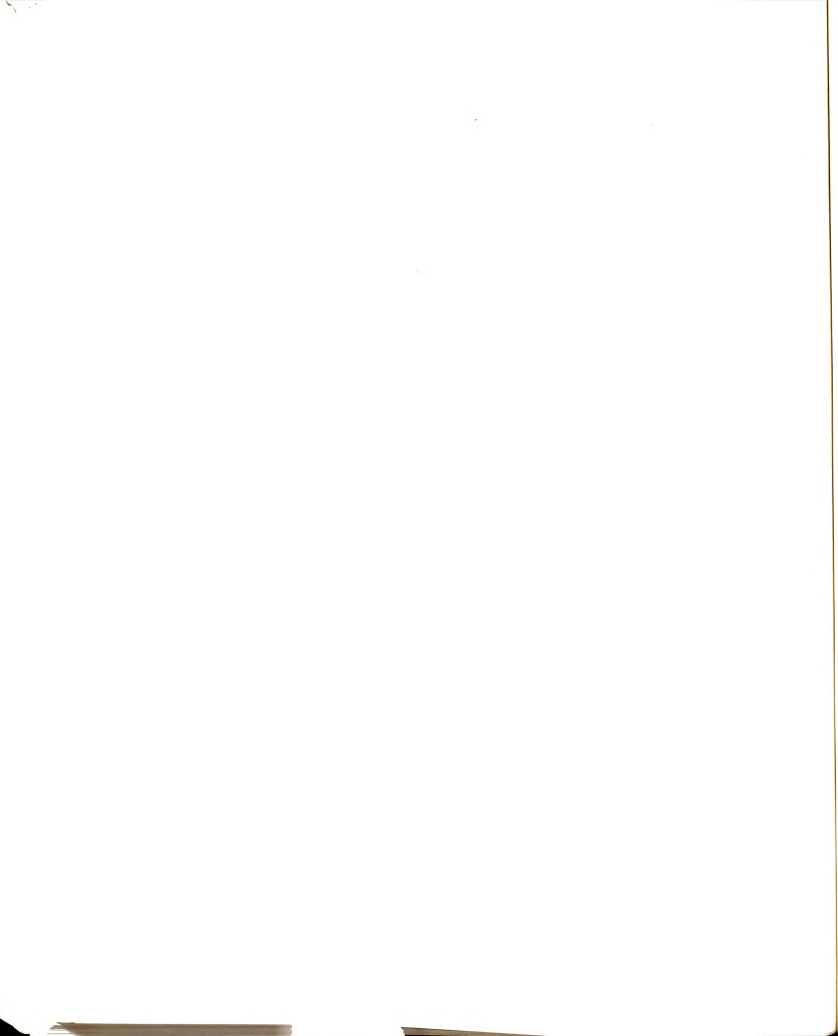
The Extent to Which Students' Meetings
With the Staff on Placement Were Beneficial

N = 261

Response Category	Number of students	Percent
Not Beneficial	208	79.7
Somewhat Beneficial	53	20.3
Very Beneficial	---	--
Total	261	100

Of the 261 students who met with the teachers to discuss their placement problems, 79.7% of the students described their meeting as not beneficial, and 20.3% described theirs as somewhat beneficial. No students described his or her meeting with the staff as very beneficial.

In order to describe the potential need for educational information, students were asked to tell how much more educational information they needed compared with what they already knew to assist them in their placement programs for future careers.



How Much Educational Information Is Needed By
Students at Present and in the Future?

Combined Schools

Table 31

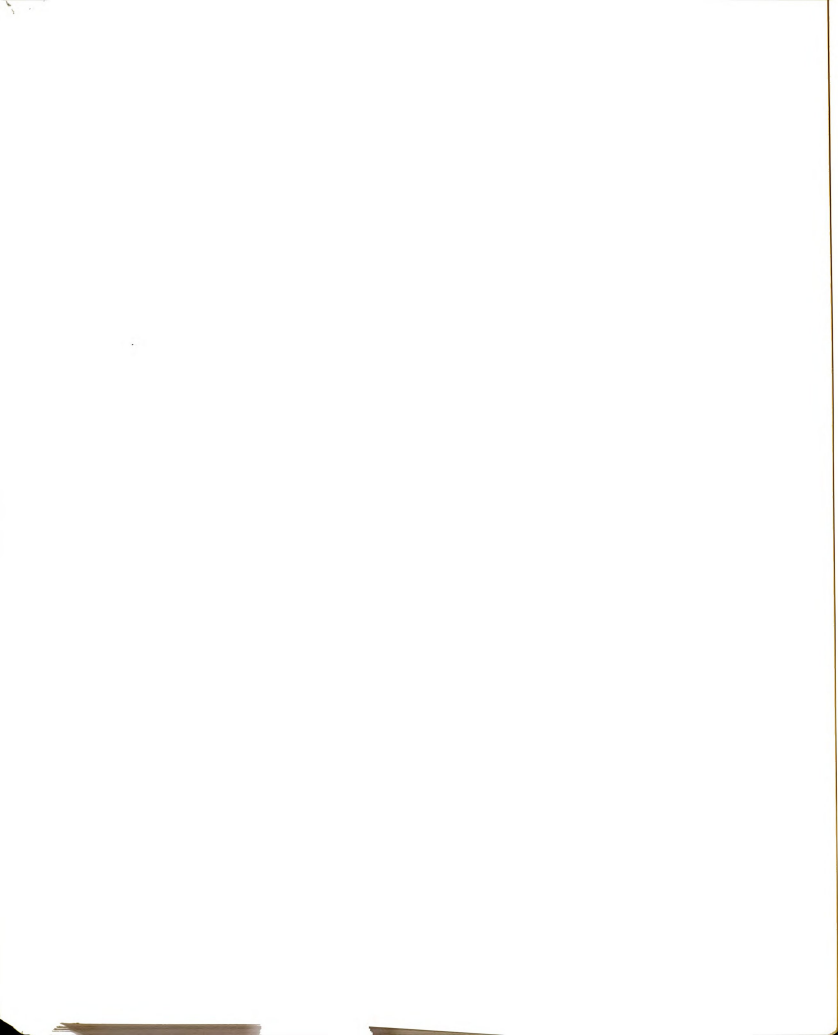
The Demand for Educational Information by Students

N = 800

Information Need Category	Number of Students	Percent
None	---	---
Just a little	---	---
Much Information	300	37.5
Very Much Infor mation	500	62.5
Total	800	100%

The evidence provided in the table shows a 100% need for educational information which will enable the students in planning their further educational and career pursuits. The need for educational information cannot be over emphasized.

As regards the knowledge of the scores on the Aptitude tests all the 800 students denied knowing anything about their scores. When the placement officials and the school staff were interviewed they all agreed that the reporting of the Aptitude results to the students was originally to be done with the profile or Pupil Summary Sheet; but it was felt that students would attach undue precision and



importance to the stanine figures. Thus students had no knowledge of their test scores for placement.

The placement officials in the Ministry of Education reported that the State Ministry of Education in their brief required little more than a method of channeling a mass of students into course options without a plan to introduce other services which are likely to improve the students' educational experience.

This procedure was not condoned by the placement officials, but they reported that little more than the mass channeling could be afforded because of the qualified manpower constraint.

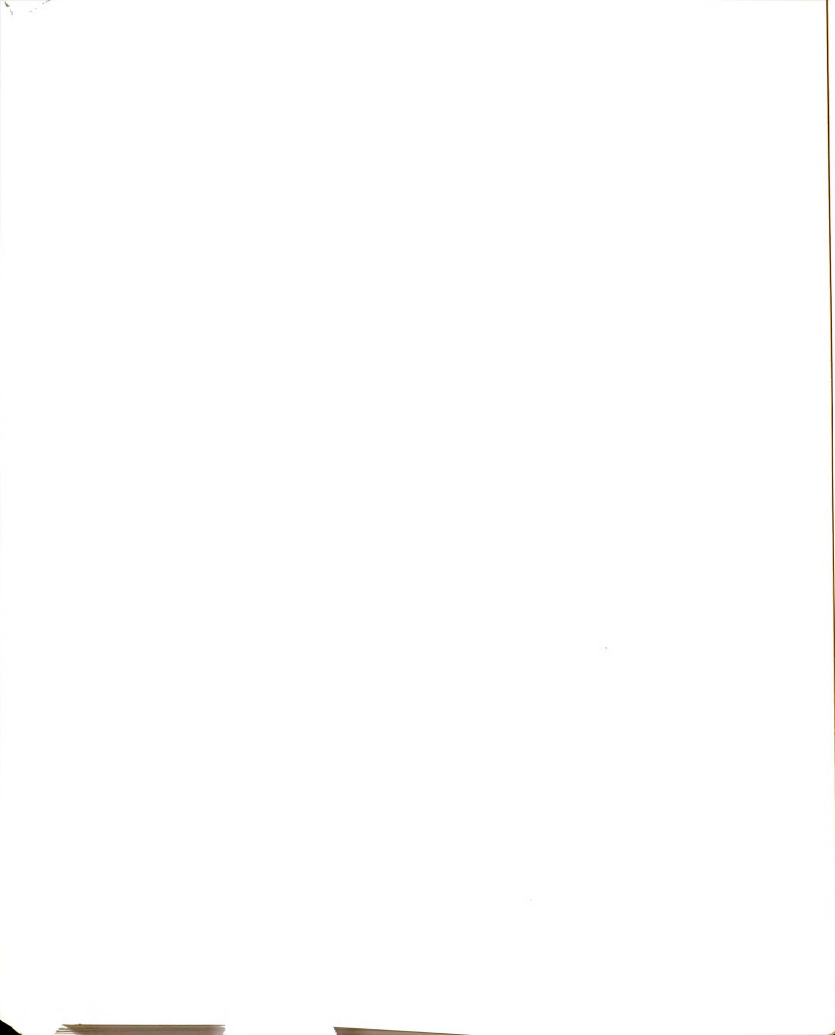
The Placement Officials and the school staff responsible for placement completed the questionnaire regarding the placement criteria. The responses obtained were computed as follows:

The Placement Criteria

Table 32

The Various Criteria Used in Placing
Students Into Programs

Criteria	Number of Students	Percent
Ability	10	100
Sex	10	100
Government Control	10	100
Age of Student	10	100
Number of Openings in a Program	10	100
Success in N.C.E.E.	10	100

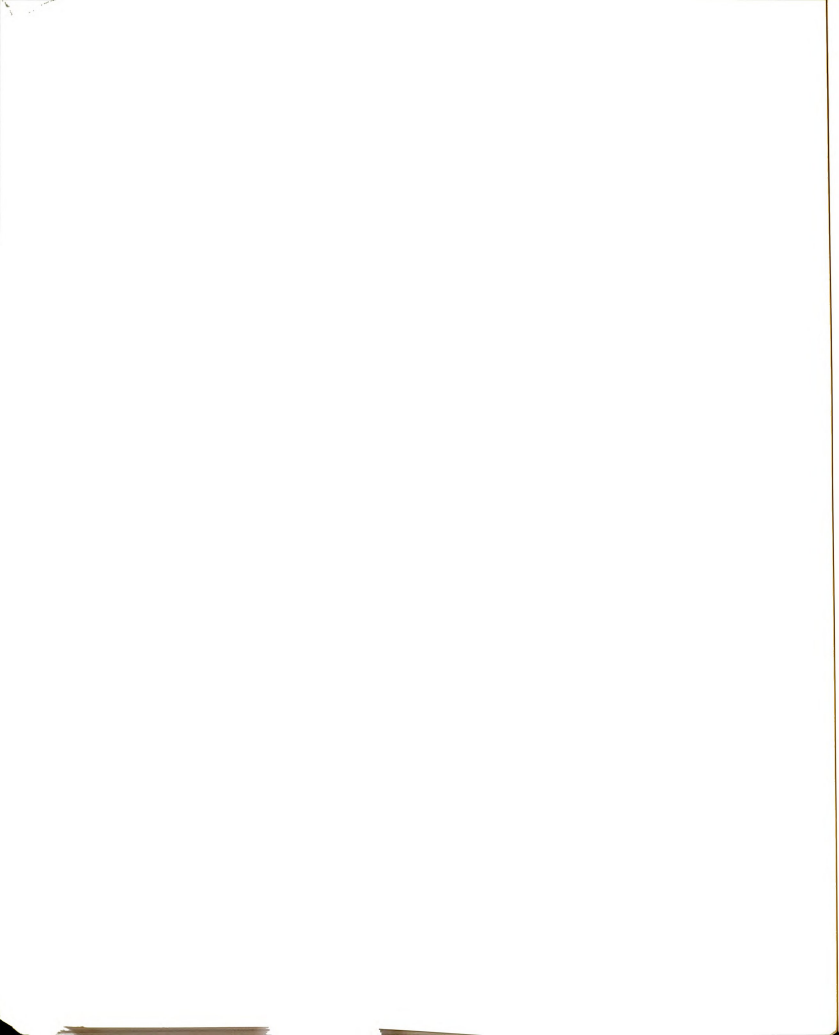


The placement criteria reported include the students' academic ability as determined by the scores in the Aptitude tests, the student sex as some programs were regarded as unsuitable for the women students. The placement officials reported that the Kaduna State Government had some projected manpower targets which had to be met. This meant that students' placement was controlled by the demand areas like teaching, where there was a huge demand to train teachers for the grandiose Universal Primary Education launched by September 1976.

Concerning the age of students the placement officials reported that the children who were too young to make a decision at the time of placement were decided for by the placement officials. This could be a further source of disillusionment with the program by many students at a later date when they became mature enough to make their decisions. The average age of the sampled students at the time of placement (1974) was 13 years.

Sometimes there were more qualified students than a particular program could accommodate. According to the placement officials the surplus students would be assigned to the Teacher Training Program whose facilities were deliberately expanded to accommodate more students in order to meet the teacher demand for the new Universal Primary Education scheme.

Evidence was also collected from the placement



officials at the State Ministry of Education Kaduna, that occasionally the ability criterion for placement is violated by the Government control criterion for the manpower needs and parental pressure to get their children into the Regular Secondary School Program as the college-bound students.

Another area of high demand as viewed by the government is the Technical area. Thus the relatively high percentage of students' dissatisfaction with their placement in the Teacher Training and Technical programs can partly be accounted for by the fact that some students were "conscripted" into those options against their interest, just to try and meet the manpower needs.

The Basic Guidance Services were listed for each placement teacher in each school. But very few of the guidance activities were in actual fact, carried out at the time of this study. Figure 4 shows the activities listed in each of the schools sampled.

Activities	Schools Implementing	Schools not Implementing
1. Reception and orientation of new students	2	6
2. Medical examination of the new students by the Health Department	8	-
3. Maintenance of individual student's cumulative record and file	-	8
4. Diagnosis of individual academic and social needs	-	8
5. Assisting each pupil to understand the course op- tions at the end of 2nd year in order to make appropriate program choice	-	8
6. Provision of appropriate Remedial facilities (Remedial English)	-	8
7. Helping students to make appropriate course com- binations in their options	-	8
8. Providing information about employment opportunities open to students after the 5th year	-	8
9. Helping the students to assess themselves in order to make realistic decisions after the 5th year	2	6
10. Giving assistance with appli- cation for jobs or further education	1	7
11. Counseling students in groups and individually	-	8

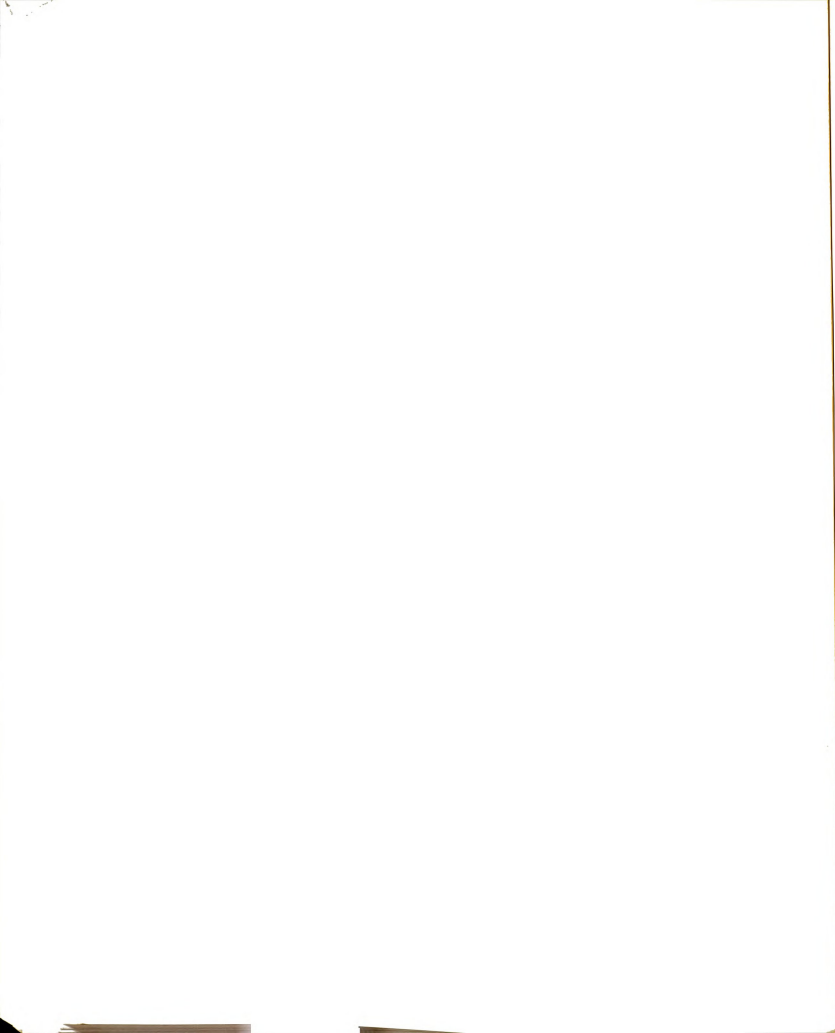
Figure 4

The Basic Guidance Services Listed in Each School

The activities listed above serve as the objectives of the EPP, and each school was expected to carry out these activities as a step toward realizing the EPP objectives. Though these guidance activities were listed, very few of them were reported to have been executed by the school officials in charge of placement and counseling services in their respective schools.

All the eight school officers in charge of placement and guidance activities were also full-time teachers. If any placement activity was undertaken, it was added as an adjunct to the main teaching responsibilities.

As regards the professional qualification of the placement officers in the schools, six of the eight officers sampled were holders of the Nigerian Certificate in Education (N.C.E.), an equivalent of a diploma certificate in teaching. None of them were trained in pupil personnel services. The appointment of the N.C.E. graduates as guidance officers was regarded by the Ministry Placement officials as inadequate. The major reasons given for inadequacy were that all the N.C.E. teachers want to go to university for a degree course, and their departure disturbs the continuity of the program. Besides their aspiration to leave for the university degree, they are not trained for guidance work.

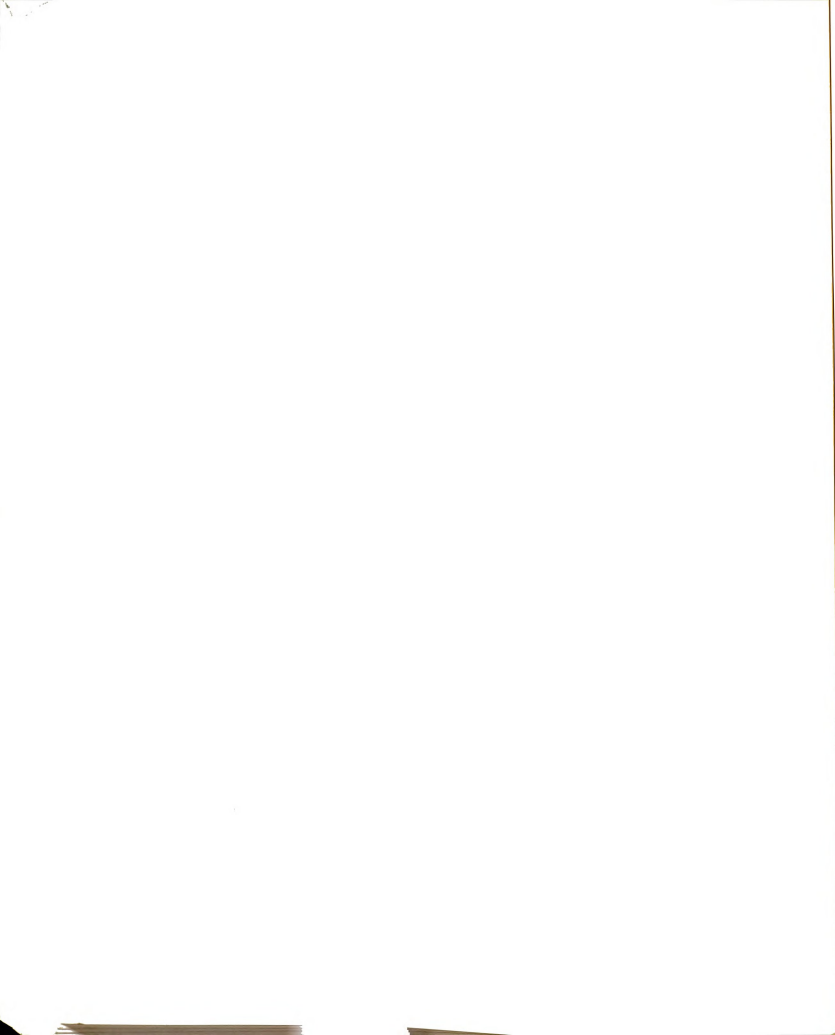


The Guidance Teacher

The placement officials at the Ministry of Education headquarters reported a recent creation of the position of a Guidance Teacher as a key person responsible for placement activities in each school. This was because the past experience had shown that the N.C.E. teachers appointed to be in charge of guidance work (as had been noted before) very often left to enter a university the next year and left the school without anyone who knew what had to be done.

The most important criterion proposed by the Government for a Guidance Teacher was that he should be a graduate because he would then not be so likely to be looking for a university degree. His qualification as a graduate would also afford him some useful seniority and status in the school to be able to command some modicum of respect and cooperation among his colleagues and the principal of the school.

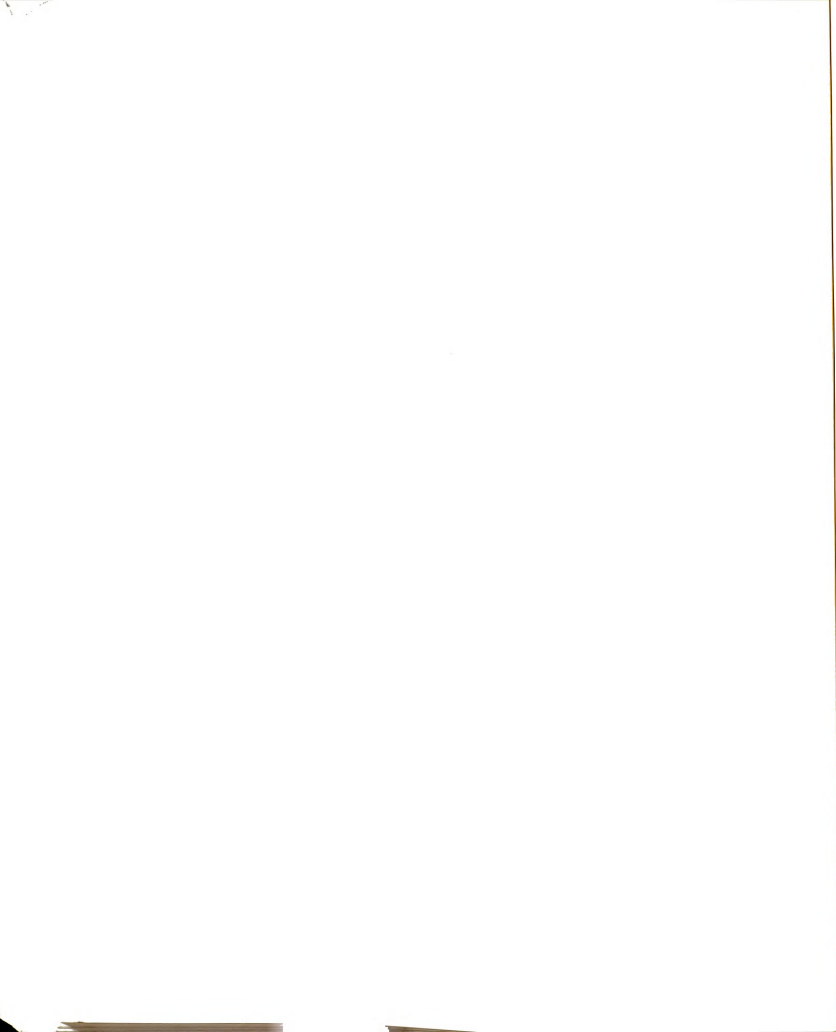
At present, the professional training available in Nigeria for Guidance services is only at the Master's degree level; where only 2-3 students have graduated each year since Ahmadu Bello University started this program in 1973. Since very few of the guidance teachers met the above criterion, most would do nothing other than follow the detailed instructions provided by the Ministry of Education; and keep up-to-date with circulars from the Education Officer in charge of Guidance.



The Ministry decided that the guidance teacher should be given one period per week for each class he had to work with. These periods were to be allocated as "Guidance Periods" and counted as part of the teacher's load and not taken out of his allowance of free periods. At the time of this study this proposal had not been implemented, and the reluctance by the school principals to release teachers for guidance work was clearly expressed by the 10 school principals interviewed. There was no provision on the school time-table for guidance periods.

The Dropouts and Their Reasons For Dropping Out of School

A random sample was taken of 100 students who had been placed in the four different programs but withdrew before graduation from the 5th year. Both the dropouts and the principals of their former schools were interviewed for the various reasons responsible for the students' attrition. Figure 5, below, shows the various reasons given by the drop-outs as governing their withdrawal from school.

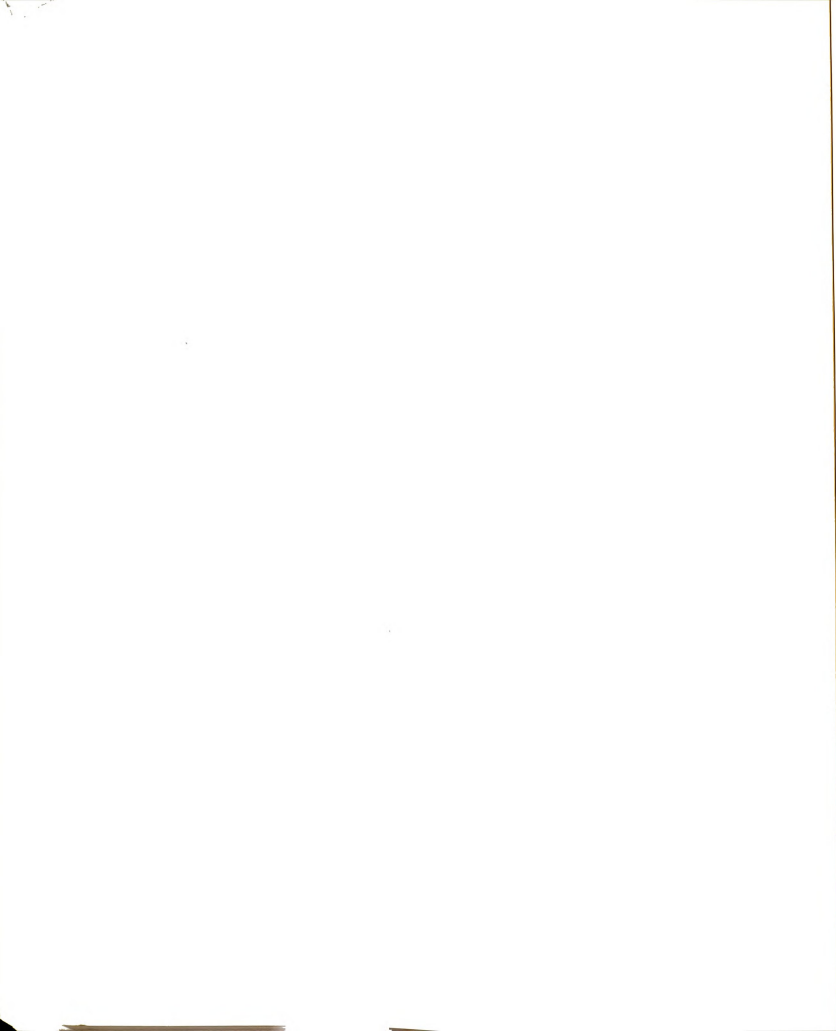


Reasons	Number of students	Percent
1. Feeling of alienation, lack of friendship	10	10
2. No career plan, no purpose for learning	18	18
3. Failure in school subjects	38	38
4. Lack of interest in school work	22	22
5. Was refused change of program	13	13
6. Got married, no longer allowed to stay in school	5	5
7. Absconded due to pregnancy	3	3
8. Was often punished for misconduct	6	6
9. Needed to work and support parents	8	8
* Some students gave more than one reason		

Figure 5

The Various Reasons Why Students Dropped Out of School

The evidence presented in the above figure seems to be consistent with the previously presented data. A lack of personalized contact between the teacher and student seemed to give some students a feeling of alienation which led to their withdrawal from the impersonal environment of the school. A lack of educational and career counseling could probably have been responsible for a feeling of purposelessness in learning. A lack of interest in school and academic failure could

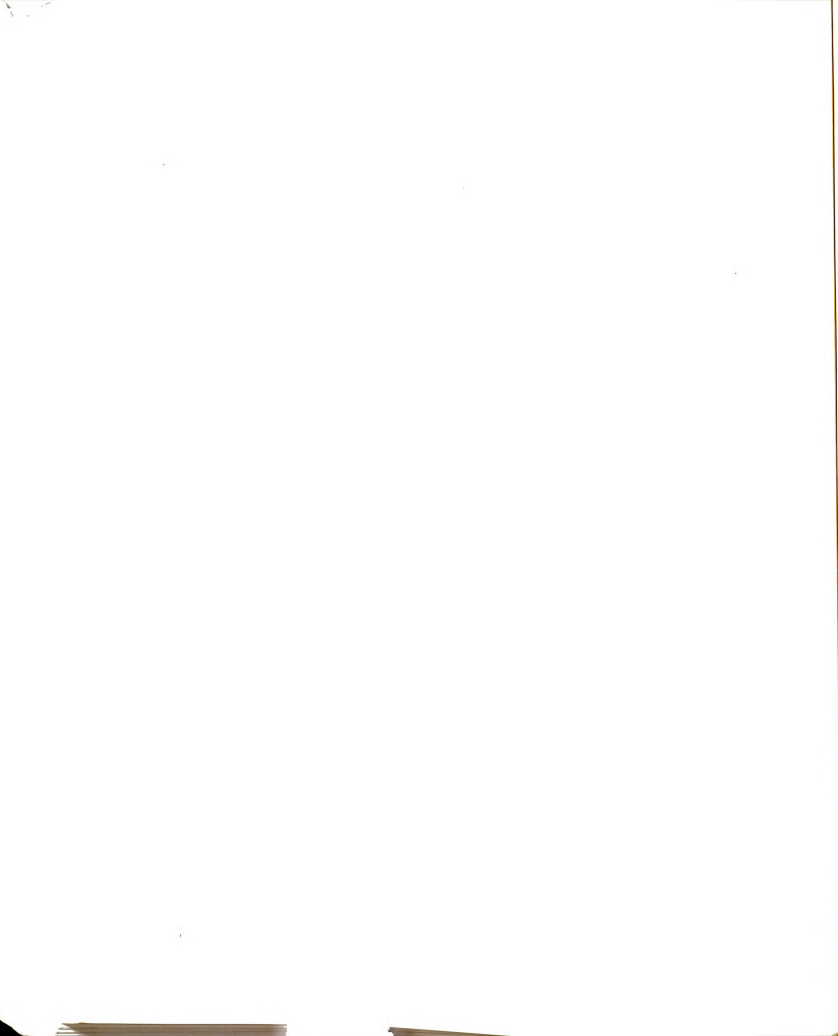


stem from inappropriate selection of students for various placement programs. The policy of the government not to permit the change of program influenced the withdrawal of 13% of the drop-outs interviewed. The need for a counselor to deal with the personal-social issues like sexual and behavior maladjustment as indicated by the secret withdrawal on the ground of pregnancy and misconduct became clear.

When interviewed for possible counter claims the principals of the former schools gave quite a similar range of reasons which they felt led to the students' withdrawal from school. The principals listed the characteristics of the students who withdrew from their schools as follows:

1. Preferred work to schooling
2. Very low mental ability
3. A chronic disciplinary case
4. Uninterested in academic work
5. Very often requested a change of program
6. Secretly withdrew for presumably marital reasons

It can thus be seen from the above evidence that there is consistency between the reasons given, both by the dropouts and their former principals regarding students' attrition from the placement programs. The need to revise the placement criteria, to improve the student-teacher relationship, and to provide adequate supporting



services in addition to the test results becomes essential.

Summary of Significant Findings:

Analysis of the data shows the following significant findings for the eleven major questions included in this study.

Question 1: To what extent are student scores on the aptitude tests used in the Educational Placement Program correlated with the achievement level of secondary school students in their selected programs?

In general, a weak relationship was found between the scores on the aptitude tests used in the Educational Placement Program and the achievement grades earned by secondary school students. No significant correlation was found between the mean achievement grade for the combined grades of all students in all programs and either of the three types of aptitude tests. When analyzed separately, there was a significant correlation between the mean achievement grade for all young women enrolled in the Soba Girls' Secondary School and each of the three aptitude tests at the .05 level or beyond. Tables 4 through 12 include the

data related to this question.

Question 2: How does the mean achievement for students with positive attitudes compare with the mean achievement of those with negative attitudes toward their placement?

Generally, the mean achievement grade of those students with positive attitudes toward their educational programs was higher than that for students with negative attitudes toward their placement. The Mann-Whitney 'U' test of equality of group means revealed significant difference at the .001 level when programs were combined. The data for individual programs did show that there were no significant difference at the .05 level or beyond between the mean achievement grades of students with positive attitudes and the mean achievement grades of those with negative attitudes in three of the eight programs, the Kufena Regular Secondary School program, the Zaria Commercial program, and the Women's Teacher Training program, Zaria (see Tables 13 and 14).



Question 3: What general opinions do the placed students have of their placement programs?

Most students were not completely satisfied with their placement. The combined data indicated that 50.5% of the students wished they had been placed in the Regular Secondary School program (see Table 15). Some of the placed students did not even list their present program among the three possible choices. The least popular choices were the vocational-oriented programs, namely, the Commercial and Technical programs. When one looks at individual programs one finds that 65% of the students placed in the Commercial program, and 54% of the students placed in the technical program wished they had been placed in the regular secondary school program (see Tables 17 and 18).

Question 4: Do students remain in their initial program to completion?

After three years, most students were still in the programs in which they were initially placed because program change was not allowed. Many students had requested a change, but were denied. The only placed students who were not in their original programs at

the time of this study were those who dropped out since their initial placement in 1974.

Question 5: To what extent is teaching and subject matter a problem to students in the EPP?

Teaching was not considered an inhibiting factor to success in their program by most of the sampled students. This was less true in the technical program. There was, however, evidence that students in all types of programs had difficulty understanding the subject matter. Tables 24 and 25 provide the data for this question.

Question 6: How appropriate do the placed students think the aptitude tests are in predicting their ability to learn?

Most students disagreed with the proposition that the aptitude tests used in the EPP accurately predicted their ability to learn. The highest percentage of disagreement with the appropriateness of the aptitude test came from the Commercial program where 82% of the respondents disagreed. The Teacher Training and Technical programs also showed a relatively high percentage of disagreement, 73% and 80% respectively. The Regular

Secondary School Program, however, showed a relatively high percentage of agreement with 56% of the students supporting the use of the aptitude tests. Table 26 provides data for this question.

Question 7: In addition to standardized testing, what other guidance services are provided for students to assist them with their placement decisions?

Hardly any supportive guidance services were provided for students, in addition to aptitude test results, to assist students in making placement decisions. The "Pupil Summary Sheet" which was provided by the State Ministry of Education for every school to be used as a Data Inventory for individual counseling was seldom used at the time of this study (see Figure 3). Only 22.1% of the students in the combined programs indicated that they met their teachers at least once a year to discuss issues pertaining to their academic difficulties. Even this meeting was not regarded as beneficial by 79.7% of the students (see Tables 29 and 30).

Question 8: To what degree do students participate in the decision-making related to their placement in a secondary school?

Students did not participate in decision-making as regarding the choice of options for them. Both the students and the placement officials agreed that before placement, the students were given the Pupil Summary Sheet on which to express their interests. However, the data concerning individual students from the summary sheets were seldom given adequate consideration in making the final placement decision (see Table 28).

Question 9: How much educational information is needed by the students?

There was a great demand expressed by the students from the secondary schools included in this study for more educational information and counseling. The data show that 100% of the students expressed a strong need for educational information which will assist them in planning their educational and career pursuits (Table 31).

Question 10: What criteria undergird the placement of students into programs?

The placement criteria reported by the placement officials included the students' academic ability, sex, government control, age of student and number of openings in the program (Table 32). The placement officials reported that Kaduna State Government had some projected manpower targets which it was trying to meet. This meant that the Government partly controlled students' placement. In the case of students who were regarded as too young to make decisions, the placement was made by government officials.

Question 11: What reasons are given by students who dropped out or transferred to other programs?

The reasons given by the dropouts include a feeling of alienation from teachers, lack of career plans, failure in school subjects, lack of interest in school work and refusal on the part of the principal to allow a change in program. The main reason given was failure in school subjects (see Figure 5). Other reasons given less often included personal-social and adjustment problems.

Since program change or transfer were not allowed, there were no data about student transfers.

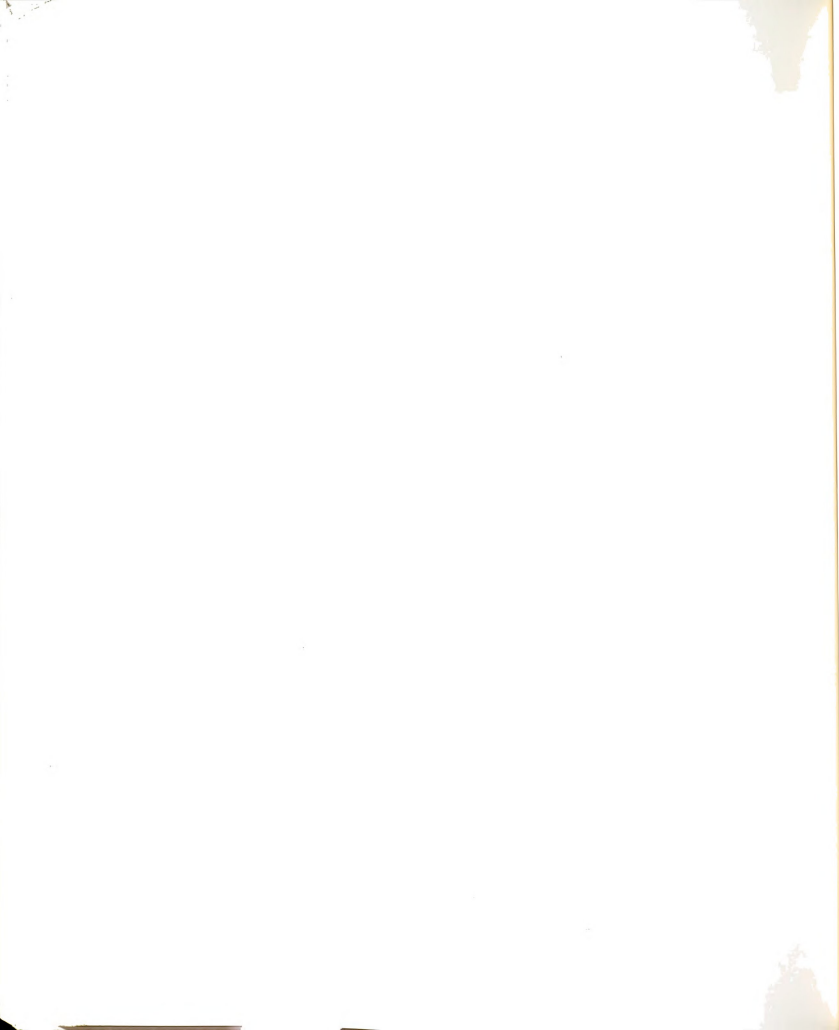
Related Findings

a) The data also revealed that most secondary students in Kaduna State are college-oriented. The Regular Secondary school program for the college-bound was preferred by most students as compared to the vocational oriented programs.

b) Neither the students nor their parents were well informed of the educational placement criteria for placement in the EPP.

c) There was a lot of pressure from parents to get their children into the most prestigious program--the Regular Secondary school program.

d) Students in the vocational programs expressed more dissatisfaction with their placement than those in the Regular Secondary Program.



CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

This analysis of selected aspects of educational placement in the secondary schools of Kaduna State, Nigeria was prompted by the need to evaluate the present status of the pioneer Educational Placement Program (EPP). The placement of students into four different educational programs by this means was first implemented by the Ministry of Education, Kaduna State in 1972. The basis for the EPP is the thought that because individual children differ in their personalities, abilities, achievement rates and interests, every child should be tracked into the educational program which will help develop his or her talents to the fullest extent possible. To this end all pupils entering secondary schools in Kaduna State are first given a two-year course of general education designed to prepare them for placement in an appropriate option in the third year.

At the end of the second year all pupils take a battery of statewide aptitude tests, the results of which form the most important criterion used to determine the type of educational program in which the student is

placed. Other placement criteria included sex, age, vacancies in the program, and national manpower needs. Three clusters of standardized aptitude tests are used to track the students into four programs namely, the Commercial, the Technical, the Teacher Training, and the Regular Secondary programs.

The primary purpose of this study was to determine the degree to which certain parts of the Educational Placement Program (EPP) in Kaduna State are achieving their objectives. If the objectives are not being met, what factors are inhibiting the operation of the program? What revisions in this pioneer program are suggested by the data which have been gathered at this time?

Specifically, answers were sought to the following questions:

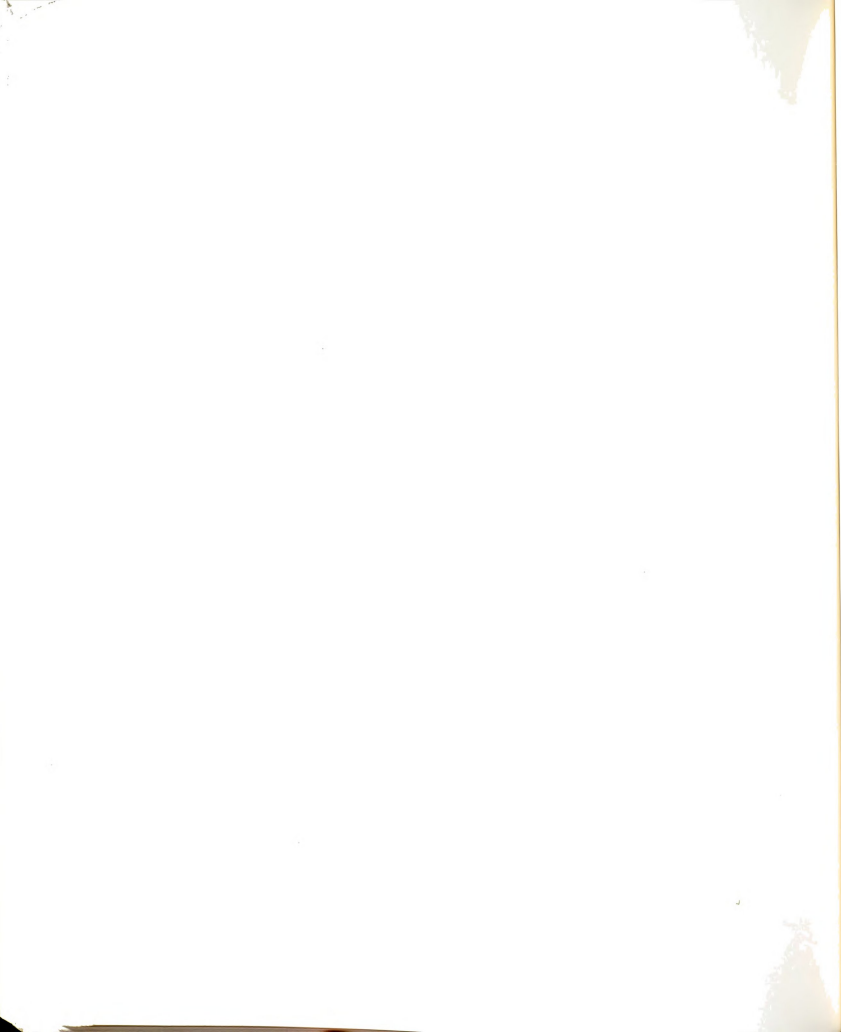
1. To what extent are student scores on the aptitude tests used in the Educational Placement Program correlated with the achievement levels of secondary school students in their selected programs?
2. How does the mean achievement for students with positive attitudes compare with the mean achievement of those with negative attitudes toward their placement?
3. What general opinions do the placed students have of their placement programs?
4. Do students remain in their initial programs to completion?
5. To what extent is teaching and subject matter a problem to students in the EPP?
6. How appropriate do the placed students think the aptitude tests are in predicting their ability to learn?



7. In addition to standardized testing, what other guidance services are provided for students to assist them with their placement decisions?
8. To what degree do students participate in the decision-making related to their placement in a secondary school?
9. How much educational information is needed by the students?
10. What criteria undergird the placement of students into programs?
11. What reasons are given by students who dropped out or transferred to another program?

The sample population for the study included students from eight post-primary institutions in Kaduna State which had been affected by the EPP from 1972 up to the present time. The sample included a cross section of urban, suburban and rural schools as well as a mixture of sexes. A total of 800 Form 5 students currently placed in the four options were randomly selected for inclusion in the study. A random sample of 20 percent of all dropouts from the entering class of 1972 whose current addresses were known were also interviewed to determine their reasons for leaving school.

The students' scores on the aptitude tests were correlated with their present achievement levels to find out how useful the aptitude tests were as a placement criterion. Students, school staff in charge of placement activities, and Ministry officials responsible for placement also provided information regarding the Educational Placement Program. In addition, existing supportive guidance



services used to facilitate the effectiveness of the EPP were described.

Summary of Significant Findings

Analysis of the data shows the following significant findings for the eleven major questions included in this study.

Question 1: To what extent are student scores on the aptitude tests in the Educational Placement Program correlated with the achievement level of secondary school students in their selected programs?

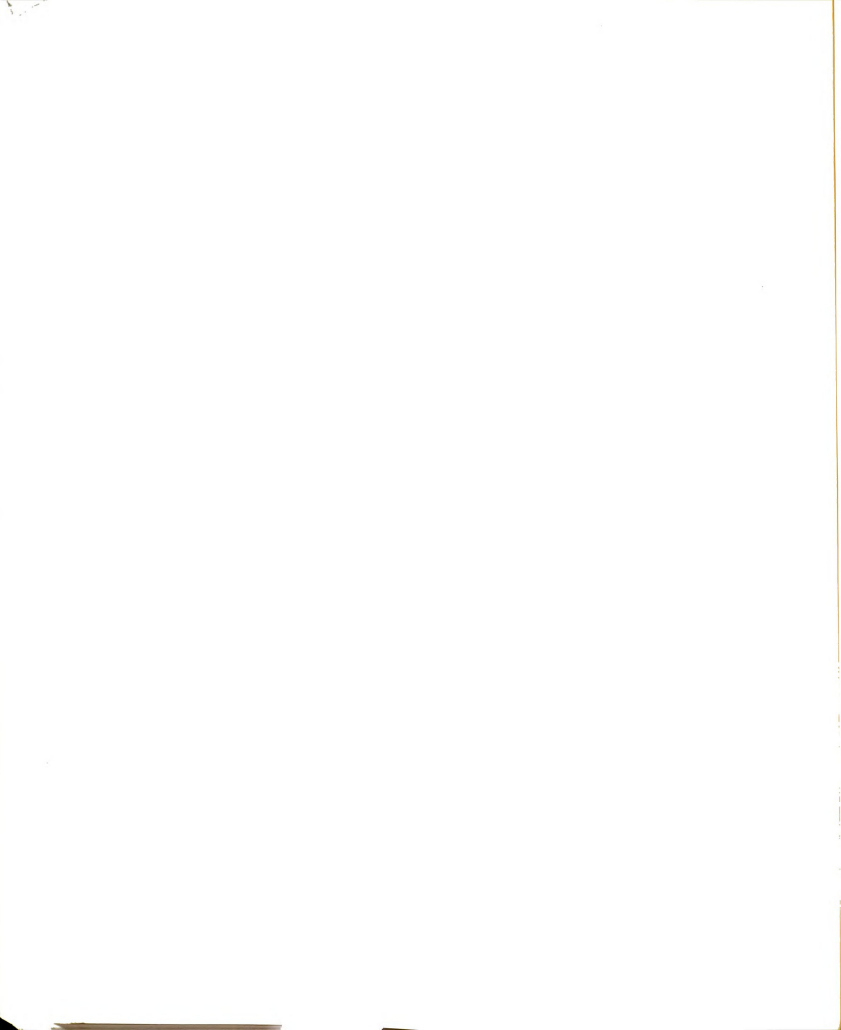
In general, a weak relationship was found between the scores on the aptitude tests used in the Educational Placement Program and the achievement grades earned by secondary school students. No significant correlation was found between the mean achievement grade for the combined grades of all students in all programs and either of the three types of aptitude tests. When analyzed separately, there was a significant correlation between the mean achievement grade for all young women enrolled in the Soba Girls' Secondary School and each of the three aptitude tests at the .05 level or beyond. Tables 4 through 12 include the data related to this question.

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Generally, the mean achievement grade of those students with positive attitudes toward their educational programs was higher than that for students with negative attitudes toward their placement. The Mann-Whitney 'U' test of equality of group means revealed significant difference at the .001 level when programs were combined. The data for individual programs did show that there were no significant difference at the .05 level or beyond between the mean achievement grades of students with positive attitudes and the mean achievement grades of those with negative attitudes, in three of the eight programs, the Kufena Regular Secondary School program, the Zaria Commercial program, and the Women's Teacher Training program, Zaria (see Tables 13 and 14).

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indicated that 50.5% of the students wished they had been placed in the Regular Secondary School program (see Table 15). Some of the placed students did not even list their present program among the three possible choices. The least popular choices were the vocational oriented programs, namely, the Commercial and Technical programs. When one looks at individual programs one finds that 65% of the students placed in the Commercial program, and 54% of the students placed in the technical program wished they had been placed in the Regular Secondary School program (see Tables 17 and 18).

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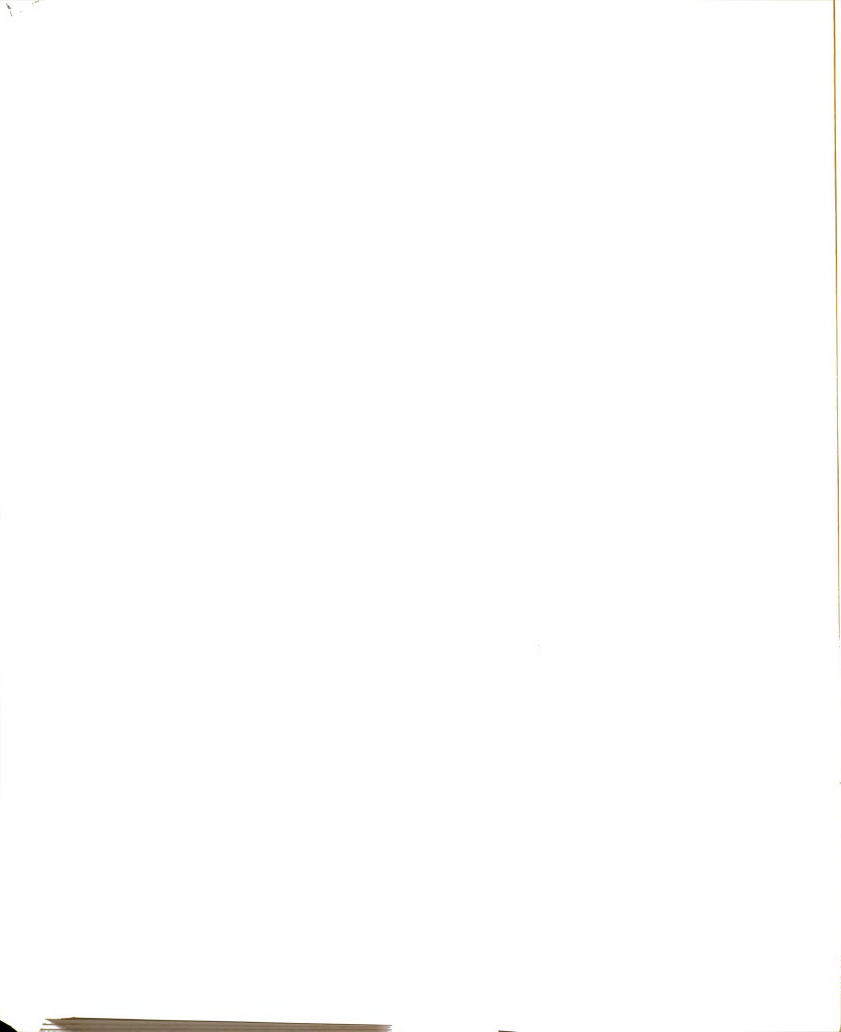
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Most students disagreed with the proposition that the aptitude tests used in the EPP accurately predicted their ability to learn. The highest percentage of disagreement with the appropriateness of the aptitude tests came from the Commercial program where 82% of the respondents disagreed. The Teacher Training and Technical programs also showed a relatively high percentage of disagreement, 73% and 80% respectively. The Regular Secondary School Program, however, showed a relatively high percentage of agreement with 56% of the students supporting the use of the aptitude



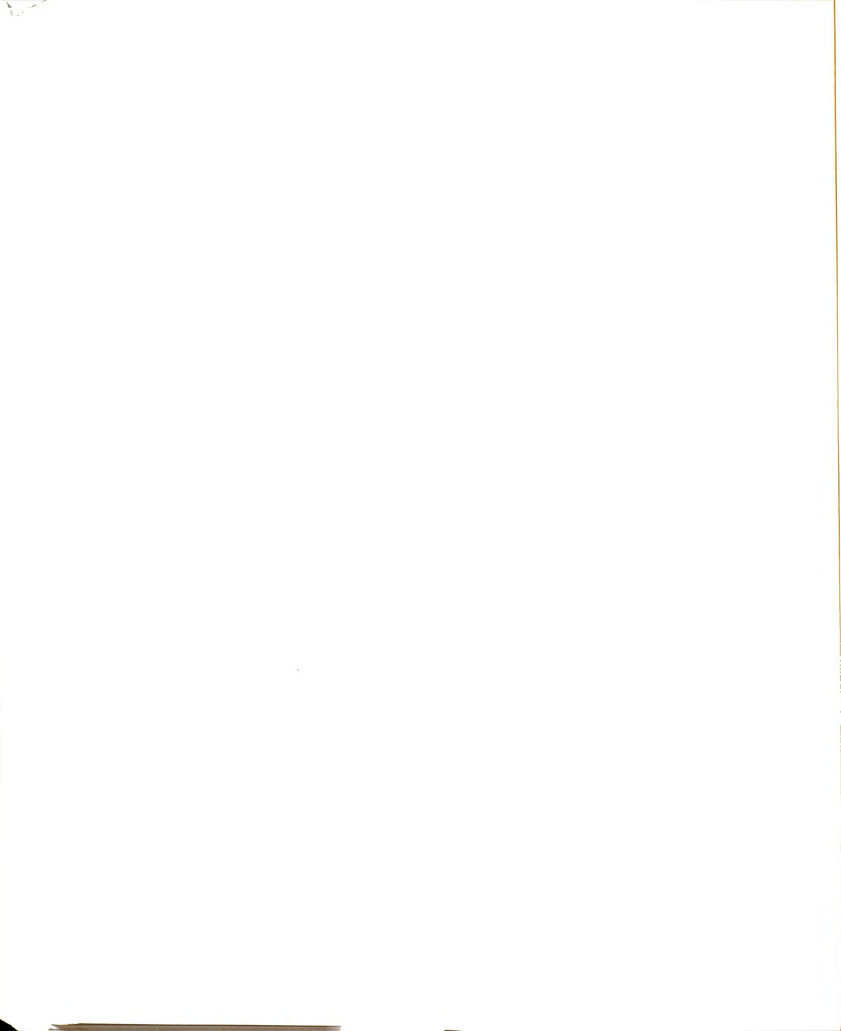
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Related Findings

a) The data also revealed that most secondary students in Kaduna State are college oriented. The Regular Secondary school program for the college-bound was preferred by most students as compared to the vocational

oriented programs.

b) Neither the students nor their parents were well informed of the educational placement criteria for placement in the EPP.

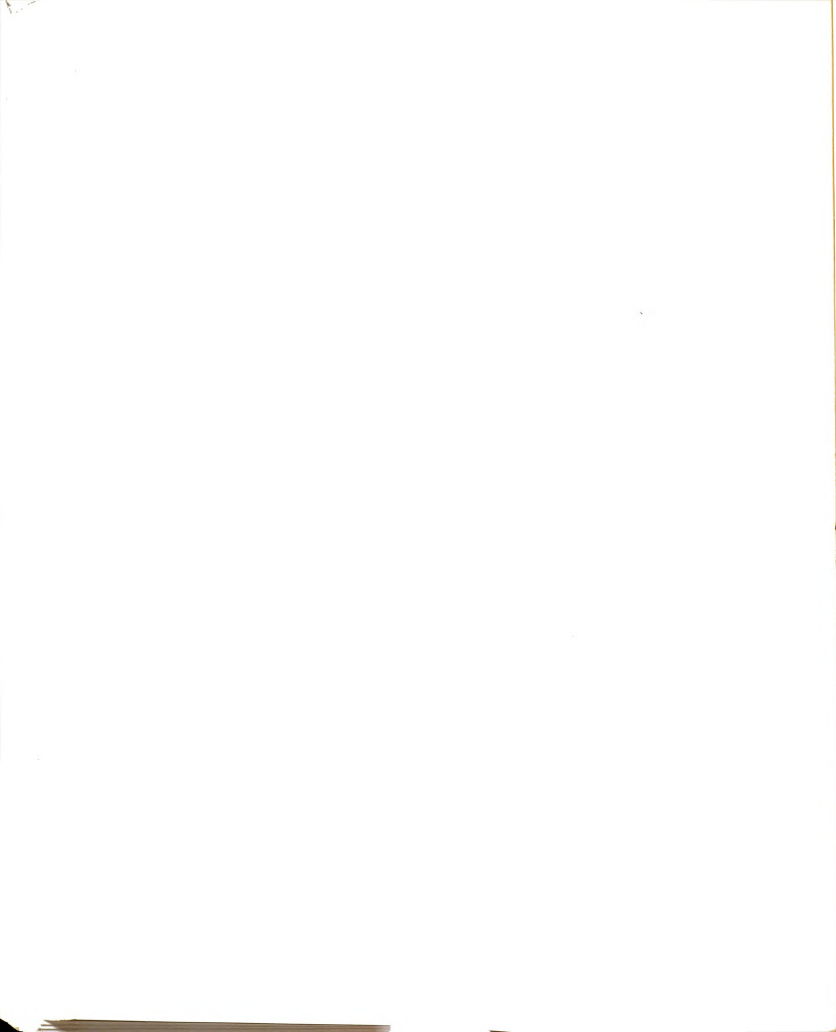
c) There was a lot of pressure from parents to get their children into the most prestigious program--the Regular Secondary school program.

d) Students in the vocational programs expressed more dissatisfaction with their placement than those in the Regular Secondary Program.

Conclusions in Response to Research Questions

Number 1: There is need for more data on the aptitude tests being used as an educational placement criterion by Kaduna State.

When the scores on each aptitude test were correlated with the achievement grades in the corresponding programs within the EPP, the results generally indicated a very weak association. In developing a Nigerian battery of aptitude tests, the AIR (American Institute of Research) representative selected items from hundreds of tests normed on students in the United States. These tests are being adapted to Nigerian conditions, but some of the items may still be culturally unfair to Nigerian children. There is need for



more standardization on the Nigerian conditions.

Number 2: Students' satisfaction in their educational placement programs is positively related to a high level of achievement in the programs.

The group of students with positive attitudes achieved significantly higher than those with negative attitudes toward their educational placement programs. Caution was exercised, however, in interpreting the results since this was not an experimental research design which would permit greater confidence in the interpretation of cause-and-effect relationships. Satisfaction may lead to high achievement; high achievement may also lead to satisfaction. Generally, most students indicated that understanding the subject matter was their major problem. Students were neither allowed to switch their programs once placed nor to change their subjects, and most of the dropouts regarded failure in their subjects as their main reason for leaving the school. Thus, low achievement may stem from either negative attitudes toward school work, difficulty with school subjects or a combination of these factors.

Number 3: Supportive guidance services for students in addition to aptitude testing are inadequate.

The suggested basic supportive guidance activities given to each secondary school by the State Ministry of Education are not being implemented adequately. Students seldom meet with the guidance teacher for educational counseling purposes. Most of the rudimentary guidance activities in schools are being conducted by untrained guidance personnel. The establishment of the position of a guidance counselor in each school has not been implemented by any of the schools sampled for this study. Students participate very little in the educational placement decisions affecting them.

Number 4: Most students were dissatisfied in their educational placement programs.

Most students disagreed with the appropriateness of the aptitude tests in predicting their ability to learn. Many students wished they had been placed in a program different from the one they were in at the time of this study. The degree of unhappiness was related to the type of program in which the students were placed. For instance, students who were placed

in the vocational programs--Commercial, Technical, and in the Teacher Training were the most unhappy with their placement. Students who were placed in the Regular Secondary School Program expressed more satisfaction with their educational placement.

Number 5: There were deviations from the placement criteria established for the Educational Placement Program.

Some parents exerted pressure to get their children into the college-bound Regular Secondary School Program. In order to meet the manpower targets for development in different areas, EPP officials often channeled students into the critical demand fields. For instance, students who qualified, but could not be accommodated in appropriate programs due to fewer vacancies than the number of qualified students, were channeled into the Teacher Training option where facilities were expanded deliberately to absorb large numbers of students. This measure was taken by the government to produce enough primary school teachers for the newly established Universal Primary Education scheme.

Number 6: There is a career bias for women students in Kaduna State secondary schools.

Career stereotyping was reflected in educational placement of the women students. All women students were excluded from selection into the Technical program. For instance, some girls at the Soba Girls' Secondary School obtained higher scores on the Technical Aptitude Test than many of the boys who were selected for the technical programs. Teaching on the other hand was regarded as suitable for women students and an acquiescence with their role was shown by the women students at the Women Teachers' College, Zaria. These women students often expressed the feeling that teaching allows time for them to combine family and career roles conveniently. When asked what their program choice would be none of the women students at the Women Teachers' College, Zaria, chose the Technical program as their first choice. The same was true of the girls at the Soba Girls' Secondary school as well as the girls at Zaria Commercial College.

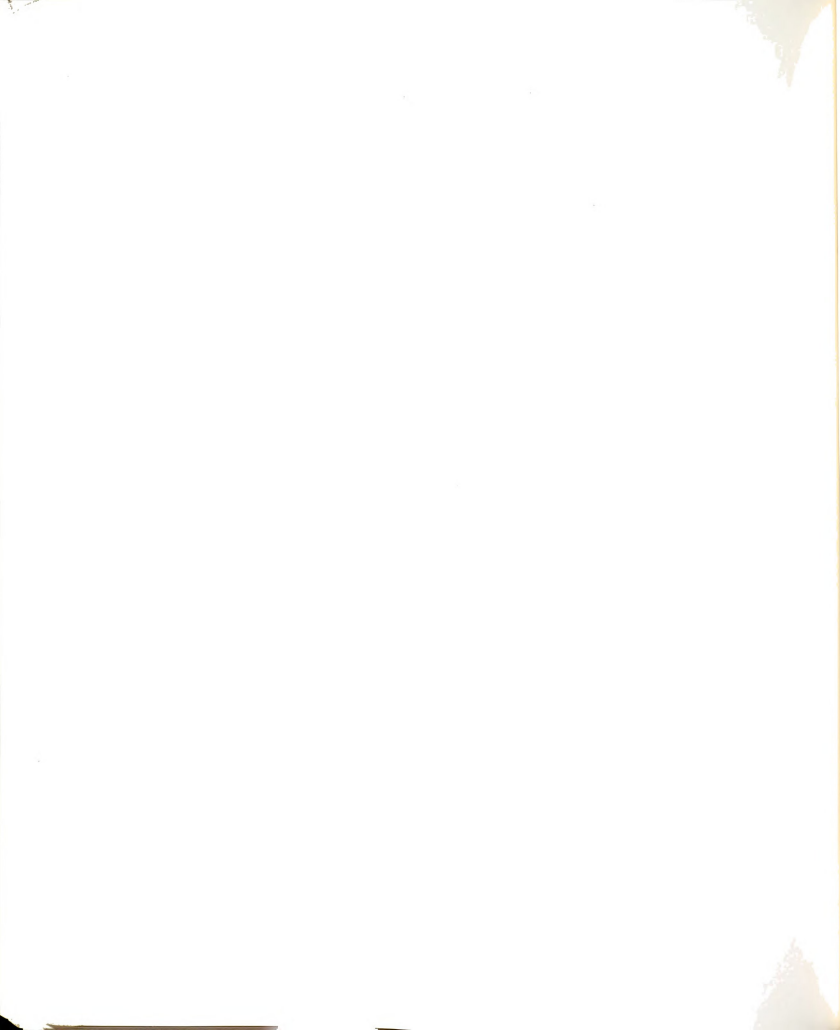
Number 7: The provision of educational vocational information for students should be given a high priority among the various guidance services provided in the EPP.

Their responses indicated that 100% of the students in the study wanted more educational and vocational information. At the time of this study there was not adequate educational information to guide students in choosing their programs. Educational information sources such as catalogs showing program content, skills needed, the job market for the various education programs and opportunities for further education within respective programs were seldom in evidence.

Recommendations and Discussion

The thoughts in this section are drawn partly from the researcher's professional experience, his readings on educational placement models in the U.S.A., and partly from the data collected, both formally and informally, while conducting this study. From these various sources of information, the writer will attempt here to formulate reasonable suggestions for additional consideration as to how the EPP in Kaduna State might be further improved. These suggestions are directed primarily at the needs of the secondary school students in Nigeria.

1. Local norms should be developed on the tests used in the EPP since such norms will be best for local prediction. The original items of the aptitude tests being used within Kaduna State comprised several items normed on student populations in the U.S.A. These aptitude tests are being adapted to the Nigerian conditions, but some items may still be culturally unfair to Nigerian students.
2. Test administrators should make sure that students clearly understand the language in which the aptitude tests are written. The low predictive validity of the aptitude test scores could possibly stem from the students' lack of understanding the English language, particularly the test instructions.
3. There should be adequate time for students to consult with their teachers, counselors, parents, and careers masters for placement advice after the aptitude tests have been administered. The aptitude tests could be given one whole year in advance of the actual placement allowing time for counseling interviews between students, and their advisors before educational decisions are actually solidified.



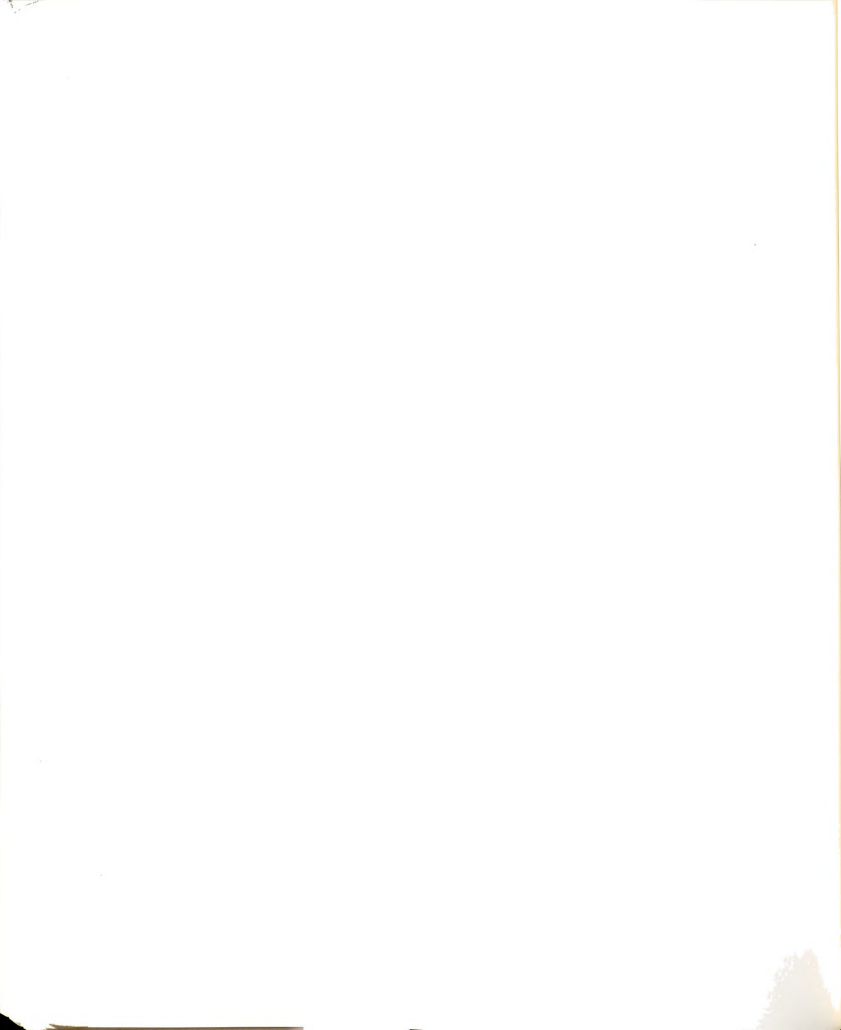
4. Students should be made aware of national needs regarding manpower development so that they can be more realistic in their educational and vocational choices with benefit to both the individual and the nation. The basic guidance philosophy, wherever it is being implemented, stresses freedom of choice by students in so far as that is realistic and possible. The concept of freedom of choice is sound, but for a developing nation hard hit by manpower shortage in certain key areas of economic development, freedom of individual choice is not always ideal. Preparation for an occupation in which there is little chance for employment may not be wise. Individual students need to make their educational placement choices bearing in mind the implications their choices have for themselves as well as for their nation. In Nigeria, education is funded by the government from the primary level up to university in most parts of the country. Thus, the government expects that students, in general, will select those educational and occupational areas which the nation has the greatest need to fill.



5. A cumulative record file system should be introduced in each secondary school in Kaduna State so as to amass adequate information about the unique characteristics of individual students such as their abilities, vocational interests, special talents, family background, and health. Information from the cumulative file will help teachers, placement officials, counselors, and students not only in making placement decisions but also in guiding and counseling the students for more effective learning.
6. It is strongly recommended that the Kaduna State Government make specific provisions in the EPP for a trained guidance person to be assigned to each school so that he or she can help interpret the test scores correctly to both students and to parents. If students have accurate knowledge of their performance in the aptitude tests, it will help them be more realistic in their choice of an educational program.
7. Each school should create at least two class periods of counseling time each week for each form level free of conflicting duties for both staff and students. In this way every form would have at least two free periods of forty minutes duration each to meet with guidance personnel for counseling. In addition to the

two periods, special counseling services should be provided for the 2nd year and 5th year students. The 2nd year students need more assistance just before their placement in the 3rd year, and the 5th year students need more counseling as they prepare to take the next step either on to a career or further education after graduation.

8. The criteria laid down for Educational Placement Program should be followed as closely as possible. This means that parents should be made more aware of the dangers involved in pushing their children into the so-called glamorized programs. The Parent-teacher meetings should be arranged, say two or three times a year, during which the principal (or his representative) explains the placement criteria to parents and helps them to understand their roles in the successful execution of the EPP. Parents should be represented on the panel or committee responsible for the final placement.
9. The female students should be given more opportunities to experiment and exploit their potential in so-called masculine careers. Under a new policy of the government which is now in effect, women students are excluded from taking the Technical Aptitude Test. This

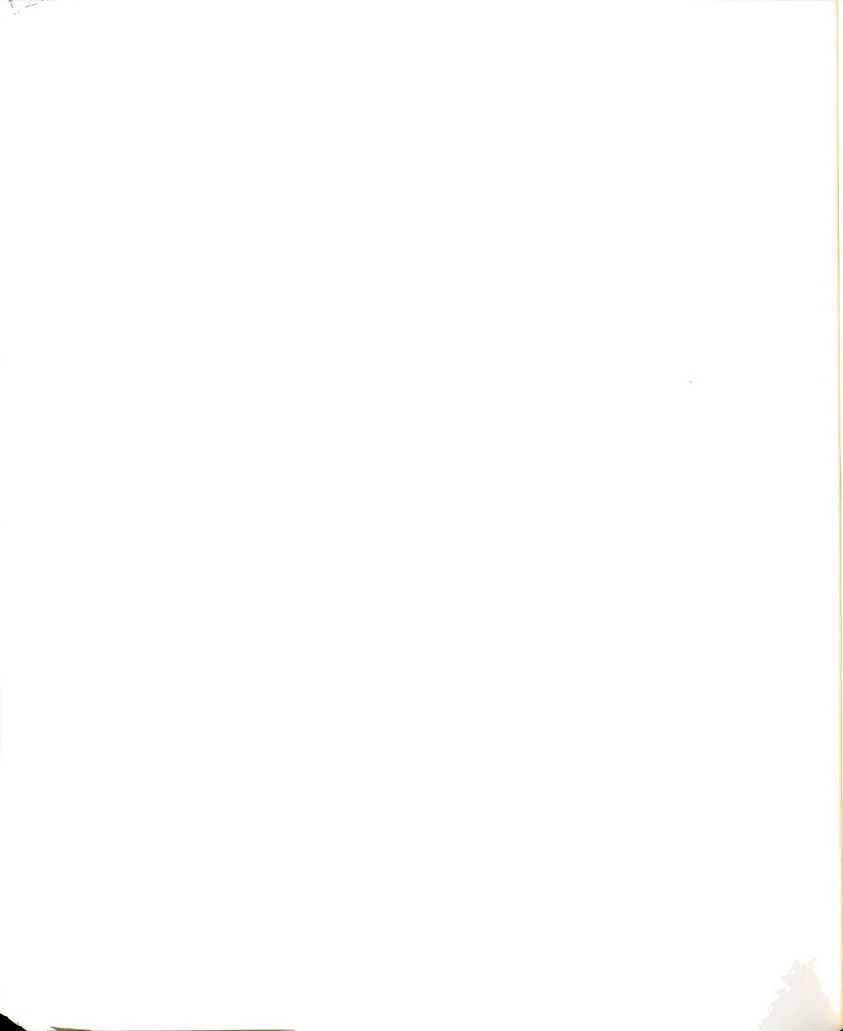


does not allow women an adequate opportunity to even consider possibilities in the area of technical training.

10. More comprehensive secondary schools should be built in Kaduna State. In these schools, the curriculum should cover a wide range of subjects including both the subjects normally offered in a regular secondary school and those found in the technical and commercial programs. This type of school removes the stigma attached to the exclusively technical or commercial schools which are derided by some students and parents as programs of less prestige and importance.
11. The introduction of Guidance Team concept in each school is quite essential. It is generally known that the demand for guidance services in secondary schools cannot be satisfied by one person alone. A Guidance Team concept is a procedure whereby guidance services are rendered to students by a team of school personnel comprised of teachers, counselors and other staff members with the trained counselor as the facilitator of the team's effort. Teachers who are interested in special duties, and who get along well with students, form a group to assist the students

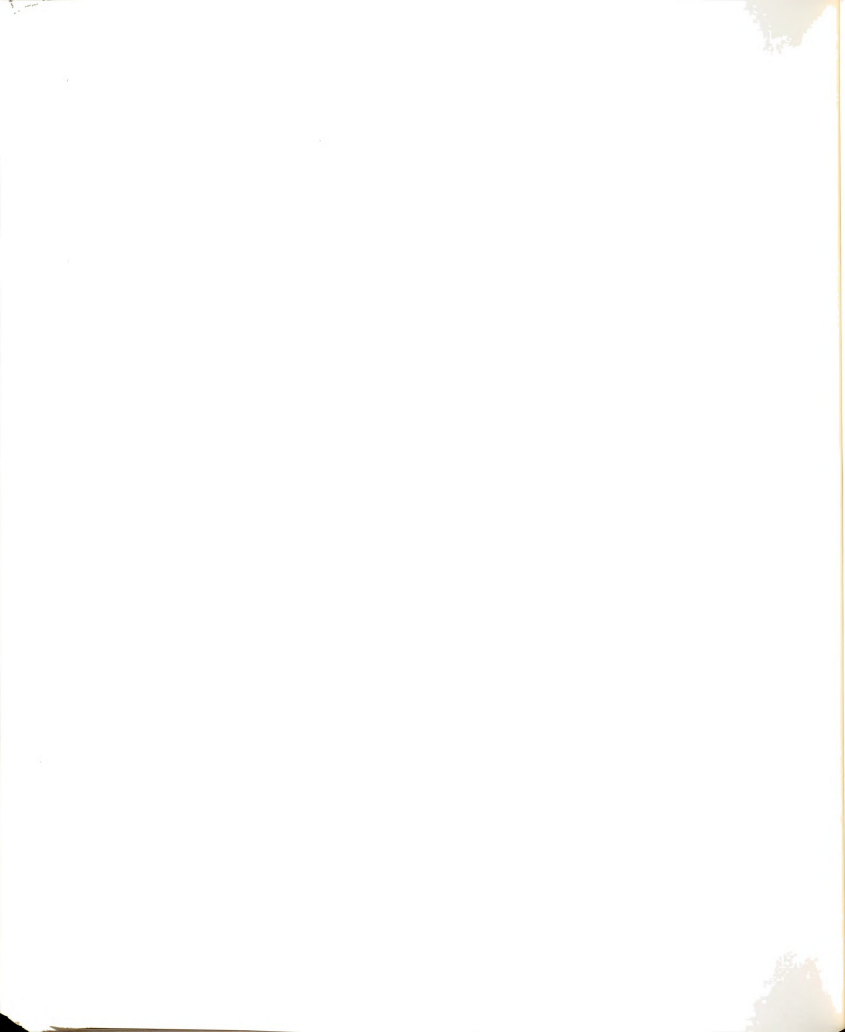
in varying capacities. The trained counselor provides in-service training for fellow teachers and assists them in developing skills with which they can, in turn, assist the students to form effective study habits, understand themselves better, and make career plans.

12. Evaluation of the EPP should be continuous with a complete reassessment at least once every two years. This will not only enable the schools in Kaduna State to improve their implementation of the EPP but, at the same time, insure that a high quality program will be maintained once it is achieved.
13. Because of the present shortage of trained guidance personnel available in Kaduna State, the number of counselors graduated each year should be greatly increased. Consideration should be given to the establishment of counselor training programs at the B.A. level. Guidance courses should also be introduced in all the teacher training programs. Data in this study have indicated that in many secondary schools in Kaduna State placement responsibilities are assigned to the N.C.E. graduates (graduates from the Advanced Teachers' College) in lieu of a trained

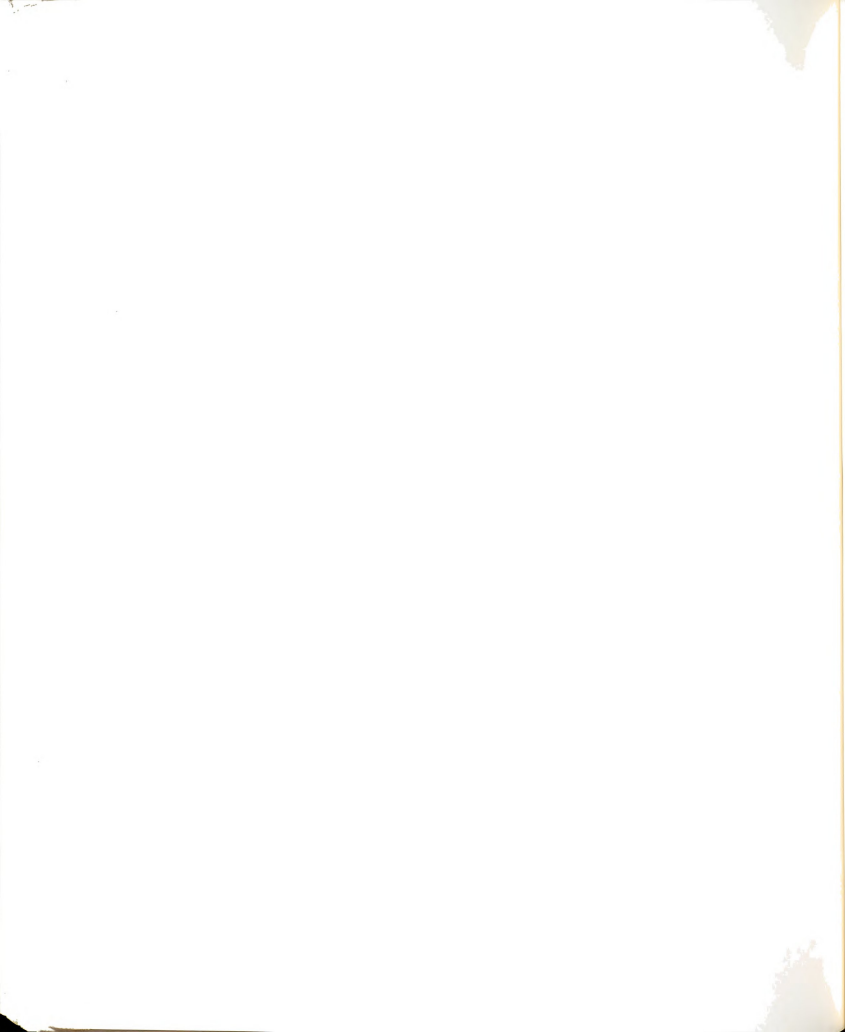


counselor. N.C.E. graduates with some training in guidance and counseling will be in a better position to make an effective contribution whether as classroom teachers or when they are functioning in a temporary capacity as counselors.

14. A Proposed Educational Placement Model--A new teacher-counselor educational placement model is needed for the secondary schools in Kaduna State. Evidence indicates that school principals in Kaduna State are often reluctant to release one of their present teachers for educational placement services. Thus, at this early stage, it might be wiser for the placement counselor to also have some class teaching responsibilities. Furthermore, teacher-counselors would be in a better position to meet with a larger number of students on a more regular basis, to be more accessible to them, and to build close personal relationships with a larger proportion of the student body. Thus, students will be less suspicious of the teacher-counselor's motives when it comes to collecting personal data and more willing to seek career planning assistance on a voluntary basis. The following teacher-counselor model places at the head of the Educational Placement Program the



principal of the school who is ultimately responsible for all programs in his school. He is the main liaison between the placement program and the Ministry of Education which makes funds available for the placement program. The Guidance Committee and Guidance Teams are formed to help with the planning and to share decision-making related to placement program activities. Students should also be an integral part of decision-making in placement programs.



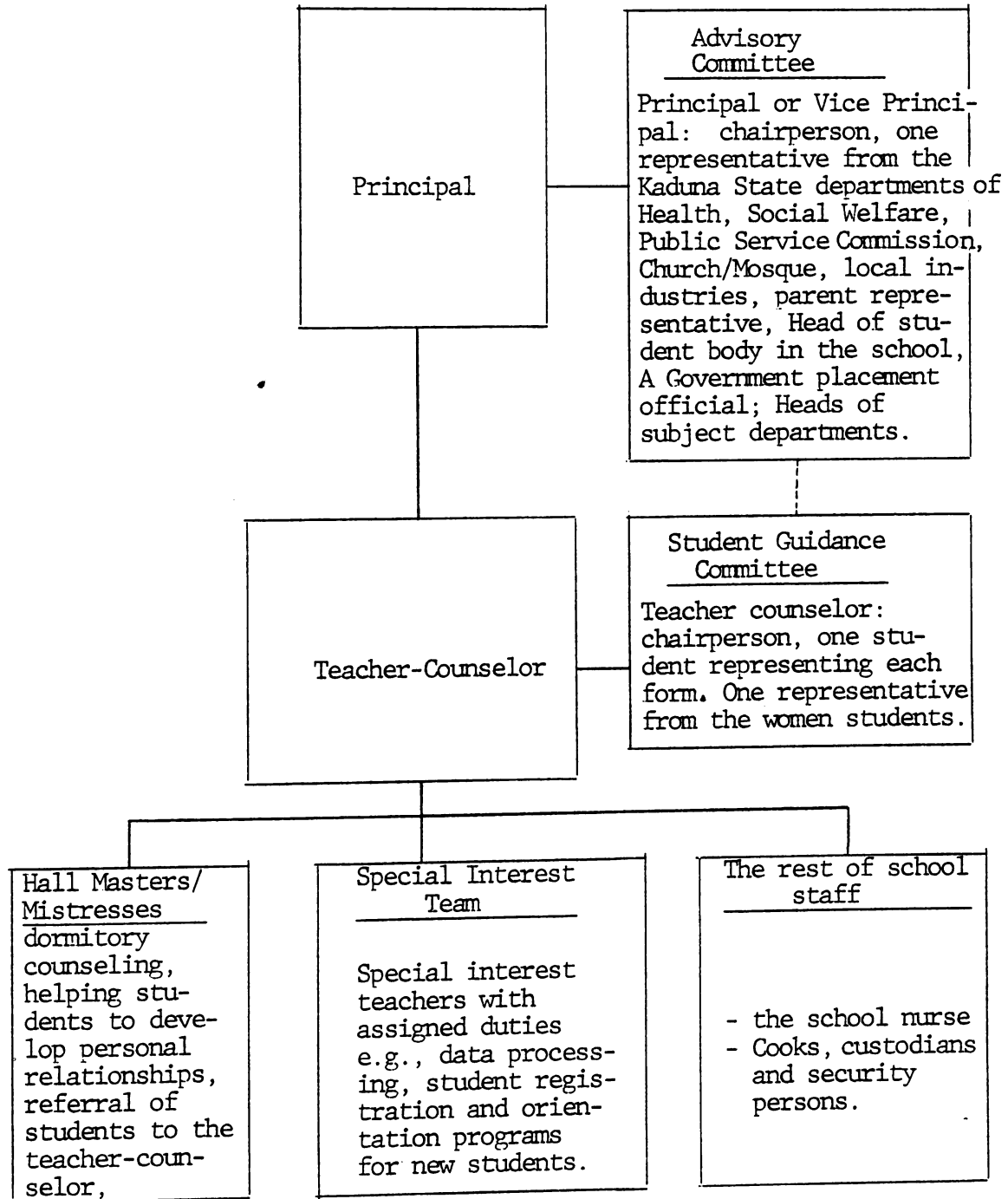


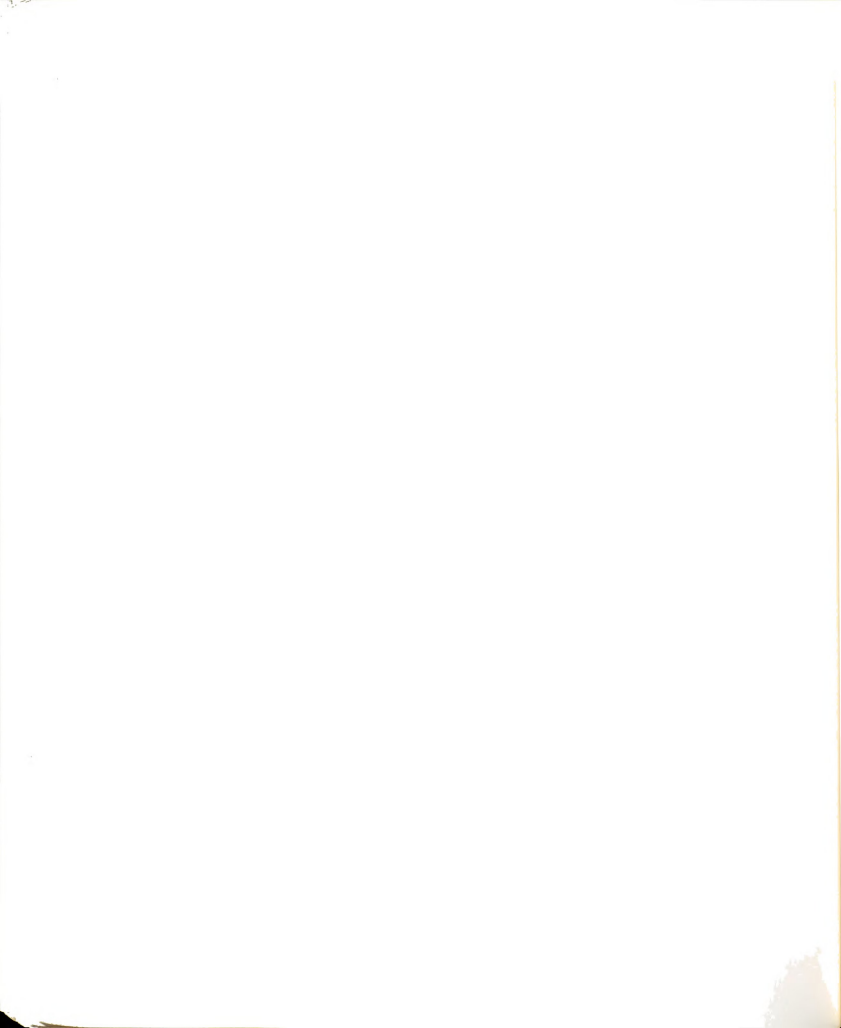
Figure 6
A Proposed Guidance Team Model
For The Educational Placement Program

———— Line Responsibility
 - - - - - Student responsibility (advisory)



15. Further research is needed. An assumption undergirding this research and similar studies is that increasing complexity produces greater need for alterations and innovations. It may be that changes in the Nigerian educational system will eventually call for a different arrangement of guidance services from those recommended in this study. Because guidance programs are still in their infancy in Kaduna State, it is certain that additional research will be needed as educational placement services become more widely established. Thus, continuous assessment of all aspects of the Educational Placement Program should be made an integral part of the management system.

APPENDICES



APPENDIX A
The Questionnaire for Students

APPENDIX A

The Questionnaire for Students

Name of School _____

Student's Code _____

Present Class or Form _____

Sex _____

Age _____

Office use only

Scholastic Aptitude Scores _____

Technical Aptitude Scores _____

Commercial Aptitude Scores _____

Placement Achievement (G.P.A.) _____

Please, answer the following questions as frankly and as honestly as you can. Your answers will be very useful, and nobody will associate your name with any answer you give.

1. (a) If you were given a choice, which of the following school placement programs would you choose?

Write: 1. by your first choice
2. by your second choice
3. by your third choice
4. by your fourth choice

Commercial program _____

Regular Secondary program _____

Teacher Training _____

Technical program _____

1. (b) Check (✓) the appropriate space after each statement using the following key:

SA = if you strongly agree with the statement.

A = if you agree with the statement but not strongly.

D = if you disagree with the statement.

SD = if you strongly disagree with the statement.

1. I would be more interested in my academic program if I were in a different placement program.
2. I feel the aptitude tests correctly predicted my capability to learn.
3. I do not regret my coming into this program.
4. I feel this program is suited to my interest.
5. I felt happy with the program when I first came into it.
6. I now feel happy with my placement.
7. I feel my present placement will prepare me for a job.
8. I personally feel I have no problem understanding the teaching in my program.
9. I feel my teachers do a good job of teaching.

[illegible]

2. (a) Have you changed from the program in which you were first placed?

YES ☐ NO ☐

- (b) If so, how many times have you changed your program?

circle one of these (1 2 3 or more times)

- (c) Did you request the change?

YES ☐ NO ☐

- (d) Was your request denied?

YES ☐ NO ☐

If so, give reasons:

3. Check (✓) the item with which you agree.

- (a) Before my placement in the present program, I had little or no advice _____

some advice _____

much advice _____

from a school official (counselor, teacher, careers master/mistress, principal) concerning my placement.

- (b) ☐ did not need any more advice

I

☐ needed more advice

from a school official about my placement.

- (c) Before my placement, the school requested me to tell what my interests and career plans were. YES ☐ NO ☐

(d)

- (i) How often did you meet with a school official
e.g., teacher, counselor, careers master/mistress
in a year?

Never

Once a year

Twice a year

Three or more times a year

- (ii) How beneficial was the meeting? Circle the appropriate number on the scale below

not						Very
beneficial	1	2	3	4	5	beneficial

(e)

- (i) Currently how much more educational information do you need compared to what you already know assist you in your program and future career?

None

Just a little

Much information

Very much information

- (ii) Did you know your score on aptitude test?

YES — NO —

- (iii) If you knew, who helped you to obtain this information?

APPENDIX B

Questionnaire For Placement Officials

APPENDIX B

Questionnaire For Placement Officials

1. What are your official criteria for the placement of students into the 4 programs after their second year of secondary education?

Ability _____

Sex _____

Government control _____

Combination _____

Others _____

2. Did students have any of the following services before placement?

Academic counseling ☐ ☐
YES NO

Career counseling

3. The above services had: Little effect _____
Some effect _____
Much effect _____

on where the students were placed.

4. What forms of information were made available to students to help them in placement?

Interest Inventories ☐ ☐
YES NO

Education and Career
Information ☐ ☐
YES NO

Other (please be specific) _____

5. The above services had

Little effect on placement ____

Some effect on placement ____

Much effect on placement ____

6. What was the counseling time compared to student ratio?

One hour daily to _____ students

One hour weekly to _____ students

Other _____(please be specific).

7. If there are more qualified students than a program can accommodate, what happens to the surplus students?

Please use and attach extra paper if the space provided is too small.

APPENDIX C

Letter of Permission to Conduct Study

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION · DEPARTMENT OF COUNSELING,
PERSONNEL SERVICES AND EDUCATIONAL PSYCHOLOGY

EAST LANSING · MICHIGAN · 48824

P.O. Box 1432
East Lansing, MI 48823 USA
January 31, 1977

The Permanent Secretary, Ministry of Education
Kaduna State
P.M.B. 2017
Kaduna, Nigeria

Dear Sir:

RESEARCH ON EDUCATIONAL PLACEMENT

I would like to ask your permission to conduct a study on the Educational Placement Programme presently established for the secondary school students by the Kaduna State Ministry of Education. I am a Nigerian graduate student currently working on a doctoral degree in Education at Michigan State University, in the U.S.A.

The purpose of this research, which I intend to conduct in July-August, 1977, is to determine the effectiveness of the placement programme in meeting the goals for which it was established. Please, let me know how you react to my proposal.

Thank you.

Yours sincerely,



Daniel I. Denga

APPENDIX D

Letter of Endorsement of Study

Telephone: 42222 PBX

COMMISSIONER: 43247

PERM. SEC.: 062; 42139; 42222/189

CHIEF INSPECTOR: 062; 42466; 42222/85

Telegram: SECEDUCATE



Ref. No. NCE/CEE/222/61.....

MINISTRY OF EDUCATION,
KADUNA STATE,
PRIVATE MAIL BAG No. 2017,
KADUNA—NIGERIA

31st March, 1977.

Mr. Daniel Denga,
P.O. Box 1432,
East Lansing MI 48823,
U. S. A.

Dear Mr. Denga,

RE-SEARCH ON PLACEMENT PROGRAMME

I am directed to refer to your letter of January, 31st 1977 and to say that this Ministry is willing to grant you the permission to conduct the research on the subject you mention. However the Ministry would like to know the method you would use in conducting the re-search - is it by questionnaires or by interview?

I am to request you to forward copies of the questionnaires or the questions to enable us request schools to give you the assistance and/or co-operation you may require.

(D. H. KURE)

for: Permanent Secretary,
Ministry of Education.

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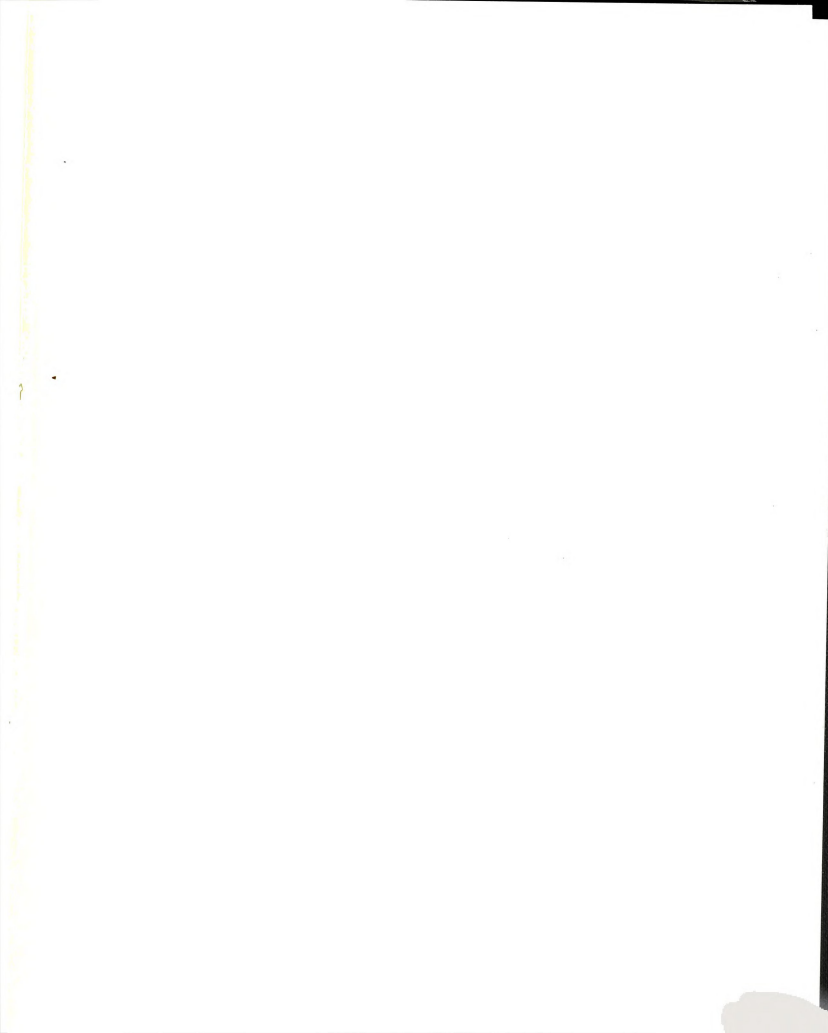
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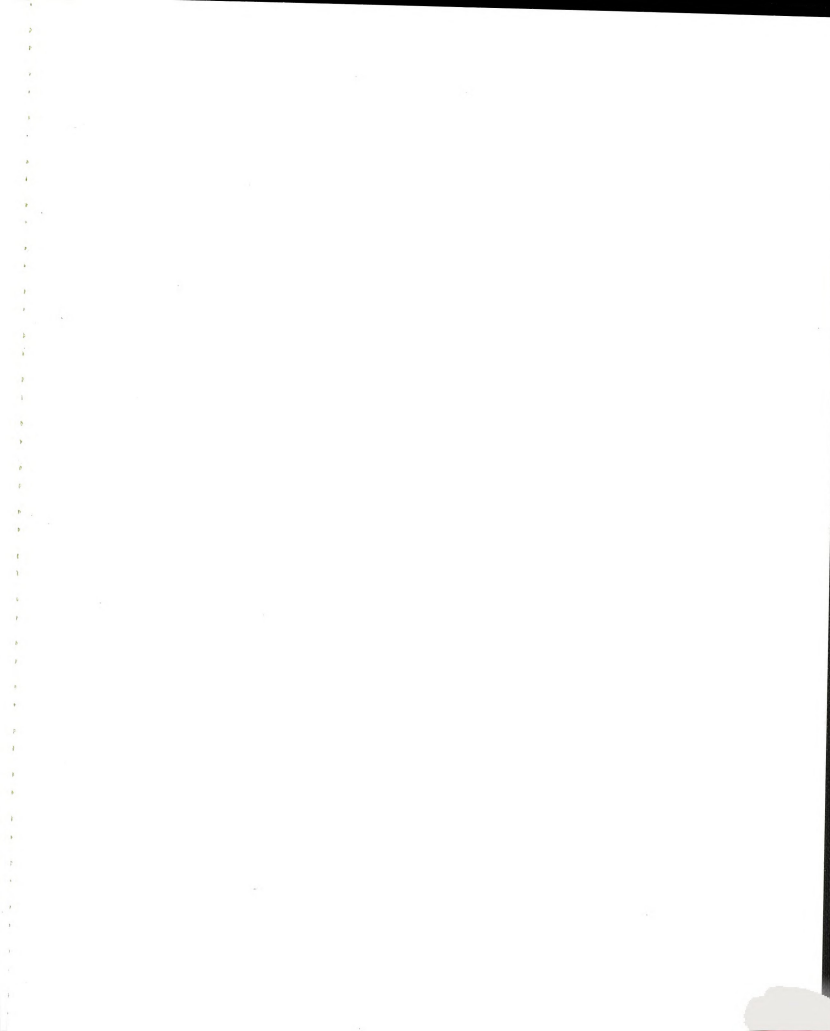
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