
Vocational Needs of In-School and Out-of-School Secondary School Females in Ankpa Education Zone of Kogi State

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Abstract

This study was carried out to investigate the vocational needs of in-school and out-of-school secondary school females in Ankpa Education zone of Kogi state Nigeria. The design for the study was descriptive survey. Senior in-school and out-of-school secondary school females were used. The population was 2725 females. 500 were used as sample, which consist of 250 in-school and 250 out-of-school secondary school females. Two research questions were posed and one hypothesis was formulated to guide the study. An instrument called Vocational Needs Questionnaire (VNQ) was used to collect the data. Mean and standard deviation were used to answer the research questions. Independent t-test was used to test the hypothesis at 0.05 level of significance, finding of the study showed that in-school and out-of-school secondary school females in Ankpa Education Zone have relatively high vocational needs in areas like manipulation of tools, communication skills, artistic tasks, social work and mathematical tasks. The researcher recommended that vocational counseling be revitalized in schools, periodic seminars and workshops on vocational information and curriculum should be reviewed to include vocational guides.

Every Nigerian citizen should be equipped with the necessary skills to contribute effectively to the economic development. In view of this, the necessity of preparing each individual for some occupation is a fact. This is because the

economic and social well being of any society is largely dependent upon the abundance of goods and services made available to the people. However, increased population and abundance of natural resources are incapable of meeting the immediate and future needs of the society if the available manpower is not given sufficient vocational training (in terms of development in technology and mechanization. According to Jean (2006) the concept of need is closely related to the situation of needs. The need arises from the presence of a gap between the fulfillment of this need and the situation experienced by a person. This gap is called the situation of need. Thus, the recognition of situation of need gives rise to the need to fill this gap.

Hodgets (1979) stated that human behaviours arise out of the needs that require satisfaction. As a result, the need will cause individuals to undertake some form of goal oriented-behaviours which hopefully will satisfy the need: These needs are not luxuries or mere wishes. They are necessities which must be satisfied for normal and continued survival of the organism.

In Nigeria, for instance, the training given to youths at the secondary school level is both pre-vocational and academic. According to the National Policy on Education document (NERC, 2004) the aim of secondary education is to make a person to be productive for himself and the society. Academic and vocational courses are offered at junior secondary level. These courses are supposed to provide definite direction and meaning to education by relating occupational goals with technical knowledge and work-skills necessary for employment; as well as develop abilities, attitudes and work habits which contribute to a satisfying and productive life. Abdullahi (1998) opined that vocational education is expected among other things to assist students to acquire relevant occupational and technical skills as a preparation for future occupation and make successful transition from school to the world of work. However, Anyaduba (1986) revealed that most of the youths are ill-informed, uninformed and sometimes misinformed about careers that change lives. Hence, for one to take up a particular career he or she must consider what actually happens in getting into such a career and how they are affected by other factors. It is worrisome that in-school and out-of school secondary school females in Ankpa Education zone do not seem to be aware of their vocational needs.

Statement of the Problem

The choice of a particular vocation is a vital decision one makes in one's life time and it is as important as life itself because of the enduring consequences on the individual. Vocational decisions are major determinants of the satisfaction one derives from work; and the opportunities one has for advancement in life-time and on the job. The choice of jobs sometimes constitutes a problem for students in

secondary schools. It is disturbing to observe that most of the secondary school leavers are unemployed. This is so inspite of the fact that the training at both junior and senior secondary schools was targeted at preparing this group of youths with both academic and vocational skills that would make them become self-reliant. The reason for this situation seem to be that these youths in Ankpa education zone have not been given adequate training that would enable them identify their needs so that they can initiate and pursue available vocations. Therefore, the problem of this study posed as a question is, what are the vocational needs of in-school and out of school secondary females in Ankpa Educational Zone of Kogi State? Methodology

The study is a descriptive survey research. The study was carried out in Ankpa Education zone of Kogi state, the population of the study consisted of 2,725 subjects which comprises 1521 in-school secondary school females and 1204 out of school females in the area.

The sample of study consists of 560 respondents. The number comprises 250 in-school secondary school females from 10 secondary schools out of the 56 secondary schools in the population. These 10 schools were randomly selected from the population by the researchers who wrote the name of the schools on slips of paper. 25 female students were randomly selected from each school totaling 250 students from 10 schools. The researchers used the purposive accidental sampling to select 250 out-of-school females. This technique was used for this group of respondents because it is impossible to bring all the subjects in the population together for any probabilistic sampling. The researchers with the find research helpers assisted in the pilot study of the area by going round markets, churches, mosques and youth meetings to get out-of school females,

A researcher-developed instrument referred to as vocational needs questionnaire (VNQ) was used for the study. The instrument was validated by experts in measurement and evaluation and used to collect data for the study. The VNQ consisted of 20 items on vocational needs 10 positively and 10 negatively skewed the questionnaire used a modified 4 point rating scale of strongly agree, agree, disagree and strong disagree. They are weighted 4321 respectively.

The reliability of the instrument was established using cronbach Alpha coefficient and yielding coefficient value of 71. The rationale for the use of cronbach Alpha was informed by the fact that the items have no right or wrong answer and they were not dichotomously scored. The questionnaire was administered by the researchers with the help of research assistants, the same method was adopted for the retrieval. Mean score and standard deviations were used to advices the research questions. The independent test was used to test the hypothesis at 0.5 level of significance for the research questions, a mean score of

between 250 and above was accepted while mean scores below 2.50 was not accepted. Objectives of the Study

The findings of the study will be of benefit to authorities in educational psychology, school guidance personnel/ curriculum developers students, parents educators and the general public.

The finding of this study will help parents to look inward at the children's aptitude, interest and needs, and foresee particular vocation on the youths. It is also expected to help school personnel in rendering especially to students, who, despite their food academic achievement, may be unable to make appropriate career choices due to ignorance and economic handicaps.

Generally, the findings will hopefully help the general public to examine their cultural beliefs and societal expectations that the females do not need to be serious about occupation. This is because of the erroneous impression that the females are expected to go into traditional female sex-stereotyped lower occupational levels where salary grade levels are relatively low. They should not first be perceived as helpers they could equally rise and compete favourably with men professionally. Purpose of the study

The general purpose of this study is to find out the vocational needs of in-school and out-of-school secondary school females. Specifically, this study intends to determine:

1. The vocational needs or skills of in-school secondary school females
2. The vocational needs or skills of out-of-school secondary school females.

Research Questions

The following research questions guided the study;

1. What are the vocational needs that exist for in-school secondary school females?
2. What are the vocational needs that exist for out-of-school secondary females?

Hypothesis

A null hypothesis tested at 0.05 levels of significance was used for the study.

That is:

Ho. There is no significant difference in the mean response scores of the vocational needs in-school and out-of-school secondary school females. Presentation of results

Research Question One

What are the vocational needs that exist for in-school secondary school females?

Table 1: Mean Rating of the Respondents on Vocational Needs of the in-School Secondary School Females.

S/No	Items	X	SD	Remarks
1.	I have great difficulty in performing tasks requiring manipulation of tools	2.90	0.89	Accepted
2.	Great difficulty in communication skills	2.35	0.96	Not accepted
3.	I am very good at communication skills	3.07	0.97	Accepted
4.	Need training in communication skills	2.67	1.02	Accepted
5.	I have already acquired communication skills	2.63	1.02	Accepted
6.	I can easily establish permanent relationship with peers	3.00	1.02	Accepted
7.	I have difficulty in comprehension in the class	2.51	1.02	Accepted
8.	I can easily give meaning to information	2.88	1.07	Accepted
9.	Great difficulty in communication orally	2.18	1.07	Not accepted
10.	I am very good at writing	3.12	0.89	Accepted
11.	I have great difficulty in writing	2.10	1.12	Not accepted
12.	I have great difficulty in performing mathematical tasks	2.57	1.10	Accepted
13.	I am very good at performing technological tasks	2.62	1.09	Accepted
14.	I have great difficulty in performing artistic tasks	2.30	1.13	Not accepted
15.	I am fluent in speech	2.94	1.02	Accepted
16.	I have difficulty in scientific tasks	2.33	1.10	Not accepted
17.	I have great difficulty in scientific tasks	2.23	1.13	Not accepted
18.	I experience a feeling of insecurity	2.08	1.13	Not accepted
19.	I have hearing difficulties	2.12	1.12	Not accepted
20.	I experience a feeling of well-being	2.87	0.96	Accepted

The results of table 1 shows that items 1, 3, 4, 5, 6, 7, 8, 10, 12, 15, and 20 have mean scores greater than the 2.50 cut-off mark. Therefore, the respondents agreed on these items as the vocational needs of the in-school secondary school females. However, items 2, 9, 11, 14, 16, 17, 18, and 19 have mean scores that are below the cut-of-point which indicate that the respondents disagree on these items

as the vocational needs of the in-school secondary school females. Research question two

What are the vocational needs that exist for out-of-school secondary school females?

Table 2: Mean Rating of the Respondents on Vocational Needs that Exist for Out-of-School Secondary School Females.

S/No	Items	X	SD	Remarks
1.	I have great difficulty in performing tasks requiring manipulation of tools	2.87	0.89	Accepted
2.	Great difficulty in communication skills	2.23	0.93	Not accepted
3.	I am very good at communication skills	3.05	0.87	Accepted
4.	Need training in communication skills	2.65	0.87	Accepted
5.	I have already acquired communication skills	2.80	0.88	Accepted
6.	I can easily establish permanent relationship with peers	2.91	0.93	Accepted
7.	I have difficulty in comprehension in the class	2.44	1.11	Accepted
8.	I can easily give meaning to information	2.78	1.07	Accepted
9.	Great difficulty in communication orally	2.75	1.04	Not accepted
10.	I am very good at writing	3.17	0.93	Accepted
11.	I have great difficulty in writing	2.02	1.02	Not accepted
12.	I have great difficulty in performing mathematical tasks	2.44	1.09	Accepted
13.	I am very good at performing technological tasks	2.66	1.03	Accepted
14.	I have great difficulty in performing artistic tasks	2.52	1.05	Not accepted
15.	I am fluent in speech	2.76	1.00	Accepted
16.	I have difficulty in scientific tasks	2.49	1.16	Not accepted
17.	I have great difficulty in scientific tasks	2.33	1.13	Not accepted
18.	I experience a feeling of insecurity	2.27	1.15	Not accepted
19.	I have hearing difficulties	2.27	1.15	Not accepted
20.	I experience a feeling of well-being	2.92	0.96	Accepted

Table two reveals that items 1, 3, 4, 5, 6, 8, 10, 13, 14, 15 and 20 have mean scores greater than 2.50 cut-off points. This indicates that the respondents accepted these items as vocational needs of the out-of-school secondary school females.

On the other hand the mean score of items 2, 7,11,12,16,17,18, and 19 are below the cut-off point. This shows that the respondents disagreed, meaning that these items are not the vocational needs areas of out-of-school secondary school females.

Table 3. T - Test Showing Vocational Needs of in-School and out-of-School Secondary School Females.

Source of variation	N	Means	SD	DF	t-cal
In-school female	250	3.06	0.96		
Out-school female	250	3.04	0.86	500	1.24

associated with computer operation can be attributed to the obvious fact that computer operation and manipulation covers the facets of life be it social, political, economic and religious. That is to say any organization or individual that wants to achieve maximum output must have to incorporate the use of computer. This is further corroborated by Chinezic (2003) who argues that if we are to reap the benefits of science - driven industries, we must develop a computer-literate society.

Table 2 shows the result of analysis of the responses related to vocational needs of out-of-school secondary school females in Ankpa Education Zone. This result equally reveals that the out-of-school secondary school females in Ankpa Education Zone have high vocational needs similar to those of in-school secondary school females.

According to Egwu (2009) motivation results from a driving state within an organism that's sets in motion by bodily needs. He averred that behaviour is aroused and directed by motivation and motivated behaviour is full directed. Therefore, it does not matter whether the female is in school or out-of-school the need which is already a deficit or a deprivation continues to crave for actualization, no wonder then that there is no significant difference in the vocational needs of in-school and out-of-school secondary school females in Ankpa Education Zone.

Vocational Counselling Implication

Education as an instrument per excellence brings about national development as typified by the efforts of various governmental and non-governmental agencies (NPE, 2004). It also leads to the determination of potential career paths of young people. Furthermore, central in the education process is its

ability to bring out fulfillment in the life of an individual through the acquisition of an appropriate career. This will equally bring about a reduction in the level of illiteracy, depression social maladjustment and frustration even among girls (Aika and Egbochukwu, 2005). African nations, today have showing interests in the plight of girls who drop out of school-Kenya, for instance, successfully made efforts to establish special schools for girls who dropped out of school (Nyambura, 2000).

Towards this direction, Nigeria has equally made concerted efforts through the Universal Basic Education (1999) by making provision for the learning needs of young persons who may have interrupted their studies as a result of circumstances beyond their control. It appears, however, that these efforts by government still miss a large chunk of their target population as young people vocational are still yet to be satisfied. Education leads to the determination of potential career paths in accordance to the abilities and interest of the individual. Appropriate counselling is there, imperative to empower these in-and-out of school secondary females in Ankpa Education Zone to locate their vocational weeds.

Recommendations

Based on the above findings, the following recommendations are made;

1. Vocational counseling should be strengthened in schools to educate them on their vocational needs.
2. Career units in schools should be revitalized to assist students in their career needs.
3. Female education should be encouraged since they too have potentials to actualize vocational needs.
4. All these recommendations can only be achieved through adequate finding of the educational sector. Therefore, adequate funding should be made available.

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