



NIGERIAN JOURNAL OF COOPERATIVE ECONOMICS AND MANAGEMENT

VOL.4. NO.1 JUNE, 2008

ISSN 079-943X



PUBLISHED BY

**THE DEPARTMENT OF COOPERATIVE
ECONOMICS AND MANAGEMENT,
FACULTY OF MANAGEMENT SCIENCES,
NNAMDI AZIKIWE UNIVERSITY, AWKA,
ANAMBRA STATE.**

Cemjournal@yahoo.com

i

NIGERIAN JOURNAL OF COOPERATIVE ECONOMICS AND MANAGEMENT (NJCEM)

VOL.4 NO.1 JUNE, 2008.

ISSN 079-943X



PUBLISHED BY:
THE DEPARTMENT OF COOPERATIVE
ECONOMICS AND MANAGEMENT
FACULTY OF MANAGEMENT SCIENCES
NNAMDI AZIKIWE UNIVERSITY, AWKA,
ANAMBRA STATE.
cemjournal@yahoo.com.

Copyright © Dept. of Coop. Econs & Mgt, UNIZIK.

Published June 2008.

All rights reserved:

No part of this journal should be reproduced, stored in a retrieval system or transmitted in any form or by any means in whole or in part without the prior written approval of the copyright owner(s) except in the internet.

ISSN: 079-943X

Published by:

Department of Cooperative Economics and Management, Faculty of Management Sciences, Nnamdi Azikiwe University, Awka, Anambra State. Nigeria.

Printed by:

Rex Charles & Patrick Ltd. Nimo. 08023182425, 08080608127.

Editorial Board

Editor-in-chief

Professor E.E. Umebali

Editorial Board

Professor E.E. Umebali

- Chairman

Dr. Frank O. Nwankwo

Dr. (Mrs) Phyllis Okoli

Dr. Emma Chukwuemeka

Dr. Charles Onugu

- Secretary

Editorial Advisers

Professor C.I. Onwuchekwa

Nnamdi Azikiwe University, Awka.

Professor Noble Nweze

University of Nigeria, Nsukka.

Professor Jude Mbanaso

Michael Okpara University of Agriculture, Umudike, Umuahia.

Professor C.C. Asiabaka

Federal University of Technology, Owerri.

Professor S.C. Chukwu

Enugu State University of Science and Technology.

EDITORIAL POLICY

The Nigerian Journal of Cooperative Economics and Management (NJCEM) is a professional and academic journal aimed at advancing scientific knowledge in Cooperative Science and closely related fields.

The journal is published twice a year (June and December). Articles for consideration should reach the Editor-in-Chief at least 2 months before the publication. Contributors should type their papers on A4 with wide margins and double line spacing. It should not exceed 15 pages including abstract of not more than 200 words. The paper should be empirical, well researched and persuasive. It should comprise: title of paper, brief profile of the author, including institutional affiliation and status, abstract, introduction, statement of problem, objective of study and hypothesis if applicable, discussion of findings and recommendations. Authors should include their phone numbers including address and e-mail.

Articles must be in conformity with the American Psychological Association (APA) referencing style. Submission of papers and other correspondences should be forwarded online (cemjournal@yahoo.com) or through the address stated below.

The Secretary, Editorial Board:
 Nigerian Journal of Cooperative Economics and Management
 Faculty of Management Sciences
 PMB 5025
 Nnamdi Azikiwe University, Awka,
 Anambra State, Nigeria
 Subscription rates are as follows.

	Individuals	Institutions
Within Nigeria	N650.00	N700.00
Outside Nigeria	US\$100	US\$120

IN THIS ISSUE

1. Impact of Cooperative Societies on Owner – Members in Lagos State Nigeria:
A study of School Based Cooperative Societies
Oyeniya, Omotayo and Abiodun, Abolaji Joachim.
2. The Seriousness of Capital and Management Problems Affecting Agricultural Co-operative Business in Nigeria.
Constance, I. Okoli, Ph.D.
3. Profitability and Capacity Utilization of Rice Milling Enterprises in Some States of North Western Nigeria
Gona, A and Tanko, O.
4. Determination of Farmers' Membership of Cooperative Societies in Otukpo Local Government Area of Benue State.
Oboh; Lawal, W.L and Agada, T.O.
5. An Analysis of Entrepreneurship of Micro Insurance Co-operatives in Poverty Alleviation in Anambra State, Nigeria
Chilokwu, I.D.O. and Nwankwo Dominic O.
6. Female Labour Force Participation in The Information Economics Sector: The Case of Lagos State, Nigeria
Agboola, Oluwakemi, F. and Falemi Bolanle, T.
7. Cooperative Society Membership; An Impact Assessment of Small-Holder Farms and Agro Business Owners.
Uzoka, O. L
8. Advancing Women Participation in Agricultural Development Through Cooperative Societies: The Case of Women –in- Agriculture Programme in Anambra State, Nigeria.
Onugu, Charles Uchenna, Ph.D.
9. The Multicultural Organization: A Historic Organizational Theory for Managing Intellectual Capital in A Knowledge Economy.
Constance Imafidon Tango.
10. Parents a Potent Agents for Students Career Education and Development
Chinonye Okafor.

11. Marketing Dimensions of Satisfaction Among Church Members.
Akinyele, S.T. and Akinyele, F.A.
12. Assessing The Financing of Microenterprises in Ota, Ogun State, Nigeria.
Obamiro, John, Kolade; Orisajinmi, Damilola, Ben and Akande, Adebola, Oladimeja.
13. An Evaluation of Service Quality: A Critical Review and Measurement.
Akinyele, S.T. and Akinyele, F.A.
14. Consumer Welfare in Supply Chain Management and The Role of Regional Cooperation.
Kevin Odulukwe Onwukar; Ali Orhan Aydin and Sedat Sarman.
15. The Issues and Challenges of Cooperative Governance in Nigeria.
Onugu, Charles Uchenna, Ph.D and Uneze, Chijioke Uchechukwu.
16. Local Government Reforms under Military Rule in Nigeria: 1966-1998.
Okeke V.O.S and Ojukwu Uche Grace
17. The Impact of Informal Credit on Agricultural Production in Awka South L.G.A., Anambra State
Frank Nwankwo Ph.D

PARENTS AS POTENT AGENTS FOR STUDENTS' CAREER EDUCATION AND DEVELOPMENT

¹CHINONYE OKAFOR

ABSTRACT

Low standard of education has been viewed as one of the causes of poverty in developing economies. Education without career focus usually results in unemployment especially among the youths. Exposing students to courses and programmes that will enable them to know that achievement in life is a function of effective career development is very important and parents have a lot to do with this. The emphasis of this paper is to examine how parents can act as potent agents in students' career education and development. The researcher based this study on secondary source of data. Conclusion and recommendations were made for policy formulation and decision making.

INTRODUCTION

Education has been proved to be the major difference between the developed and developing countries. Education has helped developed countries mostly in the areas of technological advancement, globalization, poverty reduction and enhancement of the quality of life of their citizenry and as a result it has become an important factor in the issue of development and industrialization. As Akpobibibo (2001), argues "the global dichotomy between the northern and southern countries is more of an educationally induced division". Even today, our reliance on the developed world amongst other factors is mainly due to the incomparable quality of their education. It is real time we realized that education is the womb inside which freedom and human development is conceived. Education serves as the bedrock for industrial development of a nation and every development has its roots in the educational development obtainable in the nation. Education in this sense is beyond going to school, it emphasizes more on capacity building, human capital and development. Avent (1988), called this "vocational maturity".

Understanding the importance of career education on students' life will go a long way in helping parents to encourage and guide their children in their career choice. It is one thing to go to school yet another thing to be properly guided in career path. By now we should be tired of producing graduates who are not focused and have no direction on their purpose for living and have nothing positive to contribute to improve the economic situation of this nation. Graduates who are not conscious of their potentials and responsibility to national building; who do not know that it is either they are contributing positively to the nation or helping in increasing the poverty level of the nation. Parents are in a better position to help their children in guiding them to choose the course that are in line with their characteristics. Organizing and planning schools activities and curricula without the inclusion of courses/subjects that have the capability of helping students make decision on their career paths and hence work towards achieving their purpose for living is a misfit.

Upon this premise, the researcher decided to find out the issues relating to career education and how parents can help their children in their career development. This will

¹Department of Business Studies, Covenant University, Ota, Ogun State.

guide policy makers in decision making in educational and occupational matters that will be most beneficial to our youths. This paper is divided into five sections. Section two includes the concept of career education and development, brief history of career education, section three includes career education programs and importance of career development, section four focused on parents as potent agents of students' career education and development and their role in career development while section five is conclusion and recommendations.

CONCEPTUAL FRAMEWORK/LITERATURE REVIEW

CAREER EDUCATION

Harring (1998), defined career education as an institutional programme aimed at affecting student career decision making process. He further explained that "an awareness of the 'social causative factors' is critical to the students' career decision-making process because it allows them to verbalize their feelings, become more self-conscious and eventually empower themselves". Also Harris (1999), defined career education as "a school-based educational provision".

CAREER DEVELOPMENT

Career development is a programme that helps students to learn how to make appropriate choices between alternatives, choose courses that relate to their potentials, plan for their academic programme to ensure career success all through their career life (Heebner 1995). It is acquisition of knowledge & skills necessary for (this) decision making especially for moving to the next level in their career life. Education and career opportunities will be explored, evaluated and appropriate choices are made for setting of goals, idea generation and evaluation of plans in career developing programmes.

BRIEF HISTORY OF CAREER EDUCATION

Career education is a new phenomenon that has its origin in UK and USA. According to Dewey (1916), the word 'career education' first gained recognition as an integral part of education in ninetieth century but Harris (1999), opined that 'career education' "has made a surprisingly speedy entry into the school curriculum only from 1960s". Although Dewey (1916), argued' that "from practical and philosophical perspectives, the goals of education must be tied to career education the efforts of students in developing it... the key to present educational situation lies in a gradual reconstruction of school materials and methods so as to utilize various forms of occupation typifying social callings, and to bring out their intellectual and moral contents."

The period of 1916-1927 witnessed the incidence of career education development. In 1916, Terman of Stanford University introduced the term 'intelligence quotient' in the process of helping the German psychologists to develop measurement devices. The need to classify and train military personnel for the World War 1 in 1927 led to the development of the first interest inventory by Armstrong who provided career adviser with a vital tool for linking occupational choices with test results. Zunker (1994) confirmed this by emphasizing that although the origin of career education can be traced back to 19th century, its growth can only be dated during the 20th century from the days of Dewey (1916) when Merrill developed a plan for students to explore industrial arts programmes and encouraged the need for vocational guidance. This innovative idea somehow resembled the career education movement of the 1970 (Zunker, 1994).

CAREER EDUCATION PROGRAMMES

Career education is meant to impact skills and ability to assume future responsibility on students. For this to be achieved, Musumecchi and Szczypkowski (1991); Heebner (1995); Harris (1999), opined that its programmes should be focused on the following areas of learning:

- a). **Students Development:**-This focuses mainly on the acquisition of basic habits and skills required for life long learning process. Under these programmes, the students will be exposed on how to set and achieve goals, learning goals ability (for internal and external use) and management of students learning pattern. Students will also learn how to achieve the habits and skills necessary for their success in academic life, develop ability on how to learn and recognize areas of their studies that need improvement, monitor their own learning process and become independent learners.
- b) **Interpersonal Development:-** Here the programme will enable the students to learn how to demonstrate self-discipline, take responsibility for their actions, acquire the required knowledge and skills for being in a cordial relationship with others both within and out of the school, and choose ways of interacting with others positively with others in a number of situations. They will also learn the process of living a thoughtful life and being non-violent, how to solve problems and resolve conflict, working co-operatively and sharing views with others.
- c) **Community Development:-** On the need to make students to be socially responsible, information required and skills necessary for this will be communicated to them. Every student has a leadership potential, it takes relevant information to explore this. Career education as a lifelong learning system helps a student to be conscious that he or she should be a contributor to his/her immediate environment. The opportunity and knowledge required by students exist in the environment, and it takes a sense of responsibility to exploit this.

IMPORTANCE OF CAREER DEVELOPMENT PROGRAMME

The importance of career development to an education system cannot be overemphasized. The future of every nation is usually built on the foundation of the high standard of education obtainable from different schools in the country. According to Crain, Heebner, Kiefer and Si, (1992); Gamoran (1996); Heebner (1995) Musumecchi and Szczypkowski (1991), the importance of career development include the following (i) increase in students' achievement, (ii) increase in students' motivation and satisfaction with the school, (iii) increase in teachers' motivation and morale, (iv) increase in parents' satisfaction with the school, (v) increase in the number of students that enroll in the schools, (vi) increase in academic success, behaviour, attendance and participation in school activities, (vii) reduction of students' dropouts, (viii) greater gain in reading among students (ix) earning of more credits towards graduation.

Problems Associated with Education without being Career Focused

Studying without being career focused will result to the following problems;

- (i) **Lack of Specific Programmes Academic Counseling:** Most public schools are not interested in guiding students to be career oriented. This results in lack of personal interest in engaging in school work hence high academic failure among students. As Gamoran (1996) rightly observed, once an institution lacks specific career programmes "what follows is weak performance and discipline

problems, resulting in a poor and sometimes an unsafe climate for learning to the detriment of the students."

(ii) **Highly Excessive Academic Curriculum:** Most curricula of public schools have been seen to be irrelevant to students. Without career education, students might not really understand the relationship between their secondary school education and their future. In line with this, Hendrix, Sederberg and Miller (1990); Valverde (1987) asserted that "many comprehensive high school students do not understand the connection between school and the rest of their lives and do not see school as contributing to their future well-being by improving their occupational chances".

(iii) **Social and Economic Problems:** Students without career focus are likely to face both social and economic problems. These students have also been observed to be students with poor financial background. They are most likely to be held under the bondage of poverty as most of them end up not furthering their education. Hotchkiss & Borow (1996) also suggested that students living in impoverished circumstances may also receive the same level of parental support as more advantaged youths through career education.

(iv) **Constraint to Job Opportunities:** Students from non career schools are likely to have problem with securing job in the labour market. It is one thing to go to school yet another thing to secure a lucrative job after graduation. Without career education, one might end up reading a course that he/she has no potential for and this might serve as a serious constraint against getting job in the labour market. As Mostimer, Dennehy and Lee (1992) rightly observed "prospects for unemployment are greater with students without career preparation than their counterparts.

(v) **Exposure to Psychological imbalances and disorder:** - Students without career focus are likely to be confused after graduation. This can expose them to mental problem and lack of self confidence. Confidence is the hallmark for greatness in life. Lack of self confidence can expose someone to frustration and this may end up in mental disorder.

(vi) **Delay in One's Promotion:** It takes a longer time to correct mistake made in one's career choice. This can truncate one's future in terms of promotion and being fully established in life. Mostimer, Dennehy and Lee (1992) opined that "at-risk students have feeling of less self-efficacy and have less intrinsic motivation to do school work hence delay in their promotion in life".

(vii) **Inability to Continue one's Career:** Lack of career education in school can stop someone from continuing his/her education. Without college education, job opportunities are shrinking, earnings are declining and prospects for unemployment are greater. Shrinking job opportunities in modern wage sector, mirroring the deteriorating economic situation in the country, has disproportionately affected the youths and further diminished their options for wage employment that could help in furthering their career, (Hotchkiss and Borow 1996).

Parents as Potent Agents for Students' Career Education and Development

Parents possess unique characteristics that enable them guide their children and wards in choosing the course they are actually created to pursue. It takes both spiritual and mental understanding of a child's biological and physiological make up to give him or her counsel on career development. Parents, especially mothers, have better understanding of their children more than anybody else. On this regard, Adernti (2002) emphasized that parents in Nigeria are active in their own right, as heads of families, in ensuring that the

future of their children's education is secured by their involvement in their career education. For instance, women possess unique qualities such as patience initiative, creativity, ability to listen etc that will help them in charting their children's career life.

Exposure to social, political and economic status has made women to be able to set up academic activities and build independent resources base that will help them to have control over their children especially in the area of their education. Financial support as an essential factor in family unification helps parents to have access to their children's decision making process towards improving their academic life. As Kantor (1999) noted, "the expansion of involvement in family decision making coupled with women's increasing gender awareness and increasing influence of women's movement, has led to the formation of different women associations of various types in Africa, US., UK. This has increased the visibility of parents in economic and family decision-making including their children's education. However, parents irrespective of their financial status, have more influence on their children's decision making process than any other individual.

Role of Parents in Career Education Development

Parents' role in their children career education is very important because as the saying goes 'charity begins at home'. Career choice decision making is a complex one because of the dynamic nature of students' environment and makes parents' involvement as the primary actor. "In support of this, Kingsley (2002), affirmed that "the task of enabling students to live a productive life is not confined to teachers and schools alone, but it should involve parents and the broader community". It is a serious affair as it has to do with the student's lifelong learning future and the destiny of the entire nation. There is need for adequate preparation of the students system on how to cope with the complex factors that influence his or her career choices (Swaminathan, 2002). The uncertainties of the students' capabilities and the instability in their personal metabolism coupled with the scarcity of resources in this 21st century demands that the career decision should not be left in the hands of the students alone. In line with this, Bandura (1997) asserts,

in making career decisions, students must come to grips with uncertainties about their capabilities, the instability of their interests... and the identity they seek to construct for themselves'. It is clearly a difficult decision to make and perhaps it is this complexity that impels some students to procrastinate it and drift into an unintended career path rather than making informed and active choices about their career.

Students need to be helped out in this complex situation. Career choice decision is an early decision making affairs in the life of a student and that requires a collective effort between the students and their parents. Parents' occupational commitments not withstanding, are principal players in their children's career decision making. The tendency to have conflict of interests, aspirations and the student's personal ability is very high. Harris and Grade (1997) in Swanimathan 2002) called this "the mismatch between student's aspiration and his ability – a one very serious problem in career choice". The problem of mismatch of student's aspiration can be costly to the student, parents, the institution and the nation at large. It has both financial and social implications on the parties involved. Students embarking on wrong career leads to wrong job and this accumulatively may cost a nation its future.

CONCLUSION AND RECOMMENDATIONS

Students' career education is a very important issue that should not be left to them alone to handle since they might not know their left from their right at that early age. Parents should be ready to help their children to make their career choice. It should be a collaborative responsibility between parents, students and teachers for capacity and nation building.

The following recommendations have been put forward by this writer for policy making. Parents should:

- (i) be more enlightened on the subject of career education through training and seminars and be permitted to participate in designing of schools academic curricula;
- (ii) intensify efforts to ensure that their children are properly guided in choice of their career. They should be exposed to courses that are more relevant to their future. This can be achieved by paying more attention to their children's ideas, opinions, fears and hopes.
- (iii) go for training to learn more about child psychology, understanding purpose and potential, and how to encourage their children to develop decision- making skills, as well as information on jobs requirements and experiences.
- (iv) encourage their children to start the issue of their career planning and paths early and examine their suggestions; support their exploration of interests, and trying out decision making ability.
- (v) encourage their children to be more involved in extra curriculum activities such as excursion, inter-school debate, and industrial attachment, volunteering services, networking and other vocational programmes.

REFERENCES

- Aderanti A. (2002), "*Situation Analysis of the Status of Women in Nigeria*"; Publication of Human Resources Development Center, Lagos.
- Akpobibibo, O. (2001), "*Responding to Poverty and Educational Development in the Niger Delta*"; Paper Presentation at the Department of Peace Studies, University of Bradford, UK.
- Avent. C. (1988), *Careers Across the curriculum: A text for Integration of Careers Education, for Senior Educational staff, and for use in service training*; London and Basing stoke, Macmillan Education.
- Bandura, A. (1997), *Self-Efficacy: The Exercise of Control*, New York, W. H. Freeman and Company.
- Crain, R. L. , Heebner, A, Kiefer, D. and Si, Y. (1992), "*The Effectiveness of New York City's Career Magnet Schools: An Evaluation of Ninth -grade Performance Using an Experimental Design*", *National Center for Research in Vocational Education*, University of California, Berkeley.
- Dewey, J (1916), *Democracy and Education: An introduction to the philosophy of Education*. New York, the Macmillan company.
- Gamoran, A. (1996), "*Student Achievement in public Magnet, Public Comprehensive, and Private City High School Seniors, Educational Evaluation and Policy and Analysis*".
- Harris, S. (1999) *Career Education: Contesting Policy and Practical*, London, Paul Chapman publishing Ltd.
- Harring, R. D. (1998) "*Career Counseling in Schools: Multicultural and Developmental Perspectives*" Alexandria, American Counseling Association.
- Heebner, A.Crain, R. L., and Miller, V. L.(1992), "*Career Magnets: Interviews with Students and Staff*", *National Center for Research in Vocational Education*, University of California, Berkeley.
- Hebdrix, V, Sederberg, C. and Miller, V. L. (1990), "*Correlates of Commitment/ alienation among High School Seniors*", *Journal of Research and Development in Education*, 23(3).
- Hotchkiss and Borow, (1996), "*Sociological perspective on Work and Career Development*". in Brown, D. (Eds) *Career Choice and Development* 3rd edition,
- Kantor, P. (1999) "*Promoting Women's Entrepreneurship Development based on Good Practice Program*". Some Experiences from the North to the South. Series on Women's Entrepreneurship Development and Gender in Enterprise (WEDGE).

- Kingsley, B. (1999), "Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools", A Gannett Co. Inc. Newspaper; Tennessean.
- Mortimer, J. Dennehy, K. and Lee, C. (1992), "Influences on Adolescents' Vocational Development", National Center for Research in Vocational Education, University of California, Berkeley.
- Musumecchi, M and Szczypkowski, R. (1991), *New York State Magnet School Evaluation Study, Final Report*, Larchmont, New York: Magi Educational Services.
- Swaminathan, B. (2002), "Guidance and Career Education Program Policy for Ontario Elementary and secondary Schools."
- Valverde, S. (1987), "A Comparative Study of Hispanic High School Dropouts and Graduates: Why do Some Leave School Early and Some Finish, Education and Urban Society", 19(3).
- Zunker, V. G. (1994), *Career Counseling; Applied Concepts of Life Planning*, 4th Edition, California, Brooks/Cole Publishing Co.

