STUDENTS' SEX-ROLE STEREOTYPING: TRADITIONAL EXPECTATION AND OCCUPATIONAL PREFERENCE OF SOME SELECTED SECONDARY SCHOOL STUDENTS IN SOKOTO STATE

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DECLARATION

I hereby declare that this thesis is a record of my own research work. It has not been presented partially or wholly anywhere in any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of references.

Bello Ladan Kaura

CERTIFICATION

This thesis entitled "Students sex-role stereotyping; Traditional expectation and occupational preference of some selected secondary school students in Sokoto State" by Bello Ladan Kaura meets the regulations governing the award of the degree of Master of Education (Guidance and Counselling) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

To the corner-stone of my
late loving mother, and affectionate memory of my grand father and father— Alhaji Ladan who laid the foundation of my academic career. May your soul rest in perfect peace. Amin.

And

To my affectionate brothers and sisters, and beloved wife Aishatu Indo Abubakar.
May Allah bless you abundantly.

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I give thanks to the Almighty Allah for making it possible for me to live long enough and be educated at all, and most especially, for making it possible for me to undertake this course.

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ABSTRACT

The purpose of this study was to examine the impact of sex-role stereotyping among the secondary school students in relation to career choice.

The sample of the study consisted of 293 students. A stratified random sampling technique was employed. There were altogether 158 male and 135 female students. The study sample also comprised 36 students' parents. The research instrument used for the data collection was an adapted version of Motivation for occupational preference scale (MOPS) developed by Bakare (1974).

Five main hypotheses were tested using t-test and One way Analyses of variance (Anova) statistical technique.

The findings of the study showed that parents played a significant role in influencing the career choice of their children, secondly, the finding showed that sex discrimination significantly influences the occupational preference of secondary school students in sokoto state. Thirdly, the vocational aspiration of urban students differed significantly from those of rural students. Another important finding was that sex-role stereotyping affects both male and female students on their occupational decision making.

Based on the findings of the study, some recommendations were made which include;

The state Ministry of Education, sokoto; the principals; guidance counsellors and/or career masters; and teachers, should help to bring their professional expertise to bear in order to make guidance services in secondary schools more effective.

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ABBREVIATIONS AND DEFINITION OF TERMS

The following are abbreviations and definition of terms as used in the study:

J.S.S III	Junior Secondary School Three.
S.S II	Senior Secondary School Two.
T.T.C	Teachers' Training College.
G.T.C	Government Technical College.

Career: This term is used to refer to position, vocation, occupation and job or work in which an individual engages in his or her life time.

Impact: This means the act of striking or collision. But the researcher uses this term to refer to the effect of sex-role stereotyping and traditional expectation among secondary school students in relation to career choice.

Occupational preference: This refers to the job an individual would like or prefer to do most after completing his/her secondary education.

Sex-Role Stereotyping: This phrase is used to mean a process whereby society induces or instills norms, values, beliefs and attitudes into an individual member right from childhood of an appropriate gender roles in which he/she is to carry out in adult or future life.

Traditional Expectation: The researcher uses this concept to refer to the outcome(s) believed to take place in a given environment/society in which an individual lives as a result of some influencing factors (attitudes, beliefs, values and custom) inculcated in him or her.

Vocational Guidance: This term is used to mean the process of assisting an individual to make wise selection of an occupation, to get prepared for that occupation, enter into it and succeed in it.

CHAPTER 1

1.1 INTRODUCTION

Education is the key agent of social and occupational mobility as it helps to achieving fundamental attributes for civilization. The greatest need of a developing country today is the high level manpower in the vital field of technology, administration and education. Education in Nigeria or any developing country has to be accorded top priority in order to ensure rapid turn over of technicians, administrators, scientists, and the like to man the various government machinery. At this juncture, something has to be done.to ensure proper utilization of manpower and avoid wastage of nations resources. As the rate of our national development accelerates, "the federal government of Nigeria has adopted ecucation as an instrument per excellence for effective national development" (National Policy on Education, 1981: 5). It could therefore be said that civilization of any nation depends largely on the education and occupational opportunity of her citizens.

Nigerian society is a white collar job oriented society in which many people go to school not because of the value of education per se but simply because education provides a ready meal ticket. That is to say, only few people if any will go to school for the sake of becoming literate alone. In this regard, vocational choice should not be left to the whims and fantasies of students or their parents' imposition.

Right from the colonial days, education was provided to produce people who would fill in the clerical positions in the civil service and other establishments. The very few who then went to school enjoyed high respect from the society. Hence parents' interest in the education of their children was stimulated. In this context, Osepo (1991) showed that much emphasis was given to the education of boys by their parents as the boys were to perpetuate the family status after the death of their parents. Female education on the other hand was seen as a waste as it was the general conception that girls would marry and leave the family for another household.

Human organisms are readily and biologically classified as female or male at birth or before birth

and retain this biological status through his or her life span. The distinguishing characteristics between male and female is apparent in their behaviour, personality, abilities, preference and the like. Spence and Helmreich (1979) maintained that in the modal society, whether preliterate or postindustrial, women are given primary responsibility for caring for children and the family dwelling while men are given the primary responsibility for providing economic well being for the family.

Sex-role discrimination is a universal phenomenon among human societies. Men and women are assigned to different tasks, which are likely to be subject to different mode of behaviour more especially in their interaction with each other. Thus, sex-role differences have been considered natural and biological in nature. Meanwhile, sex-role stereotyping involves roles and role combinations that vary across social settings and across the life span. Role behaviour are therefore highly diverse in their nature. Reflecting this diversion of role along sexual lines, men and women have typically possessed different characteristics and abilities whose existence is used to justify the perpetuation of the societies role structure.

Occupation has been recognised as an essential instrument for livelihood. It determines an individual course and his contribution in life. In a nutshell, occupation identifies what a man is, his social status, intellectual and economic status.

Individual differences to career choice is something worth noticing. Individuals are motivated by parents to pursue some occupational activities with which they cannot cope up. In this regard, educational and vocational adjustment depend notably upon the possession of various traits and strengths.

1.2 Statement of the Problem

From the very earliest times people in different cultures and society have had to select certain jobs and to discountenance others. The content of career education consists of activities that are functionally useful to the life of an individual.

Left unguided, it has been observed that quite a number of students in secondary schools are ill-informed of the labour market. They become nervous, worried and anxious. They finish their schooling with feelings of inadequacy and frustration; they do not know the employers of

labour; the required entry qualification and they have problem in method of application for the job they wish to apply for. Quite often, these students were seen withdrawing themselves from school and others become victim of drop-out. This is simply because they do not possess the necessary educational and vocational information.

Some people like to work in a team; others prefer to work alone. Vocational guidance must therefore take full account of all these likes and dislikes. Hence, a person's vocation should match his make-up in interest as well as his abilities.

Due to lack of adequate vocational information in secondary schools of Sokoto State, students were left alone to decide and pursue any course or job they could find whether or not it is in consonance with their interest, aptitudes and abilities. Some secondary schools under study in Sokoto State find it very difficult to organise and administer guidance and counselling programme for the students. The school authorities such as the principals and head of departments are not motivating or educating the students to make use of the career masters where available. Moreso, the Sokoto State government in particular shows little effort towards recognition and establishment of guidance programmes. Teachers

on the other hand, are not willing to study guidance and counselling at professional level. However, some of the schools possess career masters but their expertise are not fully utilized.

Jobs in Sokoto State do not necessarily match with the interest and ability of the individuals. Some parents do channel their children towards the occupation that only agrees with their culture and tradition. The students themselves take up willingly to the parents' occupation. Meanwhile, some individual students prefer to take up certain jobs mainly because it is sex-determined. That is to say females tend to prefer and pursue feminine type of jobs such as teaching, nursing and marriage, while their male counterparts prefer to undergo masculine jobs such as engineering, armed force, and agriculture.

The purpose of this study therefore, seeks to investigate the effect of sex-role stereotyping and traditional expectation on students' occupational preference under three zonal education areas of Sokoto.

1.3 Objectives of the Study

The objectives of this study are stated as follows:

1. To identify the factors associated with sex-role

stereotyping among the students under study with a view to providing possible alternatives of minimizing them.

2. To compare and contrast the occupational preference patterns of girls with those of boys of secondary schools in Sokoto State.
3. To examine the role and effect of sex-role stereotyping on shaping the minds of secondary school students to take up certain types of career.

1.4 Scope of the Study

The study is primarily concerned with finding out the occupational preferences patterns and the reasons associated with them by the students; explore the u causes and effects of sex-role stereotyping and expected end result by the society; and in addition, the congruence between career preference and personality traits of the students is to be examined.

The study is restricted to senior secondary II and junior secondary school III students of the 1992/93 academic session under the three zonal

education areas, namely: Sokoto, Gusau and Kaura-Namoda zonal education areas. These three zonal education areas are selected out of six educational zones in the State. Hence, the conclusion reaches may not be generalised to schools under other educational zones but could only be essentially applied to the three zonal education areas of the state under study.

1.5 Hypotheses

The researcher intends to test the following hypotheses:

1. There is no significant difference between male and female students' mean scores with respect to sex-role stereotyping as influencing their occupational decision making.
2. There is no significant difference in the students' mean scores on occupational preferences and that of their parents.
3. There is no significant difference between the mean scores of the vocational aspiration of urban and rural students.
4. There is no significant difference between male and female students with respect to their early socialization as an influencing factor for their

preference for traditional occupation.

5. There are no significant differences among the mean occupational preference scores of grammar secondary school, technical and teachers' training college in an adapted Motivation for Occupational Preference Scale (MOPS).

1.6 Basic Assumptions

The following assumptions are found relevant to the study:

1. Students vocational aspirations are influenced by various factors such as sex, class, societal pressure, religious body, location, parents, peer, prestige of the occupation, school and interest.
2. Some students do not understand the subjects that are best suited for, and can lead them to, the occupations they would like to enter.
3. Vocational guidance is very necessary in secondary schools so that students can make realistic occupational choices.
4. Effective guidance services in secondary school is capable of assisting every individual student to adjust himself and make realistic decisions and choices.

1.7 Significance of the Study

This study could provide information which can form a basis for evaluating various aspects of the nation's educational system in general and it could specifically, provide information on students preferred occupations and the reasons associated with their preferences. The study will also be of immense help in that it will investigate the effect of culture and tradition in moulding the interest of youth to conform and assume the role expected of them by their tradition or society.

On the broad basis, therefore, this study could provide significant data to theory and practice in the area of guidance in particular and education in general. Finally, the results of this study could be tremendously useful to parents, the government, curriculum planners, students, educators and more especially to guidance workers in whose hands the bulk of the responsibilities rest.

1.8 Summary of the Chapter

To save the wastage of nation's resources, there is the need to ensure proper and maximum utilization of manpower. This could be realized through education.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, primary concern is with the review of relevant and related literature to the research. It will therefore be organised into five parts. Firstly, the concept of career and career development will be precisely defined. Secondly, a description of those factors influencing vocational development has been traced. Thirdly, sex-role stereotyping and factors responsible for it were discussed. Furthermore, some selected vocational theories affecting an individual's choice of career were reviewed and highlighted. Finally, some related and relevant empirical studies of some factors influencing career choice were reviewed.

2.2 The Concept of Career/Occupation

The term 'career' is a bigger term comprising vocation, occupation and job or work. According to the dictionary point of view, career simply refers to one's life work, trade or professions. While some vocational psychologists and sociologists have offered a different definition of career. Donald as reported by Mallum (1985: 109)

defined career as "the sequence of occupations, jobs, and positions occupied during course of person's working life". Others such as Hoyt and Laramore in Mallum (1985: 109) yet defined career as "the totality of work one does in his life time". Similarly Super (1957: 3) defined career as "the sequence of occupations, jobs and position throughout a person's working life". In a wider perspective Denga (1986: 27) has precisely explained the concept of career when he stressed that "the word career can be defined as the total series of roles and work experiences a person occupies throughout life. These roles include school, employment, volunteer or non-earning work, often referred to as a vocational and retirement". From the above definition it can be inferred that career is a general term used to refer to occupation, vocation, position, job or work. Also, it is understood that career involves an individual's total life as to the fact that it determines his/her pattern of dress, friends to move with, his influence in the society and the amount of risk to which he or she is exposed.

2.3 Career Development and Choices and the Need for Vocational Guidance

One of the major goals of the new system of education in Nigeria is to develop vocational

competences among youth and adult so that they may give maximum contribution to the national economic growth for the country. Career development has been conceived by Ryan (1978: 433) as "the process of a person's gradual unfolding and growth toward vocational maturity through a sequence of goal-directed experiences implemented in occupational roles".

Vocational guidance on the other hand focuses primarily on assisting students to make realistic and appropriate vocational decision. To this effect, Vaughan (1970: 9) expressed his view point about vocational guidance where he states:

> In its simplest expression, vocational guidance means helping people to choose work in which they will be reasonably contented, and successful within the limits of their abilities. More ambitiously, it involves the idea of guidance towards a career which will be completely absorbing, to a life that will be fulfilled by work - in short, a vocation.

Work or career has been accorded a greater degree of importance as our society is more or less work-oriented. It occupies the major part of our waking hours and it offers the individual the opportunities to contribute to the society, to give something in return for the goods the society makes available for his happy living. Moreso, it supports oneself and

his family. It is therefore, universally agreed that there is no single situation which can potentially give satisfaction to man at all level of his basic needs as an occupation can do. So to be unemployed is psychologically devastating which may lead to destruction of self-esteem and eggagement in untold crimes against oneself and the society. To this extent, Robinson and Winward in (Okam 1966) stressing the significance of occupation opine that work is an integral part of an individual's life, because people spend most of their life at work. All category of workers such as teachers, ministers, farmers to mention but a few are what they are because of the nature of their work. On similar occasion, Maisamari (1988: 3) has this to say: "More than any other single thing, a man's career plays an important role in his entire life. It determines his social group, his place of living, his style and manner of living, the type of dresses he wears, the hours he spends at home and his leisure". Moreso, this has made Denga (1982: 30) to remark that "A person's social status, income, style of life, his choice of friends, his mental and physical health care are influenced by the type of job he does."

Mallum (1985) on the other hand, observed that some people, as early as their primary education, will start dreaming of fantastic occupations. The same

thing is applicable to secondary school students who fantasise of their occupation to enter. With all these fantasises and confusions therefore, the individual need to be helped so that he or she gets the correct and suitable job for his life which will be beneficial to himself and the society in which he lives. In this regard, such an individual needs career guidance to cope up with career task and a variety of work adjusted problem.

In as much as necessary available information is supplied to an individual, he/she will be able to make free realistic and wise choice of career. It therefore, becomes necessary to aid him or her to choose the career appropriate to his or her age and life style so that maximum contribution can be effectively rendered in the society. The need and the importance of vocational guidance for our young people today, and the past cannot be overemphasized. Many authorities in guidance and counselling have commented on this very important need of guidance to our young people. For example Okon (1984: 65-66) writes:

> The needs for career guidance and vocational orientation in our schools are obvious. ... Career guidance will broaden the occupational goals of youth, help overcome lack of planning for the

> future, help students to explore broad occupational fields, from professional to unskilled and study specific and job requirements.

2.4 Factors Influencing Career Choice and Development

Career choices and development are known to have been influenced by a number of diverse factors on the students. According to Shertzer and Stone (1976), these diverse factors that influence career choices include, intelligence, aptitude, the school, family, personality, self concept, values, interest, sex and the environment.

It is a general tendency for children to take to the occupation of their parents. This problem has been addressed by many writers like Hutson (1968: 426) who states: "... educational and vocational plans are influenced by the occupation of the father, the cultural level of the family and the social class to which the pupil belongs. Another factor which has been shown in many studies to influence the college decision is the proximity of opportunity for high education". Similarly Shetzer and Stone (1976: 315) remarks:

> The type of work that parents do, what they believe about work, their values and social-economic level

> may influence a child's vocational development and the desire to work or not to work at all. A child's level of occupational preference may also be influenced by the work his father, mother and relation does.

Culture and environment are two basic factors proved to be contributing in initiating and shaping the career choices of young people. This has been the case for the fact that culture and tradition require a voluntary degree of conformity to the norms and values of a given society. Gambari (1990: 82-83) believed that "A people's culture definitely influence their occupational preference. In Nigeria, for example there are certain occupations culturally forbidden to females. These include wine-tapping, lumbering, rubber-tapping, hunting, black-smithing, and so on. Any female showing a desire to train in any of the named occupations is regarded as abnormal". Also Ikemefuna (1975) maintained that young people in secondary school make wrong and unwise choices of occupations for so many reasons. These reasons include problems of adjustment in the society, parental influence, inadequate job information, the glamour attached to some occupations, short cuts to wealth in a blind manner and perhaps attraction to achieve success through misleading avenues such as blind

immitation of following friends to certain occupations.

On a similar vein, Denga (1986) has made two important broad classification on the factors that impact on career decision which need to be indicated here. These factors are external and internal pressures. According to him, external pressures consist of variables like parents and teachers, high salary, societal influence, environmental pressures, chance and mass media. While those of internal pressures comprise of: interest, ability utilization/educational qualification, altruistic reasons, value system, and physique and sex. A brief explanation on the above factors is imperative.

1. External Pressures:

According to Denga (1986) external pressures are the extrinsic factors that influence career decisions among students. These include:

(a) Parents, teachers and others who occupy a significant place in the life of a child. Parents may have occupational dreams which they themselves could not fulfill but they want their offspring to fulfill. Some parents encourage family occupation by shaping up the interest of their children to take after their profession. And some teachers influence those

children doing well in their subjects to pursue that very subject at higher levels.

(b) High Salary: Denga believes that nobody goes to school for the purpose of becoming literate at present in Nigeria and several other developing countries. The ultimate aim therefore, is to earn. The choice of an occupation is thus, determined by the amount of remuneration.

(c) Societal Influence: Societies directly or indirectly rank order occupations and accord high prestige status to certain occupations than to others. As for example, the status of a medical doctor, a lawyer, a bank manager is higher and more prestigeous than the status of a teacher. Many children tend to buy the idea of pursuing occupation that has more prestige in the society.

(d) Environmental Pressure: Factors under environmental pressures include vocational opportunities that are created by geographical and ecological factors. Occupational opportunities like fishing, lumbering, rice farming, mining and boat-building have linkages with environmental influences. Also, the availability of jobs in a particular environmental setting can influence the selection of those jobs. Accident of situational factors such as a person's presence when the job is advertised or rather

knowing somebody close to the employment agency may situationally or accidentally exert pressure or influence on career choice.

(e) Chance: Some people may stumble into a job because they happened to be there when the employer needed a person to employ. They may get a job because they happen to know somebody who is favourably connected with the employer or employment machinery.

(f) Mass Media: Some children may develop interest in a particular field of occupation as a result of advertisement propaganda through the Television, Radio, Newspapers and other electronic devices. Finally, other various factors influencing career choice include psychological, economic, social and accidental factors.

2. Internal Pressures

These are intrinsic factors that motivate an individual to enter an occupational field. These factors are summarized below:

(a) Interest: Interest in doing a particular activity lures a person to enter into an occupation.

(b) Ability Utilization/Educational Qualification

A person may possess certain physical abilities required in a particular occupation. Thus, a

strong child will look for a job that offers him an opportunity to vent out the energy bottled up in him. Children with high intellectual ability may like jobs that demand high intellectual ability. Also included is the educational qualification or preparation by the individual.

(c) Altruistic Reason: Some people possess natural tendency to help others and are therefore attracted by people oriented-jobs where they exhibit their skills and love to serve others and help them out of difficulty.

(d) Values System: Some youth seek to avoid entering certain occupations because of personal values which they conjecture are liable to being violated if they enter certain occupations such as custom and excise for religious reasons.

(e) Physique and Sex: A person's physique and sex may be an asset or handicap in choosing a job. Also some occupations are more suited to females (nursing, hairdressing, dress making) while others are more suited to males (engineering, building, mining).

The researcher is not disputing the fact that a person's physique and sex could be a determining

factor For job selection, however, is of the view that societal sex-role stereotyping is a greater factor responsible for an individual preference in certain type of occupation. This depends largely on the societal perceptions or attitudes about occupations. In conclusion, the above broad classification of those factors that exert on career choice such as external and internal pressures made by Denga (1986) were found to be a motivating factor for career choice.

2.5 Sex-Role Stereotyping and Traditional Expectation on Career Development

Definition of Sex-Role Stereotyping

According to Imouokhome in Bojuwoye and Imoukhome (1986: 75), sex-role stereotyping is "the indocrination process whereby society instills in its members right from childhood, appropriate adult roles.". This indicates that the roles tend to have a sex bias and traditionally oriented or related to the particular environment an individual lives. However, Worell and Wrightsman in Bojuwoye and Imouokhome (1986: 75) contended that: "sex-roles and sex-role stereotyping apply to cultural expectations about the attitudes, beliefs and behaviour associated with masculinity and femininity".

The above definition(s) show(s) that sex-role

stereotyping is directly related to the cultural or traditional expectation about the individual beliefs, attitudes, behaviour and interest. Traditional formation of sex-role stereotyping in accordance with the individual gender could do a great damage to our younger generation if proper care is not taken. Since, deviations from these culturally sanctioned sex-role, the behaviours of an individual in the society are usually considered maladaptive and undesirable.

Sex-role differences between males and females have been considered natural and biological in nature. The average man is expected to be aggressive, active, independent and forceful while the woman is expected to be passive, dependent and soft spoken (Frieze et al) in Famajuro (1986). Similarly, the cognitive developmental theories of sex-role development based on pioneering work of Piaget in Famajuro (1986) contended that a child permanently recognises himself as a boy or herself as a girl and this recognition is centred to the child's functioning in the world. Hence, we tend to find out that society expects males and females to perform different functions. These expectations however vary from one society to the other.

The cultural role expectations of men and women have been studied and identified in most parts of the

country. For example Emeka (1986: 37) observes:

> There is tendency for most children from certain ethnic background to value and enter certain occupations. The family acts as a mediator in perpetuating this differential access to certain sorts of work through its role as the socializing agent of children into different value structures, work orientations and ethnic image.

This has clearly shown that boys and girls undergo different socializing experiences. Thus, they tend to learn different sex-roles and behaviour patterns and therefore develop different interest which later become dominant factors in career choice. This issue has also been addressed by Mallum (1985: 116) when he stated that: "... there is limited freedom of choice. Most people in such countries 'choose' their career in the light of societal pressures, needs and expectations rather than on the career development pattern of the individual himself".

Several factors have been identified as the causes of sex-role stereotyping. Among these factors include: societies early socialization process, poor self-efficacy on the part of the woman and a preference for traditional work roles. According to Wrightman, Berryman, and Seas and Fielman in Bojuwoye and

Imouokhome (1986) have identified some of the factors responsible for sex-role stereotyping in occupational decision making such as early socialization which an individual becomes aware of and incorporate the values of their societies. This means that it is perceived in terms of constraining attitudes of role limitations on gender basis. They also contended that roles are communicated through a variety of agents such as parents, peers, school, books, religious bodies and mass media.

All that has been quoted above and what is to be quoted below is indicating or proving that this practice of sex-role stereotyping takes place in our societies. In this regard, Famajuro (1986) observed that the average Nigerian woman is faced with cultural advantages, stereotypic feminine levels and second best expectations. Her career aspirations, sex-role, objectives, interest, and intellectual patterns are continuously under scrutiny and therefore are of considerable importance to individual, state and national career development.

Nutt in Bojuwoye and Imouokhome (1986) claimed that one way in which a woman is kept in her place is through the lessons she had been taught about her roles and abilities when she was a child. Betz and Hackett in Bojuwoye and Imouokhome (1986) arrived at the conclusion in their research that males were equally confident in

their traditional and non-traditional occupations. But females on the other hand, displayed lower level of self-efficacy with respect to non-traditional occupations. Similarly, Hoffman (Bojuwoye and Imuoukhome (1986: 84) is reported to have said "Females are expected to be mothers and men expected to be workers. Consequently, girls who are reinforced for being competent in domestic task and for winning love rather than achieving academic success are unlikely to consider being engineers or mathematicians".

While the general view is that gender role (femininity and masculinity role) is not encouraging, yet some people like Okphala and Onocha (1985) are advocating this undesirable circumstances to the extent of recommending separate curriculum for boys to that of girls which has in essence an adverse effect to promoting and ensuring sex-role stereotyping of boys and girls to the environment in which they find themselves. Okpala and Onocha (1985) are some of those prominent persons who maintained that curriculum for boys' school should not be similar to that of girls' schools. For boys' schools they recommend that the curriculum should provide learning opportunities suitable for students which could lead them to career soldiers. Whereas in girls' schools courses or learning opportunities that will prepare them to take

up career in nursing, hotel management and law. Thus, the researcher is so critical about this view because Okpala and Onocha refused to acknowledge the fact that qualified female personnel are very scarce in the country and as such there is need to train them (female) to use their potentials in every field of knowledge so as to fill up the gap that was left unbridged for long. By doing so, it will help to ensure the attainment of manpower need of the country on the part of the females. This could be achieved through proper implementation of guidance and counselling programmes in school and outside the school setting. Vaughan (1970: 12) was so critical on this issue when he remarks:

> Perhaps adloescents should be given more freedom to choose the subjects they wish to study in accordance with their own aptitude and interest and not to meet the dictate of any pre-arranged curriculum. No doubt they should be encouraged to think also of the significance of such subjects to the future pattern of their lives.

Female education in this country was conceived of as a waste. It is believed that females were solely meant for family household and marriage life. This is contained and addressed by Edeghere (1992: 8) when she opined that "I know most people believe that a woman's

primary responsibility is rooted in taking care of her children and the home. Some more dogmatic people believe a woman should have no other commitment but these two; nurturing a stable family and keeping the home prim and proper". Moreso, Osepo (1991: 95), confirmed the above assertion when he stated that:

> Female education was seen as a waste because it was the general conception that girls would marry and live the family for another household. Again it was believed that the woman's place is in the kitchen. That was case in colonial Nigeria and some few years in the independent Nigeria.

However, to rectify and discard the above unbecoming attitudes toward female, a feminist while advocating equal opportunities for Nigerian women in foreign mission in a seminar titled women in management, Sule (1991: 16) contended that "Nigerian women should however learn to compete with men instead of allowing everything to fall on their laps. So as to rectify the abnormality of the past which had eaten deep into the Fabric of the society".

2.6 Some Selected Vocational Choice Theories

A number of theories on occupational choice and development have been formulated by different

personalities. The theories attempt to demonstrate clearly how or rather what happens when an individual chooses an occupation. All the theories are based on some empirical evidences in which each of the determinant of occupational choice may be evidently present in a varying degrees in every individual vocational development. However, none of the theories is without criticism as to its acceptance. Thus, only few of these theories that are found mostly relevant and related to the investigation, were reviewed.

2.6.1 Roe's Need Theory of Career Choice

Roe's need theory of career choice lays emphasis on the desires and wants which stimulate an individual to prefer one occupation to another. That is to say, vocational choice is largely dependent on the physical and emotional needs of an individual. Roe's (1957) theory proposes that in the process of development of interest by an individual, it is very important to satisfy early in the individual's life, the primary unconscious needs. That the degree of early satisfaction of these primary unconscious needs determine the interest and attitudes which the individual develops in his adult life. Roe continued further to explain that those primary needs which were not

well satisfied in early childhood by one's parents, become later in life strong motivating factors which drive one into developing some unique interests, and attitudes. It also makes one engage in various activities in order to satisfy those needs.

Roe in this theory attempted to describe three types of parents. The first type of parent exerts attention very directly on the child through over protection or making excessive demands, while the second type tends to avoid the child. While the third parental style is that of acceptance.

The central theme of this theory indicates that people from demanding or over protective background will be found in the careers not oriented towards persons. While people in outdoor occupations are predicted to have come from a rejecting home. people in technological field from a casual climate. Roe borrows and employs maslow's arbitrary arrangement of needs in a hierarchy of needs, namely:

(1) physiological needs;
(2) safety needs;
(3) need for belongingness;
(4) need for importance, respect, self-esteem, and independence;
(5) need for information;

(6) need for understanding;

(7) need for beauty; and

(8) need for self-actualization.

Roe has been criticized on several grounds. For instance, Osipow (1983) stressed that the theory fails to provide details of the nature of the interaction between genetic and environmental factors and possibly how it occurs. Meanwhile, the psychic energy part of the theory cannot be tested empirically.

2.6.2 Socio-cultural Theories

These theories lay much emphasis on the influence of a number of variables such as cultural background, family aspiration, attitudes, values and social class; one's sex, religious orientation, place of birth and the kind of educational institution attended as well as the curricula content to which one is exposed on the choice of a career. Some of these variables will be explained to see how they affect career aspiration:

i. Cultural background: Geographically, Nigeria is believed to have a diverse cultural affinities even among the major tribes who are homogeneous culture in Nigeria such as the Hausa-Fulani, the Yorubas and the Ibos, that is to say, within each major ethnic group there are still sub-cultures

and which invariably influenced the choice of career of people in those sub-cultures. As for example, Okonkwo(1980)observed that among the Hausa-Fulani ethnic group,the Hausa's are more interested in administration and trade while the Fulanis are more interested in cattle-rearing. The Kanuris are war like, hence many of their young ones go into the army while others into business and farming. While the Yorubas such as Ekiti are interested in agriculture, the Iwos as butchers, the Ilas as palm-wine tappers, the Iseyin in weaving and the Lagosians as merchants and the Oyos' as farmers. The Ibos on the other hand, are more interested in business and technical activities.

ii. The influence of family values: It has been found that family values have a great impact in an individual's career choice. Okeke (1977) found in his study that 60% of the children were willing to follow their fathers' occupation (medicine) while 23% were willing to follow their mothers' occupation (nursing).

iii. Influence of religious affiliation on career choice
Religion plays a significant role in the life of an individual. Religious influence affects choice of friends, spouse, jobs and values about life. In

fact, there are many jobs that were considered, taken and or rejected based on religious orientation. For instance, some students hate law simply because it perpetuates corruption and injustice.

2.6.3 Ginzberg's Theory of Occupational Choice

Ginzberg (an economist), Ginsburg (a psychiatrist), Axalrad (a sociologist) and Herman (a psychologist) (1951) presented a theory which posited that every individual selects an occupation through developing patterns of activities that are largely irreversible and take place throughout the formative years of child's life. Selection of occupation is therefore not by chance or accident.

Ginzberg and his associates evaluate and divide the process of occupational decision-making into three distinct areas. These are: Fantasy 0-11 year; Tentative 11-18 years and Realistic 18-24 years.

i. Period of fantasy choice: This period has been characterized by the child's inability to reflect on the occupational preference.

ii. Tentative Period: This is a stage when an individual begins to face the necessity to make immediate, concrete and realistic decision about

vocational future.

iii. *Realistic period*: (18 years and above).
This is the final stage of career development. This period is covered by exploratory, crystallization and specification which enables implementation.

Ginzberg and his associates had however, received open criticism on the ground that vocational choice is an irreversible process. Super (1953) contends that limiting of occupational decision-making to the adolescent does not take into account available information on the psychological development of the individual. Furthermore, Ginzberg's theory is difficult to implement in research terms because it suffers from some logical difficulties by introducing pseudo concept which can easily serve as explanatory loopholes. In spite of these shortcomings, the theory has importantly contributed to knowledge.

2.6.4 Tiedman and O'Hara's Theory of Vocational Development

Tiedman and O'Hara (1963) view career development as part of continuing process of differentiating ego-identity. They posit that a person's early childhood experiences within the family unit, the

psychosocial crises encountered at various developmental stages, the congruence between the vocational goals, and needs of the society and those of an individual, the personality characteristics of an individual all have impact on career development.

This theory postulates that vocational development occurs as soon as the individual matures. It therefore assumes that, career development is a life long process which involves a series of decisions extending over many years of an individual's life. The individual in this context has some measure of control and freedom of choice. A quick look at their theory can convince one that Tiedman and O'Hara have distilled heavily from the thinking of Freud, Super, Holland, Roe, Ginzberg, and from social psychology in developing their theory.

Tiedman begins his analysis of career development by dividing the overall process of vocational decision making into three stages, namely: Anticipation, Implementation and Adjustment.

i. Period of anticipation or pre-occupation
   Anticipation is described in terms of exploration, crystallization, choice clarification, induction, reformation and incubation.

ii. Implementation: The period of implementation is

one in which the individual has a chance to express doubts regarding the choice and to further elaborate the decision.

iii. Adjustment: This implies a process of transforming an individual to fit the environment and transforming the environment to fit oneself.

This theory mainly guides vocational counsellor on how to help client clarify his/her ego-identity and make plans for a vocational career congruent with his view of himself. However, there is insufficient instruments and it is almost impossible to make the system operational. Osipow (1983) stressing the shortcomings of this theory remarked that this theory seems to be very complicated, quasi mathematical, and hard to understand.

2.6.5 Holland Typological Theory of Vocational Choice

Holland's theory of vocational development is sometimes known as theory of personality inventory. Holland (1973) proposed and conceived career choice as an extension of personality and an attempt to implement broad personal behavioural style in the contest of one's life work. Holland views choices of occupations as reflection of individual's interests, needs, abilities, values, and motivations. In other

words, individuals who are in the process of making a vocational choice search for situation that satisfy their adjustive orientations. Holland advocated that every individual has a level of hierarchy which drives him or her to a particular level of vocational choice. Also people will search for environment that are most congruent with their personalities. The hierarchy is thus represented by the individual adjustment to the six occupational environments. The occupational environment or personality types are classified into six. These include:

(1) Realistic (motoric);
(2) Investigative (intellectual);
(3) The social (supportive);
(4) Conventional (conforming);
(5) The enterprising (persuasive); and
(6) Artistic (Aesthetic).

This has shown clearly that an individual will seek out and consider only those occupational environments that are likely to foster or permit him or her to exercise his/her skills and abilities rather than hinder one's personality characteristics.

Holland's theory is found to be comprehensive in its simplicity and availability of instruments. It is also comprehensive for conveying not only vocational

choice but also life style. The theory can provide a system of reference for organising and interpreting information on the client and his vocational aspiration. It also provides formulations useful in diagnosing and treating occupational deficiences and maladaptive vocational development. However, the theory is not free from inevitable shortcomings as Osipow (1983) opined that it is possible for people to change their environment and themselves. Secondly, the theory does not precisely explain the process of personality development and its roles in vocational choice. Thus, the researcher has heavily supported the above criticisms.

2.6.6 Review of Empirical Studies

The vocational aspirations and preferences of students have been found to be influenced by several factors. Several studies or a number of researches have been conducted in Nigeria and other countries and revealed that occupational aspiration and choice are influenced by variables such as sex, class, location, prestige of the occupation, maturity of the respondents, parent, peers, interest, support for the family, country's present job needs and many others as described below:

Strong, Schmieding and Jensel, Stefflre, Schlossberg and Goodman (Essuman 1991: 7) reported that all these researchers found the above variables to have affected career choice. Studies done in Nigeria on the career aspirations and choices of students in the 1970 by Achebe, Olayinka and Abiri (Essuman 1991: 7) found a great variation in the career choice of male and female secondary school students. Their studies revealed that girls tended to choose middle level status jobs. While boys tended to choose high level status occupations. In other words, professions like nursing, the medical profession and beauty culture (hair dressing) were preferred by girls more than boys. And boys on the other hand, preferred engineering occupation than girls.

In a similar vein, Okonkwo (1980) in his study of some determinants of vocational preferences among Nigerian secondary school students found sex differences. That boys preferred engineering, medicine, and agriculture, while girls preferred nursing and teaching. In the study conducted by Sosanya (1980) found that males were significantly more interested in outdoor, mathematical and persuasive occupations than girls, while girls were more interested in computational artistic, literary and clerical activities. This study confirmed Strong in Essuman (1991) findings that girls show

high interest in literary and musical activities than males.

Other relevant previous research reports necessary to be reviewed include some studies like Durojaye (1962) revealed in his study that factors as love of knowledge, love of school subjects, humanitarianism, patriotism, parents' wishes and cultural tradition are also forces to be reckoned with in the choices of career both among Nigerian and non-Nigerian children. Moreso, Ikemefuna (1975) in his study of career choices amongst the boys of the Nigerian Military School, Zaria, and the Guidance Services in the school; discovered that manual dexterity, prestige, money, independence, security, love of humanity, parents' wishes, value for time and love of school subjects are the variable factors influencing career choice. Ikeotunye (1978) found in his study that sex, rural and urban differences in the students level of interest in the ten vocational areas of the vocational interest inventory (V.I.) existed. In a similar vein, Iwuanyanwu (1973) made a similar study on the sex-stereotype in vocational choices and wishes of children where he found that males chose male-stereotyped occupations and females chose female stereotyped occupations. While boys aspirations were on the future vocations, girls'

responses were centred on home chores as favourite activities.

Finally, Bojuwoye and Imouokhome (1986) concluded from the result of their study that sex-role stereotyping significantly influenced the career decision-making of their respondents. The contributing factors they have identified are societies early socialization process, poor efficacy on the part of women as well as preference for traditional work roles. More researches were conducted in this related study. This includes some recent studies conducted by Famajuro (1986) who found that cross cultural stability in masculine and feminine norms among Nigerian males and females do great harm to our society. That is to say, in his study of sex-role socialization, Famajuro (1986) observed that some role behaviours are no longer appropriate. He therefore stressed that the present Nigerian cultural restrictions which encourage women's second best role performance should be reviewed, so as to ensure mature ego functioning among Nigerian women.

In another study conducted by Gambari (1987) found that sex and age of the students as well as location of schools attended were the major factors influencing their occupational preferences. Likewise, Attahiru (1991) in his study, found that religious values and people

oriented values, sex and location of schools do significantly influence students' occupational preference.

2.7 Summary

This chapter focused on the review of career development and choices. Also, a review of those factors influencing career choice has been discussed. This was subsequently followed by an explanation of sex-role stereotyping and traditional expectation on career development and its impact on the life of the individuals and the society in general.

Moreover, a detailed discussion is made pertaining to some selected vocational theories and the empirical studies conducted in the same field. In this connection, the researcher is of the view that some of these theories are inflicted with shortcomings. For example, Roe's need theory of career choice fails to provide details of the nature of interaction between genetic and environmental factors and how it occurs. Also, the psychic energy part of the theory cannot be tested empirically. For Ginzberg's theory which postulates that vocational choice is an irreversable process. This theory fails to take into account, the psychological development of an individual. It also suffers from some logical difficulties. Lastly, for Holland

Typological theory, it fails to make a comprehensive explanation about the process of personality development and its role in vocational choice.

Notwithstanding, the researcher maintains that the theories have contributed to knowledge. Also, all the theories are based on empirical evidences. More importantly, the theories help to explain what happens to an individual when he chooses a career. Thus, they are found to be very useful to counsellors.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In order to investigate the students' sex role stereotyping, traditional expectation and occupational preference of some selected secondary schools in Sokoto State, data are needed and a special method of collecting the data is required. The main theme of this chapter therefore deals with the design and procedure employed in carrying out this study. To this end, attempt is made to describe the research methodology, the population and the sample used. A description of instruments used for the data collection as well as a discussion of the validity and reliability of the instruments were made. Also discussed in this chapter are the procedure for the administration of the instrument and statistical analyses.

3.2 Research Design

The research method adopted for this study is basically the survey method. This method involves gathering data about the target population from a sample and generalising the findings obtained from an analysis

of the sample to the entire population (Afolabi 1991). In this regard, a conclusion has been drawn from the sample determining the extent to which sex-role stereotyping affects the students' occupational preference.

3.3 Population

The target population for this study consisted of all 4,371 junior secondary school Class III students and senior secondary school Class II students of post primary institutions of three educational zones in Sokoto State for the 1992/93 academic session. These three educational zones are: Sokoto Zonal Education Area, Gusau Zonal Education Area; and Kaura-Namoda Zonal Education Area. The population also comprised of students' parents. The study was however, concentrated on students for all the school type in post-primary institutions. The schools comprised of secondary Grammar School, Science Secondary Schools, Technical Schools and Teachers Training Colleges.

The rationale behind restricting the population to senior secondary II and junior secondary school III is because students in these two classes are at their critical stages of choosing their career. At J.S.S. III, students have to select their academic subjects

among the alternatives, namely: science, technical or arts subjects for their final year examinations. Thus, a student has to limit himself to a number of vocational areas he could do in the future. While in senior secondary II (S.S. II) a student has to make vital vocational decision for the future, since it will be the terminal class for him. This is in line with the view of Hayes and Hopson (1972) who maintained that the most reliable assessment of the client is that made when he is nearing the end of his school or college life and is conscious of the imminent necessity to choose an occupation.

3.4 Sample and Sampling Procedure

A sample consisting of schools, students and parents were randomly drawn from the target population of three zonal education areas out of six zonal education areas in the state. The researcher decided to employ stratified proportional random sampling technique in the study because of the nature of the population which comprises distinct variables or several characteristics such as sex (male and female students), rural and urban schools and students, boys' schools, girls' schools and co-educational.

The researcher therefore decided to draw the total sample of three educational zones in the state

consisting of fourteen (14) schools. The selection of only three educational zones out of six educational zones is because of the wide coverage of the setting of the schools which are so scattered and could not be all covered by the researcher. The schools were selected as follows: in Sokoto Zonal Education area which has the highest number of schools, six schools were selected. While in Gusau and Kaura-Namoda Zonal Education areas, four schools each were respectively selected. Variables which were considered in the stratification of schools are educational zones, school type, sex, class and location of schools. Heterogeneous background of the students was also considered while sampling. With regard to school location, the sample consisted of urban and rural schools. The schools in each location consisted of boys' schools, girls' schools and co-educational schools. Out of the fourteen (14) contracted schools, eight are secondary grammar schools of which three are girls' schools, two are co-educational and three are boys' schools. Four are teachers' training colleges (two boys' schools and two girls' schools), while two are technical schools (boys only).

Altogether a total sample of two hundred and ninety three (293) students of post-primary

institutions were selected to participate in the study, out of the total population of 4,371 students of S.S. II and J.S.S. III. The selection of this sample is in line with what Krejcie and Morgan (1970) recommended in their article on determining sample size for research reports. Based on this therefore, a sample size of two hundred and ninety three (293) students was considered adequate and has therefore been selected. On the other hand, a sample size of thirty six (36) of students' parents were selected for the study. A total of twelve (12) parents each from the three educational zones.

A stratified random sampling technique was used to select the subjects from each stream of J.S.S. III and S.S. II that took part in the study. The sampling technique used is shown in the table below:

Table 3.1: population and Sample Sizes
A Table indicating the sampled Zonal Education Areas with their sampled schools

Zone		Name of School	Type of School	School Location	Population of JSS III	Population of SS II	Total Sample Selected from JSS III and SS II	%
Sokoto Zonal Education Area	1.	Government Technical College, Rungin Sambo	Boys' School	Urban Area	105	95	26	8.87
	2.	Nana Girls' Secondary School, Sokoto	Girls'School	Urban Area	120	99	21	7.16
	3.	Army Day Secondary School, Sokoto	Co-Educational	Urban Area	275	242	24	8.19
	4.	Government Secondary School, Goronyo	Boys' School	Rural Area	60	35	18	6.14
	5.	College of Arts and Arabic Studies, Sokoto	Boys' School	Urban Area	216	180	22	7.50
	6.	Government Girls' College, Sokoto	Girls'School	Urban Area	155	130	21	7.16
Gusau Zonal Education Area	1.	Government Secondary School, Chafe	Boys' School	Urban Area	148	128	19	6.48
	2.	Government Girls' Secondary School, Kotorkoshi	Girls'School	Rural	138	116	18	6.14
	3.	Sambo Secondary,School, Gusau	Co-Educational	Urban Area	335	316	23	7.84
	4.	Women Arabic Teachers' College, Gusau	Girls'School	Urban Area	288	250	24	8.19
Kaura-Namoda Zonal Education Area	1.	Government Girls' Secondary School, Moriki	Girls'School	Rural Area	120	112	18	6.14
	2.	Namoda Secondary school, Kaura-Namoda	Boys' School	Urban Area	70	52	19	6.48
	3.	Government Teachers' College, Zurmi	Boys' School	Rural Area	159	132	19	6.48
	4.	Government Technical College, Kaura-Namoda	Boys' School	Urban Area	160	135	21	7.16
Total		Fourteen (14) schools			2349	2022	293	100,00

3.50 INSTRUMENTATION

The instrument used by the researcher in data collection is an adapted form of Motivation for Occupational preference Scale (MOPS) developed by Christopher G.M. Bakare. Two different questionnaires were used in the study to collect data. One of the questionnaires is designed for the students and the other for the parents or guardians.

3.5.1 The Students' Questionnaire

The researcher has adapted a twenty four (24) item questionnaire reflecting Bakare's Motivation for Occupational preference Scale (MOPS). The items in the questionnaire are divided into five problem areas. The questionnaire is constructed both for the students and their parents in the same pattern to test the various factors that impact on the students' sex-role stereotyping and choices of career.

The instrument is designed in the form of questionnaire with twenty different factors which possibly influence the occupational choice of students. This questionnaire consists of three sections (A, B and C). Section 'A' solicits for personal information reflecting Bakare's Motivation for Occupational preference Scale such as age, sex, class and so on.

Section 'B' solicits for students occupational preference, while Section 'C' consists of a Likert scale which would enable the researcher to identify the factors responsible for students' sex-role stereotyping and occupational preferences. This section contains 20 items. Four items were therefore added to that of Bakare's (1974) MOPS so as to suit and cover up the investigation under study. The items as mentioned earlier are subdivided into five categories, namely: external influence, extrinsic reward-oriented values, self-expression values, people oriented values and sex-oriented influence. Respondents were asked to rank individual factor and show how important each had been in making them choose their careers. The scale to determine the importance of each factor or reason was indicated by the phrases: very important, important, of average importance, of little importance and of no importance. Numerical values of 5, 4, 3, 2, 1 are assigned to each factor on the scale in that descending order. The respondents were required to encircle that which closely approximates their opinion on each factor.

3.5.2 The Parents' Questionnaire

Like students' questionnaire, it reflects Bakare's (1974) Motivation for Occupational Preference Scale comprising twenty four (24) items. The items are

further subdivided into five different sections. This questionnaire is designed to test the parents' attitudes towards the career aspiration for their children. It has the same format with students' questionnaire.

3.5.3 Validity and Reliability of the Questionnaire

The questionnaire (motivation for occupational preference scale) was developed by Bakare (1974). The researcher has adapted this instrument for data collection. Some researchers like Ikeotuonye (1974), Gambari (1987) and Attahiru (1991) have used this instrument for data collection. These researchers found the items of the questionnaire to have possessed content validity and reliability co-efficient at 0.88. Also the questionnaire has been validated by experts in the field of tests and measurement.

3.6 Administration of the Questionnaire

The actual administration of the questionnaires was carried out personally by the researcher. However, three research assistants were used. Where the researcher employed the help of research assistants, instructions were given to the subjects to complete the instrument in the presence of the research-assistants so that they could have the chance of providing guidance in the comprehension of the instructions given. In the case of parents, the researcher provided adequate

time for them to take it to their various homes and complete at their convenience. However, before the questionnaires were administered to the students, school principals under study were presented with a letter of introduction obtained from the Faculty of Education, Ahmadu Bello University, Zaria (See Appendix A)

3.7 Statistical Procedure

The researcher employed a number of statistical techniques in the study which helped in data organisation, analyses and interpretation. These statistical techniques include: frequency tabulation for organising scores used to determine the major factors for students' sex-role stereotyping according to their school or sex, and the percentage to show the frequency distribution of the students according to their demographic data so as to help to describe the respondents. However, the main statistical techniques used include t-test and one way Analyses of variance (Anova). T-test technique was used to test the four null Hypotheses that is null-hypothesis one to four (1-4). While the analyses of variance (Anova) was employed to test the last null-hypothesis (hypothesis number five) so as to compare the mean occupational

preference of three independent schools.

3.8 Limitation of the Study

It is hardly to conduct a research without confronting some problems. This study is non-exceptional. It has coupled with a number of problems. Firstly, the study is limited to selected secondary schools in three zonal education areas, namely: Sokoto, Gusau and Kaura-Namoda, out of the total of six zonal education areas of Sokoto State. The result therefore may not be generalised beyond its scope. However, the result of the study may be a useful pointer to the impact on sex-role stereotyping, culture and tradition on students in relation to career choice of other secondary school students not covered by the study in Sokoto State.

Secondly, although the researcher employed a stratified sampling technique, a uniform percentage representation was not used for all the groups (schools).

Lastly, the researcher distributed three hundred and thirty three (333) copies of students' questionnaire but was able to collect only 293. The rest of the questionnaires were either being damaged or retained by the students.

3.9 Summary

This chapter has outlined the procedure employed in this study. Thus, the population and the sample were described which comprised two hundred and ninety three (293) students (boys and girls) contracted out of 4,371 population of J.S.S. III and S.S II students of the three educational zones, namely: Sokoto, Gusau and Kaura educational zones.

Also the population includes thirty six (36) parents or guardians of the students who were randomly selected. Moreso, sampling procedure had all been described in the chapter. The research instrument (questionnaire) reflecting Bakare's (1974) Motivation for Occupational Preference Scale (MOPS) was administered. The administration and scoring procedure of the instruments and the statistical techniques employed were also discussed. The next chapter deals with the data analyses.

CHAPTER 4

DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents a concise description of results and discussion of findings of the data collected. This is followed by the test of the hypotheses. The t-test, Analysis of Variances (Anova) and percentages are employed to test the null hypotheses formulated for the study. Each section will be accompanied by a brief discussion on the findings. A significance level of .05 is adopted as the basis for rejection or acceptance of the stated hypotheses.

4.2 DEMOGRAPHIC DATA

This section presents a description of the characteristics of the respondents. This demographic data includes sex, age, location, class, type of school as well as parental occupations.

Table 4.1: Sex distribution of the respondents

Sex	Frequency	Percentage
Male	158	53.92
Female	135	46.08
Total	293	100.00

The above table shows the distribution of the respondents by sex. The data shows that out of the total number of the respondents in the study 158 or 53.92 per cent are male, while 135 are female representing 46.08 per cent.

Table 4.2: Age distribution of the respondents

Age	Frequency	Percentage
10-14	25	8.53
15-19	244	83.28
20-24	22	7.51
25-29	2	0.68
Total	293	100.00

The summary of the age range of the subjects has been presented in the above table. The table indicates that the age range of the respondents is 10 to 29 years. The largest respondents 244 or 83.28% were from the age range of 15-19. This is a tentative period phase of occupational development. Also, it is a period when a child recognises the problem of deciding on his or her future career. On the other hand, 25 or 8.53 per cent were from the age range of 10-14 and 22 or 7.51% from the age range 20-24, who are also in their realistic stage of occupational development.

Table 4.3: Distribution of the respondents according to location

Location	Frequency	Percentage
Urban	199	67.92
Rural	94	32.08
Total	293	100.00

Concerning the distribution of the students' location which is likely to influence occupational preference of the respondents. Table 4.3 above shows that 199 or 67.92 per cent of the students are from urban areas, while the remaining 94 or 32.08 per cent of the respondents are from rural areas.

Table 4.4: Distribution of the respondents according to classes

Class	Frequency	Percentage
SS II	168	57.34
JSS III	125	42.66
Total	293	100.00

The table reveals that 168 or 57.34 per cent are senior secondary two, whereas 125 representing 42.66 per cent are from junior secondary three.

Table 4.5: Distribution of the respondents according to school type

School	Frequency	Percentage
Grammar Secondary School	182	62.12
Technical School	47	16.04
T.T.C	64	21.84
Total	293	100.00

Table 4.5 above shows that 182 or 62.12% of the respondents are from Grammar Secondary School. This comprises the bulk of the total respondents. This may not be unconnected to the fact that Grammar Secondary School comprises the high percentage of secondary schools in the state under study. This is followed by Teachers' Training College with 64 representing 21.84 per cent of the total respondents while the remaining 47 or 16.04 per cent are from technical school.

4.2.1 Parents' Occupation

It is one of the basic assumptions that parents play a significant role in influencing the career choice of their children. They tend to prefer better occupation for their children. The analysis of the fathers occupation of the respondents therefore showed the following findings in Table 4.6 below.

Table 4.6: Fathers' Occupation

Fathers' Occupation	Frequency	Percentage
Farming	90	30.72
Civil service	87	29.69
Business/Trade	65	22.18
Teaching	9	3.07
Artisan	12	4.10
Force	20	6.83
Others	6	2.05
No response	4	1.37
Total	293	100.00

The findings indicate that the occupation of the respondents' fathers showed a narrow range of occupational field with a substantial proportion of 90 or 30.72 per cent of the occupations being farming. This is followed by civil service with 87 or 29.69%. An equally high percentage of the respondents have business/trade as their fathers occupation with 65 or 22.18 per cent. Furthermore, others (occupations) which is unspecified carry 6 or 2.05%. However, 4 of the respondents representing 1.37 per cent did not answer the question because their fathers were deceased.

Table 4.7: Mothers' occupation

Mothers occupation	Frequency	Percentage
House wife	142	48.46
Business/Trade	92	31.40
Nursing	12	4.10
Civil service	15	5.12
Teaching	10	3.41
Student	1	0.34
Sewing (seamstress)	7	2.39
Others	4	1.37
No response	10	3.41
Total	293	100.00

The data show that a substantial number of the respondents 142 or 48.46% indicated that their mothers are housewives. This is closely followed by business/ trade women with 92 representing 31.40 per cent. Civil service ranks third with 15 or 5.12% while only one respondent indicated that his/her mother is schooling. However, 10 of the respondents or 3.41% did not indicate their mothers' occupation.

Table 4.8: Students' Occupational Preference

Occupational Preference	Frequency	Percentage
Medical Doctor	62	21.16
Engineering	40	13.65
Teaching	36	12.29
Accountancy	25	8.53
Nursing	24	8.19
Business/Trade	20	6.83
Armed Force	20	6.83
Others	20	6.83
Lawyer	14	4.78
Mass Communication (Journalism)	13	4.44
Civil Service	6	2.05
Pilot	5	1.71
Housewife (marriage)	4	1.37
Pharmacy	2	0.68
No response	2	0.68
Total	293	100.00

The computed data in Table 4.8 above show that both boys and girls have greater preference for jobs like medicine (medical doctor), engineering, teaching,

Accountancy, Nursing and force. Out of these careers, boys are more interested in medicine, engineering, accountancy and force while girls are more interested in nursing, teaching and medicine. Thus, it can be conveniently concluded that students' occupational preference has been expressed in medicine (medical doctor) with a total number of 62 or 21.16% respondents. This is followed by engineering with 40 respondents representing 13.65% while teaching ranks third position with 36 representing 12.29 per cent. The next preferred occupation by the respondents was Accountancy with 25 or 8.53%, then 24 or 8.19 per cent goes to nursing whereas 20 or 6.83% of the respondents preferred to engage in Business (trade), Armed forces and others (such as Agriculture, Architecture and politics) respectively. On the other hand, the remaining less ranked occupations as shown in the Table 4.8 are pilot and pharmacy. This could be attributed to their inadequate occupational information of these two careers.

In adequate vocational information and proper counselling, industrial tradition, stereotyped masculinity and femininity, custom, culture and tradition are factors responsible for students' occupational preference. This findings agreed with the study conducted by Achebe, Olayinka and Abiri in Essuman (1991: 7) who found a great variation in the career choice of male

and female secondary school students. Their study revealed that girls tended to choose middle level status jobs like nursing, medical profession, teaching and beauty culture (beautification). Boys on the other hand, tended to choose high level status occupation such as engineering, force, pilot, Agriculture and Architecture etc.

Table 4.9: Students' interest in feminine type of jobs

Interest in feminine job	Boys	Percentage	Girls	Percentage
Yes	46	29.11	103	76.30
No	111	70.25	32	23.70
Neutral	01	0.63	-	-
Total	158	100.00	135	100.00

Table 4.9 above shows that 46 male respondents out of the total number of male are interested in the type of occupation usually regarded and known to be pursued by female alone, while 111 or 70.25 per cent respondents showed no interest at all in feminine jobs. As regards females, 103 or 76.30% showed keen interest in feminine jobs while 32 or 23.70 per cent females indicated no interest in feminine jobs.

This has supported the study conducted by Iwuanyanwu (1973) whose findings revealed that males choose female-stereotyped occupations. This could be

attributable to the fact that culture and environment contribute to sex-role stereotyping.

Table 4.10: Students' interest in masculine type of jobs

Masculine job	Boys	Percentage	Girls	Percentage
Yes	153	96.84	43	31.85
No	04	2.53	90	66.67
Neutral	01	0.63	02	1.48
Total	158	100.00	135	100.00

Table 4.10 is quite revealing. It shows that a greater number of male respondents 153 or 96.84 per cent are interested in the male-stereotyped occupation like medicine, engineering, and architecture while 04 or 2.53 per cent showed no interest in masculine jobs. Female on the other hand, 90 or 66.67 per cent have indicated no interest in a masculine jobs. While 43 or 31.85 per cent have shown their interest in masculine job even though they are interested in feminine type of jobs. Only two of the female respondents became neutral as to their stand.

4.3: Reasons for Occupational Preference

Several reasons that motivate an individual to prefer certain type of occupation to another are given.

The reasons are put into a scale which was divided into five sections lettered A-E. The table below contains a summary of the finding.

Table 4.11: Reasons for students' motivation for occupational preference

	Reasons	Mean Score	SD
A	External influence	3.47	1.34
B	Extrinsic reward oriented values	3.74	1.30
C	Self-expression values	3.83	1.21
D	People oriented values	3.89	1.25
E	Sex-oriented influence	3.98	1.32

From Table 4.11 above, it can be seen that students occupational preferences were sex-oriented with a mean score of 3.98 and a standard deviation of 1.32. People oriented value as another factor ranked second which motivates students to prefer certain occupation to another. It is discernible from the table that external influence and extrinsic reward oriented value though they impact on students motivation for occupational preference but not to the large extent. The latter factors are therefore of less importance.

4.4 PERSONAL INFORMATION OF STUDENTS PARENTS

This section too presents the characteristics of the second part of the respondents. This personal information

of parents includes sex, location and number of children at school.

Table 4.12: Distribution of Respondents according to Sex

Sex	Frequency	Percentage
Male	28	77.78
Female	8	22.22
Total	36	100.00

The computed data shows that 28 of the respondents representing 77.78% are males while only 8 or 22.22% were females.

Table 4.13: Composition of Subjects according to location

Location	Frequency	Percentage
Urban	27	75.00
Rural	9	25.00
Total	36	100.00

Table 4.13 shows that 27 of the total respondents or 75.00 per cent are from urban areas while 9 or 25.00 per cent came from rural areas

Table 4.14: Composition of the respondents according to number of children at school

Number of children	Frequency	Percentage
1-3	31	86.11
4-6	4	11.11
7-9	1	2.78
Total	36	100.00

Table 4.14 reveals that 31 or 86.11 per cent of the parents respondents have one to three children at school, whereas four or 11.11 per cent have four to six children at school. In addition, only one or 2.78% of the respondents is in the category of seven to nine children at school.

4.5 Parents occupational preference for their children

This section portrays the parents occupational preference for their children. It also deals with the parents' attitudes towards sex-role stereotyping.

Table 4.15: Parental choice of occupation for their first son and first daughter

Occupation	First son Frequency	Per cent	First Daughter Frequency	Per cent
Medical Doctor	12	33.33	3	8.33
Engineering	7	19.44	0	00.00
Teaching	2	5.56	4	11.11
Nursing	1	2.78	11	30.56
Civil service	2	5.56	2	5.56
Force	5	13.89	1	2.78
Business/Trade	3	8.33	0	00.00
Banking	0		2	5.56
Lawyer	0		1	2.78
Housewife(marriage)	0		8	22.22
Others	4	11.11	0	00.00
No response	0		4	11.11
Total	36		36	100.00

Table 4.15 above illustrates the parental choice of occupation for their children (first son and first daughter). The table shows that parents have more special preference for their first son to pursue medical profession. It can be evidently seen that out of the 36 total respondents 12 or 33.33% chose medical profession for their first son. Engineering ranked second with 7 or 19.44 per cent respondents, while 5 or 13.89% showed keen interest for their sons to pursue Armed Forces. However, the reverse is the case in respect of parental occupational preferences for their first daughter. The table indicates 11 or 30.56 respondents chose nursing for their first daughter, while 8 or 22.22% of the respondents preferred for their first daughter to engage in marriage as their main occupation and 4 or 11.11 per cent preferred teaching profession for their first daughter.

Thus, a closer look at the Table 4.8 and 4.15 indicate that both parents and their children have the same occupational preferences. That is to say, the difference in occupational preference of students and their parents is not of any significance.

Table 4.16: Parental response on subject combination and occupational influence on their children

Responses	Frequency	Percentage
Yes	28	77.78
No	8	22.22
Total	36	100.00

An observation of Table 4.16 above indicates that the greatest number of the subjects 28 or 77.78% influenced the occupational choice of their children, while only 8 or 22.22 per cent of the subjects permitted freedom of choice in courses and occupations. This implies that parents play a vital role in directing, controlling and imposing the vocational choice on their children.

Table 4.17: Parents' response on job restriction in accordance with the gender basis

Response	Frequency	Percentage
Yes	27	75.00
No	9	25.00
Total	36	100.00

Table 4.17 above indicates that out of the 36 subjects, 27 or 75.00% are of the opinion that female should be strictly restricted to female type of jobs, example, nursing, teaching, medicine and catering while male should pursue only male type of jobs such as engineering, architecture, pilot and agriculture. This is also in consonance with the students view on sex-role stereotyping as shown in Tables 4.9 and 4.10.

4.6 TESTING OF HYPOTHESES

Five hypotheses were formulated and tested. These hypotheses were based on sex (male and female), location, students and their parents' interest as regards occupation, early socialization process and school types as it affects students occupational choice. The criterion variables used are the five major sections of Motivation for Occupational Preference Scale (MOPS) developed by Bakare (1974). The statistical technique used are t-test and one way Analysis of Variance (Anova) set at 5 per cent level of significance.

4.6.1 HYPOTHESIS 1

This hypothesis states that there is no significant difference between male and female mean scores with respect to sex-role stereotyping as influencing their occupational decision making. To test this hypothesis, t-test statistical technique was used. The findings on this hypothesis are summarised in Table 4.18 below.

Table 4.18: Sex difference in the respondents occupational decision making with respect to sex-role stereotyping

Sex	N	$\bar{X}$	SD	SE	T	DF	P
Male	158	12.70	5.83	0.46	1.98	291	0.049*
Female	135	11.41	5.27	0.45			s

*s: Significant $T = 1.98$ $P < 0.05$

Table 4.18 above reveals that there is significant difference between male and female mean scores with respect to sex-role stereotyping as influencing their occupational decision making. The male had a mean score of 12.70 while the female had a mean score of 11.41 with a t-value of 1.98. The earlier stated null hypothesis is hereby rejected at 5 per cent level of significance. This finding confirmed Maisamari's (1983) and Attahiru's (1991) claim that sex discrimination significantly influences the occupational preference of students.

4.6.2 HYPOTHESIS 2

The second hypothesis states that there is no significant difference in the students' mean scores on occupational preference and that of their parents.

Table 4.19: Responses of students' occupational preference and their parents

Occupational Preference	N	$\bar{X}$	SD	SE	T.	DF	P
Students	293	12.11	5.61	0.33	1.98	327	0.22*
Parents	36	10.69	6.53	1.1			

* = Not Significant T = 1.98 P > 0.05

The result as shown in Table 4.19 indicates that no significant difference exists between the students and

their parents' mean scores on occupational preferences. The students had a mean score of 12.11 while the parents had 10.69 mean score with a t-value of 1.98. This means that both students and their parents appear to show the same aspirations for occupational preference. The parents therefore, influence the choice of career of their children. Hence, the null hypothesis is retained at 5 per cent level of significance.

4.6.3 HYPOTHESIS 3

This hypothesis states that there is no significant difference between the mean scores of the vocational aspiration of urban and rural students.

Table 4.20: Vocational aspiration of urban and rural students

Location	N	$\bar{X}$	SD	SE	T	DF	P
Urban	199	75.7	11.7	0.83	2.40	291	0.017 *
Rural	94	72.48	9.95	1.0			

*Significant T = 2.40 P < 0.05

The computed data in Table 4.20 above shows that there is significant difference in the vocational aspirations of urban and rural students' mean score in Sokoto State. The urban students had a mean score of 75.7 while the rural students had a mean score of 72.48

with a t-value of 2.40. Thus, the earlier stated null hypothesis of vocational aspiration of urban and rural students is hereby rejected at 5 per cent level of significance. It could therefore be concluded that differences exist in the vocational aspiration of urban and rural students in Sokoto State.

4.6.4 HYPOTHESIS 4

There is no significant difference between male and female students with respect to their early socialization as an influencing factor for their preference for traditional occupation.

Table 4.21: Students' responses on early Socialization and its effect on Preference for Traditional Occupation:

Early Socialization	N	$\bar{X}$	SD	SE	T	DF	P	
Male Socialization	158	14.56	3.27	0.24	5.75	291	0.04	*
Female Socialization	135	13.40	3.38	0.29				

* Significant, T = 5.75 $P < 0.05$

The table above 4.21 reveals that there is significant difference in the male and female students' early socialization in influencing their occupational preference. The male had a mean score of 14.56 while

the female had a mean score of 13.40 with a t-value of 5.75. In this regard, the null hypothesis which states that there is no significant difference between male and female mean scores with respect to their early socialization as an influencing factor for their preference for traditional occupational is therefore rejected at 5 percent level of significance. Hence, the result of this finding confirmed Bojuwoye and Imouokhome's (1986) assertion that roles are communicated to boys and girls at their early stage of socialization which an individual incorporates through a variety of agents such as parents, peers, school, religious bodies and mass media.

4.6.5 HYPOTHESIS 5

The last null hypothesis was tested, using one way Analysis of Variance (Anova) statistical technique to analyse the data. Analyses of variance was employed because the researcher was comparing three group of students. To justify the rejection or acceptance of the null hypotheses, a significant level of 5 percent was adopted.

This hypothesis states that there are no significant differences among the mean occupational preference scores of Grammar Secondary School, Technical and Teachers' Training Colleges in an adapted Motivation for Occupational Preference Scale (MOPS).

Table 4.22: Responses of Grammar Secondary School, Technical and Teachers Training College Students on Motivation for Occupational Preference Scale

Source	DF	SS	MS	F-Value	P
Between	2	54.73	27.36	0.21	0.8083 *
Within	290	3.70304	127.70		
Total	292	3.70904			

P ⩾ 0.05 F-Value = 0.21
* = No significant difference

To test this hypothesis, a one-way analyses of variance was used. The summary of the computations is shown in Table 4.22. The F-value was observed to be 0.21. This value is not significant at ∝5 per cent. Thus, the finding shows that there is no significant difference in the mean motivation scale for occupational preferences of three types of schools, namely: Grammar Secondary School, Technical and Teachers' Training Colleges of Sokoto State. Hence, the null hypothesis which states that there are no significance differences among the mean occupational preference scores of Grammar Secondary School, Technical and Teachers' Training Colleges in an adapted Motivation for Occupational Preference Scale (MOPS) is retained at the 5 per cent level of significance.

4.7 DISCUSSION

The hypothesis of significant sex difference on the students sex-role stereotyping as influencing occupational decision making was tested using a t-test statistical analyses. The result however showed a significant sex difference in sex-role stereotyping. From the Table 4.18 above, it shows that a significant difference exists between male and female's sex-role stereotyping.

It could therefore be implied that sex-role stereotyping significantly affects both male and female students on their occupational decision making. That is to say males or boys tended to choose profession peculiar to or regarded for males such as engineering, armed forces, pilot and agriculture. Whereas girls tended to choose career which is peculiar to females such as nursing, teaching, medical profession and catering. This finding supported Achebe, Olayinka and Abiri in Essuman (1991) study. It also confirmed Nweke et al (1989) assertion that some subjects and vocations are seen as odd for females. For example, engineering, physics, geology, mathematics, computer science and wood work. For women who have the interest and aptitude for such vocation could hardly realize them. This problem could be attributed to cultural fixation or taboo, religious and environmental factors of the individuals.

As regards the hypothesis that is concerned with students occupational preference and that of their parents. It was found that no significant difference exists between the students and their parents mean scores in terms of occupational preference. By implication it shows that both students and their parents have almost the same aspirations for occupational preference.

It could be concluded that parents not only influence career choice but also play a significant role in shaping and initiating the future career for their children. Table 4.15 and 4.19 have shown that insignificant difference exists in parental and students' choice of career. This supports Gambari's (1987) finding. However in order to help students to get out of the dictate of their parents' imposition of careers not of their abilities, aptitude and interest, effective counselling services and vocational information at these secondary schools under study would be helpful to the students.

The third stated hypothesis on the difference between the mean scores of urban and rural student reveals a significant difference. In other words, differences exist between urban and rural students in the three Zonal education areas of Sokoto State, namely: Sokoto, Gusau and Kaura-Namoda. The differences could be attributed to the fact that the type of orientation

in the urban and rural areas of the students is not the same. Some of the tangible opportunities available in the urban areas are lacking in the rural areas and the vise versa.

Furthermore, the hypothesis on significant difference between male and female students on early socialization as it affects occupational preference was tested. The results indicated that significant difference existed in the students early socialization process on vocational preferences. This could be realized from the Table 4.21 which showed 14.56 as the male mean score and 13.40 for females' mean score.

The possible reason is that right from early childhood, it was the duty of the individual's society to nourish and communicate societal role on gender basis. This is done through a variety of agents such as parents, peers, religious bodies and mass media to mention but a few. Several studies conducted have confirmed this assertion. As for example, Bojuwoye and Imouokhome (1986), Famajuro (1986) had found the same result.

Finally, the last hypothesis of insignificant differences among the occupational preference of three different schools, namely: Grammar Secondary School, technical and teachers' training colleges were tested using one way Analysis of Variance (Anova) statistical technique.

It is obvious from the Table 4.22 that no significant differences exist in the three different types of schools that have been used in the study. In other words, the mean motivation for occupational preference of Grammar Secondary School is not of any significant difference to that of technical and teachers training college and vice versa. Motivation for their occupational preference as indicated by the motivation for occupational preference scale developed by Bakare (1974) was the same irrespective of their school differences.

4.8 SUMMARY

The chapter has focused on the presentation and discussion of the results. A description of personal data of the students and parents respondents was presented in tables. The main statistical techniques used are t-test and Analyses of Variance for testing all the stated null hypotheses. All the five hypotheses tested were presented in Tables 4.18 to 4.22. The chapter has also examined the factors responsible for students occupational preference. Finally, the counselling needs of the respondents has been stressed. The next chapter is concerned with summary, conclusion and recommendations.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives a summary of the major findings of the study. It also presents the conclusion drawn from the study as well as recommendations emanating from the findings of the investigation.

5.2 SUMMARY

The knowledge of vocational information is very necessary if one is to lead a productive life and contribute to meeting the man power needs of the country. This study was designed to examine the effect of sex-role stereotyping and traditional expectation on students occupational preference under three zonal education areas, namely: Sokoto, Gusau and Kaura Namoda in Sokoto State. Related literature was reviewed under the following main headings:

(a) The concept of career
(b) Factor influencing career choice and development.
(c) Sex-role stereotyping and traditional expectation on career development.
(d) Some selected vocational choice theories.
(e) And review of empirical studies.

The research was delimited to senior secondary two and junior secondary three of Grammar Secondary, technical and teachers training colleges. An adapted motivation for occupational preference scale developed by Bakare (1974) was used.

Five null hypotheses were formulated and tested at 5 per cent level of significance. T-test and one way analyses of variance (Anova) statistical techniques were used to analyse the data.

5.3 MAJOR FINDINGS AND CONCLUSIONS

The following are the main findings and conclusions resulting from the study:

(a) Parents play a significant role in influencing the career choice of their children. They tend to prefer better occupation for their children.

(b) Most of the students' parent, fathers in particular, are farmers. Others are civil servants and business men. Mothers on the other hand are mostly house wives.

(c) Parents do not only influence the career choice of their children but also play a vital role in shaping and initiating their future career.

(d) Some parents look at some occupations as of much less value than others. Hence, they have little or no enthusiasm for their children to participate or

aspire to engage in those occupational activities that are much more needed for the development of man power in science and technology.

(e) Sex discrimination significantly influences the occupational preference of secondary school students in Sokoto State.

(f) Parents strongly support sex-role discrimination on gender basis.

(g) Both the students and their parents appeared to show the same aspirations for occupational preferences. This means that the difference in their occupational preferences is not of any significance.

(h) The vocational aspirations of urban students differ significantly from those of rural students.

(i) Students early socialization process significantly influences their occupational decision making. In addition, roles are communicated to boys and girls through a variety of agents such as parents, peers, religious bodies and mass media.

(j) Sex-role stereotyping affects both male and female students on their occupational decision making. That is to say, male tended to choose high level status occupation peculiar to or regarded as male jobs such as engineering, armed forces, pilot and medicine, whereas female tended to choose middle level status career which is peculiar to female such as nursing, teaching and medical profession.

(k) Inadequate vocational information and proper guidance services, stereotyped masculinity and femininity, culture and tradition are factors responsible for students occupational preference.

5.4 RECOMMENDATIONS

In the light of the findings of this study, the following recommendations were made:

1. The State Ministry of Education, Sokoto, the principals, guidance counsellors and/or career masters and teachers should help to bring their professional expertise to bear in order to make guidance services in secondary schools more effective.
2. The guidance programmes in the schools investigated will be more meaningful and relevant to the students if the parents and members of the community should be fully involved in various guidance programmes.
3. Proper orientation towards guidance programme should be maintained through seminars, conferences and workshops so that principals, career masters, teachers and the publics should benefit from the programme.
4. Effort should be intensified to provide proper guidance and counselling services and adequate vocational information to the students which are likely to improve their quality of occupational decision making. Thus, to ensure the proper

utilization of man power, the knowledge of career guidance is indispensable.

5. Effort should be made by the State Ministry of Education to speed up the training programme of counsellors and career masters so that qualified personnel are made available in secondary schools.
6. Provision of adequate facilities of guidance programmes such as fund, timetable and the like should be made in secondary schools.
7. Since the study has revealed that students' parents do not only influence the career choice of their children but also play a significant role in shaping and initiating the future career of their children. It is therefore recommended that, parents should be enlightened to afford utmost freedom for career choice of their children.
8. Students in the secondary schools should be made to understand through lectures, counselling sessions and career days the implication of sex-role discrimination on gender basis. Thus, they should be made to understand the manpower need of the country. In addition, restriction on sex role stereotyping should be highly de-emphasized.
9. Finally, based on the researcher's observations, rural schools are lacking career masters/mistress let al$_o$ne guidance counsellors. Hence, it is recommended that the State Ministry of Education,

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AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.
DEPARTMENT OF EDUCATION

Vice-Chancellor Professor Daniel I. Saror,
B. Sc., D V M (K S U), M. Sc. (Minnesota) Ph.D (A B U.)

Head of Department: F. O. Ogunlade, B A. (Ibadan) M A. (Ibadan) Ph. D. (Birminagham U K.)

Our Ref:.....

Ref Your:.....

Telephone: 069/32392
Telegarms: UNIBELLO ZARIA

Date 9th October 19 92

The Honourable Comissioner,
Ministry of Education,
Sokoto.

Dear Sir,

COLLECTION OF RESEARCH DATA

The bearer Bello Ladan Kaura is conducting research in Guidance and Councelling on Students' Sex-role Stereotyping, Traditional expectation and occupational Preference of some selected Secondary Schools in Sokoto State. The finding of his study will be of immense benefit to the Ministry of Education - both Federal and State, and to Secondary Education, for the degree of M.Ed. (Guidance and Counselling.

The Faculty of Education will be grateful if you could permi him to conduct classroom experimentation/collect data at your Ministry which will contribute towards the successful completion of this research.

Thank you for your continued cooperation with us.

Yours sincerely,

Dr. G. A. Adeyanju
Co-ordinator Post Graduate Programme

APPENDIX A

AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.
DEPARTMENT OF EDUCATION

Vice-Chancellor Professor Daniel I. Saror,
B. Sc., D V M (K S U), M. Sc. (Minnesota) Ph.D (A B U.)

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The Principals,
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The bearer Bello Ladan Kaura is conducting research in Guidance and Counselling on Students' Sex-role Stereotyping, Traditional expectation and occupational preference of some selected Secondary Schools in Sokoto State. The finding of his study will be of immense benefit to the Ministry of Education - both Federal and State, and to Secondary Education, for the degree of M.Ed. (Guidance and Couselling).

The Faculty of Education will be grateful if you could permit him to conduct classroom experimentation/collect data at your School, using some of your students in the study.

Thank you for your continued cooperation with us

Yours sincerely,

Dr. C. A. Adeyanju
for: Assistant Dean (Postgraduate)

APPENDIX B

DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

Dear Students,

The researcher is an M.Ed student of Ahmadu Bello University, Zaria, who is currently conducting a research on the role and effects of sex-role stereotyping, culture and tradition instill into secondary school students to certain type of career with a view to providing possible solutions of minimizing them. Please you are therefore, requested to answer the following questions as honestly as possible. All answers will be treated as confidential.

SECTION A: PERSONAL INFORMATION

Village/Town _____ Father's Occupation ____

_____ Age _____ Class _____

Mother's occupation _____

Mother's occupation before marriage (if known) _____

_____

Sex _____

School _____

SECTION B: OCCUPATIONAL PREFERENCE

1. Which occupation or profession would you like most to engage in (enter) when you complete your education? _____

2. Which is the next best occupation you prefer?

_____

3. How much information do you have about the occupation you have chosen?

Very much ☐ Very little ☐

Much ☐ Nothing at all ☐

A little ☐

4a. Do you have any interest in a female's type of jobs like nursing, food tech/catering and clerical? Tick one (✓)

Yes ☐ No ☐

b. Do you have any interest in a masculine type of jobs like, pilot, engineering, journalism, and architecture? Tick one (✓)

Yes ☐ No ☐

c. Is your choice of occupation influence by your culture and tradition? Yes ☐ No ☐

SECTION C: REASONS FOR OCCUPATIONAL PREFERENCE

The table below are possible list of reasons why some people choose their occupation. Read through the

reasons carefully and decide how important each reason is to you in making you choosing the above occupation you wish to enter. Column 1 below indicates the reasons while column II indicates the degree of importance of each reason. The degree of importance is graduated by 5, 4, 3, 2, 1. Thus:

Circle 5 if the reason is very important
Circle 4 if the reason is of considerable importance.
Circle 3 if the reason is of average importance.
Circle 2 if the reason is of little importance.
Circle 1 if the reason is of no importance.

	COLUMN I	COLUMN II				
	Reasons	No imp.	little imp	Av. imp.	Consid. imp	Extreme imp
	Section A					
1.	Direct or indirect influence of parents	1	2	3	4	5
2.	Direct or indirect influence of teachers	1	2	3	4	5
3.	Direct or indirect influence of friends	1	2	3	4	5
4.	Direct or indirect influence of radio, TV, or books	1	2	3	4	5

	Reasons	No imp.	little imp	Av. imp	Consid. imp	Extreme imp
	Section B					
5.	Provide good salary	1	2	3	4	5
6.	Provide attractive working conditions (short-working hours, good holidays etc	1	2	3	4	5
7.	Ensure stable and secure future	1	2	3	4	5
8.	Give an improved social status and prestige	1	2	3	4	5
	Section C					
9.	Fondness for school subjects which bear upon the profession	1	2	3	4	5
10.	Permit the use of my special ability or aptitude	1	2	3	4	5
11.	Permit me to be oridinal and creative (to work with ideas)	1	2	3	4	5
12.	Permit me to use my hands extensively (to work with things)	1	2	3	4	5

Reasons	No imp.	little imp	Av. imp.	Consid. imp.	Extreme imp.
Section D					
13. Give me a chance to exercise leadership	1	2	3	4	5
14. Give me the opportunity to work with people	1	2	3	4	5
15. Give me the opportunity to serve others	1	2	3	4	5
16. Permit me to help those less fortunate than I	1	2	3	4	5
Section E					
17. People of my sex do well in the occupation	1	2	3	4	5
18. I was told I can only do well in the occupation	1	2	3	4	5
19. I heard a lot about the occupation from career talks	1	2	3	4	5
20. It was the only occupation my family expected me to enter	1	2	3	4	5

DO NOT WRITE BELOW THIS LINE

SECTION		SCORE
A	External influence	
B	Extrinsic-reward oriented values	
C	Self-expression values	
D	People oriented values	
E	Sex-oriented value	

APPENDIX C

DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

A QUESTIONNAIRE FOR STUDENTS' PARENT(S)/GUARDIAN(S)

Dear Respondents,

The bearer an M.Ed student from Faculty of Education of Ahmadu Bello University, Zaria, is conducting research in Guidance and Counselling on students' sex-role stereotyping, traditional expectation and occupational preference of some selected secondary school students and the attitudes of parents towards it.

In this regard, you are kindly requested to respond to the following questions as honestly as possible. The information obtained from this questionnaire will be kept strictly confidential and will only be used for research purposes.

SECTION A: PERSONAL INFORMATION

1a) Sex: Male ☐ Female ☐

b) Age .....

c) Marital Status: Single ☐ Married ☐

d) Number of children at school _____

e) Town/Village _____

f) Zonal education area: Sokoto ☐

K/Namoda ☐ Gusau ☐

2) Highest academic qualification: _____

3) Parental status: Parent ☐ Guardian ☐

4) Occupation: _____

SECTION B: PARENTS' OCCUPATIONAL CHOICE FOR THEIR CHILDREN

1. Please indicate below in order of preference any two occupations you would like for your son or daughter to pursue after his/her secondary education:

Choice of Occupation

For first son	For first daughter
1st Choice _____	1st choice _____
2nd choice _____	2nd choice _____

2. Do you influence the choice of subjects to your children?

Tick one. Yes ☐ No ☐

3. How strictly do you enforce your choice of occupation on your children? Tick one

(a) Quite strictly ☐
(b) Strictly ☐
(c) A little ☐
(d) Very little ☐
(e) Not at all ☐

4. What type of job does your environment consider as most important? _____

5. Do you believe in restricting female to females' type of jobe or job alone and male for males' type of job? Tick one. Yes ☐ No ☐

SECTION C: REASONS FOR OCCUPATIONAL PREFERENCE

The following is a list of reasons why some parents prefer certain course/occupation for their children. Read through the reasons carefully and decide how important each reason is to you in making your choice to the above occupation for your children. Please circle one among the alternatives.

Column 1 below indicates the reason, while Column II indicates the degree of importance of each reason.

COLUMN I	COLUMN II				
Reasons	No imp.	little imp.	Av. imp.	consid imp	Extreme imp.
SECTION A					
1. Direct or indirect influence of parents	1	2	3	4	5
2. Direct or indirect influenct of teachers	1	2	3	4	5

	Reasons	No imp	little imp.	Av. imp.	Consid. imp	Extreme imp
3.	Direct or indirect influence of friends	1	2	3	4	5
4.	Direct or indirect influence of radio, TV or books	1	2	3	4	5
	SECTION B					
5.	Provide good salary	1	2	3	4	5
6.	Provide attractive working conditions (short-working hours good holidays etc	1	2	3	4	5
7.	Ensure stable and secure future	1	2	3	4	5
8.	Give an improved social status and prestige	1	2	3	4	5
9.						
	SECTION C					
9.	Fondness for the school subjects which bear upon the profession	1	2	3	4	5
10.	Permit the use of his special ability or aptitude	1	2	3	4	5
11.	Permit him to be original and creative (to work with ideas)	1	2	3	4	5

	Reasons	No imp	little imp	Av. imp.	Consid. imp	Extreme imp.
12.	Permit him to use his hands extensively (to work with things)	1	2	3	4	5
	SECTION D					
13.	Gives him a chance to exercise leadership	1	2	3	4	5
14.	Enables my child to work with people	1	2	3	4	5
15.	Permit my child to serve others	1	2	3	4	5
16.	Allows my child to help those less fortunate than him/her	1	2	3	4	5
	SECTION E					
17.	People of his/ her sex do well in the occupation	1	2	3	4	5
18.	I was told that my child can only do well in the occupation	1	2	3	4	5
19.	I heard a lot about the occupation from career talks	1	2	3	4	5

	Reasons	No imp	little imp	Av. imp.	Consid. imp	Extreme imp
20.	It was the only occupation our family expected him to enter	1	2	3	4	5

Do not write below this line.

SECTION		SCORE
A:	External Influence	
B:	Extrinsic Reward oriented values	
C:	Self-Expression value	
D:	People oriented values	
E.	Sex-oriented values	