

**INFLUENCE OF AGE, GENDER AND SCHOOL LOCATION ON MOTIVATION FOR  
OCCUPATIONAL PREFERENCE AMONG SENIOR SECONDARY SCHOOL  
STUDENTS IN AKWA IBOM STATE**

**BY**

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**JUNE, 2015**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN EDUCATIONAL  
PSYCHOLOGY AND COUNSELING, FACULTY OF EDUCATION, AHMADU  
BELLO UNIVERSITY, ZARIA, NIGERIA**

**JUNE, 2015**

## **Declaration**

I hereby declare that the work in this thesis entitled “influence of age, gender, school location and motivation for occupational preference among senior secondary school students in Akwa-Ibom state” was carried out by me in the department of educational psychology and counseling, under the supervision of Prof. M. Balarabe and Dr. (Mrs.) Khadija Mahmoud. The information derived from the literature has been duly acknowledged in the text and references. No part of this work has been presented for another degree or any other programmed elsewhere.

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**Itoero Joseph EBONG**

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**Date**

## **Dedication**

This thesis is dedicated to the glory of God and in memory of my mother Mrs. Gloria J. Ebong for her encouragement and prayer.

### **Certification**

This thesis entitled influence of age, gender and school location on motivation for occupational preference among senior secondary school students in Akwa-Ibom meets the requirements governing the award of degree of Masters of Education Psychology (M.Ed. Psychology) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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## **Acknowledgement**

I acknowledge my major supervisor Prof. Musa Balarabe who supervised me during the conduct of this work. The challenging statements and encouragement assisted me to persevere. I really appreciate his mentorship despite tight schedule as the Head of Department of Educational Psychology and Counseling, ABU-Zaria.

I remain most grateful to my second supervisor Prof. Khadija Mahmoud for her meticulous corrections, academic advice and motivation that really sustained my continuity on the programme. My utmost appreciation goes to Prof. Raliya M. Bello who fine-tuned the research variables, read through the analyzed work and painstakingly corrected the statistical aspects of the work, I will remain immensely grateful to her. I cannot fail to acknowledge the tremendous academic contribution of Dr. A.I. Mohammed, Prof. E.F Adeniyi, Dr. HadizaTukur whose committee made great contribution to the research questions and hypotheses of this work. I cannot forget the enormous cooperation of Dr. Yunusa Umaru, Dr. M.O Dare who often asked to know the extent of my progress. I want to sincerely thank the following lecturers for their academic input to this work: Dr. M.I Abdullahi, Dr. Khairat Yusuf, Mr. L.K Maude, Dr. A. O. Ehiozuwa, Dr. J.O. Bawa and Dr. S. Sambo.

May I appreciate the contributions of GidadoLikko, Mal. Sani Barau for useful information on motivation. I appreciate the untiring effort of Mr. Ojo who analyzed the data and indeed all staff of educational psychology and counseling department ABU-Zaria for their prompt assistance.

I remain most grateful to my twin brother (Ufan) and my wife and late mother who showed much concern on this work.

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## OPERATIONAL DEFINITION OF TERMS

*Age:* Refers to the chronological number of years of a person (students) ranging from 11 years to 19 years and above. Consideration is given to the ages of students in SS I-SS III.

*Motivation for occupational preferences:* Refers to student's internal and external encouragement and urge which drive students to prefer certain occupations than others.

*Occupational Preference:* It implies an individual's means of livelihood or an individual's source of earning a living which include employment, job, business, trade e.t.c.

*Gender:* This is the physical, biological, structural, cultural and social differences that differentiate the students into male and female.

*School location:* School location connotes the urban/rural areas where senior secondary schools are located in Akwa-Ibom. Urban school location means those schools located in the local government headquarters where equipment and infrastructures are adequate while rural areas connote those schools outside the local government headquarters where school equipment and infrastructure are inadequate.

*External Influence:* Refers to external factors like parents, peers, teachers, media (print and electronic) which directly or indirectly predispose students to prefer certain occupations.

*Extrinsic Reward-Oriented Value:* This is the availability of good salary, good working condition, allowances, stable and secure future e.t.c that motivate students to prefer specific occupations.

*Self-Expression Value:* Refers to those values such as originality, creativity, fondness for relevant school students, working with ideas and objects which are inherent in some occupations which motivate students to prefer them.

*People-oriented value:* This refers to those work values that allow people to exercise direct or indirect personal and inter-personal relationship with people.

## **Abstract**

The study examined the influence of age, sex, school location and motivation for occupational preference among senior secondary school students in Akwalbom state. The sample for the study consisted of 369 drawn from fourteen (14) senior secondary schools (7 schools were located in the Urban Area, while another 7 in the rural area). The sampled size was randomly selected from a population of 9000 students. A standard instrument called motivation for occupational preference scale was used for data collection. The instrument has four variables (external influence, extrinsic reward, self-expression and people-oriented value) as motivations for occupation. The independent variables of age, sex and school location were used to test their influence on each of the motivations for occupational preference variable mentioned above. The ex-post facto design was used as a research design. The twelve (12) null hypotheses formulated were tested at 0.05 level of significance. Analysis of Variable (ANOVA) was used in testing hypotheses 1, 2, 3 and 4, while independent t-test was used in testing hypotheses 5-12. The result showed that all the null hypotheses were retained. It was found that age, gender and school location had no significant influence on motivation for occupational preference. On the basis of the finding, it was recommended that existing guidance and counseling centres in school should organize career oriented programme towards motivating students to appropriate occupations relevant to their abilities and interest.

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background to the Study**

One of the most insistent series of problems confronting young people today is that of preferring a career, preparing for it, finding a job, liking it and keeping it. Perhaps the most crucial sequence is liking the occupation since it constitute on one hand a test of rightness, and on the other hand indication of the likelihood of keeping the job. In addition since an employed person would spend most of his alert part of his life at work, liking the occupation and getting satisfaction are important motivation considerations. Motivation is a drive that energizes an individual to act, behave and take decisions. The end product of schooling life is work, and what motivates an individual to prefer an occupation include human needs. Since human needs vary from person to person, their motivation on occupational preference would be different. In Africa and indeed Nigeria, societies view individual's age with importance and associate certain developmental tasks to it. The same goes for gender (male/female), (Edet, 2010). Many studies on occupational preference, choice, aspiration etc mostly involved graduates either from secondary schools or tertiary institutions (colleges of education, polytechnics, monotechnics, and universities.) but little is known of the likely motivation that would influence senior secondary school students concerning occupation and the world of work, little wonder then why most of them readily accept any job available irrespective of their interest, potentials, needs etc. after completing school. Presently, there is an assumption that secondary school students would prefer scientific oriented occupation (medicine and surgery, nursing, pharmacy, etc) than conventional –oriented occupation (book-keeping, agriculture etc), this is an issue because the type of occupation people engage upon determines many thing in that society, Sandra, (2002).

When an individual is stable, well-adjusted and satisfied in his or her preferred occupation, the society experiences less tension. This is because an individual's motives for preferring and

subsequently choosing a career directly or indirectly models his lifestyle and attitude thereby affecting his core-values, ethics and goal in the society, Synder, (2002). Another issue of note is the saying that environment influences people. It means that people who live in rural communities might think, act, or prefer differently from those who live in the urban areas. Does this assumption include secondary school students? Do students who live and attend school in the rural areas have different motives from those who live and attend school in the urban areas concerning preference for occupation? Daniel, (2003) added that educators, parents and other stakeholders in children education have a duty to educate the young people in an engaging and realistic format especially on issues concerning life-long occupation, rather than leave them to their own devices. Secondary school students (youths) are still in their formation stage when individual suppose to mature physically, mentally, socially, emotionally and intellectually. Some adolescents and young adults gradually mature with a sense of self-perception, identity and personality. Some do establish social norms and patterns of behavior through self-exploration and inter-relationship with peers. Results from the chain of events have led some adolescents in school to chart a responsible and responsive life-order, with ambitions job preferences. Others (without proper exposure to their potentials) have ended up more confused and frustrated concerning “who they are” and “what they want to be” in life. Some youth are tempted to behave that male are naturally better than female in everything. Such people have come to accept that the issue of gender gap is real and closing it will jeopardize distinction and compromise hard work (merit). A 2014 poll in the united kingdom found that more than half (54%) of people polled could not mention a female scientist even when scientists think (through research) that women would be better in sciences and science related profession than their male counterpart.

Today, young people (male and female) from different age range have different motivation for different needs. One of such need is the need to be successful in life through a given

vocation. There is a common conception that adolescents are fond of mentioning such occupations as medicine and surgery, law, engineering, e.t.c as first line of job preference, Sandra (2002). Educationists, psychologists and some parents seem to be worried, as they observe that most students do not make realistic job preferences. Some people argue that students between the ages of 0-12 get influenced by what others around them want or like. These early adolescents are still in their infancy stage of maturity; hence their likeness or dislike for occupation is in a state of flux. Those between the ages of 13-19years tend to be careful in their preferences for occupations because some of them are able to associate their future satisfaction, happiness and greatness of the type of type of job they would engage after schooling. Those students above 19years of age tend to show a greater understanding of who and what they intend to be. It is often observed that students in the rural areas are not pre-disposed to adequate information on occupation and the requisite requirements for even those ones they want to go into. All they are interested is just to choose any occupation.

Synder, (2002) revealed that some people do argue that students in the rural areas and students from the urban areas have a singular item that determine what they prefer to become in future and this is termed motivation. The issue of motivation for occupations, some people argue, differ for certain groups, sex age and location. Therefore, some parents say that the gender of a child constitutes a motivation towards occupational preference. Others also argue that students from the urban and rural areas have different indices of motivation for jobs. Whether all these views are tenable remain a matter concern in the academic domain.

It is important therefore to distinguish the type(s) of motivation that influence students of different age range to occupation and to find out the type of occupations they prefer. Moreso, it is important to find out whether there is a paradigm shift in the motivation for occupation by students who attend urban secondary schools and their counterparts in who attend schools in the

rural areas. It may still remain a matter of mental conjecture till a study of this nature is properly carried out.

## **1.2 Statement of problem**

Certain occupations have peculiar appeal to students of various ages, and gender irrespective of the environment (urban/rural) they attend school. This may be due to the motives or value orientation students attached to occupations. For instance while some people get attracted to the medical profession because of their dressing pattern with stethoscope around their neck, others prefer to be doctors just because of their passion to save lives (people-oriented value), others might prefer the same career because of the prestige the society attaches to it, as a leading profession that conveys leadership. Many students often prefer such occupation because they believe they possess the intellectual abilities (self-expression value) while others make the same preference based on the remuneration and good working condition, Daniel, (2003). There may be reasons why one occupation is preferred by students for different purposes irrespective of compatibility between their personal motive for occupation and sex, age and where they attended school. The reasons for this incongruence may be due to: age, sex of the students, the influence of parents, extrinsic-reward, and individual potential for self-expression and people-oriented job inclination.

Therefore proper understanding of students' preference pattern on occupation and their motives would assist psychologists and educational counselors on how to modify and guide the behavior of students properly for effective occupational preference. Thus the essence of this study is to find out whether age, sex, and school location influence students' motivation for occupational preference.

## **1.3 Objectives of the Study**

The objectives of this study include:

1. To find the influence of age on;
  - a. External influence as a motivation towards occupational preference.
  - b. Extrinsic – reward – oriented value.
  - c. Self-expression value
  - d. People-oriented value.
2. To find the influence of male and female gender (sex) on;
  - a. External influence
  - b. Extrinsic-reward oriented valued
  - c. Self-expression
  - d. People-oriented value
3. To find the influence on school location (rural/urban) and
  - a. External influence.
  - b. Extrinsic reward value
  - c. People oriented value.
  - d. Self-expression value as motivation for occupational preference.

#### **1.4 Research Questions**

The following research questions were formulated to guide the study in finding out whether age, sex and school location have relationship with motivation for occupational preference:

1. Is there any difference in motivation for occupational preference between students of different age?
2. Is there any difference in motivation for occupational preference between male and female gender.
3. Is there any difference in motivation for occupational preference between students urban location and those from rural location.



## 1.5 Hypotheses

To answer these research questions, twelve (12) null hypotheses were formulated. That is, for each research question, four (4) corresponding hypotheses were formulated for testing.

Hypothesis 1: There is no significant age difference on external influence as a motivation for occupational influence.

Hypothesis 2: There is no significant age difference on extrinsic-reward value as a motivation for occupational preference.

Hypothesis 3: There is no significant age difference on self expression orientation value as a motivation for occupational preference.

Hypothesis 4: There is no significant age difference in people- oriented value as a motivation for occupational preference.

Hypothesis 5: There is no significant difference on external influence as a motivation for occupational preference between student from urban and rural schools.

Hypothesis 6: There is no significant difference on extrinsic reward value as a motivation for occupational preferences between students from urban and rural schools.

Hypothesis 7: There is no significant difference on self expression value as a motivation for occupational preference between students from urban and rural schools.

Hypothesis 8: There is no significant difference in people oriented value as a motivation for occupational preference between students from urban and rural schools.

Hypothesis 9: There is no significant gender difference on external influence as a motivation for occupational preferences.

Hypothesis 10: There is no significant gender difference on extrinsic-reward value as a motivation for occupational preference.

Hypothesis 11: There is no significant gender difference on self expression value as a motivator for occupational preference.

Hypothesis 12: There is no significant gender difference on people oriented value as a motivation for occupational preference.

## **1.6 Basic Assumptions**

In undertaking this research certain assumption were made to guide the researcher.

- a. Age is a major factor in most decision making especially when it involves a life-long endeavour such as occupation, marriage e.t.c.. Age is a function of time, experience, intellectual and personal development. Therefore a student in the fantasy age (0-11) will differ in his or her job preference from another student in the realistic age or stage.

Ginzberg and his associates observed that occupational or career preference is a developmental process that is determined by four factors, namely, individual values (value-orientation), emotional factors, education and the impact or influence of one's environment.

- b. An individual's environment (rural/urban) have significant influence on one's motivation, and subsequent occupational preference. Therefore students in the urban secondary schools are predisposed to various occupations and career information than their counterparts who attend schools in the rural area.
- c. Male gender (student) would likely prefer jobs with high extrinsic reward value while female students are motivated to prefer occupations having people-oriented values such as teaching, nursing.

## **1.7 Significance of the Study**

Findings of the study shall benefit senior secondary school students because it will highlight those psychological (needs, interest, aptitude, intelligence e.t.c) and non psychological (culture, family e.t.c) factors that should be considered before or during occupational preference. Such factors serve as motivators towards one's satisfaction and productivity in the world of work.

Teachers may use the test instrument of this study as a measure of self-evaluation for students in relation to preferring or choosing an occupation. Government and educational planners would find the result of this study useful on curriculum planning because the motivation pattern of students would be clearer.

Educationists and guidance counselors could use the motivation for occupational preference scale instrument to administer annual test to students with a view to cross-checking the changes (if any) in their motivation for jobs as they (students) progress from SS I to SS II and SS II such findings could assist career counselors on a better approach for guidance and counseling.

### **1.8 Scope and Delimitation**

Although many researchers focus their studies on the academic achievement, socio-economic status etc, this study is limited to the three age groups of senior secondary schools as suggested by Ginzberg. This includes senior secondary school student's age between 0-11yrs (period of fantasy stage), 11-18yrs (period of tentative preference), 19 through adulthood (period of realistic stage).

The scope is limited to senior secondary school students schooling in the rural communities and those attending school in the urban area. Students from the junior secondary schools are excluded because they have limited or no preference concerning occupation and the world of work. They are mostly in their fantasy period of reasoning.

Anything that catches their fancy is a good preference today, the following day it may change to a different vocational preference. Denga (1983) opined that their awareness and preference for occupation is in a state of constant flux.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

## **2.1 Introduction**

This chapter comprises of a review of related literature on the concept and theories of motivation, Occupational preference, theories of career development, some motivation variables influencing occupational preference, factors influencing career development, some Occupations available in Nigeria, and empirical review of occupational preference among Nigerian youth. Also included is the influence of age, sex, school location and motivation for occupations as well as the implications of some of the theories for psychologists and counselors. A summary of the chapter is included.

## **2.2 Conceptual Framework**

The concept that were used to support this study include the concept of motivation, occupation, needs, psychological and non-physiological factors, economic and chance factors e.t.c

### **2.2.1 Concept of Motivation**

Motivation is a term derived from a Latin word “movere” which means “to move” to action, from the above, it could be deduced therefore, “as that which moves a person to action”. Occupational motivation is a psychological and counseling concept that links personality, interest, values and socio-economic background of an individual with his/her level of need. Career motivation is that tendency to strive for success through one’s preference or choice of occupation.

Motivation is the process through which individuals are driven to increase their action or performance either by internal (intrinsic) or external (extrinsic) factors. The issues of motivation of students in education and the impact on career are considered as an important aspect of effective learning. Intrinsic motivation is said to be derived internally in task itself. It is that which occurs while a person is performing an activity in which he takes delight and satisfaction

in doing. Tella, (2007) confirmed that intrinsic motivation is seen as internal reward, while extrinsic motivation is incentive or reward that a person can enjoy after he finishes his work.

Sram (2003) postulated that career motivation is caused and developed by individuals' need, interest, characters and social determinants. This shows that, an individual's interest is determined by his/her type of psychological and non-psychological factors. She thus asserted that, value orientation significantly shapes the career development and professional expectances. Leuweke, Hobbins, Sawyer and Savland (2004) viewed that, many students rely heavily on their interests and reward when making college and career choices. They also posed that smotiveat, motives develop and relate to academic achievement and prepare for the student's careers. They further stressed that, students make more career plans if they receive individualized and accurate feedback about their motives and academic achievements. Michael and Brown (2007) also pointed that, motives or interest has been cited as an important concept in the careers of adolescents.

Joining the two terms together (career and motivation), Denga (1990) opined career motivation to mean the general and specific welfare properties of career that arouse and energize individuals towards accepting one profession over another. While some people could be motivated by the well-ironed army uniform, other might prefer wearing the white-overall while working in the laboratory with tools. This made Denga (1990) to assert thus "A person's life style, choice of friends, mode of dressing, spending habit, mobility and achievement of material wealth are influenced to a great extent by the career the person is engaged.

Obe (2009) added that career motivation finds expression in the following:

1. **Occupational attraction:** - Either the uniform or working tools of doctors, soldiers, nurses, police, accountants, pilots, engineers to the career.

2. **Academic qualification:** - Possessing the required academic qualification gives one the belief in one's ability to succeed, thereby making a preference.
3. Parental and peer influence.
4. Wages and influence of remuneration and benefit.
5. Condition of service and welfare
6. **Gender:** - Female readily prefer teaching, nursing, sewing, hair-dressing while engineering, driving, piloting etc are seen as male career (domain)
7. **Personality:** - Introverted and extroverted personality are motivated differently towards career.

### **2.2.2 Concept of Occupation (career and job)**

Occupation: This simply implies an individual's means of livelihood or an individual's source of earning a living-which include job, employment, business, trade etc. Denga (1990) conceive occupation as any kind of work which an individual engages at any particular time to earn a living George (1997) observe that occupation is the work one regularly does to earn a living and it may not necessarily require training as in the case of career.

Career as a concept is a lifelong process. It is an occupation/profession or an employment which provides an individual to regularly earn a living. Hidi & Hrackiewicz (2003) defined the term career as an individual's life long sequence of work as well as his educational leisure experiences. Kolo (1999) explained that a person's career includes the work he does even as a hobby. This shows that, an individual's involvement in daily activities are part and parcel of his occupation.

Similarly, the pattern of occupational preference among the motivated and unmotivated youth in Nigeria could serve as a source of information to government in National Planning (for youth), youth orientation and mobilization as well as assist parents offer appropriate assistance to

their children's educational career life. These days, "people no longer take career decisions based on hear-say and fame of others rather the issue of individual difference phenomenon, temperament and personality of such individual should be considered (Alhassan, 2004). The career any youth prefers could add value to his personal advancement especially when one derives inner joy and satisfaction in performing such job. To choose from the endless pool of vocation in the world of career, psychologists propounded some theories that could assist individuals in occupational preference. Vocational theorists such as Ginsberg, super, Roe, Holland, Tyler, Tiedemann and O'Hara are well known names in career guidance enterprise. However, Reeve (2002) opined that the level of one's socio-economic status and the extent of motivation could make or mar his/her occupational preference.

Obe (2009) and Egbula (2007) conceive career as a variety of work and non work situations which usually span throughout the entire life of the individual. Career relates to a pattern of decision, transaction and adjustment which affects one's role in work, education, family, community development. Denga (1990) news career as embracing a sequence of positions, jobs, or occupation which an individual holds during his life span.

Maisamari (2005) defines career as "a totality of varied and accumulated experiences and proceedings, including and extending beyond an individual's engagement in a specific job. Onyejiaku (1991) observed that career should be conceived within the confines of what one has been trained for, enlightened upon, competent and engaged in, in order to earn a living. Onyejiaku (1991) added that factors such as parental background, society and gender influence career. Denga (2003) explains that since many parents harbor the idea of what they want their wards to become in life, the challenge of how to motivate the children (students), what to motivate them for, information on the world of work, prospects and risks of available career become necessary.



Career can be influenced by both intrinsic and extrinsic factors such as those variables considered in the present study. In the context of this study, motivational variables are the extrinsic variables that are not within the students themselves (intrinsic) that can drive or encourage them to learn about the different career in the world of work with a view to preferring certain career over others. For instance, in their spate theories on motivation, Solomon, Nwamud & Okorafor (2010) variously referred to some of the variables indentified in the present study as those that can influence individuals to perform either positively or negatively. The extent to which these variables can predict or influence career in one of the major concerns of this study. Individual students have vary levels of psychological needs that do exert much influence on their performance and determine the degree of their involvement in classroom activities.

### **2.2.3 Some Career Motivation Variables Influencing Occupational Preference:**

Career motivation variables include the following according to Bakare 1977).

- i. **Self-expression values:** - Respondents who emphasize these values tend to view work primarily as an end in itself with its own in-built satisfaction and as an opportunity for expressing one's talent or creative potentials. Such students show fondness for school, show originality and creativity, use hands in doing things.
- ii. **People-oriented values:-** This category consist of reasons dealing with the opportunity which the preferred job offers; for coming into contact and interacting with people rather than with things. Respondents who emphasize these values tend to view work largely as a means of obtaining the satisfaction to be derived from interpersonal relationship. Students with these values tend to ask for a chance to occupy leadership positions, to serve others, to assist the less fortunate and the deprived people.
- iii. **External influence:-** The reasons for students motivation towards preferring a career due to external influence. Respondents who score in this category are influenced by other

people's standards and reasons for liking the occupation without necessarily having thought about the prospect and conditions of such occupation. Students who score high on this section need some guidance in clarifying their motives further, such students might be influenced by parents, teachers, peers, media (radio, television, internet, newspaper, books etc.)

**iv. Extrinsic reward-oriented values:-** The reasons for career motivation towards occupation prefer has to do with outward advantages or material benefits which can be derived from the preferred occupation. Respondents usually emphasize the values that tend to viewed occupation in instrumental terms. Emphasis is on the ability to obtain good salary, attractive working environment and conditions (short working hours, number of holidays, allowances, casual and annual leave conditions housing, health, transport, education of children etc). Respondents also strongly consider the stability and security of the occupation as well as the social status attached.

It is a truism that the level in which students are motivated either by their parents or teachers are different, and they, to a very large extent, go a long way in influencing them in their learning and, consequently, career preference vis-à-vis is examination performance. There is an intimate relationship between the performance of a worker and competence, as well as his needs. The extent to which ability can be translated or elevated into performance depends on how well the incentives provided by the organization satisfy these needs.

Ladan, Dantani, Ayis and Adamu (2009) view motivation literally as the process of arousing movement in the organism a process by which the internal energies of a learner are aroused and directed towards various goals in his environment. According to Okubanjo (2009), motivation is an important construct which indicates those motives that propel and sustain person's action and focus, resulting in a pattern of behavior.

## **2.2.4 Relevance of Career Motivation to Occupational Preference.**

Landan, Dantani, Ayis and Adamu (2009) outlined the following as relevance of motivation towards career need.

- i) Career motivation energizes and sustains behavior.
- ii) Career motivation directs, regulates and fuel actions towards goals (preference) in the world of work.
- iii) It is purposeful and made behaviors to persist. It enhances the selectivity of behavior and makes it systematic to meet set goals.

## **2.3 Factors Influencing Career Development**

There are both psychological and non-psychological factors. According to Koki (2009) in Sherter & AStone (1980) these factors are referred to as forces which influence the career development of one to engage in a specific vocation. Prominent among them are;

- a. The psychological factors (personality, interest, intelligence, needs and aptitude).
- b. The non-psychological factors (family, schooling, culture, socio-economic; background; and chance factor).

### **a. The Psychological factors**

#### **i. Personality:**

Douglas (2008) view personality as deeply ingrained and relatively enduring patterns of thought, feeling and behavior. It usually refers to unique characters that distinguish one from other individuals. Personality can therefore be identified as one of the major factors that determine career preference. Different vocations demand different personality traits. It is assumed that differences in personality structure cause individuals to develop certain needs which they seek to satisfy through occupational preferences.

People differ in their personality traits. For example, one may prefer to work in people oriented environments while, another may prefer to work with objects. As people differ in their behaviours, same also applies to occupational dispositions required from being successful in them. Thus, Holland (1966, 1972, 1973) in his typology theory asserted that, the relationship between personality and occupations are so pronounced. He classified six occupational groups according to personality types and theorized that, the choice of an occupation an expression of personality, the characteristics of which would cope with a particular type of environment. He is of the view that, members of a vocation would have similar personality traits and would react the same way to problems and situations. He further opined that, a person's peers type determine the primary direction of his vocational choice and development.

## **ii. Intelligence**

Douglas (2008) referred to intelligence as a general mental capacity to reason, solve problem, think abstractly, learn and understand new material and profit from past experience. It is certain that a wide range of intelligence is represented in various occupations. Thus, it remains a significant factor because the vocation an individual decided to engage in presents a good challenge to his intellectual ability. Some jobs can accommodate a broader range of intelligence than others while some are so demanding that are less demanding can bore the highly talented while giving satisfaction to the less gifted. All things being equal, most people choose jobs according to their intellectual abilities. Mostly this is ensured by employers though the devising of test and non-test techniques to select only individual whose performance is capable of giving the desired outcome.

## **iii. Interest**

Interest also helps to determine occupational satisfaction and success. Adolescents' interest are different, some like to work with people, while some with objects. Interest develops due to

some various reasons/circumstance as had been analyzed by theories such as Holland (1959). Writers like Wimberly & Noeth (2004) Tracy & Hofses (2005) Michael & Brown (2007) described that, consistent interest in career leads to ultimate job satisfaction. Similarly, Pelletier, & Fortier (2007) postulated that interests are of importance in vocational planning because adolescents' in particular have similar characteristics that differentiate them from others. It is therefore reasonable to assume that youths (students) are most likely to engage in jobs which they will enjoy and find interest in.

#### **iv. Needs**

People needs are strongly associated with their occupational preferences. They experience different needs at varying degrees. For example Aliyu (2006) postulated that people may be preoccupied with primary needs such as food, clothing and shelter (physiological) while others may be more concerned with higher order needs such as self-esteem and self-actualization. Thus, the need hierarchies influence the selection of vocation. Therefore, some people may take a job because of material rewards while other may do so because of the beautiful environment or the opportunity it offer for making the best of their talents.

In a nutshell, the need factor simply stressed the importance of desires and want that stimulate the individual to prefer one occupation to others. Hence, students needs determine their interests in the variety of career that they want to engage in. similarly, Happock (1967) came up with a number of reasons concerning the need factor among which is that “occupations are chosen to meet needs and that the occupation one finally chooses is the one that he feels will best meet his needs”.

#### **v. Aptitude**

One of the most important psychological factors as was explained by Michael & Brown (2007) is the aptitude, which they described as the natural ability or skills an individual exhibits

especially in learning. In the same vein, Natalie (2006) posted that, adolescent's occupational choice is influenced by many factors including personal aptitude. A person's aptitude therefore enables him to engage in a particular job where he can best exercise his expertise.

**b. The Non-Psychological factors**

Culture, as defined by Douglas (2008) is referred to as the patterns of behavior and thinking that people living in a social group learn, create and share. Thus, it plays a vital role in a students' life. It also has a definite influence on his occupational interests. In some societies, for instance, as Gambari (1987) explained, some specific occupations such as wine tapping are culturally forbidden to females. Similarly, it is also culturally prohibited in Hausa culture for males to cook and sell foods, because it is particularly a domestic role of their female counterparts, Koki, (2009, p.20).

**ii) Family**

Many theorists strongly consider family as the first institution of the individual which plays a vital role in influencing his vocational development. According to Hidi and Haracklegiez (2000), early human developmental skills take place largely within the context of the family. Parental influence on one's academic and occupational interest had received great attention with regards to vocational literature. Roe (1967) and Holland (1973) strongly emphasized that an individual's parental background and nurturing style are major determinant factors that influence his future vocation.

**iii) Schooling**

After the family, the school serves as the second institution. Thus, Gambari (1987) asserted that, the school appears to be the second most important socialization agents after the family. Similarly, Baso (2002) postulated that, learning at school is a continuation of the process which begins at home. This is because a child generally gets enrolled into an educational education

institution mostly at a very tender age and as such, it happens to substitute the family's position. Gambari (1987) asserted that it enables individuals to develop an insight into their strength and weaknesses which will later help them to develop ideas about who they are and what they would like to be.

#### **iv) The Chance Factor**

An individual can stumble upon occupations. Crites (1969) stated that engaging into a job by chance or accident means that one did not intend to do so. Choice came about as a result of unplanned circumstances or events. For example, the unexpected inheritance of a large sum of money or outbreak of an epidemic can put one to a certain occupation accidentally.

#### **v) Economic factors**

Economic considerations may affect one's vocational choice. An example is like high salary. To Crites (1969) the importance of economic factors in occupations is that, it serves as a determinant that assists one to choose the occupations which he reasons will bring him the greatest net advantage. Hence many occupations are highly rewarded while others are not.

### **2.4 Theoretical Framework**

A theory is a set of facts, propositions, or principles analyzed in their relations to one another and used to explain a given phenomenon. Having this in mind, theoretical framework refers to those sets of research principles or facts that could assist individuals in their preferences for occupations. Among such theories include the needs theory of motivation by Maslow, Aldefer's ERG and McClelland needs theory of motivation, development theories of Holland's theory of Person-Environment Fit, Roe's theory of occupational choice, Ginsberg's career theory, Super's career development theory, Cognitive theory etc.

#### **2.4.1 Needs Theory of Motivation**

According to Arnold (2010) there are three (3) components of motivation; direction, effort and persistence. He revealed that, direction points to what a person is trying to do, the effort points to how hard a person is trying, the persistence points to how long a person is trying, the persistence points to how long a person keeps on trying.

**a. Maslow Needs Theory of Motivation**

Abraham Maslow propounded the hierarchy of needs to include physiological, safety, social, esteem and self fulfillment. Maslow observed that if the lower needs are satisfied, the person transits smoothly to higher needs. Maslow opined that different people have priorities. This reveals that people think differently and the motivation towards satisfying those needs differ significantly from person to person among adolescence youth – Denga (2001). The common area of interest is that in every need situation, higher-order needs provide motivation while unsatisfied needs provoke behavioural shift.

**b. Alderfer's ERG Needs Theory of Motivation**

Alderfer conceive content or need theory of motivation as that subjective state of satisfaction and desire. Alderfer identified three categories of human needs to include Existence needs: need for material and energy exchange, Relatedness needs: this has to do with transactions with human environment, process of sharing or mutability. Growth needs which enhances people to make creative productive effort for themselves.

**c. McClelland's needs theory of motivation**

McClelland's needs theory of motivation identifies three important human needs that motivate people towards career preference or performance. The needs are achievement, affiliation and fame or recognition. McClelland's needs theory of motivation is specifically



based on studies of managers but the affiliation aspect reflects human need for warm, friendly relationship with others and career choices.

Abraham Maslow is the only motivation psychologist among the three that arranged human needs according to their order of importance. However, all the three motivation experts (Maslow, Arnold and McClelland) consider that “quality motivation is pretty hard to achieve by most people. Arnold (2010) explained “one has to consider the numerous elements that one must uphold when thinking of motivating another person. You have to bear in mind the actual preference of another person which will make the individual happy, satisfied and fulfilled”.

Holland’s theory of Person –Environment-Fit or career typology

The emphasis is on the personality expression of the individual as a complimentary environment for a preference or choice for an occupation.

### **Roe’s Psychoanalytic Theory of Occupational Choice**

Early childhood experiences are influential to one’s occupational preference. Roe is of the opinion that Parent-Child relationship is another important influence in a child’s preference for an occupation. This assertion is in agreement with the observation of Jeynes (2004) and Kolo (1992) who confirmed that the closer a parent is to his or her child makes the child more likely to accept the parent’s opinion on the issues of life including career preference. Roe mentioned Emotional concentration as the basis of over-protection and over-demanding by parents who recommend to their children the type of occupation they should go into in the world of work. For children who come from a loving and casual home, there is acceptance of parental career recommendations but there could be avoidance of those recommendations due to emotional and physical neglect they encounter at home (Roe, 1956). To Roe, (1956) a child is likely to prefer certain occupations based on the psychological climate at home.

### **Super’s Theory of Career Development.**

There are five stages in Super's developmental theory on career including the Growth stage, where the physical and psychological development of an individual lead to attitudinal and behavioural expressions. This stage gives initial self-concepts of the child on preferences and dislikes. Exploration stage is when the child is in school and has the chance to explore available occupations in the world of work. Issues like full-time job, part-time, contract job and conditions of work environment are also explored. This is the stage Ginzberg refers to as Realistic era. The third stage is the Establishment stage, the child creates a mental field of occupations he or she would like to be trained for. The individual gets engaged in the occupation. Maintenance stage is the fourth stage, which is the continuation and reinforcement of the occupations previously preferred. The final stage is the Engagement stage where the individual is preparing for retirement as his /her strength slows down gradually.

### **Ginsbergs Career Development Theory**

Developmental theories (including Ginzberg) tend to examine the antecedent factors that precede one's preferences or choice. It shows that people grow and change over time concerning their views on occupations and self-perception. Time (which reflects the age of an individual) environment combine with other factors to determine one's perspective on job preferences.

Ginzberg, Ginsburg, Axelrods, and Herman (a team composed of a psychologist, sociologist, economist, and a psychiatrist respectively) were early leaders of career speculators as a developmental process towards one's occupational preference/choice. Ginzberg's theory is based on the belief that each person selects a particular occupation NOT through chance but through a developing a pattern of activities/behaviours that are largely irreversible which take place throughout the stages of a child's life. The stages in the learning process of a child also determine his/her occupational preference. Ginzbergs and associates view the process of career decision-making to be composed of three distinct parts; namely, s

The Period of Fantasy (0—11) years,

The Period of Tentative Choices (11—18) years,

The Period of Realistic Choices (18—through adulthood).

Careful considerations of the periods above coincide with the Latency, Adolescent and Adulthood periods of life respectively.

### **The Fantasy Period (0—11) years.**

Children at this stage think of occupations on the basis what catches their fancy (what they see or hear) irrespective of the potentials, personality, parents' opinion, age or environment. Their preferences are usually unrealistic and relate to the fantasy of being an adult. Often, a child might say "I want to be a lawyer in futures", only to change when he sees a doctor on his white – overall with a dangling stethoscope, then he/she exclaims "Daddy, I will be a doctor when I complete my school. At another time the same child would prefer to be a Computer operator". Denga (1997) opined therefore that "Children at the fantasy age are indecisive in opinions and their preference for occupations is in a state of flux"

### **The Tentative Period (11—18) years**

This is the adolescent age where an individual could identify certain career, his personality, age, environments and Needs. Though the child may not be fully matured for certain jobs nor acquired the requisite training for the occupations yet he/she is aware of his abilities, needs, educational qualifications and other peculiarities. Some adolescents consider themselves as having the attributes that would make them fit into their preferred area of occupation hence their justification for career preference. The tentative ages is of four stages, namely; the Interest stage (the adolescent makes preference in relation to his/her interest); the Capacity stage (where the individual becomes more aware of the necessity to be realistic in considering any occupation); the Value stage (which is characterized by adolescent's attempt to find a

comfortable and suitable place for himself/herself in the society); the Transition stage (where the adolescent approaches the end of his/her post-primary education or University where he must look forward to work or further his education).

### **The Realistic Period (18—throughout adulthood)**

Shertzer and Stone, (1971) gave three basic considerations concerning this period but Ginsberg divided tentative period into three distinct periods namely, the exploration stage, the crystallization stage, the specification stage. At the Exploration, the individual tries to acquire the experiences relevant to his /her preferred field of career. The Crystallization stage according to Aliyu (2007) corresponds with the time the young adult is able consider the various factors influencing the occupation of their choice. The individual does this due to prevailing economic, social and other needs. At the Specification stage, the individual becomes firmly specific on the occupation he wants to prefer.

From the foregoing, Ginszberg believes that the process of occupational preference is not limited to the period of adolescent rather it is likely to occur throughout individual's working life with changes in goals or work situations requiring decision-making and remaking. Secondly, Occupational preference is a process that remains open as long as one makes decision about career. Individual's occupational choice and working life are co-terminus.

Secondly, decisions made about jobs are individual's attempt to optimize the fit-between personal priority needs the work opportunities and the constrain that occur. The job preferences made during the preparatory periods (during schooling) model and shape realistic occupation al preferences

### **Important lessons from Ginszberg's theory of career development include:**

- a) Occupational preference or career choice is a developmental process which starts from childhood;

- b) Career satisfaction is dependent on the degree to which the career is congruent with self-perception;
- c) People develop occupational stereotypes that guide them in the selection process.

#### **i. Features of Career Motivation**

Aliyu (2006) argued that the complexity of career motivation and its numerous dimensions form the basic feature in the concept of motivation. Indeed, should we compare motivation with other psychological techniques, Daniel (2003) observed that it is one of the few psychological techniques (method) through which youth and adults could be encouraged to achieve their optimum goals in any given career domain. Psychologists are so concerned on how human behaviours could be identified, analyzed, explained, predicted, modified and controlled with a view to satisfying human needs. The homeostatic theorists claim there are biological needs to be satisfied the Hedonism psychologists point that human beings only engage in behaviours or tasks that will bring them pleasure and fame. The behaviourists' psychologists observe that human behaviours are the functions of their needs. Murkerjee (2003) added that information, action standard as well as the personality of the learner combine to determine the probability of career (preference) from incongruity to congruity.

The extrinsic motivation theorists are of the view that reward reinforces the S-R bond behavior repertoire of individuals. This is further supported by the result of Thorndike experiment of a cat in a puzzle box. But the problem with extrinsic motivation theorists is differences noticed in two individuals learners who are impartially motivated towards a set (career), yet one is more inclined to attain the goal (vocation) than the other that is the reason, Abraham Maslow actually approach motivation in terms of human needs, because the career need of one person may not be a priority need of another student.

#### **2.4.2 Theories of occupational preference**

Srebalus (1982) defined occupation preference (career developmental theory) as a conceptual system that identifies, describes and interrelates important factors affecting life-long human involvement with work, the Tella (2007), career developmental theory tends to be multidisciplinary, combining psychological, sociological and even economic ideas and terms. They further enlightened that:

No single theory of career development is comprehensive, we need to recognize and be aware of any theory's strengths, weakness and inherent biases. Theory works best when it is integrated into our personal styles and in accordance with a client's unique situation and need. Using and in accordance with a client's means pulling from a combination of career development theories and strategies. P.30.

### **Non-Psychological Vocation Theories**

The theories believe that entries into different occupations are determined purely by environmental factors. This implies that, individuals have little or no control those factors that influence their career decision. This is why Peterson & Nisenholtz (1992) asserted that many individuals, rather than going through some neat, orderly system of careers, go through those which they have little control. These theories include:

#### **1. Accidental Theory and Situational Based Theory**

These theories emphasized on individual engaging into an occupation by the particular situation which he finds himself in. For instance many people had been forced into a military force during the wards of as health assistant during epidemics.

The theorists here explained in a simple manner how a layman would react to a question like: “how did you happen to become what you are?” he answers could be: “it was just by chance” or “it was an accident”. What he means by “accident” or “chance” is that he did not deliberately intend to engage into his present occupation, circumstance just brought it about. This therefore clearly shows that a person’s occupational choice is determined by an unplanned exposure to powerful stimulus. This is why Kolo (1999) explained it as a person getting into a job accident. Similarly, Sambo (2008) stressed that, one may stumble into an appropriated occupation by sheer luck, but the accurate information, interests, values, feelings, fears, likes and dislike are all essential.

## **2. The Economic Theory**

Various occupations in the economy have variations in the numbers of workers that engage in them. Classically economic theorists like Crites (1969) tried to explain that, some occupations are heavily populated than others. Thus, they believed that people normally seek “net advantages” from occupation before making career choices. These theorists also postulated that, after weighing all the merits and demerits, people would naturally pick on those occupations which present the greatest advantage in the form of wages.

## **3. Sociological theories**

Fuandia (2005) referred the home as a sociological institution to be the first point of contact of a child with the wider world. A student starts to learn at home before any kind of exposure. Thus, the home has always played this important, crucial and unique role in socialization. It is here that the foundation for the child’s future education is laid. Hence, the family cohesion is a positive predictor of mastery performance and goals orientation.

Becker (1964) similarly opined that, each pattern of parental behavior is significant for the personality development of the child. The home, therefore, has been found to play an important

role in school success. For instance, many a times, children imitate what they see their parents do. Thus, according to Becker (1964) the psychological atmosphere of the home, social class and parents' attitudes has been cited as some of the variables that influence career choice. It therefore, appears that, children who enjoy emotional stability at home, gain intellectual power, while those who are criticized or dominated do not well. He further stressed that the family shares the joys and pleasure of one another. He concluded by explaining that, when a good fortune emerges the way of a member, the whole family rallies around him/her in celebration.

Friend & Haggard (1948) and Roe (1957) have also suggested that the family plays a fundamental part in sharing vocational choice. Among the socio-economic factors and according to some writers like Otto (2000) & Jeffery 2004 the individuals' social class consciousness and the identification they develop with the groups of which they are members are directly related to the vocations they set for themselves.

A student's socio-economic environment therefore, plays a vital role in his career choice and development. In other words, the economic and social positions of home affect the vocational goals the students.

Culture as defined by Hornby (1995) is: "Art, Literature, music and other intellectual expressions of a part of society or time." In this sense, culture may be seen as setting the patterns and limits for the accepted behavior within any society. The broad cultural environment, in which a person is raised therefore, has direct effect upon his/her specific vocational decisions such as choice of high social-curriculum. This can have a lot of influence upon his freedom to choose an occupation.

Several sub-cultures exist within a culture which impinges upon vocational decision making. An individual learns in his sub-culture that certain kinds of jobs are more desirable others, while there are some which are even prohibited. Furthermore, through the community, an



individual relates daily and gathers experiences within it, which will enable him/her occupational choice. Peer groups as part of the community and close associates; have also often been found to be of profound influence upon vocational choice.

The school is also an effective means of socialization and vocationalization. According to Frony & Guido BiDrito (1998) the school is referred to as a place where student develop their identities. A person is able to acquire a system of values directly influence his vocational choice. For example, secondary school student many a times to facilitate their decision making, while the educational system on the other hand influences their occupational choices by limited their field of study. This indicates that school counseling services including other values transmitted and time schedules set by the school organization have great impact in determining the students' vocational preferences.

### **Trait Approach**

“Trait” approach is the oldest and the most commonly quoted theory of vocational choice. This was presented by Hewer (1963) who believed that an individual can be understood by his behavior manifestations. According to this theory, an individual could be labeled as cold, warm, loving, hostile, extraverted or introverted. When an individual possesses a trait which is compatible with the demand of an occupation, he is encouraged to enter into that occupational field. The theory suggests that the individual selects an occupation fitted to his personal characteristics with various job requirements. A job compatible with a person's abilities, aptitudes and interests, leads his to occupational adjustment and job satisfaction.

Koki (2009) in Banny and Wolf (1962) criticized the above theory on the ground that it is out-moded and that it does not take into account the developmental aspects of vocational choice nor the motivation dynamics underlying occupational preferences themselves.

The trait theory in fact overemphasized individual differences and the use of psychological tests. In addition, it demands extensive occupational information for appropriate vocational choice. And the availability of reliable occupational information is rare in Nigerian Secondary Schools. The theory had however led the test constructors to develop several psychological tests of abilities, aptitudes and interests except motivation.

### **Development Approach**

Ginsberg (1951), super (1953), Tiedeman (1963) disagreed with the idea of isolated vocational choices and suggested the developmental patterns in occupational preferences. They presented different stages of occupational development. In his work, super (1953) found that in expressing a vocational preference, a person just put into occupational terminology his idea of the kind he is. In entering an occupation, an individual seeks to implement a concept of him and in getting established in the occupation, he achieves self-actualization. The occupation, super, work-satisfaction and life-satisfaction depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values. Super suggested five phases of occupational development and they are: growth, exploration, establishment, maintenance and decline. Super's theory had been criticized as being too general and vague to provide a sound basis for deriving testable hypotheses to generate significant research efforts. However, Njumogu (2005) results supported super's concept as he found that the psychological protocols of 25 persons who chose teaching as a vocation, showed a relationship between a subject's motivational privileges and his socio economic background as a banker, doctor, pharmacist, an engineer etc.

Ginsberg (1951), and his associates based their theory on the belief that each individual selects a particular occupation not through chance but through developing patterns of activities

that are largely irreversible and take place through all the formative years of a child's life. They see the process of occupational decision making as being divided into three distinct phases:

- The period of fantasy choice,
- The period of tentative choice, and
- The period of realistic choice

A theory explained that the first phase concedes latency period, between the ages of six and eleven; the second, with early and late adolescence; and the third, with early adulthood. The period of tentative choice progresses through the interest stage, the capacity stage, the value stage and the transition stage which is the end of high school. The realistic period is also divided into exploration stage, crystallization stage and specification state in which the alternatives are viewed with respect to a field of specialization and to particular career objectives.

There is little research evidence to support the major premises of Ginsberg's theory. In Nigeria, just like in many developing nations, occupational preference is often left to "chance" or even "luck" and any easiest opportunity. Thus less importance is given to the individual's intrinsic and extrinsic motivation, socio-economic background and personal preference. Therefore, between personality and job preference, Aliyu (2006) argued that there is a missing link which is motivation.

The above discussion shows that vocational preference should be considered on a multidimensional basis. All the theorists tend to agree that occupational choices during adolescent are tentative and sometimes non-specific in nature. Thus it should be considered as career preference. The reasons for this tendency are many and varied.

### **Holland's Career Typology Theory:**

This is an off-shoot of the trait factor theory. Like trait factor approach, Holland's (1973) career typology focused on individual characteristics and occupational tasks. His theory expended the concept of personality types and posed that:

Personality fall into six broad categories: realistic, investigative, artistic, social, enterprising and conventional, (often referred to as RIASEC).

Table 1

| <b>PERSONALITY TYPE</b>            | <b>OCCUPATIONAL ENVIROMENT</b>                                 | <b>PROFESSION</b> |
|------------------------------------|--|-------------------|
| <b>The realistic</b>               | Plane mechanic, radio operator, tool designer and electricians | Aviation          |
| <b>The social</b>                  | Clinical psychologists, counselors, school teacher, nurses     | Social scientists |
| <b>The intellectual/ Scientist</b> | Astronomer, biologist, doctor                                  | Physicist         |
| <b>The conventional</b>            | Bookkeeper, statisticians, analyst                             | Accountant        |
| <b>The enterprising</b>            | Buyers, salesman, speculators                                  | Sale manager      |
| <b>The artistic</b>                | Art dealer, author, composer                                   | Musician          |

*Source: Chauhan S.S. (1978) Advanced Educational Psychology*

He postulated that, since these personalities are attached to certain jobs, the work environment then reflect the personalities are personalities and can also be clustered in the six similar populations. He further explained that, although each individual is made up six types, one type is usually dominant and personalities can be matched with similar combination of work environments. However, he emphasized that the closer the match of personality to a job, the greater the satisfaction.

Since the preference of occupations are expression of personalities, the character trait and types of environment, member of various vocations are expected to have similar personality traits and would also react the same way to problems and situations. As a result, it can be viewed that, adolescents' peer groups being close associates, determine the primary direction of their occupational development in terms of career preferences and choices. According to Holland, each personality type seeks out and is attracted by environments that give satisfaction to needs

associated with that personality type. This researcher is interested in examining the influence of career motivation, socio-economic background and occupational preference in the context of Holland's theory in Nigeria secondary schools in Akwa-Ibom State.

### **Critics of Holland's theory**

Garkuff, and Anderson (1967) pointed out that Holland's frame work does not meet the criteria of a true "theory". The theory also does not make mention of other factors that can influence vocational choice. While the theory seems mechanical, the personality types are more dynamic. Isaccson (1960) is also of the opinion that Holland's theory of vocational preference oversimplifies the process of vocational development.

### **Donald Super's Self Concept Theory**

Super (1953) believed that, humans are anything but static and that personal change is continuous. His life-span theory is a very comprehensive developmental model that attempts to account for the various important influences of a person's roles and various stages in life.

Some of the main tenets of this theory are that all people have their potentials and that, skills and talents which are developed through different life roles and experiences enable people to engage in verity of tasks and many different occupations. He indicated that, in making a occupational preference, people express themselves and develop self-knowledge is the key to both career choice and job satisfaction. The need for student to understand themselves as well as to acquire adequate career awareness for securing good jobs is therefore imperative.

Here, the theory explains that, career development is a continue life process that occurs throughout one's five major life stages: growth, exploration, establishment, maintenance and disengagement. Each stage has a unique set of career developmental tasks accounts for the changes and decisions that people make for career entry to retirement.

The five stages as we theorized are not just chronological. People cycle within each of them they get engaged into career transitions because of the different roles they play throughout their lives. Thus, job satisfaction increases when a person's self concept includes a view of the working-self as being integrated with his other life roles.

Today, this has great influence on how people look at career practices. Understanding the ages and related stages of career development assists practitioners to identify where clients are in the career development continuum. Hence, it suggests appropriate career related goals and activities. It also underscores the necessity to examine career development within the larger context of an individual's roles and life style as well as how to achieve a life/work balance.

## **2.5 Review of Empirical Studies**

Sex (male/female gender) difference in Occupational Preference.

The findings from the unpublished work (master's thesis) of Ndalolo (2010) on the relationship between sex, intelligence, personality and Occupational preference revealed that male secondary school leavers significantly differed from their female counterparts. The female subjects did not indicate strong preference for realistic and conventional occupations. Only 15% of them preferred architecture, agriculture, engineering and banking. However, most students (male/female) from the rural schools in Dawakin Kudu and Bagwai local governments expressed their preference for agricultural teaching jobs whereas their counterparts from Fagge and Nassarawa Local Government Areas (within Kano metropolis) expressed their preference for scientific /Intellectual-oriented occupations such as pharmacy, medicine and surgery, engineering etc. The female respondents avoided occupations that they felt are mentally tasking and strenuously demanding. The female indicated significant preference for Social and Enterprising occupations such as teaching, farming, nursing, marketing etc. The finding is in line with that of King (2007), who found that secondary school girls prefer those occupations which

involved social services and human care. From the interview conducted by Ndalolo, (2010), it was reported that most respondents preferred scientific /Intellectual occupations because of extrinsic-reward and external motivation. This in agreement with findings of Denga (1997) who found that extrinsic-reward value orientation are the main motivation most Nigerian graduates prefer certain occupations and not necessary because of self-expression motivation.

### **Empirical Review of Career Motivation**

Motivation has also been place on record as a potent factor that can predict career preference of student both at the secondary and tertiary levels of education. For instance, various studies (Broussard & Garrison, 2004; Skaalvik & Skaalvik, 1994, Skaalvik, 2006; Sandra, 2002) revealed a significant relationship between occupational preference and motivation. In a Meta – analysis of numerous career and psychological studies, Ugurogbu and Walberg (1979) concluded that the mean correlation between motivation and career preference measure is 33.

Many studies measured motivation in a variety of ways. Many studies measured motivation using survey question (cote & Levine 2000).

In the study of Ryan and Deci (2000), two factors theorized to contribute to student' career motivations are academic self – efficacy and support from parents, teacher, and school counselors for autonomous learning. Awanbor (2005), argued that that the problem secondary school student face in respect of career preference is a motivation (lack of or inadequate motivation) 1. Russilo and Arias (2004) posit that there is significant influence of career motivation on occupational preference. Awanbor (2005) holds that students who lack sufficient level of career motivation exhibit a weak drive towards the pursuit of career. Such student manifests signs and symptoms of indifference and apathy towards career discussions.

Solomon, Nwamuo, & Okarafor (2010) in Christiana's (2008) study showed that students need to be motivated both intrinsically and extrinsically. Both ways of motivation are necessary

for a better career preference and the more students are motivated the better chance of their occupational preference. Finding of her study agrees with the finding of Afolabi & Imhonde (2003) that what counts for the difference in occupational preference of an individual is usually the level of motivation.

In another study by Scales and Roehikepartain (2003), the results of their study concluded that comprehensive, asset-based approaches to education and youth development have tremendous ascertained that students motivation is a potent factor that exerts influence on occupational preference, the question to ask then is whose duty is it to motivate students?. Oniyama and Oniyama (2005) hold that students play a major role in motivating themselves for a better future occupation, but also other people have their roles to play. The investigation also revealed that teachers, guidance counselors, parents and school organizations have great roles to play in the motivation of students towards occupational preference.

This result by Oniyama and Oniyama (2005) is no surprising because one third of students' daily lives are spent at school. The result corroborates the views of Aluade and Omeregie (2005), which showed that teachers have great roles to play in motivation of students. School with better organization, a good academic environment and qualified teachers will motivate their students more, and students from such school stand the chance of better exposure to different careers available with a view to choosing the one with better future prospect (Christiana, 2008). Brown, Rooney and Anfara (2003) stressed the need to introduce guidance counseling techniques to teachers.

In the study Tella (2007) shows that gender differences was significant when the impact motivation on motivation on career preference was compared between male and female student. Also, other results indicate significant differences when the extent of motivation was taken as a variable of interest on occupational preference base on the degree of their motivation. The



extrinsic variables to be considered are; provision of physiological needs by parent to students, prompt payment of home etc. intrinsic motivation variable have already been mentioned earlier such interest.

### **Techniques on Motivation for Occupational Preferences**

Sirin and Hopson, (2011) suggested a two-way techniques involving both the classroom and outside classroom. They include; group discussions, project assignments, (relating to occupational preferences), Radio, Television, Film show and documentaries on selected occupations. Young professionals should be invited to give motivational talks on their careers. School debates should focus more on careers; students of both sexes should be encouraged to participate effectively. Such forum could assist students identify their areas of career strength and weakness from which psychologists and counsellors could see students' roles in scientific, artistic, enterprising, social, realistic or conventional occupations.

Outside classroom techniques include Occupational visits (excursions, fieldtrips), Career guidance week or day should be organized especially for the students of both sexes in the rural schools.

### **Empirical Review of Occupational Preference**

According to Koki (2009) in Tracery & Hofses (2005) students start developing career and occupational interest at early ages, which then become clearer as they progress through higher grade. They further asserted that, remarkably, all these interests appear to develop among these students at the same rate. Most researchers as they stressed agree that, interests develop as a result of experience, hence, students who have explored all of their educational and career options make more informed career decisions. In similar vein, Wimberly & Noeth (2004) viewed that, a student with consistent interest in certain type of career will ultimately become more satisfied with his work.

Tracey & Robbins (2006) revealed that, it is important for students to have interest in their schools subjects due to the academic achievement and career interest relationship. Wimberly & Noeth (2004) on the other hand postulated that, although they overlap, (career interest and academic achievement) but they still appear to develop independently. Therefore, they infer that, students may often have skills in an area in which they have little interest, or may be interested in an area where they have few skills. Thus, they vividly explained that, in making educational and career decisions, students need to consider both their interest and skills. In cases where interests are stronger than skills, they should be encouraged to consider strategies for improving their skills.

Holland's (1966) theory of occupational choice is based on the assumption that the choice of the occupation is an expression of personality and that members of a certain occupation share similar motivational privileges. Tee van (1954) found an association between personality and occupation even before individual self concept is emphasized by Combs and Snygg (1949) who postulated that one of the basic needs is to protect and improve one's self-concept.

Holland's (1959) undertook a study in order to test his theory. He used the Vocational Preference Inventory (V.P.I). This inventory consists of 300 occupational tiles and the subject is required to express his interest or disinterest in the listed occupations. For example, realistic people will select career such as engineering. Using career preference instead of career attainment, as the dependent variable, Holland studied the relationship between the categories of personal orientation and the occupational enrolment for which his subject gave preference. The assignment of career field to a particular orientation was made largely on an intuitive basis.

On comparing high point code and category of first career choice, the result is clear and highly consistent with theoretical expectations. Most of the realistic, intellectual and social

subjects chose careers in the appropriate fields. Only for a artistic and conventional group the theory was not found consistent.

Several student proved that people prefer occupations which they regard as congruent with their self – concept. Oppelieimen (1966) for example, examined the relationship between self – concept and occupation preferences of 81 male liberal art student of Rutgers University. He found that the subjects who were dissatisfied with themselves tended to be dissatisfied with occupations that represent a translation of their self – concepts. He also found that people with personal dissatisfaction are motive to find expression for their ideal self – concepts in making occupational preferences.

There are several other studies such as Englander (1950), Blocher and Schutz (1961) and Morison (1962) which demonstrated associations between self – rating and occupational choices. Adolescent tend to choose those occupations which provide activities in congruence with their self – concept in soccer, athletics, music, banking marketing etc.

Small (1956) compared the occupational preferences of socially adjusted late adolescents with those of neurotic and psychotic ones. He report that well adjusted subject were more realistic in their occupational choices as compared with their disturbed counter – parts. It was also found that well adjusted adolescent tends to prefer those occupations which involves social interactions whereas neurotic and psychotic ones tend to prefer those occupational activities that can be carried out isolated environments.

### **Occupational preference among Senior Secondary School Pupils**

Ahmed and Bruinsma (2006) conducted a small-scale study to survey occupational interest of secondary school student in Akwa-Ibom State of Nigeria. They randomly selected one hundred and seven boys, studying in SS II from two secondary schools (all boys). The Rothwel-Miller interest blank was used to take measures of occupational interests.

The result of Ahmed and Bruinsma's study showed that Nigerian Secondary School Students tended to be more interested in scientific, medical and social service activities. They suggested that Nigerian Secondary School pupil's high failure rate in science subjects do not lie in their abilities and interests but in extrinsic motivation and pedagogical approaches employed to teach science subjects and the available laboratory facilities. In this study, it was also found that this subject did not show much interest in practical medical and musical activities.

Murkerjee (2002) views motivation as the inner urge which determines the direction of individual's behavior consciously or unconsciously towards an end. It is the arousal of urge, interest to satisfy human needs. He noted that when the level of motivation is too high it could lead to anxiety and when too low, it could negatively affect performance. Therefore, he cautioned that the arousal priorities should be commensurate with learning task(s). We can notice that motivation is a derivative from the word "motive" which means certain reasons for doing something. Motivation or motive connotes having a reason for doing something such reason(s) must be well established so as to boost the morale, sharpens the focus and energize the will needed to achieve such goals or performance. The positive character of motivation in general and specific reasons here is that it helps the motivated person to achieve set goal(s) and accomplish certain tasks successfully. Arnold (2010) observed that a motivated person is a successful person. It is believed commonly that motivation function in the subconscious level of entity.

Arnold (2010) further opined the underlying concept of motivation in the belief that an unsatisfied need creates tension and a state of disequilibrium. To restore balance, Arnold advised that individual's goal that will satisfy the need should be identified and the proper behavior pattern should select. Aliyu (2006) conceive motivation on the premise that all behavior is motivated by unsatisfied needs. Maslow's concept of motivation is that people (students) will be better in output should their needs and want be satisfied as bases for motivation. Another

psychologist, Alderfer, conceived motivation as “having to do with subjective states of satisfaction and career preference.

### **1. Job preferences among Nigerian youths**

Olayinka M.S. (2005), conducted a piece of research to find out the job aspiration of youth and the educational provision in Kano. He used a sample of 173 youths comprising 96 boys and 77 girls whose ages ranged from 16 to 18 years, all them of SS II. The questionnaire were used to gather data of personal information concerning father’s occupation, mother’s occupation, the person they always approach to discuss job for the future, job preferences including first, second and third job preferences.

In his result, Olayinka (2005) found that youths preferred to take up medicine as their first choice, followed by engineering, accountancy and then business administration. Only 5.2 percent of the subjects choose to take up geology as a career. Air-pilot, soldier/military and surveying were chosen by only 2.2 percent, while architecture came last with 1.1 percent of the subjects. He also found out that the subjects aspired more to jobs for humanitarian reasons while some did so because they were motivated in different ways.

Makinde and Aloa (1987) reported that there are over 22,000 occupations in the world of work. Thus, there are career professional in the different field of work. These include medical doctors, physiotherapists, soldiers, pilots, education officers, pharmacists, teachers, engineers, Accountants, surveyors, newscasters, journalists, caterevs, laboratory technologists, clergyman, Counselors, farmers.

A summary of this studies by Miller (1970), Roe (1972), Napier (1972), Denga (1986), Shertzer and Stene (1976) Makinde and Aloa (1998) and Egbule (1992) classified occupations into the following broad categories.

1. **Service Occupations:** The career involves working with people or serving the public. Examples of service occupation include teachers, medical doctors, clergymen, nurses, medical recorders, physiotherapist.
2. **Business Contact Occupations:** It includes business executives, Managing Directors, Contractors, Managers, Clerks, and Supervisors etc.
3. **Persuasive Occupations:** This category includes people who are good in persuading other to buy or accept their ideas. They include the lawyers, traders, sales Agents, Insurance Agents, Marketers, and Advertisers etc.
4. **Mechanical Occupations:** People here are interested in construction, iron bending, repairing and fabricating machines parts, engines, designing structures. Therefore, Technologists, Technicians, Mechanical engineers, Architects, Building engineers are among the professionals.
5. **Out – Door Occupations:** Activities in this type of occupations take place outside the home for a fairly long period of time, Examples include Pilots, Sailors, Ambassadors, Stamp Collectors, Tour guides.
6. **Scientific Occupations:** These occupations deals with scientific investigation of natural and social phenomena e.g. Micro biologists, Sociologist. Etc
7. **Computational Occupations:** This field of occupation involves the computation or calculation of figures manually or electronically. People in this occupation include the Statisticians, Computer Scientists, Accountants, and Mathematicians.
8. **General Occupation:** Workers under this field include Anthropologists, Archeologists, and Historians etc, who deal with such issues as Custom. Tradition, Ethical matter of tribe.

9. **Literary Occupation:** This work involves a lot of reading, writing and reasoning on books, magazines, televisions, radio and other prints and electronic format. The workers include the playwrights, Linguists, Journalists, newscasters, Authors, Poets, Broadcasters, and Novelists etc.
10. **Agricultural Occupation:** The work here is usually done in farms, forest, nurseries, where plants and animals are produced for use. Workers include Farmers, Agronomists, Horticulturists, Cattle-rearers, Fishermen, Hunters, Agricultural officers.
11. **Protectionist Occupations:** Law and order are maintained by them. Examples include Police, Army, Navy, Airforce, Custom, Immigration and other Military and paramilitary outfit.
12. **Artist Occupation:** It includes actors, Painters, Decorators, Dancers, Musicians, Comedians,
13. Sculptors, Singers etc.

### **Implications of Career Development theories for Psychologists and Counselors**

There are practical lessons to be derived from the theories studied above. Psychologists should find out the motives that dominates students' mind at certain age and relate same with his preferences and behaviour. This would assist the behaviour modification process towards realistic occupational preferences that enhance job satisfaction in future. Counselors should provide a wide range of career information to students from SS One; expose them to field trips and excursions with meaningful tutorials that reflect adolescents' motivation and expectations.

Learners should be asked to list the preferred occupations and their motivation for preferring those occupations. This should be done each term to see the extent of variations in the occupations previously preferred and the presently preferred ones. This exercise would assist both psychologists and guidance counselors to ask the students reasons or the motivating factors

for the observed changes. It may be that some of the students have acquired more experiences in the course of schooling that helped them to re-examine their interest and needs or their academic and gender in relation to occupations in the world of work. Some students from the rural areas who embark on excursions to the city might be exposed to new value-orientations on jobs, hence their motivation for certain occupations might differ from their previous motivation for jobs.

Students should be asked to state their class, age, and list at least two dominant environments they would like to work as well as state their scores in four subjects (including English and Mathematics) which they liked most. Students could be asked to comment freely on their environment (school) and their view on those who attend schools in the urban area. Psychologists could easily identify the mind-set of students and reasons for their behaviour pattern with a view to helping them to adjust appropriately (if need be). Counselors should lead students from their incongruence state in decisions –making to a more specific and realistic preferences on career through self-rating processes. Motivation for occupations that are not significant or less relevant to attainment of job satisfaction should be discarded.

## **2.6 Summary**

From the foregoing, it is obvious that there is no single theory that could be used to achieve realistic job preference among Nigerian youth except a combination of theories because individuals vary from one another in terms of need and socio – economic background. Factors influencing vocational preferences among people have been reviewed with a view to finding the extent to which motivation and socioeconomic background influence occupational preference. Psychological factors (personality, interest, intelligence, needs, aptitude etc) and non psychological factors (family, schooling, peers, culture, socio-economic background, chance factors etc) influence peoples' choice of occupation. Some career motivation variables



mentioned in this chapter include external influence, reward oriented values, self-expression values, and people-oriented values.

Therefore, parents have the role and responsibility of motivating their children towards effective learning in schools and subsequently, towards career or occupational preference. It is not only sending their children to the most expensive schools that matter but ensuring that all their learning (physiological) needs are provided for them. Achievement goals are cognitive representations of what learners want to achieve in a particular context to be able to prefer one occupation or the other. Goals have a great deal of influence on the learning strategies employed in any given task (Pintich, Conley & Kampler, 2004). King (2007:2) argues that some students approach an academic task with a mastery (of career) orientation, while other may have a performance (or grade) orientation. Students with occupational orientations are more intrinsically standard for judging their improvement. Students with demonstrating competence than others, are more likely to use social comparative standards (this is, they tend to evaluate themselves against the performance of others engaged in the same task) or to rely on others to evaluate their performance. A performance orientation can be positive when it leads to a desire to out-perform others, or it can be negative when it leads to a desire to avoid failure and looking incompetent in front of other (kings, 2007:4).

Similarly, it is observed that some students prefer science-oriented occupations not because of their aptitude but based on extrinsic or reward, peer group influence. Other prefer business contact occupation (contract, supervisor, manage) due to the high level of unemployment in the state (Akwa Ibom). Unfortunately many students are not aware that unsatisfied needs and job dissatisfaction could create tension and low productivity in future.

### **Uniqueness of the study**

This study is quite unique because the work considered only the demographic variables (age, gender and location) as independent variables against a psychological (motivation for occupational preference) variable. Moreover, the findings have not been produce elsewhere either partially or wholly. The result findings revealed that age and gender are not necessarily the most important motivational factor influencing realistic preference for occupation but such psychological factors like human needs, interest, aptitude, personality, intelligence e.t.c.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **a. Introduction**

This chapter explained the research design, the population, sample and sampling technique used, instrument, validity and reliability of the instrument are discussed as well as the procedure used for data collection. Also included is the methods used in analyzing the data collected. It is very useful especially when including a large population such as the one (students) under investigation.

**b. Research Design**

The study used ex-post facto design because of its peculiar characteristics. Ex-post facto permits a researcher to use in a given population especially when the characteristics of such samples could not be manipulated (age, gender). Egbula (2007) recommended ex-post facto as a research design that test hypothesis measuring levels of differences in a given independent variable especially when it is not acceptable or possible to manipulate human participants. The design enhances the use of observation, questionnaire, check-list, interviews e.t.c as research instrument to collect data on contemporary issues from a large population.

**c. Population**

The population of the study “influence of age, gender and school location on motivation for occupational preference among senior secondary school students in Akwa-Ibom state consist of all male and female students in senior secondary schools in Akwa-Ibom State. The schools are co-educational (male and female) whose ages range from 11 – 19years and above with students’ population of 9000. The target population is discrete and found within the 25 local education committees established by the State Ministry of Education. (State Ministry of Education Annual Report, December, 2012).

**Table 3.1a Distribution of Urban Schools and Students’ Population each Local Education Committee in Akwa Ibom.**

| <b>s/n</b> | <b>Local education committee</b> | <b>Senior</b> | <b>Secondary</b> | <b>Population</b> | <b>Gender</b> |
|------------|----------------------------------|---------------|------------------|-------------------|---------------|
|------------|----------------------------------|---------------|------------------|-------------------|---------------|

|              |             | Schools | SS I-SS III |       |
|--------------|-------------|---------|-------------|-------|
| 1            | Uyo         | A       | 780         | Mixed |
| 2            | Etinan      | B       | 693         | Mixed |
| 3            | Ikot Ekpene | C       | 690         | Mixed |
| 4            | Eket        | D       | 528         | Mixed |
| 5            | Mkpat Enin  | E       | 528         | Mixed |
| 6            | Oron        | F       | 785         | Mixed |
| 7            | Ikono       | G       | 520         | Mixed |
| <b>Total</b> |             | 7       | 4578        |       |

*Source: Akwa Ibom State Ministry of Education annual report, December, 2012.*

**Table 3.1b Distribution of Schools Located in the Rural Areas and Students' Population.**

| s/n          | Local education committee | Senior secondary schools | Population SS I-SS III | Gender |
|--------------|---------------------------|--------------------------|------------------------|--------|
| 1            | Abak                      | A                        | 330                    | Mixed  |
| 2            | Essien Udim               | B                        | 618                    | Mixed  |
| 3            | Itu                       | C                        | 690                    | Mixed  |
| 4            | Ukanafun                  | D                        | 734                    | Mixed  |
| 5            | Obot Akara                | E                        | 693                    | Mixed  |
| 6            | Nsit Ibom                 | F                        | 625                    | Mixed  |
| 7            | Nsit Ubiom                | G                        | 732                    | Mixed  |
| <b>Total</b> |                           | 7                        | 4422                   |        |

*Source: Akwa Ibom State Ministry of Education annual report, December, 2012.*

#### **d. Sample and Sampling Technique**

For the purpose of this research, a cluster random sampling technique was used to obtain a sample size of 369 which according to Krejcie and Morgan (1970) theorem for sample selection is sufficient and appropriate to represent a known population from 1 – 9000. This sample of 369 is made up of 183 male subjects and 186 female senior secondary school students.

A major advantage of the cluster random sampling technique is that a complete listing of all the population is not necessary. Although cluster sampling technique lacks precision, it however presents an approximate sample to represent the target population for a study. Therefore all senior secondary schools were clustered into 25 local education committees. 14 schools clustered in 14 local education committees gave a sample size of 369 students. A total of 204 sample and 165 students represented urban and rural schools respectively as shown below:

1. SS I = 130 students (65male and 65female)
2. SS II = 120 students (59male and 61female)
3. SS III = 119 students (59male and 60female)

Therefore the sample size consists of 183 male subjects and 186 female subjects.

**Table 3.2a Distribution of Sample of Students from Urban Area showing Schools, Classes and Gender**

| S/N | S S Schools | Local Comm. | Education | SS I |    | SS II |    | SS III |    | Sample size |
|-----|-------------|-------------|-----------|------|----|-------|----|--------|----|-------------|
|     |             |             |           | M    | F  | M     | F  | M      | F  |             |
| 1   | A           | Uyo         |           | 7    | 5  | 6     | 4  | 5      | 5  | 32          |
| 2   | B           | Etinan      |           | 5    | 5  | 5     | 5  | 4      | 4  | 28          |
| 3   | C           | Ikot Ekpene |           | 5    | 5  | 5     | 5  | 4      | 4  | 28          |
| 4   | D           | Eket        |           | 4    | 4  | 3     | 4  | 4      | 3  | 22          |
| 5   | E           | Mkpat Enin  |           | 2    | 2  | 2     | 3  | 3      | 2  | 14          |
| 6   | F           | Onon        |           | 8    | 8  | 4     | 4  | 4      | 4  | 32          |
| 7   | G           | Ikono       |           | 4    | 6  | 4     | 5  | 4      | 6  | 29          |
|     |             |             |           | 35   | 35 | 29    | 30 | 28     | 28 | 185         |
|     | Total       |             |           | 70   |    | 59    |    | 56     |    | 204         |

**Table 3.2b. Distribution of sample of students from Rural Area showing schools, classes and gender.**

| S/N | S S Schools | Local Comm.  | education | SS I |    | SS II |    | SS III |    | Sample size |
|-----|-------------|--------------|-----------|------|----|-------|----|--------|----|-------------|
|     |             |              |           | M    | F  | M     | F  | M      | F  |             |
| 1   | A           | Abak         |           | 4    | 4  | 5     | 5  | 5      | 5  | 28          |
| 2   | B           | Estim Ekpo   |           | 4    | 4  | 4     | 4  | 4      | 4  | 24          |
| 3   | C           | Itu          |           | 5    | 5  | 5     | 5  | 5      | 5  | 30          |
| 4   | D           | Ukanafun     |           | 3    | 4  | 3     | 4  | 4      | 3  | 21          |
| 5   | E           | Essien Udim  |           | 4    | 4  | 4     | 4  | 5      | 5  | 26          |
| 6   | F           | Nsit Ibom    |           | 5    | 4  | 4     | 4  | 4      | 4  | 25          |
| 7   | G           | Nsit Ubuikom |           | 5    | 5  | 5     | 5  | 5      | 5  | 30          |
|     |             |              |           | 30   | 30 | 30    | 31 | 32     | 31 |             |
|     | Total       |              |           | 60   |    | 61    |    | 63     |    | 165         |

### 3.5 Instrumentation

The instrument used is a standard instrument called Motivation Occupational Preference Scale. It was adopted from Bakare (1977) because of its peculiar characteristics which include the age, sex, school location of participants and their preferred occupation as summarized below. Specifically the instrument sought to:

- a. Identify what an individual hopes to derive from his/her preferred occupation.
- b. Identify at least two (2) occupations he/she prefers in order of importance.
- c. Identify the age range and their work preferences in relation to their motivation.
- d. Relate the school location and individual's motivation to occupational preference.
- e. Find out the relationship between parents' occupation and motivation for occupational preference.

The items on the instrument are fairly discrete and lie within the actual Nigerian students' motivation and experiences.

**1. Description of Instrument:** The Motivation for Occupational Preference Scale (MOPS) is a self-rating scale consisting of three (3) major sections. The first section requires the subject to complete demographic information, but the second section is for respondents to identify two most preferred occupations. The third section which is the main scale is designed to identify the reasons for occupational preference and the hierarchy among these reasons. Sixteen (16) reasons why people prefer the occupations they like are provided and the subjects are required to rate their job preference with their motivations.

The sixteen reasons are classified into the following:

- a. **External Influence:** This deals with sources of influence that are external to the subject. Those who score high in this category are influenced by other people (parents, peers, and teacher). Possibly the individuals that such people have adopted other people's standard values and reasons for preferring an occupation without necessary thing much about or

knowing much about the occupation. People who score high on this section therefore need some guidance in clarifying their motives.

- b. **Extrinsic-Reward-Oriented Values:** This involves reasons dealing with outward advantages or materials benefits which could be derived from their preferred occupations. Respondents emphasizing these values view job as an instrument and emphasize the benefits obtain from the career.
  - c. **Self-expression- Values:** This section containing reasons connected with the opportunity which the preferred occupation offers for using one's special skills or aptitude. Respondents here tend to view work primarily as an end in itself with its own inbuilt satisfaction mechanisms as well as an opportunity for expressing individual's talents or creative potentials.
  - d. **People-Oriented Values:** Here respondents accept reasons dealing with the opportunity to interact inter-personally with others instead of mere objects) as giving them satisfaction. They prefer to work in hospitals, remand homes, caring for the aged, displaced and traumatized people. MOPS could also be administered to a group of people.
1. **Scoring of MOPS:** To score the scale, first find the sum of all the number circled in each group and enter the total score against each group at the space provided at full bottom of the page. Therefore, in section A, if a respondent circles 1 for question 1, 3 for question 4, his/her total score is  $1+3+1+2=7$ . Note that section A is for external influence motivation variable, therefore enter 7 under "score" at the bottom. The same is done for section B, C and D. afterwards, the mean is computed.
  2. **Reliability/Pilot Study:** Evidence concerning the reliability of the MOPS is provided by the result of a test-retest study of a sample of 28 Nigerian form 4 secondary school

students using the Cronbach's Alpha to analyze the data collected. The test-retest reliability was .89. In addition, the researcher used 10% (40 students) of the respondents (male and female) at government secondary school, Nya Odiong II, to find the reliability of MOPS, the reliability coefficient of the test-retest pilot study was found to be .94. See appendix Nya Odiong II to compute the reliability of MOPS. The reliability coefficient of the pilot study was found to be .94 using the alpha Cronbach. See appendix A.

**3. Validity:** A standard evidence for the validity of MOPS was found from a study comparing the value-orientation (reasons for occupational preference of professional doctors and engineers). It was hypothesized for doctors that the people-oriented value would be dominant while for the engineers the self-expression value would be dominant. The MOPS was administered to a sample of 25 staff nurses and engineers. Analysis of the results showed that for nurses, the doctors was ranked first followed by self-expression values, extrinsic reward and lastly the external-influence. For the engineers, self-expression value was ranked first, people-oriented, extrinsic reward-value and external reward ranked 2<sup>nd</sup>, and 3<sup>rd</sup> and fourth respectively. The results confirmed the hypothesis and are therefore taken as an evidence of the validity of MOPS.

However, for the purpose of this study, the instrument was given to both the major and second supervisors as well as other staff in the department of Educational Psychology and counseling to ensure content validity.

### **3.6 Procedure for Data Collection**

Bakare (1977) suggested that MOPS could be administered individually or in groups, and no formal training is required to administer or score MOPS, but the testing room should be essentially well-lighted, well-ventilated and free from distractions and noise pollution. Therefore, the researcher and research assistant assisted to ensure the above testing conditions and assisted



the subjects to sit down comfortably. They were told that “the exercise is not a test, and there are no rights or wrong answers. We only want to know how you feel about certain occupations”. This was done in each of the 14 senior secondary schools.

After every respondent had recovered a copy of MOPS, the researcher said “you have before you a copy of motivation for occupational preference scale (MOPS). In the section entitled “personal information, write your name and other demographic information required.

The next instruction was “answer the two questions under “occupational preference”. After completion of this section, the researcher told them to tick or circle the reasons for their occupational preference. The exercise took between 15 – 20 minutes in each venue.

### **3.7 Procedure for Data Analysis**

The data collected were subjected to analysis, the demographic variables of age, sex were analyzed using frequencies, percentages. The research questions and the twelve hypotheses were analyzed using inferential statistics. Analysis of Variance (ANOVA) was used in analyzing hypotheses 1 – 4, which deals on the influence of age on motivation for occupational preference while hypotheses 5 – 12 were analyzed using independent t-test.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

## 4.1 Introduction

This chapter comprises of the result of data collected and analyzed as well as the discussion of findings on the study effect of age, sex, school location and motivation for occupational preference among senior secondary schools in Akwa Ibom State. To guide the study, some research questions were raised while twelve null hypotheses were formulated and analysis of variance statistics (ANOVA) was used in analyzing hypotheses 1-4 while the independent t-test statistics was used to analyses hypotheses 5-12. All the hypotheses are null. The later section presents the discussion of the findings. All the hypotheses were tested at 0.05 alpha level of significance.

## 4.2. Demographic Data

**Table 4.2.1: Age of Respondents**

| Age              | Frequency | Percentage |
|------------------|-----------|------------|
| 11 – 14 yrs      | 45        | 12.2       |
| 15 – 18 yrs      | 171       | 46.3       |
| 19 yrs and above | 153       | 41.5       |
| Total            | 369       | 100.0      |

The age of the students as displayed above revealed that 45 representing 12.2% are within the age range of 11-14 years while 171 representing 46.3% falls within the age range of 15-18 years and the remaining 153 representing 41.5% are within the age range of 19 years and above . This shows that majority of the students' falls within age range 11-19 years.

**Table 4.2.2: Location of respondents**

| Location | Frequency | Percentage |
|----------|-----------|------------|
|----------|-----------|------------|

|       |     |      |
|-------|-----|------|
| Urban | 204 | 55.3 |
| Rural | 165 | 44.7 |
| Total | 369 | 100  |

The classification of the students according to their school location showed that 204 or 55.3% are from urban location while the rest 165 or 44.7% are from rural located schools.

**Table 4.2.3: Sex of Respondents**

| Sex    | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 183       | 49.6       |
| Female | 186       | 50.4       |
| Total  | 269       | 100.0      |

The sex of the respondents showed that 183 or 49.6% are males while the remaining 186 or 50.4% are females.

**Table 4.2.4: Showing Class of respondents**

| Class level | Frequency | Percentage |
|-------------|-----------|------------|
| SS 1        | 124       | 33.6       |
| SS 2        | 120       | 32.5       |
| SS 3        | 125       | 33.9       |
| Total       | 369       | 100.0      |

The three senior classes were involved. SS1 has 124 or 33.6% students while 120 or 32.5% are SS2 students and the rest 125 or 33.9% are SSS 3 students.

### 4.3 Testing of Hypotheses

Three levels of age (11-14, 15-18, 19 and above) of students, were tested to observe the age difference between groups and within groups and their corresponding motivation for occupational preference. Therefore, inferential statistics called Analysis of Variance (ANOVA) was used to test hypotheses 1 – 4.

#### Hypothesis 1:

This hypothesis states that there is no significant age difference on external influence as a motivation for occupational preference.

To test this hypothesis, the mean external influence on account of age was computed using the analysis of variance and on account of age, is computed

**Table 4.3.1 (A): One way – Analysis of Variance (ANOVA) statistics on significant differences among students in their motivation for occupational preferences on account of their age is computed.**

| Age              | N   | Mean   | Std. Deviation | Std. Error | F val. | P=   |
|------------------|-----|--------|----------------|------------|--------|------|
| 11-14 yrs        | 44  | 8.4318 | 2.13931        | .32251     |        |      |
| 15-18 yrs        | 221 | 9.0769 | 2.11670        | .14238     |        |      |
| 19 yrs and above | 103 | 8.6699 | 2.23777        | .22049     |        |      |
| Total            | 368 | 8.8859 | 2.16185        | .11269     | .953   | .318 |

Calculated  $F < 2.60$ , calculated  $p > 0.05$

Outcome of the Analysis of Variance statistics showed that there is no significant age difference on external influence, meaning that the respondents did not consider direct or indirect influence of parents, peers, media or teacher (external influence) as motivator in their preference for occupation. The two mean signify that most students were not aware of motivation relevant to the different occupations in the world of work especially the role of parents, teachers and media. Reason being that the computed p value of .318 is higher than the 0.05 alpha level of significance while the F calculated value of 1.150 is lower than the 2.60 F critical value. Consequently the null hypothesis which states that there is no significant influence of age on external influence is hereby accepted and retained.

**Hypothesis 2:**

This hypothesis states that there is no significant age difference on Extrinsic Reward value as a motivation for occupational preference.

**Table 4.3.2(A): One way – Analysis of Variance (ANOVA) statistics on significant differences among students in their motivation occupational preferences on account of their age.**

| Age              | N   | Mean    | Std. Deviation | Std. Error | F val. | P=   |
|------------------|-----|---------|----------------|------------|--------|------|
| 11-14 yrs        | 45  | 12.8667 | 2.88885        | .43064     |        |      |
| 15-19 yrs        | 221 | 12.0407 | 3.12805        | .21042     |        |      |
| 19 yrs and above | 103 | 12.5728 | 3.32726        | .32784     |        |      |
| Total            | 369 | 12.2900 | 3.16484        | .16476     | .953   | .386 |

Calculated  $F < 2.60$ ,  $p < 0.05$

Results of the analysis of variance statistics above revealed that there is no significant influence of ages on extrinsic reward value of the students, meaning that regardless of the ages of student respondents they did not vary in their consideration of good salary, attractive working condition, stability and security of future job or improved social status as motivating factor for job preference. This is because the calculated p value of 0.386 is higher than the 0.05 alpha level of significance. Reason being that irrespective of age, students were not informed of the different prospects associated with different occupations and the working conditions. This implies that students' students 'age difference does not affect their extrinsic reward values. This finding compels us to accept the result and retain the null hypothesis.

**Hypothesis 3:**

This hypothesis states that there is no significant age difference on self expression orientation value of students as a motivation for occupational preference.

To test this hypothesis, the mean self expression orientation value on account of age was computed using the analysis of variance on account of age.

**Table 4.3.3(A): One way – Analysis of variance (ANOVA) statistics on significant differences among students in their self expression orientation value on account of their age.**

| Age              | N   | Mean    | Std. Deviation | Std. Error | F val. | P=  |
|------------------|-----|---------|----------------|------------|--------|-----|
| 11 -14 yrs       | 45  | 11.9333 | 3.18662        | .47503     |        |     |
| 15-18 yrs        | 221 | 12.0452 | 3.34633        | .22510     |        |     |
| 19 yrs and above | 103 | 12.1359 | 3.21470        | .31675     |        |     |
| Total            | 369 | 12.0569 | 3.28278        | .17089     | .037   | 0.9 |

Calculated  $F < 2.60$ ,  $p < 0.05$

Results of the Analysis of Variance statistics above revealed that there is no significant ages on self expression orientation value of the students. This is because the calculate p value of 0.964 is higher than the 0.05 alpha level of significance. Their mean signify that most students, irrespective of age are not aware that certain occupations require certain characteristics such as originality, creativity, academic performance, special ability e.t.c. therefore the null hypothesis was accepted and retained.

**Hypothesis 4:**

This hypothesis states that, there is no significant age difference on people- oriented value motivation for occupational preference.

To test this hypothesis, the mean people-oriented value orientation on account of age was computed using the Analysis of Variance (ANOVA)

**Table 4.3.4: One way – Analysis of VARIANCES (ANOVA) statistics on significant differences among students in their occupational preference on account of their age.**

| Age                   | N   | Mean    | Std. Deviation | Std. Error | F val. | P=   |
|-----------------------|-----|---------|----------------|------------|--------|------|
| 11-14 yrs             | 45  | 10.3778 | 2.38641        | .35574     |        |      |
| 15-18 yrs             | 221 | 10.3982 | 2.52169        | .16963     |        |      |
| 20 - 29 yrs and above | 103 | 10.4757 | 2.41257        | .23772     |        |      |
| Total                 | 369 | 10.4173 | 2.46923        | .12854     | .007   | .964 |

Calculated  $F < 2.60$ ,  $p > 0.005$

Result of the Analysis of Variance Statistics above revealed that there is no significant influence of age on people oriented value of the students. This is because the calculated p value of 0.993 is higher than the 0.05 alpha level of significance. This implies that there is no significant influence of age on people oriented value of the students as a motivator for job preference. It means that regardless of age, the students did not consider people-oriented occupations as motivation for their job preference.

#### **Hypothesis 5:**

This null hypothesis states that there is no significant difference between rural and urban students on external influence as a motivation for occupational preference.

**Table 4.3.5: showing independent t-samples statistics between urban/rural students on their external influence motivation.**

| Variable           | Location | N   | Mean  | Std. dev. | SE    | Df  | t-cal. | P=   |
|--------------------|----------|-----|-------|-----------|-------|-----|--------|------|
| External influence | Urban    | 203 | 8.871 | 2.194     | .1540 | 367 | .137   | .891 |
|                    | Rural    | 165 | 8.903 | 2.127     | .1656 |     |        |      |

Calculated t <1.96, calculated p>0.05

Results of the respondents' t-test statistics showed that there is no significant difference between rural and urban students in external influence. Reason being that the calculated p value of 0.137 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.137 is lower than the t-critical value of 1.96, at df 367. Their calculated mean external influences are 68.1882 by urban and rural respectively. This shows that no difference exist among the two groups in their external influence. Therefore the null hypothesis which state that there is no significance difference between rural and urban students in their external influence hereby accepted.

**Hypothesis 6:**

This null hypothesis states that there is no significant difference between rural and urban students in their extrinsic reward value as a motivation for occupational preferences.

**Table 4.3.6 Independent t-test sample statistics showing difference between urban and rural students in their extrinsic reward value.**



| Variable                  | Location | N   | Mean    | Std.dev | SE     | Df  | t-cal. | P=   |
|---------------------------|----------|-----|---------|---------|--------|-----|--------|------|
| Extrinsic<br>reward value | Urban    | 204 | 12.3529 | 3.1456  | .22023 |     |        | .672 |
|                           | Rural    | 165 | 12.2121 | 3.1963  | .24884 | 367 | .424   |      |

Calculated  $t < 1.96$ , calculated  $p > 0.05$ .

Results of the independent t-test statistics showed that there is no significant difference between rural and urban students in their extrinsic reward value. Reason being that the calculated p value of 0.672 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.424 is lower than the t-critical value of 1.96, at df 367. Their calculated mean extrinsic reward value are 12.3529 and 12.2121 by urban and rural students respectively. This shows that no difference exist among the two groups in their extrinsic reward value. Therefore the null hypothesis which states that there is no significant difference between rural and urban students in their extrinsic reward value is hereby accepted.

#### **Hypothesis 7:**

This null hypothesis states that there is no significant difference between rural and urban students in their self expression value as a motivation for occupational preference.

**Table 4.3.7 Independent t-test sample statistics showing difference between urban and rural students in their self expression orientation value.**

| Variable                          | Location | N   | Mean    | Std.dev | SE     | Df  | t-cal. | P=    |
|-----------------------------------|----------|-----|---------|---------|--------|-----|--------|-------|
| Self<br>expression<br>orientation | Urban    | 204 | 12.0686 | 3.25216 | .22770 |     |        |       |
|                                   | Rural    | 165 | 12.0424 | 3.33011 | .25925 | 367 | 0.076  | 0.939 |

Calculated  $t > 1.96$ , calculated  $p > 0.05$ .

Results of the independent t-test statistic showed that there is no significant difference between rural and urban students in their self expression orientation. Reason being that the calculated p value of 0.939 is higher than 0.05 alpha level of significance while the t-calculated

value of 0.076 is lower than the t-critical value of 1.96, at df 367. The calculated mean self expression orientation values are 12.0686 and 12.0424 by urban and rural respectively. This shows that no significance differences exist among the two groups in their self expression orientation value. Therefore the null hypothesis which states that there is no significant difference in the influence of rural and urban students in their self expression orientation value is hereby accepted.

**Hypothesis 8:**

This null hypothesis states that there is no significant difference between rural and urban students in the influence of people oriented value as a motivator for occupational preference.

**Table 4.3.8 Independent t-test sample statistics showing difference between urban and rural students in their people oriented value.**

| Variable              | Location | N   | Mean    | Std.dev | SE     | Df  | t-cal. | P=    |
|-----------------------|----------|-----|---------|---------|--------|-----|--------|-------|
| People oriented value | Urban    | 204 | 10.3414 | 2.44752 | .17136 | 367 | .121   | 0.904 |
|                       | Rural    | 65  | 10.4000 | 2.50317 | .19487 |     |        |       |

Calculated  $t < 1.96$ , calculated  $p > 0.05$

Results of the independent t-test statistics showed that there is no significant influence between rural and urban students in their people oriented value. Reason being that the calculated p value of 0.904 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.121 is lower than the t-critical value of 1.96, at df 367. Their calculated mean on people oriented values are 10.4314 and 10.4000 by rural and urban students respectively. This shows that no significance difference exist among the two groups in their people oriented value. Therefore the null hypothesis which states that there is no significant influence between rural and urban students in their people oriented value is hereby accepted.

**Hypothesis 9:**

The hypothesis states that there is no significant influence between male and female on external influence as motivation for occupational preferences.

**Table 4.3.9 Independent t-test sample statistics showing difference s between the male and female respondents on external influence as motivation for occupation**

| Variable           | Gender | N   | Mean    | Std.dev | SE     | Df  | t-cal | P=    |
|--------------------|--------|-----|---------|---------|--------|-----|-------|-------|
| External influence | Male   | 183 | 11.4415 | 2.6504  | .18242 |     |       |       |
|                    | Female | 186 | 11.5072 | 2.7113  | .19304 | 368 | .210  | 0.712 |

Calculated  $t < 1.96$ , calculated  $p > 0.05$

Result of the independent t-test statistics showed that no significant difference exist between male and female students in their external influence as motivation for occupational preference. Reason being that the calculated P-value of 0.712 is higher than the 0.05 alpha level of significance, while the t-calculated value of .210 is less than that of the t-critical of 1.96 at ff 367. Their calculated mean are 11.4415 and 11.5072 by male and female respectively. This shows that the male respondents and the female counterpart show no significant difference in their mean response influence by gender. Therefore the null hypothesis which states that there is no significant difference between the male and female gender on their external influence is hereby accepted.

**Hypothesis 10:**

The null hypothesis states that there is no significant difference between male and female gender (sex) on extrinsic-reward value

**Table 4.3.10 Independent t-test sample statistics showing the difference between the male and female gender (sex) in their extrinsic reward value**

| Variable               | Gender | N   | Mean    | Std.dev | SE    | Df  | t-cal | P=   |
|------------------------|--------|-----|---------|---------|-------|-----|-------|------|
| Extrinsic reward value | Male   | 183 | 12.1681 | 3.2415  | .2314 |     |       |      |
|                        | Female | 186 | 12.1706 | 3.2522  | .2425 | 367 | .223  | .824 |

Calculated  $t < 1.96$ , calculated  $p > 0.05$

Result of the independent t-test statistics shows that there is no significant difference between male or female on extrinsic reward value as a motivation for occupational preference. This is because the calculated p value of 0.824 is higher than the 0.05 alpha level of significance. However, the t-calculated value of 0.223 is lower than the t-critical value of 1.96 at df 367. Their calculated mean are 12.1681 and 12.1706. Therefore the null hypothesis which states that there is no significant difference between the male and female gender influence extrinsic reward value is hereby accepted and retained.

**Hypothesis 11:**

The null hypothesis states that there is no significant difference between male and female gender (sex) influence on self expression as a motivator for occupational preference.

**Table 4.3.11: Independent t-test showing the sample t-test statistic of the analysis of data.**

| Variable        | Gender | N   | Mean    | Std.dev | SE    | Df  | t-cal | P=   |
|-----------------|--------|-----|---------|---------|-------|-----|-------|------|
| Self expression | Male   | 183 | 13.1147 | 3.5321  | .2143 |     |       |      |
|                 | Female | 186 | 13.2013 | 3.6013  | .2204 | 367 | .207  | .804 |

Calculated  $t < 1.96$ , calculated  $p > 0.05$

Independent t-test statistics above shows that significant difference does not exist between male and female gender in their mean response on self expression value as a motivation for career preference. This is because the calculated p-value of 0.804 is higher than the 0.05

alpha level of significance. Their calculated mean on self-expression value for male and female gender is 13.1147 and 13.2013 respectively. The calculated t value of 0.207 is lower than the t-critical value of 1.96 at df 367. Therefore, the null hypothesis which states that there is no significant difference between the male and female gender (sex) influence on self expression value motivation for occupational preference is hereby accepted and retained.

**Hypothesis 12:**

The hypothesis states that there is no significant influence of sex (male and female gender) on people-oriented value as a motivation for occupational preference.

**Table 4.3.12 Below shows the independent t-test sample statistics on the difference between male and female gender in their people oriented value.**

| Variable           | Gender | N   | Mean    | Std.dev | SE    | Df  | t-cal | P=    |
|--------------------|--------|-----|---------|---------|-------|-----|-------|-------|
| People-orientation | Male   | 183 | 12.2127 | 3.1963  | .2202 |     |       |       |
|                    | Female | 186 | 12.3010 | 3.2145  | .2314 | 368 | .599  | 0.068 |

Calculated t < 1.96, p > 0.05

Outcome of the independent t-test statistics indicates that there is no significant difference between the male and female sex (gender) influence on people-oriented value as a motivation for occupational preference. The calculate p-value of 0.68 is higher than 0.05 alpha level of significance at df 368. The calculated t-value of .599 is less than the t-critical of 1.96. Their mean people-oriented values are 12.2127 and 12.3030 respectively. Based on the above data analysis, the null hypothesis which states that there is no significant difference between male and female gender effect in their people-oriented value is hereby accepted.

**4.4 Summary of Major Findings**

The following are the summary of major findings

1. There is no significant influence of age of students on external influence as a motivation for occupational preference.
2. There is no significant influence of age on extrinsic reward value as a motivation for occupational preference.
3. There is no significant influence of age on self-expression as a motivation for occupational preference.
4. There is no significant influence of ages on people-oriented value as a motivation for occupational preference.
5. There is no significant influence of sex (male and female) on external influence as a motivation for occupational preference.
6. There is no significant influence of sex (male and female) on extrinsic reward value as a motivation for occupational preference.
7. There is no significant influence of sex (male and female) on self expression as a motivation for occupational preference.
8. There is no significant influence of sex (male and female) on people oriented value as a motivation for occupational preference.
9. There is no significant influence of school location (urban-rural) on external influence as a motivation for occupational preference.
10. There is no significant influence of school location (urban/rural) on extrinsic-reward value as a motivation for occupational preference.
11. There is no significant influence of school location (urban/rural) on self-expression value as an index of motivation for occupational preference.
12. There is no significant influence of school location (urban/rural) on people-oriented value as a motivation for occupational preference.

#### **4.5 Discussion of Findings**

This study focused on the influence of age, sex (gender) and school location (urban/rural) on motivation for occupational preference among senior secondary school students in Akwa-Ibom state.

The first finding reveals that age range of students (below 11years, 11-19years, 19 and above) had no significant influence on external influence as an index of motivation for occupational preference. Based on the outcome of the Analysis of Variance (ANOVA), the first hypothesis which states that there is no significant influence of age on external influence as a motivation for occupational preference is hereby accepted and retained. The calculated t-value of 1.150 is lower than the 2.60 t-critical value. This result is in agreement with the findings of Aliyu (2007) that school children from fantasy age (below 11) and even some between 11-18 years do not experience difference in external influence as a motivator for occupational because most of them depend on their parents for barely everything including choice of future occupation. Factors responsible for this (external influence) from parents, teachers and even the electronic and print media include parents' level of education, dearth of relevant occupational information and motivation from teachers to students and lack of career related programmes in the media. Students above 19 years of age did not show significant influence between their motivation for any work and their age because the computed p value of .138 is higher than 0.05 alpha level of significance.

This finding supports the report of Njumogu (2005) who reported that age does not significantly correlate with one's motivation for occupation because 207 subjects(11years-19years) in his study showed no evidence of external influence in their motivation for occupation in Ankpa LGA of Kogi State. Aliyu (2007) suggested that lack of exposure of parents and teachers to the world of work and information on career make parents to be less interested on

issues of career choice. This finding is in contrast to the report of Parajares (2002) that 73% of high school students in Punjab-India showed significant relationship between their ages and external influence as their main motivation for occupation. Students tend to depend on parent, teachers and even some career related programmes from the media (Radio and television) to take career decisions. Secondly the level of parents and teachers education contribute to how appropriate their wards and students could be influenced by them. Moreover, some parents, teachers and media organization do not appreciate their core-responsibilities to children (students) and the society in general. When students achieve job satisfaction through appropriate motivation from parents, teachers or the media, the outcome is stability and productivity in homes and the society. Among the four variables of external influence (parents, teachers, media, and peers) as motivation for occupational preferences, only peer influence was found to be a strong motivation for student's preference for occupation. The finding of this study was also supported by Oni and Omoegun (2007) in their study of effect of parents, media and peer on occupational choice among senior secondary schools while peer group influence of students revealed a significant relationship towards student occupational choice, age and sex showed no significant effect on student's motivation for occupations. Certain factors that are predictors of this finding include culture and beliefs. In some societies, the culture lay emphasis on peer grouping activities, thus what a peer group acknowledge as good is acceptable by all the members. Oni and Omoegun (2007) suggested that such society view peer socialization as the basis for decision making.

In another related study, Pelletier Walker and Chapman (2003) revealed that interest and intrinsic reward value were to be rated higher as motivation for occupation by high school learners than parental and media influence. Their finding however added that some students from high socio-economic background prefer such occupation as engineering, clinical and



aeronautical career due to external influence from parents and the teachers. The work of Pelletier Walker and Chapman (2005) revealed that academic performance, attitude and interest are better predictors of motivation for occupations than parent and media. Adedeji and Adepoju (2000) in their study of motivation strategies adopted by principals of secondary school in rural areas of Ondo State-Nigeria revealed that 75% of respondents did not consider their parents and media as significant motivation influence since their parents were peasant farmers whose attention was in the farm than the type of career their wards should prefer. The study revealed students from educated parents as depending on parents on such issues as occupational preference and the type of university their children should attend. Therefore, external influence as a motivation for occupational preference could be of significant effect on student if parents show more interest on their children school work, seek and acquire information on the world of work and the type of work that their children have interest and academic ability.

The second findings on the null hypothesis that states that there is no significant effect of age on extrinsic value was obtained using a one-way Analysis of Variance. The result revealed that students' age had no significant effect on extrinsic reward value as motivation for preferring occupation. The calculated p value of 0.386 is higher than the 0.05 alpha level of significance, while the calculated F value of 1955 is less than the F-critical of 2.50. This finding supports the result of Adedeji and Adepoju (2000) on motivation strategies usually adopted by principals in rural secondary schools, the study showed that extrinsic reward value was not considered a major index of motivation for choosing a particular occupation, rather respondents from the rural schools viewed personal skill, interest and other self-expressive occupation as motivation that influenced them most. Moreover respondents below 11 and even some students above 15 years whose parent still provide their physiological needs are not motivated for jobs due to the extrinsic reward value. This is in support of Coleman (2011) who view students schooling life as

an era of dependence. Since their needs are provided by others, thinking about earning, source of living and means of living are abstractions and sometimes distraction to learning. Moreover, the death of career counseling no-career activities experienced in most schools make some students think that whatever occupation they eventually find themselves will bring extrinsic reward. Coleman added that parent and teachers usual motivation to students is “read your books”, “be serious with your studies” and not the reward prospect of career the student intend to go into in life. Denga (1987) added that students and indeed perspective job seekers in Nigeria seldom compare the extrinsic reward value of occupation and age. To them, age is not a barrier to any job, neither the reward value of the work of paramount importance. The baseline is that the person has stated work. This has led to job un-satisfaction and low production in organizations.

The next finding is premised on the third findings states that there is no significant effect of age on people oriented value. Result of the one-way analysis of variance (ANOVA) statistics revealed that the calculated F value of .007 is less than the critical f value of 2.60 at 0.05 alpha level of significance. Since the calculated p value is higher than 0.05 level of significance there is no significant relationship between age and people oriented value as a motivation for occupational preference. This findings is in support of Onaifo (2002) in his study of effect of age, gender, socio-economic states on career choice among secondary school learners. In the study, students between the age 18-21 years showed significant motivation towards certain careers where as respondents below 15 years proffered to ask their parents whether people oriented jobs such as being a nurse, teacher, lawyer, care-giver etc would be good or not. Many psychologists (Erik Erikson, Bandon Peaget etc) confirm that at age 18 year, adolescents think concretely and abstractly, thus their ability to assess their interest, academic ability and satisfaction before taking decision. Denga (1987) acknowledge that the anxiety and desperations of most adolescents from low socio-economic background especially before writing their

secondary school certificate examination basically on what (career) they would like to do. Is borne out of their mental and physical maturity (age). Therefore, they tend to be more realistic in their motivation for future career.

This is in contrast to the result of Obe (2009) and Bagula (2007) where late adolescents in Gboko LGA of Benue state expressed significant relationship between their ages and motivation for occupations that have people oriented value. This confirms the assertion of Egbula (2007) that age, motivation and socio-economic status are interwoven as predictors of satisfaction and emotional stability. The study supports the view that the older an individual is, the better in terms of his/her motivation processes. Moreso, such adolescents increasingly seek to improve their socio-economic status through appropriate choice of jobs in the world of work.

However, the number four hypothesis which states that ages of students do not significantly affect self expression orientation as motivation for occupational preference is accepted and retained. This is based on the finding where the p-value of 0.964 is higher than the 0.05 alpha level of significance. Moreover, the calculated f value of 2.60 using analysis of variance statistics (ANOVA). This result supports the work of Onylama and Onylama (2005), Brown, Rooney and Anfara (2003) who reported that age of students is one of the least predictors of motivation towards students special abilities, originality and creativity. They posited that self expression could be natural just as certain expressive skills (athletics, driving, teaching technological skills etc). These skills could be natured by a person. Only those who crave for job satisfaction get motivated to prefer such occupation but definitely self expression value does not depend on people age. Although age could predispose people and motivate them toward marriage, leadership, responsibility, it does not often act as a motivation to job preference. However, Aldefer, an American psychologist confirmed in his study of human needs among adolescents in Canada, that existence needs, material needs and energy needs etc were

found to have motivated adolescents towards such occupation as family medicine, nursing etc. The study added that school pupils may be motivated by their muscular built and strength to participate in such extra-curricular activities as soccer, baseball, polo, horse-riding, field events and sports which eventually enhance their preference for a career in any of them.

The result of the null hypothesis which states that there is no significant difference between urban and rural students in external influence as a motivation for occupational preference was accepted. Using an independent t-test sample statistics to analyze the difference between the urban and rural students to find out the effect of external influence as a significant determination on their preference for jobs, the calculated p-value of 0.891 is higher than the 0.05 level of significance, while the calculated t value of 0.137 is lower than the t-critical value of 1.96 at df 367. Their mean external influence for the urban and rural school respondents is 68.4645 and 68.1852. This finding collaborate the result of Tella (2007) whose research on students' adjustment and parental support towards academic achievement found that 67.5% of parents in both rural and urban areas fail to significantly motivate their children to adjust positively towards academic achievement, personality development and future occupation. The absence of adequate and appropriate career motivate from parents, teachers and non-governmental organization have robbed graduating school children of available occupations that have better socio-economic prospects. External influence (parents, teachers, media, peers etc) was founded to have significant effect on students who attended urban senior secondary schools in Oyo State thus motivating 215 (71%) students respondents towards certain occupations Omoegun, (2005).

Parents should not only provide the physiological needs of their children but be concerned about the type of career their children go into especially now that unemployment is a major issue in Nigeria. School teachers and the media societal and educational duties to

enlighten school children and their listening audience the relevant information and counseling on career and their requirement.

Huju (2007) revealed that illiteracy and information disconnection between parents and school as one of the reasons parents and teacher in the rural communication do not influence their wards to appropriate vocations. Some teachers do not know the course available in some universities, the entry requirement nor the subjects to take during Joint Admission Matriculation Board examination (jamb). In a related study, obi (2009) hinted that faith based organizations (churches, mosque etc) do organized career counseling for members especially in the urban areas. This is reported to be very effective because Nigerians are very religious and such seminars, workshops, talk show etc are free.

The null hypothesis which states that no significant effect influence exist between the urban and rural students concerning extrinsic reward value was accepted because the independent t-test sample statistics revealed that the calculated p-value of 0.672 is higher than the 0.05 level of significance while the t-calculated value of 0.424 is lower than the t-critical value of 1.96 at df 376. From their mean calculated mean of 12.3529 and 12.2121 (for urban and rural respectively) there is no significant difference in their extrinsic reward value orientation. Extrinsic reward include the salary, good working condition, allowances available, holidays, prizes, awards etc. The intrinsic reward which ac as motivation to people include satisfaction to be derived, interest, opportunity to express one's talents or skill. Murkerjee (2003) observed that information, action standard and personality of the learner enhance such person to isolate either intrinsic or extrinsic reward as valued motivation for job preference. Based on this observation, both the urban and students from rural schools might not have been informed of specific extrinsic reward available in different areas of occupations. Rothenstein (2002) reported a contrary result, a group of 120 students were exposed to career information and the extrinsic

reward associated with them, respondents agreed that extrinsic reward value motivated them most to their choice of job.

The null hypothesis which states that there is no significant difference, between the students from the urban and rural areas in their people-oriented value was accepted. Indeed, analysis of the result showed that the calculated p.value of 0.0904 is higher than the O.OJ alpha kind of significance. Their means (people oriented value) for the two groups was 10.4314 and 10.4000 for the urban and rural respondents respectively.

The calculated P-value of 0.121 is lower than the t-critical value of 1-96 at df 367. This finding supports the result of Tella (2007) on urban and rural migrants students in Alabama state. The urban and students from the rural school showed no significant difference in their preference for occupations having people-oriented value. Obe (2009) observe that prospective job seekers especially in the developing economic like Nigeria do not select the type of occupation they want to go into. Therefore, irrespective of the school location, respondents are motivated to accept any job so as to be seen as being in an occupation or employment.

This is so in a situation where many people with different qualifications are pressing to get the few existing jobs. Onyeama and Onyeama (2005) contended that until new frontier of career are opened up in the Nigerian economy, the gap between the rich and the poor will remain wide, while the indigent students (from the urban and rural) will continue to be narrow in their orientation and information available on career. However, Becker (1964), Friend and Hagzard (1948) in a similar study reported that significant difference existed in the motivation of the students from the urban students and rural students in their people oriented value. This is because many occupations were available for the graduating students to choose. Availability of a wide range of work made people to appropriately enjoy the privilege of motivation based on external influence, self-expression, extrinsic-reward or people-oriented value. Becker (1964) suggested

that population explosion the quest for higher qualification and entry qualification into certain occupations could affect people's motivation orientation.

The number eight null hypothesis was equally accepted the hypothesis stated that there is no significant effect difference between students who attend rural schools in their self-expression orientation value. The independent t-test statistics showed that the calculated P-value of 0.939 is higher than the 0.05 alpha level of significance, while the t-calculated value of 0.076 is lower than the t-critical value of 1.96 at df 367.

The Ninth hypothesis states that there is no significant difference between male and female gender concerning external influence as a motivation for occupational preference among senior secondary school students. Analysis of the data showed no effect differences in their mean external influence to be 11.4415 and 11.5072 by male and female. The calculated p-value of 0.060 is higher than the 0.05 alpha level of significance while the t-calculated value of .210 is also less than the t-critical value 1.96. From the mean score of 11.4415 for the male and 11.5072 by the female, it is evidence that male respondents enjoy closer academic relationship with such external factors as parents, teachers, media and peers. This finding is in agreement with the result of Daniel (2003) whose research on differences between urban and rural gender in academic adjustment found that significant difference exist between the male and female respondents parents influence contribution significantly to the academic adjustment of the male. Similarly, Denga (1987) reported a comparative advantage of the male gender over the female in most Nigerian cultures. Parents view the male as heir apparent that must be guided to attain set goals and status. The education, marriage, business, peer group, occupation etc of male children become family issues. Therefore, teachers often counsel most male children to be relevant in the society. Most male children are naturally inquisitive and adventurous. Tella (2005) added that the inquiry orientation of male opens new information frontiers which help to influence their

decision making potentials including career. A related finding by Koki (2009) reported that male students maintain a wide range of socialization pattern leading to interaction with peers, parents, teachers, social media as well as electronic media. Females are shy, discrete and cautioning in relating their personal issues which deprive them from oversight information pool that could influence decision making. Though most girls get closer to their mothers for guidance, this is quite inadequate because the media, teachers, fathers, relevant career programmes could provide positive external influence. Adepoju (2005) revealed that external influence is a function of mentorship, collaboration, socialization, trust between two or more parties. He reported a significant difference on external influence (parents, peers) in favour of the male gender on such issues like choice of occupation, career, and school subjects. This report added that effective pattern of external influence results in productive and cohesive co-existence, occupational satisfaction, behavioural adjustment, academic success, and personality development.

The tenth hypothesis states that there is no significant effect difference between the male and the female gender in their extrinsic reward value. Based on the independent t-test statistics analysis, this null hypothesis is hereby accepted and retained. The calculated p-value of .824 is higher than the 0.05 alpha level of significance, while the t-calculated value of 0.223 is lower than the t-critical value of 1.96. Moreover, the mean extrinsic value of 12.1681 and 12.1706 and the standard deviations by 3.2415 and 3.2522 indicate no significant differences between the male and female motivation for occupation. This means that both gender do not show preference for occupation based on the financial, material or service reward associated with a career. This finding is in contrast to the findings of Obe (2009) who favour the male gender on a study titled career motivation socio-economic status and occupational choice among the male and female gender. Infact, the male gender significantly differed from their female counterpart in occupational preference for medical, engineering, marketing, banking, accounting, law, politics



etc. Aliyu (2007) observed that the high rate of unemployment makes it difficult for young people (Nigerians) to select occupations on the basis of extrinsic reward. Both male and female just want to work in order to keep body and soul alive. It is unofficially assumed that occupations with high financial and material premium is reserved for children from high socio-economic and political background. However, Kolo (199) suggested that the issue of gender indifference in extrinsic reward value as a motivation for career aspiration and preference is mainly borne out of inadequate career information and guidance to people. This development easily compromises standard, job satisfaction and productivity.

In a related study, involving 100 male and female respondents from educated and illiterate home background, the 50 male respondents from educated home background showed significant difference in their motivation for career preference while the male subjects were influenced by the extrinsic reward value that would accrue on such occupations as law, Information Communication Technology (ICT) field, auditing, accounting etc, their female counterpart from the illiterate home background were motivated by intrinsic reward value and people oriented value from such career as teaching, farming, nursing, dancing etc. This finding indicates that the level of parental education is another index of one's motivation with bias in extrinsic reward value. Therefore, to improve on the occupation of students in jobs having high extrinsic reward value, teachers, parents, and the media have relevant counseling responsibilities to perform. When students eventually get into occupations with high financial and material prospects, the socio-economic status of individuals and that of females will improve. This would reduce poverty.

The number eleventh null hypothesis states that there is no significant effect difference between male and female sex in their self expression value. Analysis from the data obtained indicates that no significant difference exist in students self expression value as an index of

motivation for occupational preference. Slight differences were found to exist in the mean and standard deviation in favour of the male gender (13.1147, 13.2013 and 3.5321 and 3.6013) Moreso, the calculated p-value of 0.824 is higher than the 0.05 alpha level of significance. Based on the above findings, the null hypothesis which states that there is no significant difference between the male and female gender in their self expression value as a motivation for occupational preference is hereby accepted and retained.

This finding is in support contrast to the result from Koki (2009) in Banny S. and Wolf A. (1962). He found that most male respondents (37 out of 50) influenced by their personality and self expression skills are often manifested by males than females. Holland career topology theory therefore postulated that individuals self expression, self perception, personality, personal skills) tend to attract or motivate people towards certain occupations and career inclination. Daniel (2003) found that male gender often manifest or express their vocational skills in such occupations such as tool fabrication and designing, sculpturing, artwork, (realistic personality); sales representatives, marketer, (Enterprising), and composing theatre art (artistic personality). The motivation here is the satisfaction which these occupation provide through which they express their skills. In a related finding, Solomon Nwamuo and Okarafor (2010) posited that female gender prefer feminine vocation which are less overt and self expressive as a motivation for preferring occupations. They suggested increased counseling programme for the female gender on the benefits (reward) they stand to gain for choosing athletic, coaching, engineering and other artistic career which are self-expression.

The 12<sup>th</sup> finding is based on the last null hypothesis that states that there is no significant difference between the male female sex effects in their people oriented value orientation. This null hypothesis is accepted because the mean and standard deviation of the male and female gender indicated no favourable motivation on people oriented value as a result of gender. It

means the male gender were more disposed to preferring career and jobs that will give them opportunity to exercise leadership (as in politics) opportunity to help those who are less fortunate (family medicine, volunteers). This motivation by the male gender was noticed and commended by the United Nation secretary General Mr. Ban Ki Moon on the number of male medical doctors, nurses, care-givers who volunteered to assist Liberia, Guinea and Sierra Leone during the outbreak of the deadly Ebola virus (EVD). The study of 120 respondents in south east Nigeria on the indices of motivation to occupation by Arnold (2010) indicated a significant male motivation towards people oriented vocation in Ebonyi State. Arnold added that in a highly religious society, people are empathy bound and service oriented in mindset concerning occupations they intend to practice in the world of work. To them there is greater satisfaction in service to humanity than personal enrichment.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMEDATIONS**

#### **5.1 Introduction**

This chapter presents in paragraphs, summary of all the chapters. Conclusion based on the findings, limitation and recommendations of this study as well as suggestions for further study are presented.

## **5.2 Summary**

The study was designed to find the effect of age, sex (gender), school location and motivation for occupational preference among senior secondary school students in Akwa-Ibom State. The study was structured into five distinct but inter-related chapters namely introduction, literature review, methodology, data analysis (result and discussion) and summary for chapter 1,2,3,4 and 5 respectively.

Chapter one of this work highlighted the background of the study, statement of problem, objectives of the study, research questions, hypothesis, assumptions, scope and limitation. The background information provided the medium for statement of the problem to be generated. In this chapter the research sought to determine the extent to which age, sex and the urban/rural school location affects students; motivation for occupational preference. Simply put, the research generated some relevant questions and hypotheses to guide the conduct of the work.

Chapter two, reviewed related literature on the three dependent variables of age, sex, rural/urban school location preference. The conceptual and theoretical framework provided the basis and fulcrum upon the study revolved. The needs theory of Abraham Maslow, McClelland, and Ginsberg, Holland's career typology theories were discussed to show their relevance to the variable under discussion. Relevant empirical studies of schools were reviewed to validated the study and there was a brief summary on chapter two.

Chapter three presents methodology used in carrying out this work. Therefore survey design was used since this is a descriptive study. Other components of this chapter include population (9000), sample size (369), sampling technique, instrument (structured questionnaire),

rehabilitate and validity of the instrument used. Proportional sampling technique of Krejcie and Morgan (1970) was used to determine the sample. The sample size of 369 was used to represent the parent population of 9000. The instrument was a structured questionnaire consisting of section A (demographic variables), B (occupational preference), and section C (motivation or reasons for occupational preference). The instrument (motivation for occupational preference scale) is a standard instrument designed by Dr Christopher G.M Bakare. The instrument had a reliability co-efficient of 0.861 at 0.05 alpha level of significance. The reliability co-efficient confirmed the test of reliability by Spiegel (1992) and Stevens (2006) and was therefore considered adequate for internal consistencies of the items. The researchers observed that an instrument is considered reliable if it lies between 0 and 1, and the closer the calculated reliability coefficient is to zero, the less reliable, and the closer the calculated reliability coefficient is to 1, the more reliable. At 0.861, it is closer to 1 and therefore fit for this work.

Chapter four presents data analysis, result and discussion of findings on the influence of age, sex, school location on motivation for occupational preference among senior secondary school students. Data collected were subjected to statistics analysis and presented in tables. Descriptive statistics frequency, percentages, mean and Standard Deviation (SD) were used to analysis demographic variables of age, sex and number of respondents in urban/rural schools. However, Analysis of Variance (ANOVA) statistics was used to analysis hypotheses one to eight (1-4), while independent t-test was used to analysis hypotheses nine to twelve (5-12). Summary of the study showed that age of respondents was not a significant predictor as a motivation for occupational preference. Indeed, ages of respondents (below 11), (11-19 years) and 19 years and above showed no significant variation on external influence, extrinsic – reward value, self-expression and people – oriented value as motivation for occupational preference. This revealed the inadequacy of guidance and counseling activities for students and less involvement of

parents, teachers etc on career (occupational) issues. However, there was significant difference between male and female respondents on their motivation for occupation considering such variables as external influence, extrinsic reward, self-expression and people oriented value.

Self-expression value was not found to be a significant influence on students in the rural areas and their counterpart from the urban areas as a motivation for preferring occupations. The same was found concerning both groups of respondents and people oriented occupation influenced their motivation for preferring career.

However, the male and female gender showed significant difference in favour of the male gender on external influence, extrinsic reward value, self expression and people oriented value as indices of their motivation for occupational preference.

In conclusion, students awareness, interest and motivation could be positively influenced if parent, teachers, guidance counselors, media organization (print and electronic) are increasing involved in the career orientation activities for secondary school students. Such support service could assist students identify the type of occupations, their prospects and entry requirement into different areas of work. Parents and teachers need to get closer to their wards and students with a view to finding out their areas of interest, academic strength and vocalness. The information obtained from such interaction could be used constructively to counsel children on the future occupation that would provide them with satisfaction.

Moreover, the fact that age had no significant difference with motivation for occupational preference to students from the urban and rural schools revealed gross absence or insufficient career guidance activities in many secondary schools in Akwa-Ibom State. Expectedly, the male respondents in their motivation for occupations when their gender (sex) was used as a variable. This shows that most students still believe that certain occupations are for a particular sex.

### **5.3 Conclusion**

Based on the findings of the study the following conclusions were made:

Age of senior secondary school students did not influence their motivation for occupational preference. It was based on the values attached or prestige to the occupation thus there was no significant influence of age on all the four variable of motivation for occupations.

Sex was not indicated as a significant factor for motivation in determining students' preference for occupation in the world of work. This conclusion came up because findings on the hypothesis showed no significant difference between the male and female students in their motivation towards occupational preference.

School location had no significant influence on students' motivation for preferring occupation. This conclusion is based on the fact that students from urban schools did not show adequate knowledge about occupational information than students from rural schools. Hence both groups made their preferences based on societal importance and prestige attached to certain occupations.

#### **5.4 Recommendations**

Based on the findings of this study, the following recommendations were made:

- i. Educational and counseling psychologists, teachers, educationists, parents e.t.c should highlight those intrinsic motivations (interests, needs, intelligence, aptitude e.t.c) which enhance realistic preference for occupation than emphasizing on age.
- ii. Parents, teachers, educational and counseling psychologists should carefully explain to students that gender (male/female) difference should not be the most important reason for consideration (motivation) for an occupation. Therefore, counseling psychologists, and media outfit should develop a synergy that would provide an occupational template for regular dissemination of occupational information and interaction between career professionals and students.

- iii. Students from both urban and rural senior secondary schools should be guided properly by educational and counseling psychologists, parents, the media e.t.c to identify the differences among external influence, extrinsic reward orientation value, self expression and people oriented value as motivation necessary for realistic occupational preference. In addition, schools should mount programmes that will motivate students toward satisfying their needs. The MOPs should be used by class teachers and counseling psychologists to find out students motivation pattern and their tool two (2) most preferred occupations on yearly or termly basis. The result would form the basis for further counseling.
- iv. Parents/guardians need to improve on their home support to the children not only in the provision of their physiological needs, but regularly find out their interest, academic aptitude and occupational preference. Parents and guardians should develop a synergy with school teachers to get relevant information in the world of work. Synergy in career information collaboration is fundamental to appropriate occupational guidance through which counselee could make informed decisions on jobs preference.
- v. Students need to regularly (termly) write and submit to their class teacher two most important occupations they prefer to enter into after school and some reasons for preferring such jobs. This exercise could assist the class teacher to compare the academic ability, interest, personality etc of each student with the type of career he/she prefers. Students need to be informed on the competitive nature of certain career that enhance socio-economic and political profile in the society and the need to optimize their academic performance, irrespective of their age and class.

## **5.6 Suggestions for further studies**

The following are suggested topics relevant to one undertaken by the researcher:



- Influence of career, personality, socio-economic status on motivation for occupational preference
- Relationship between interest and academic preference on adolescent motivation for career preference
- Home support, school adjustment and motivation for occupational preference
- Influence of trait factor and peer group on career choice.
- The influence of some psychological and non-psychological factors on occupational aspiration among students of technical secondary schools.

This study used demographic variables on students population, further studies could be carried out using psychological variables on a different population. The following topics are therefore suggested for further studies.

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## **APPENDIX A**

**The Influence of Age, Sex, and School Location on Motivation for Occupational preference.**

**Reliability**

**Scale: ALL VARIABLES**

**Case Processing Summary**

|       |          | N  | %     |
|-------|----------|----|-------|
| Cases | Valid    | 40 | 100.0 |
|       | Excluded | 0  | .0    |
|       | Total    | 40 | 100.0 |

a. Likewise deletion based on all variables in the procedure.

### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .946             | .941   | 16         |

### Item Statistics

|   | Mean   | Std. Deviation | N  |
|---|--------|----------------|----|
| direct or indirect influence of parents                     | 2.7250 | 1.39574        | 40 |
| direct or indirect influence of teachers                    | 3.3250 | 1.14102        | 40 |
| direct or indirect influence of friends                     | 2.7500 | 1.25576        | 40 |
| direct or indirect influence of Radio, TV or books          | 3.4750 | 1.21924        | 40 |
| provide good salary   | 2.6000 | 1.39229        | 40 |
| provide attractive working conditions                       | 3.6750 | 1.36603        | 40 |
| ensure stable and secure future                             | 2.5250 | 1.44980        | 40 |
| give an improved social status and prestige                 | 3.8500 | 1.18862        | 40 |
| fondness for school subjects which bear upon the profession | 2.4750 | 1.48475        | 40 |
| permit the use of my special ability or aptitude            | 3.7750 | .89120         | 40 |
| permit me to be original and creative (to work with ideas)  | 2.5250 | 1.44980        | 40 |
| permit me to use my hands extensively (to work with things) | 3.5750 | 1.00989        | 40 |
| give me a chance to exercise leadership                     | 2.5500 | 1.43133        | 40 |

|   |        |         |    |
|---|--------|---------|----|
| give me the opportunity to work with people   | 2.9500 | 1.48410 | 40 |
| give me the opportunity to serve              | 2.7250 | 1.33949 | 40 |
| permit me to help those less fortunate than I | 2.7250 | 1.28078 | 40 |

**Summary Item Statistics**

|            | Mean  | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|------------|-------|---------|---------|-------|-------------------|----------|------------|
| Item Means | 3.014 | 2.475   | 3.850   | 1.375 | 1.556             | .255     | 16         |

## APPENDIX B

### Krejcie and Morgan Recommended Sample Size Per Population

| N   | S  | N   | S   | N     | S   |
|-----|----|-----|-----|-------|-----|
| 10  | 10 | 220 | 140 | 1,200 | 291 |
| 15  | 14 | 230 | 144 | 1,300 | 297 |
| 20  | 19 | 240 | 148 | 1,400 | 302 |
| 25  | 24 | 250 | 152 | 1,500 | 306 |
| 30  | 28 | 260 | 155 | 1,600 | 310 |
| 35  | 32 | 270 | 159 | 1,700 | 313 |
| 40  | 36 | 280 | 162 | 1,800 | 317 |
| 45  | 40 | 290 | 165 | 1,900 | 320 |
| 50  | 44 | 300 | 169 | 2,000 | 322 |
| 55  | 48 | 320 | 175 | 2,200 | 327 |
| 60  | 52 | 340 | 181 | 2,400 | 331 |
| 65  | 56 | 360 | 186 | 2,600 | 335 |
| 70  | 59 | 380 | 191 | 2,800 | 338 |
| 75  | 63 | 400 | 196 | 3,000 | 341 |
| 80  | 66 | 420 | 201 | 3,500 | 346 |
| 85  | 70 | 440 | 205 | 4,000 | 351 |
| 90  | 73 | 460 | 210 | 4,500 | 354 |
| 95  | 76 | 480 | 214 | 5,000 | 357 |
| 100 | 80 | 500 | 217 | 6,000 | 361 |
| 110 | 86 | 550 | 226 | 7,000 | 364 |
| 120 | 92 | 600 | 234 | 8,000 | 367 |
| 130 | 97 | 650 | 242 | 9,000 | 368 |

|     |     |       |     |         |     |
|-----|-----|-------|-----|---------|-----|
| 140 | 103 | 700   | 248 | 10,000  | 370 |
| 150 | 108 | 750   | 254 | 15,000  | 375 |
| 160 | 113 | 800   | 260 | 20,000  | 377 |
| 170 | 118 | 850   | 265 | 30,000  | 379 |
| 180 | 123 | 900   | 269 | 40,000  | 380 |
| 190 | 127 | 950   | 274 | 50,000  | 381 |
| 200 | 132 | 1,000 | 278 | 75,000  | 382 |
| 210 | 136 | 1,110 | 285 | 100,000 | 384 |

**Notes**

N = population size

S = sample size.

**Source:** Krecjie and Morgan, 1970. In: Cohen, L. Manion, A.L. and Marrison, K. (2000) Research Methods in Education (5<sup>th</sup> Edition) Lond: RoutledgeFalmer. Chapter 4. Page 95.

## **APPENDIX C**

### **The Influence of Age, Sex, and School Location on Motivation for Occupational preference.**

#### **Introduction letter**

Dear respondent,

The questionnaire you are about to fill seeks your opinion on the influence of motivation and socio-economic background on occupational preference of students. It was designed for the purpose of research in the faculty of education, Ahmadu Bello University Zaria. Your sincere response will be appreciated in confidence as there are no rights or wrong answers, therefore, do not write your name.