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THE INFLUENCE OF ENVIRONMENTAL FACTORS ON THE
OCCUPATIONAL ASPIRATIONS/CHOICE OF SECONDARY
SCHOOL STUDENTS TOWARDS INDEPENDENT LIVING.

A THESIS PRESENTED TO THE DEPARTMENT OF EDUCATION,
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MASTERS IN EDUCATION (M.ED.) SOCIOLOGY OF EDUCATION.

BY

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APPROVAL PAGE

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CERTIFICATION

Azi, M.A. a postgraduate student in the Department of Education and with Reg. No. PG/M.ED/S/88/6187 has satisfactorily completed the requirement for course and research work for the degree of Master of Education in Sociology of Education. The work embodied in this project is original and has not been submitted in part or full for any other diploma or degree of this or any other University.

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DEDICATION

This piece of work is wholeheartedly and affectionately
dedicated to my dear husband - Engr (Dr) F.A. Azi -

to

our lovely children

- Nedu, Ada and Kene -

and to

My late dearly beloved brother

- John Ezeabasili -

who died at Belfast on the 29th April 1990.

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Finally, to the typist, the researcher appreciates the pains he took to type the manuscript.

Azi, M.A.

Table of Contents

v

Title page	.....	.....	.....	i
Approval page	.....	.....	.....	ii
Dedication	...	.....	.....	iii
Acknowledgement	...	.....	.....	iv
Table of contents...	.....	.....	.....	v
List of tables	.....	.....	.....	vi
Abstract	.....	.....	.....	viii
CHAPTER ONE: INTRODUCTION	.....	.....	.....	1
1.1 Background of the Study	.....	.....	.....	1
1.2 Statement of the Problem	.....	.....	.....	3
1.3 Purpose of the Study	.....	.....	.....	6
1.4 Scope of the Study	.....	.....	.....	7
1.5 Research Questions	.....	.....	.....	7
1.6 Hypotheses	.....	.....	.....	8
1.7 Assumptions of Study	.....	.....	.....	9
CHAPTER TWO: REVIEW OF LITERATURE	.....	.....	.....	10
2.1 Introduction	.....	.....	.....	10
2.2 Theoretical literatures	.....	.....	.....	12
2.3 Socio-economic status	.....	.....	.....	15
2.4 Home environment & Occupational choice	...	.....	.....	17
2.5 Parental Encouragement " " " "	.....	.....	.....	20
2.6 Empirical studies	.....	.....	.....	22
CHAPTER THREE: METHODOLOGY AND PROCEDURE	.....	.....	.....	47
3.1 Area of the study	.....	.....	.....	47
3.2 Design of the study	.....	.....	.....	47
3.3 Population of the study	.....	.....	.....	47
3.4 Sample of study	.....	.....	.....	48
3.5 Data gathering Instrument	.....	.....	.....	49
3.6 Validation & Reliability of the Instrument	.....	.....	.....	50
3.7 Method of Data Analysis	.....	.....	.....	50
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA	.....	.....	.....	54
Summary of findings	.....	.....	.....	76
CHAPTER FIVE:	.....	.....	.....
5.1 DISCUSSIONS, CONCLUSIONS AND	.....	.....	.....
5.2 RECOMMENDATIONS	.....	.....	.....	78
5.3 Discussion of finding	.....	.....	.....	78
5.4 Implication of the study	.....	.....	.....	82
5.5 Suggestions for further research	.....	.....	.....	83
5.6 Recommendations	.....	.....	.....	84
References	.....	.....	.....	87
Appendix I	.....	.....	.....	93
Appendix II	.....	.....	.....	97

LIST OF TABLES

vi

<u>Tables</u>	<u>Page</u>
1 & 2 Distribution of secondary schools in Enugu Education Zone by LGA ...	48 & 49
3 Distribution of the sample for the study in the rural and urban areas	49
4 Sex Distribution of the Respondents of the Study ...	55
5 Stages at which secondary III students began to think about choosing an occupation.	55
6 Occupational preference or aspirations of secondary school students by location	57
7 People/activities that influence secondary students in their occupational aspiration .	59
8 Students' responses on the factors that influenced their occupational choice	60
9 The extent the respondents were influenced by their parents in the occupational choices	61
10 Chi-square test of Independence of occupational choice or aspirations of the respondents on their location.	63
11 The Chi-square analysis of occupational choice or aspirations of students.	64
12 The t-test, mean standard deviation analysis of the factors in terms of people and activities influencing occupational choice of secondary secondary school boys and girls ...	65
13 The t-test, means and standard deviation analysis of the factors interms of occupational characteristics influencing the choice of occupation of boys and girls ...	67
14 The t-test analysis of the factors in terms of people/activites influencing urban and rural boys in their choice of occupations.	69
15 The t-test analysis of the factors in terms of occupational characteristics influencing urban boys and rural boys in their occupational choice. ...	71
16 The t-test analysis of factors in terms of people/activities influencing rural and urban girls in their occupational aspiration and choice.	72

<u>Table</u>	<u>Page</u>
17. The t-test analysis of factors related characteristics of occupation influencing rural and urban girls in their occupational choice	73
18. The t-test analysis of extent of parental influence on the choice of occupation by boys and girls	74
19. The t-test analysis of the extent of parental influence on the choice of occupation by urban and rural boys. ...	75

ABSTRACT

The educational opportunities of the Nigerian youths are very much influenced by many factors in their environments to the extent that many a time they choose or aspire to enter into occupations that are not realistic and in consonance with their intellectual abilities and aptitudes.

The purpose of this study was to identify and analyse the factors that influence secondary school students in their occupational choices or aspirations.

A stratified random sample of four hundred SS3 students comprising of equal number of boys and girls from one hundred and thirty secondary schools in Enugu Education zone, ^{was} used for the study. Data were collected by means of questionnaire and analysed employing mean, percentages, t - test, and chi-square statistics.

The study revealed that parents have the greatest influence on their children in their occupational choices or aspirations. Other factors identified in this study are socio-economic in nature. Financial remuneration, working conditions, nature of the occupation and the tendency to belong to the prestige occupations such as medicine, engineering and law form the major determinants for the respondents. Occupational choices and aspirations. Based on the findings of the study it was recommended among other things that functional guidance and counselling efforts should begin from the primary school through the senior secondary and should be emphasised at the junior secondary school level.

CHAPTER ONE

INTRODUCTION

Background of the study

Before the introduction of formal education in Nigeria, an individual's aspirations and consequent choice of an occupation or career was influenced by such forces as heredity, tradition and superstition. A son, for instance, is forced to learn the trade or profession of his father or a daughter to learn the profession of the mother, with little or no consideration given to such factors as aptitude, interest and personal preference. How different we are today from this traditional attitude to occupational aspirations and choices is yet to be determined.

During that time, the farm families resisted sending their children to school, while the "good children" stayed at home to learn their parents' occupations. Every head of family, kindred or villages made it certain that the younger elements learned the traditional trade or occupation.

With the introduction of formal schooling, the home still remains the basic environment for learning for the child. This means that the child's personal values and personality are decided basically by the home environment with parents as prime teachers. In other words, the child learns the basic skills, behaviour, and attitudes at home before going to school (Keeler, 1985). This means that by the time he enters school, he has formed his habits, is conscious of his family's status and position in the society, and his personality is almost formed.

The quality and extent of education acquired by the child depends on the home background and the total environment in which he lives. This education acquired at home will influence his attitudes towards

schooling, his performances and in fact his occupational aspirations and choice.

This issue of occupational aspirations and choices has a long history which dates back to the time of Plato, Cicero and Lock. Plato, (429 BC - 347BC) in his writings on the ideal society suggested that each worker should be assigned to the one occupation for which he is naturally fitted. Cicero, (106-43 BC) in his essay on "Duties" advocated self-determination for the individual personal occupational choices. John Locke in 1695 suggested that children's nature and aptitude should be studied as a means of ^{determining} their capacities for learning, improving their knowledge and performing better on their jobs. Like in every other occupation, the abilities, aptitudes, and interests of students should be considered before they are allowed to enrol in different vocational programmes in educational institutions.

There are many factors which might influence the individual in his occupational aspirations and choice. These include among others, the need to adjust to the national manpower imbalance, job opportunities, job satisfaction of the past graduates, fear of unemployment, attractive salary, influence of parents, teachers, relations and friends.

The present austerity measure with its attendant inflation, the materialistic nature of the youths and the tendency to belong to the prestige professions help to induce youth to aspire or choose professions such as law, medicine, engineering and so on; which are supposed to yield enormous financial returns.

From what is happening today in Nigeria, every school leaver aims at becoming a lawyer or doctor instead of aspiring to become a farmer. He does not take into consideration his abilities, capabilities and aptitude with respect to his occupational aspirations. Parents also recommend the "prestige occupations" for their children irrespective of their children's academic limitations. This is the reason why a great number of secondary school leavers waste a good number of years taking JAMB examination to do courses in the university leading to the prestige occupations, without success.

It is important that occupations should be taught in the secondary school. School subject should also be explained to students to familiarise them with the courses available in the higher institutions and their minimum requirements so that they can match these requirements with their abilities, capabilities aptitudes and interests before making their choices.

Since career choice is one of the most crucial decisions an individual makes in life, and since this choice will determine the satisfaction and dissatisfaction he gets from his work and the opportunities available for future promotion and advancement, there is a need for an organised functional guidance and counselling programme in our school system. This programme is necessary in order to guide students in the choice of occupations that are realistic and in consonance with their academic assets and limitations.

Statement of the Problem

The educational opportunities of the Nigerian child are very much influenced by many factors in his environment especially his parents

who are obviously his prime teachers. It seems that children of elite parents have better educational opportunities than the children of non-elites. Membership in the elite group is primarily determined by education. At the same time, the opportunities for employment in the governmental and educational bureaucracies are more open to the members of the elite group since they possess the requisite academic qualifications. Consequently, it becomes obvious that the principal inheritance which elite parents can bequeath to their children is sound education.

Many people in this country have their careers chosen for them by their father, mother, guardians or friends. In other words many factors in the environment influence people to aspire or choose occupations. Many a time, people under the influence of these environmental factors choose occupations that are not realistic and in consonance with their academic abilities and aptitudes.

Sometimes, financial or material remuneration forms the major determinant for such choices. But sometimes people refuse to take up certain jobs which fall within their capacity, even though it is highly remunerative for the simple reason that those jobs are considered to be 'mean', "dirty" or are associated with low class citizens. For instance, a boy from an upper class family will not like to or even if he likes, would not be allowed by his parents to take up mechanic trade or become a farmer.

It should be noted that in Nigeria, especially in academic circles, every school leaver wants to become a lawyer, an engineer or a doctor but none aspires to take up farming as a career.

Oladele (1982) highlighted that the area of vocational aspirations and choice has received little or no attention in Nigeria and Africa in general. According to him, there is lack of awareness and knowledge about varied prospects in several fields which are very rewarding, but not explored by secondary school students. Often, a student's choice of an occupation may not relate to his ability. Most students are yet to be realistic in making occupational choices. Since career opportunities in the society on one hand and educational system on the other are pre-requisites for entry into jobs, students should be helped to reckon with their own interests as well as the objective assessment of their abilities before choosing an occupation. A critical analysis of environmental factors influencing the occupational aspirations of students therefore becomes an area of interest.

Purpose of the study.

This study was designed to analyse the environmental factors that influence the occupational aspirations of secondary school students towards independent living.

Specifically, the study was designed to:

1. Find out the level of schooling when students begin to make occupational choices or aspirations.
2. identify the occupational aspirations of secondary school students.
3. identify the environmental factors that influence the occupational aspirations of students.
4. determine the extent to which students are influenced in their occupational aspirations/choices by their parents.

Significance of the study.

The findings of this study have some significance for school administrators, government, parents, teachers and students.

For the school administrators, the study will provide them with relevant information regarding the different occupational aspirations of students under their care so as to help teachers guide the students towards realising their occupational goals and aspirations. Where students aspire for occupations that are at variance with their abilities and aptitudes, the school administration working through the guidance personnel could help such students make the necessary adjustments in their vocational aspirations.

For government, the findings of the study will aid it to make realistic policies regarding instructional programmes aimed at helping the students to recognise his assets and liabilities early in life. This will help the students to make the necessary adjustments in order to avoid frustration. A lot of crimes in society are done by frustrated school drop-outs.

For parents the study will provide them with the information relating to the extent to which they influence their children or wards in their occupational aspirations/choices. The study will also provide them with the information regarding how they would help their children to make realistic occupational choice.

For teachers and guidance counsellors, the study will provide information they need to plan training programmes in order to direct the students towards their occupational goals and aspirations.

For the students, this study will expose them to different environmental factors that impinge on them in the process of making occupational choices. This will help them match their interests with their ability before choosing a career. If he makes a realistic choice of career, he is bound to become a happy individual; but if he doesn't, he will become a maladjusted individual. This is in support of Zaccaria's (1970) assertion, that an individual finds happiness and advancement and remains in an occupation if he has made a good occupational choice and that inadequate choice leads to failure and maladjustment and consequent choice of another occupation.

Scope of the Study.

This investigation was carried out in Enugu Education Zone of Anambra State. This education zone is made up of six Local Government Areas, namely, Enugu, Awgu, Ezeagu, Udi, Nkanu and Oji.

The study focused on the environmental variables influencing occupational choices/aspirations of students. Variables such as heredity and tradition were not considered in the study.

Research Questions

The following Research Questions formed the basis for the study:

1. At what level of schooling do secondary school students first become concerned with occupational aspiration/choices?
2. What are the occupational aspirations of secondary school students towards independent living?
3. What factors/activities influence secondary school students in their occupational aspirations or choices?
4. To what extent are students influenced in their occupational

aspirations/choices by their parents?

Hypotheses

The following null hypotheses were tested at the 0.05 level of probability.

- HO₁: The occupational aspirations of secondary school students towards independent living is independent of location of students.
- HO₂: The occupational aspirations of secondary school students towards independent living is independent of gender (sex).
- HO₃: There will be no significant difference (P 0.05) between secondary school boys and girls in their mean responses regarding the environmental factors that influence secondary school students in their occupational aspirations.
- HO₄: There will be no significant difference between rural boys and their urban counterparts in their mean responses in relation to the factors that influence them in their choice or occupational aspirations.
- HO₅: There will be no significant difference between rural girls and their urban counterparts in their mean responses in relation to the factors that influence them in their choice of occupation or occupational aspirations.
- HO₆: There will be no significant difference between secondary school boys and their female counterparts in their mean perception of the extent they are influenced in their occupational aspirations by their parents.

HO₇: There will be no significant difference between urban boys and their rural counterparts in their perception of the extent to which they are influenced in their occupational aspirations by their parents.

HO₈: There will be no significant difference between urban girls and their rural counterparts in their perception of the extent to which they were influenced in their occupational aspirations by their parents.

Assumptions of the study.

The following assumptions were made with respect to the study.

1. The SS.3 students that comprised the population for the study were between 16 and 18⁺ years of age. This age range falls between second and third period of the decision making process in relation to occupational choice. Some students of this age range have made realistic occupational choice while others are still aspiring to choice or have made tentative choice of occupations (Adams, 1956).
2. Respondents of the questionnaire were honest in their responses.
3. The questionnaire was an appropriate ~~instrument~~ for data collection.
4. The statistical tools used for the analysis of data were appropriate.

Review of Related Literature

A number of investigations and theories have been advanced the world over in the area of occupational choices or aspirations as they affect secondary school students. In this chapter, an attempt has been made to review relevant literature with a view to providing a theoretical foundation for the study. The review of literature presented in this chapter therefore is organised under the following subheadings:

1. Introduction.
2. Theoretical literature.
3. Parental socio-economic status and occupational choice
4. Home environment and occupational choice.
5. Parental encouragement, interest and motivation versus occupational choice.
6. Empirical studies on occupational choice.
7. Theories of occupational choice.
8. Summary.

2.1 INTRODUCTION

Human history and experiences has shown that ambition of man is born out of his interest and challenges of life. A review of research carried out by several authorities in education and social sciences has shown that there is a marked relationship between socio-economic status of parents and their childrens' occupational choice.

Man's interest and challenges that confronts him in life which determines his ambition, fate or his destiny is influenced by what he

sees around him, what nature endows on him and what he feels about life. Hence the socio-economic status of the parents of any individual child is an important determinant of what the child's occupational choice is likely to be.

The home is an important agent of socialization and was the seat of education in the ancient times. It is in the home that the foundation of ideology and principle that will rule the child's will in future life is laid. The introduction of formal education in this part of the world some years ago brought the negligence of the role of the home in the child's education; but recent research has shown that there is bound to be a "social catastrophe" if the home is not allowed to play its part adequately in the education of the child.

The child learns the basic skills, behaviour and attitudes at home before going to school. This means that by the time he enters school, he has formed his habits, is conscious of his family's status and position in the society and his personality is almost formed. He has acquired some education. The quality and extent of education acquired depends on the home background and overall environment in which he lives. This education, acquired at home, will influence his attitudes towards schooling, his performances and infact his occupational choice.

The family is primary in shaping the child's personality, values and attitudes. Its influence is greatest in the early formative years of the child than any other factor. It is from the home that the child learns the basic social values of the society. The school supplements what the home has inculcated in the child.

The socio-economic status of the parents determines the type of home training being inculcated into the child. It also determines the type of school to be attended and how seriously the child is made to regard his/her studies. Consequently, children come to school with different attitudes. Some are well adjusted, some ill-adjusted and some are frustrated with the school and everything the school does and stands for these have some degree of influence on the child's performances in school which will directly or indirectly affect his occupational choice.

Educational goals are viewed as outcomes of the socialization process and the family is a major agent of this process. It is also an accepted fact that an individual's capacity for mental work, his behavioural attitudes, his principles and beliefs is a by-product of hereditary and environmental factors. But the degree of contribution made by each other has long remained controversial among social scientists and educationists. The views and opinions expressed in the works and findings of investigation's to be reviewed below will help find out the amount of contribution made by each of these factors.

2:2 THEORETICAL LITERATURE

The process of living tests everyone and a person's socio-economic status according to Sorenson (1977) is determined largely by how successfully he meets his tasks. Sorenson further maintains that the socio-economic status of children's homes influence them in many ways and has much to do with their success or failure in schools.

Most of the works the researcher reviewed see all the socio-economic status of parents variables as contributing directly or indirectly to academic performances at schools and occupational choice of the child.

The journal of Nigeria Education Research vol 2. No 1 (1982) identified the major components of socio-economic status as-wealth, educational standard and home with its environment. Based on this information a person on a reputable paying occupation enjoys a high socio-economic status while the reverse is the case.

Sorenson (1964) wrote that school children come from homes which differ widely in size and value of income and education of their parents; in the vocation of their parents, and the general standing of the family.

In addition, he wrote that the children of low socio-economic classes have more money troubles, feel more inadequate and feel more frustrated than the children of the higher classes. Hence the school conveyor belt drops the lower class child pretty early in the education route.

The socio - economic status of parents therefore can influence students in their choice of a course of study to a great extent. The amount of financial support a student can ^{enjoy} /_ while undertaking a course of study in no small measure depends on parental socio-economic status. Sharing in the same view, Coser (1975) was of the opinion that a student from a wealthy family can perhaps look forward to a long period of course training without having to go into debt. This indubitably shows that for a student to take to course training for example, which

lasts for a period of five or six years, he must come from relatively an average family. In his own contribution, Olive (1968) admitted that home environment may handicap a child in school and in life or may be a source of special advantage.

On the education of parents, Ogunlade (1972) observed that students educational achievements and level of parental education are positively related. Crowther (1972) also contended that well educated parents wanted their children to benefit as they have done from good education. This on the other hand implies that incentive to learn, regardless in which direction, seems to be totally lacking among parents with little or no formal education. The educated parents understands the value of education and according to Ngwobia (1966) they provide some incentives to reinforce their children's desire to learn.

Students could therefore in reality choose a course study due to status convenient to the parents. Some students in the view of Okeke (1973) could see some courses as major factors for finding solution to their individual socio-economic problems. Douglas (1964) in his study to determine the influence of parental socio-economic status on students observed that middle class parents take more interest in their children's progress than the manual working class parents do; and this interest he concluded, increases as the children grow older.

From the above review, it can be inferred that the socio-economic status of parents in no small measure influences their children in their choice of a course of study in schools.

2.3 Parental socio-economic status and occupational choice.

It can be convincingly stated that all socio-economic factors stem from the level of education and occupation of the head of the family. Although some illiterate parents have made it, money-wise, they still do not have the understanding of how to motivate their children. They have no interest and favourable attitudes towards their children's education. These are not what money can do. Furthermore, the occupation of the parents determines the economic strength of the family. This is important because it determines the type of educational plan the parents will lay for their children and the type of school they send them.

It could thus be proved that the economic strength of the parents affects the children's ambition and thus their occupational choice. A child who feels that his parents could not sponsor his university education will not have much hope of taking to such professions as medicine, law, engineering, pure science etc instead he takes to such professions as trading, carpentry, welding, road-side mechanic and such professions that are acquired outside the university.

As has been forementioned, the child's opportunity for education is influenced by his parent's level of education. Educated parents are aware of their responsibility to the education of their children. They are interested on the children's progress at school and so help them with their school work. Occasionally, they go to school to inquire and discuss their children's progress. This is not applicable to illiterate parents. Supporting the above view Cloward (1974) said:

The lower - class child is also handicapped educationally by the inexperience of his parents, which limits their ability to prepare their youngsters for school success, for example, they often lack the knowledge as well as the time to help with homework.

In addition to the above, parent's occupation influences the child's opportunity for education and his achievement in school. This is because the labourer - parents think more of how to sustain the family, and therefore, no attention is given to the child's intellectual growth or educational future. The parents concern for "economic survival severely limits the amount of attention parents can allocate to the "non-essential" activity of stimulating their children's intellectual growth or planning their educational future," Cloward (1979).

Mafunwa (1963) supporting Cloward reiterated that literate parents influence their children's academic achievement positively. He maintained that African homes hinder children's performance due to the illiteracy of the parents, lack of educational toys in the home and the inability of the parents to help their children with their school problems.

One of the reasons why literate parents influence their children's academic performance was given by Morrish (1972). Referring to Crowther's report, he said that educated parents want their children to benefit as they have done from good education. Therefore, the chances of children of professionals and managers continuing their education are much greater than that of the children of unskilled workers. It means that the good name, achievement and

progress made by parents should continue rather than end with the parents.

The income of parents affect the achievement of the child in school. This is because good income will bring about conducive environment and everything needed and necessary to facilitate education, Musgrace (1972) maintained that;

A high income enables parents to give their children the advantages that money can buy. It is a great help to a child to live in pleasant surroundings, be provided with educational toys, to go to private schools with a low staffing ratio...

Lovell (1973) quoting Bloom stated emphatically that what education means to a child depends on the level of education by parents and other significant adults or siblings on his life. He added that motivation and reinforcement by these adults all affect the child in school. Thus the occupational choice of a child is immensely affected by the parental socio-economic status.

2:4 Home Environment and Occupational Choice

The importance of home background for success on education has long been acknowledged. It is believed that children from the lower class perform poorly in school because of the environment they grew up in. There is disorder, lack of privacy and overcrowding which are characteristics of lower class way of life. All these are poor preparation for the quiet, orderly classroom atmosphere.

There is very little sustained verbal communication in the home of the lower class child. The upper class home seems almost the reverse. With less mental demand made upon him, the child from the lower class

has not developed a sustained attention span or high degree of articulation. These affects his thinking processes at school as thought processes are dependent upon the use of language, wrote Cloward (1974).

The size of the family, as part of home environment, influence academic achievement in school. This means that the necessary things needed by the child for schooling are provided on the upper class homes where the size is most of the time small. On the other hand, children from larger homes may not have all their needs attended to. This is because the parents are often faced with the problems of grappling with their (children's) feeding and other family problems to think it important to send them to school or provide all necessary school materials.

The home must be conducive to learning and must give the child opportunity to do private reading such will influence a child's performance for better grades than one who works throughout at home without anytime to rest and read. Many educationists believe that home environment influences achievement which builds the desire for academic advancement. As Uka (1966) clearly stated that;

Parents who are illiterate or who have no formal schooling do not provide the home atmosphere conducive to the formation of good study habits... In some homes the children are so encumbered with domestic duties that they have little or no time ... for study.

In his view Banks (1968) wrote that home environment may handicap a child in school and in life or it may be a source of special advantage. She opined that extreme poverty creates a home

environment that may negatively influence the child at school.

Poverty, she went on, breeds malnutrition and poor living conditions which can affect the child's health and indirectly affect his ability to learn and concomitant failure on school. Thus a child gets dropped out from school for other professions that could help him take care of himself.

Poverty may be due to unemployment, prolonged illness of the bread-winner in the family or break-up of the family due to divorce. This will definitely affect students performance. Furthermore, children of manual working class parents who lived in council estate with better facilities performed much better than children of the same class living in homes with poor amenities rented from private landlords, Douglas (1964) . In other words, Douglas is saying that the difference in performance was due to home environment.

Still confirming the importance of home environment to a child's performance in school, Douglas wrote that certain home conditions are unfavourable to school achievement. Such as unsatisfactory housing conditions which he said depress the test performance of children at the age of eight irrespective of their social class. But that the middle class children reduce this handicap as they get older, where as the lower class children fall even further behind.

There is no mystery about a child performing excellently at school said Sexton (1964). This is because, as she put it, a child that is familiar with books, ideas, conversation, ways and means of intellectual life before he enters school, indeed before he begins consciously to think, has a marked advantage. He is at home in the

house of intellect just as the stable boy is at home among horses or the child of actors on stage. Such a child gets acquainted with world history and classic of his time and with some characters. He there becomes interested in some characters and develop the ambition to be like such people. He will then start imitating in their believes, ideals and principles. She stated that;

Home environment may handicap a child in school and in life. It may be a source of specialised advantages. Home environment may provide unusual opportunities or it may close all doors and shut out all opportunities.

She believes generally, that the more education the family head has, the higher the family income and the higher his ambition for his children.

Conclusively, from the above reviewed literature, the importance of good and favourable home environment, which will enhance a child's performance in school and provide a boost for academic advancement, cannot be over emphasized.

2.5 Parental Encouragement, Interest, and Motivation Vs Occupational Choice

Motivation and encouragement have positive effect on academic achievement and advancement. This has been proved by many learning theorists such as Thorndike, Pavlov and Skinner.

A Nigerian educationist, Uka (1966, 19-24) and Evans (1966) agree that motivation and encouragement from parents positively affect performance at school. Uka said that literate parents who understand the value of education not only motivate the children to learn but that they also provide incentive to reinforce the desire to learn. This is

because, these parents have interest in their children's education and future.

Evans added that children do not want to go to school because they really want to be there, but because their parents through motivation and encouragement make them to be there. He expressed the view that children from the lower class parents are less privileged than children of upper class because they are exposed to books, educational toys and material at home and school. The home motivate, between home and school. The home motivates and reinforces in him the desire to learn.

In the lower class, where the entire family has no hurricane lamp, one or no table and few chairs, the child as do the parents see no need for education. It is a fact that in Nigeria, some parents from the lower class who have children at school, withdraw them during farming and harvesting season. They are withdrawn either to look after the younger and older members of the family or to come and help in the farm, or to look after the cattle. Such children will never perform well at school no matter the level of their I.Q.

Skinner (1962) supporting Uka and Evens stated categorically that motivation creates maximum mental activity which scholars have viewed as the super high way to learning.

In the same vein, Sorenson (1964; 283) asserted that progress in school is facilitated more for the children of the upper and middle classes due to the support they get from home while lower class children are handicapped in school academically in this respect.

One readily agrees from the foregoing review that motivation is an important factor that influences learning, performance and the desire

to further studies of a child in school

2.6 Empirical Studies on Occupational Choice

Many scholars have carried out studies to determine the relationship between socio-economic status and academic advancement, in general, in school. Majority of the studies came out with findings that prove that there exist a relationship. This set of literature will be reviewed first. Rich (1965) used 300 pairs of parents of sixth grade students for his study. The instrument used was the parental attitude research instrument which was given to these parents. In the end, Rich found that there are no significant difference between parents disinterested, dominant or democratic attitude and the children's academic achievement and occupational choice.

Macdonald (1964) in the process of his study reviewed a lot of studies that are of the view that there is no relationship between socio-economic factor and occupational choice. The studies are Coleman (1940), Brim (1960), Curri (1961) and Washburne (1959).

Coleman stated that the relationship between socio-economic status and such factors as achievement, aptitude, motivation and occupational choice had not been established.

Brim held the view that investigators were unable to explain the relationship between socio-economic status and academic achievement and occupational choice of the children adequately.

Curri and Washburne found in their respective studies that occupational choice and achievement was not peculiar to any one socio-economic status and measures of academic motivation, aptitude and

achievement. He used eleventh grade high school students. For each of the subject an index of socio-economic status was computed based on a weighting of educational levels of father and mother and their occupations. He found among other things that socio-economic status is not a significant factor in determining the academic achievement of the subjects, particularly with poor performances.

Cicirelli (1965) used 609 subjects for his study in sub-urban Detroit. The sample was classified into high and low socio-economic groups. Criterion used for the classification were the type of neighbourhood in which the children live and the occupation of their fathers. He found that the creativity of high or middle socio-economic group children did not differ significantly from the low socio-economic group children.

Coming over to Nigeria, Nwosu (1972) in his investigation carried out in Aguata Division found that there is no significant relationship between the social status of the father and opportunity for education. He supported his finding by stating that one's material or paternal uncle or aunt may take up the responsibility of training his niece or nephew. Furthermore, he stated that the option in boarding in our schools has made so many parents to afford the fees for their children.

Supporting Nwosu, Nwizu, (1977) found that there exist no difference between the academic advancement of high socio-economic status children and their counterpart in low socio-economic status. This study was done in Orlu Division with questionnaire and test scores as his instrument.

Many factors may have contributed to the above finding. Orlu at the time of the study may be classified as a semi-urban town comprising few government workers, traders and natives. The sample from such a population could not have provided him with all the socio-economic status variables needed for the study.

Similarly, Anagbogu (1975) stated that there was no difference in the academic advancement of children from high and low socio-economic classes. His study was carried out in Warri with primary school children.

The above reviewed studies contradicts the accepted fact already established by many sociologists that socioeconomic status influences academic advancement as was attested to in the theoretical review of literature.

In the preceding section, the researcher presents citations which show that home environment, parental education, parental motivation influence students academic achievements and advancement in school.

An important ~~socio~~-economic status variable that influences academic achievement and occupational choice of children is the occupation and education of parents.

Jencks (1968) after his investigations came out with results that the reason for unequal educational opportunity is money and that motivation from parents influence performance in school and encourages the desire for academic advancement.

Concluding from his study Richmond (1965) stated that the child's educational achievement depends to some extent upon the kind of education his parents received. This supports the saying that

education begets education.

Lower class children are inhibited from utilizing their talent fully due to financial resources and class discrimination. They lack cultural equipment for successful progress through the educational system, due to their background, so said Craine (1969). He concluded that social class origin continues to influence a student's opportunity and progress at the highest level of the educational system. In the same vein, Roberts (1962) and Ruth (1962) after their different investigations arrived at the conclusion that education and occupation of parents go a very long way to influence their children's performance. On the other hand lack of education of parents limits to some extent motivation to succeed in school.

Kenechukwu (1978) used 60 medical students in the University of Ibadan and found that 90% of them were children of senior civil servants and the elite in the society while the other 10% were of parents of low income earners and illiterate rich traders. Supporting him Adaku (1974) interviewed young boys who are engaged in such professions as trade, roadside mechanic and carpentry and found that these children were of parents of low income earners and illiterate traders. She also found that some of these young men does not necessary like these professions but they were forced by circumstances to take to them because of the financial constraint of their parents to train them in schools. She opined that they were in no way apathetic to education.

There are cases where children of illiterate poor traders because interested in academics and professions that it could offer because

they do not like the social status of their parents. However, such desires are most of the time not satisfied because of the poor condition of the economy of their parents.

The occupation of the father is an important factor to a young child because it has a direct bearing on the child's welfare and education.

When a child is ashamed of his father's occupation either because of level of work done or the type of clothes demanded by the work, the child's attitude towards his father, his home and himself will be adversely affected, thus may lead to hatred of that profession, Huslock (1956).

The occupation of parents which is determined by their level of education is a pointer to whether the child will go to school or not. Having established from the foregone review that the home influences performance in school, a home of literate parents will definitely affect performance, positively and vice versa.

Floud in his ten-year study aimed at determining the influence of fathers' occupations on children. He came out with three categories of performance. The best students came from parents of high socio-economic status, the average in students of performance were those whose parents were mainly cleaners, labourers etc., Floud (1955).

Ogunlade (1973) used 120 school children in class four of two primary schools in Western Nigeria for his work. He investigated the extent to which the education or lack of education of parents affects the educational attainment of children. He found that students' educational achievements and the level of parental education are positively related (1973).

Mangela (1977) among other things found also that the children of high occupational group performed relatively better than the children of the low occupational group. Igbokwe in her study on the differences between socio-economic status of parents and the education of their children found that the educational level of parents correlate positively with the overall performances of their children, Igbokwe (1977).

Judging from the empirical and theoretical references and in relation to the study, education of parents determine the quality of occupation of the child. The occupation on the other hand determines the income which can hinder or promote educational opportunity depending on whether it is high or low. In general, educated parents do not allow their children to get less education than they themselves have had.

Although Coleman (1966) and the others have tried to convince us that home background is not important for success in education, Bloom (1964), Plowden (1967) and Wallberg & Marjoribanks (1973) according to Lundgren (1974) have produced evidence attesting to the fact that measures of the various characteristics of the home environment contribute strongly to the prediction of children's abilities and occupational choice in later life.

Some of the investigators were concerned with how certain social strata tend to affect achievement as well as the identification of precisely those features of the home environment which are the most significant in influencing success or failure in academic work.

Social class structure influences the behaviour, scholastic achievement and even personality of the young as confirmed by Lundgren (1974) when he stated that

Middle class students tend to dominate the social affairs and activities of the school. Because they understood the values that dominate the school, they find it easier to succeed. Because the lower class student more frequently encounter failure and frustration in the schools and because they feel socially isolated, they are inclined to drop out of school as soon as the opportunity presents itself. Their problems are further aggravated by their parents' lack of interest or generally negative attitude toward schooling.

Similarly, Bloom et al, according to Freebery and Payne (1971) supported the view that environment helps in shaping later cognitive abilities in the child. The subjects for the investigation were twins reared apart and adopted children. The investigators set out to find the effects of environment deprivation on their subjects' childhood.

Campbell (1952) in his investigation into the influence of home environment on children's educational progress in secondary schools observed that poor home environment was both detrimental and disadvantageous to academic achievement.

He concluded by stating categorically that no school factor can match the strength of the home environments of students. This factor according to him is strongest in language and social studies.

In a study carried out in the southwestern United States of America, with 2623 subjects from 33 schools, Cury (1962) wanted to determine whether the differences in scholastic achievements were significant among children of different social classes. He found that children from upper status group performed better than those

of the lower socio-economic group. He added that when intellectual ability decreases, the influence of deprived social and economic conditions of the home is responsible.

Similarly, Helen et al (1962) concluded that socio-economic status of the families studied, was one of the major influences in academic performance variations among school children. They said that the fathers of high achievers belong to the upper class, that is those who have high ranking occupation, better education and reasonable income than the fathers of the low achievers.

In his own contribution, Frankel (1964) found that psychological conditions and inter-personal relationship exist between the high - achievers and their mothers. The contrary is the case with the low achievers. The mothers of the low - achievers appear aggressive and hostile and less involved with their sons.

Frankel in his study used 29 paired high and low achievers of equivalent high intellectual ability but of contrasting scholastic achievement. Data was obtained from school records, personal interview and questionnaire responses. In effect, home environment influences academic achievement and advancement and is more closely related to school progress than intelligence is.

Astin (1964) examined the relationship between socio-economic status of the winners of merit scholarship and their achievement. He used 334 scholars from national merit scholarship corporation's rosters of 1961 merit scholars in America. He found out that the merit scholars came from high socio-economic backgrounds that they perform better in

both academic and creative fields and that they have more ambitious educational plans.

Many students were also done in Nigeria in the area of socio-economic status and achievement in school. Afejuku (1973) found that children from a low socio-economic class do not perform well scholastically because most of them indulge in trading after hours as they have no hope of furthering their education after primary education. In addition they lack academic motivation and support from home.

Investigating the influence of home environment on academic advancement, Mally (1977) found among other things, that the cumulative effects of several home environmental factors are positively related to academic advancement of students. She concluded that the influence of home environment had a greater impact on the student academic advancement than other factors. Factors of home environment, she said, are good learning conditions of home such as educational toys, reading rooms, comfortable chair and parents' supervision of the children's work.

In his investigation Essien (1972) came out with the finding that pupils from high socio-economic families have higher ambition for academic advancement than pupils from the other two income groups, these are middle and low socio-economic groups. Questionnaire was the instrument used for the study.

In a similar study Chesa et al (1982) found among other things that children from low socio-economic background do not have at home all the facilities available to their counterparts from the upper

socio-economic background. In addition, they found that children from low socio-economic background come from environments that are educationally poor and non-stimulating. The low socio-economic status children rely more on nature rather than nurture for their upbringing. These reflect in their poor performances in tests of mental ability.

Students from democratic homes perform better than students from domineering homes in English language, Mathematics and General science respectively. They also have greater ambition than them. In effect parental democratic attitudes are more favourable for good academic performance than the domineering attitude. This was the finding of Aboh (1974).

A feeling of security from home enables a child to cope more adequately with the tasks of classroom learning and to be more bold in withstanding daily challenges and other problems encountered at school. Watson (1957) carried out a study in which he compared the behaviour of 50 students from strict and disciplined home. Watson came out with the results that children from permissive home when contrasted with children from authoritarian homes tended to be;

- a. More self-reliant, independent and more inclined to show initiative;
- b. better able to engage in intellectual activity under difficulty conditions;
- c. more co-operative and popular with other children;
- d. more friendly and less hostile towards others; and
- e. more spontaneous, original and creative.

The hostility which leads to under-achievement is not caused by the school but is brought along with the child when he enters school,

Hillock (1956:651). The question then is where does the hostility that causes underachievement come from?

The answer is from the home.

Coleman et al (1966) found that there is a high relationship between individuals academic achievement and his socio-economic class. The difference in academic achievement do not emanate from variations in facilities, curriculum or staff. Rather the difference emanates from the differences in home background and environment from where the child comes from.

To what extent can a child from high socio-economic class succeed without good facilities, curriculum or staff. The investigator feels that the child will not succeed without all of the above, no matter how high the family is placed in the society, and the degree of motivation he gets from his parents.

It appears, therefore that economic background, parental interest and motivation, good school facilities and good curriculum, staff and I.Q. contribute to high academic performance which will determine the occupational choice of the child. The absence of one or more will affect the degree of performance in school.

These findings on the effect home environment has on students achievements, have supported the view that a child who has a sense of security from his home, such a feeling will influence his performance in school and life in general.

The home is the child's first environment, it sets the pattern for his attitudes towards people, things and life. It will determine

or influence his ambition in life. This pattern established at home may be changed or modified as the child grows older, but it will not be completely wiped off.

From the above references, theoretical and empirical, as related to the present work, educated families provide conducive environment for his education of their children. In addition the size of the family has a lot to do with the education and performance of the child at school, it influences educational opportunity. Hence children from small families have better chances from higher education whereas lower-class children have poor chances for education and are not motivated for better performances.

Some researchers have found that encouragement and motivation in addition to other factors previously treated, influence a child's performance in school and increase his hope for higher studies.

Floud in his already mentioned study found out that parents from the upper class are interested in the future of their children. He reiterated that parents who give their children the necessary motivation facilitate learning and high achievement. In the same vein Lovell (1973) referring to Wiseman (1973) wrote that among primary school pupils, economic level and social class are less important to children's progress than are aspects of parents attitudes to education.

Other studies that still confirmed parental motivation and encouragement influence academic achievement are Yoloye (1971); Mally (1977); Popo (1981). These studies were all carried out in Nigeria.

leads to enhanced and more basically motivated parental involvement in children's education than any superficial fostering of interest. Negative factors related to school achievement are suggestive of forms of ill-treatment of children, while factors which are positively correlated with achievement are suggestive of what might be described as healthy parent - child interaction. Miller (1970) in his study share the same view.

Kahl (1953) in his own study used parents as his subjects. He found that some parents were satisfied with their lot in life and did not attempt to push their children up the status ladder, these were the low socio-economic status parents. In contrast, parents from the high socio-economic status background clearly encouraged their children to strive for a better life.

Among the findings of Chesa et al (1982) is that upper class parents have high positive attitudes towards their children's education and also high expectations and standards for them. Their children receive higher motivations for success in school, they are provided with books and equipment for their studies at home. All these things stimulate learning and eventual high performance in school. These children find no difference between their homes and the school and so adjust easily to school life and work.

The above empirical and theoretical references in relation to this study, show that educated parents, parents in professionals and managerial occupation show a lot of interest in the education of their children. They show interest in the child's works and performance at

school and are ready to help him with his school work. They answer the child's why? how? questions to the satisfaction of the child. These motivate the child to inquire and try to discover things by himself. Inquiring and discovery are good ingredients for education.

Occupational Choice Theories

Many theories have been formulated in an attempt to provide answers to questions about occupational choice. The Trait-Factor Theory developed by Parsons (1909) holds that a person should have a complete and clear understanding of himself, his aptitudes, abilities, interests, ambitions, resources, and limitations prior to making an occupational choice. He must be aware of the requirements, conditions for success and prospects in different occupations. Parsons believes that the adequacy of the choice made by an individual depends on how well he knows his abilities, interests, limitations and how much he knows about the requirements and opportunities of different occupations.

Individuals' aptitudes exert influence on the vocational level they are likely to attain, the training they are likely to be admitted to or succeed in, and the quality of work they are able to perform. There is a relationship between ability and the levels attained within an occupation. Elton (1967) who investigated the Engineering field and levels within that field (research, teacher, administrator, practitioner), concluded that personality played a part in the vocational choice of Engineering but that specialized abilities influenced the level (career role) within a specific field.

Lockwood (1958) found in his study that although wiser occupational choices are made at higher grade levels, pupils generally aim too high in their vocational choice, and that the pupils with high mental ability often select occupations for which they are not intellectually fitted. London (1973) attributes the unrealistic choice of occupations by high school pupils to inadequate vocational guidance and counselling in high school. He maintains that vocational guidance and counselling would lead to greater reality of vocational choice. Ginzberg et al (1956), concluded after analyzing the different theories of occupational choice, that occupational choice is not a single decision but a developmental process that takes place over a period of time that the final choice of an occupation is a compromise between interests, capabilities, values, and the opportunities and limitations in the real world.

Studies on career choice reveal that people find happiness and advancement and remain in occupations only if they have made a realistic occupational choice and that inadequate choice leads to failure and maladjustment and consequent choice of another occupation. Career development education should be a broadening perspective for all educational system, and it should be integrated into all levels of educational structure. This will help youths, both high school graduates and drop-outs, enter into the world of work and able to hold basic entry level jobs.

Many educators hold that occupational guidance, counselling, placement and follow-up must be the major functions of every

educational institution.

Rosengarten (1924) considered choice of an occupation as one of the most undoubted important questions an individual will ever be called upon to consider, because a few acts are fraught with more unhappiness, regret and that of stumbling into an occupation instead of making a careful and deliberate choice based on a painstaking study of the aspirations and qualities within an individual and the opportunities around him. He continued by saying that, the life work one chooses will be his deepest source of happiness or sorrow depending upon whether or not it fills a need; his natural aptitude as well as his training and economic situations. It is to be realized that real success and happiness demands a perfect adjustment between the requirement of an occupation and the individual. People who are happy with their occupations actually hate to work and their work lives and that of their dependents are made miserable through financial, mental and moral dis-satisfaction and discontent.

Roe, (1956) contended that the greater part of an individual's life is devoted to his occupation, and yet normative psychology theory no less than therapy, has ignored the implications of occupational choice and satisfaction. She stressed that if one wishes to understand a person, it is at least, important to understand his occupational behaviour. Therefore, occupational choice is a self categorization, which is a function of at least one aspect of the individual's image.

Hutson (1958) said that one of the reasons why people choose an occupation is the interest in the work. He stressed that a

professed interest in an occupation is undefined, not analytical and bears a little relation to possession of the essential ability requirements for the field. His reasons were that expected ability and actual experience are suggestive of the kind of thinking that vocational guidance seeks to promote. He presented a research carried out in Western Pennsylvania using college students to determine their reasons for choosing an occupation. The following results were obtained:

Availability of job opportunities	28%
Actual experience	6%
Interest in friends	5%
Expected ability	10%
Infrequently stated reasons	12%

However, it would be considered that they were mindful of what their occupations might contribute to them in the way of immediate and future comforts.

Adams, (1965) pointed out that, there are two basic theories of occupational choice. They are theory of Basic element and that of compromise theory. He said that the Basic elements theory is the theory which depends largely on the process of irreversibility, while compromise is an essential aspects of every choice. He concluded that the basic element process begins at birth of the individual and may remain open till death. The study of this process, he stated begins at about the age of eleven years, which appears to be the first time that young person recognizes that he will eventually have to do

something about choosing his future occupation. He grouped the process of decision making into three periods:

- A. Fantasy choice before 11 years;
- B. Tentative choices between 11-17 years;
- C. Realistic choices 17 years and above.

He expressed that during fantasy period, the child feels he can become whatever he wants to be, he translates his impulses and needs into occupational choice. In tentative period, his translation is almost exclusively in terms of such subjective factors as his interests, capacities and values and finally, in realistic period, he begins with exploration, during which he acquaints himself with alternatives followed by crystalization stage and specification stage when he determines his choice and delimits it.

Adam's choice of compromise theory emphasized that every occupational choice is of necessity a compromise which reflects the fact that the individual tries to choose an occupation in which he can make as possible of his interest and capabilities in a manner that will satisfy as many of his values and goals as possible.

Occupational theories are then considered important because people who are productive and contented with their occupations must have resolved their problems of occupational choice most adequately.

Osipow (1973) puts it that, vocational selection is one realm of behaviour in which the society permits an individual to combine his pleasure and reality principles. He emphasized that the pleasure principle drives an individual to behave in a manner that it is immediately gratifying forgetful of future consequences of his actions,

while the reality principle focuses attention on eventual and long term gratification at the expense of immediate ones and in choosing a vocational, an individual presumably is able to compromise between the two principles and gets some immediate satisfaction as a consequence of his choice while at the same time lays foundation for future success.

Therefore, the particular vocation an individual chooses is not the result of an accidental arrangement, rather it is an individual's personality and impulse that lead him to choose an occupation in which he may satisfy through sublimation and basic life impulses.

Nelson (1980) pointed out many factors that could influence students choice of occupation as technological changes, life style and resource changes as a process of collecting and processing data on the occupations. Hudson (1981) observed that providing recognition and incentives through competition help to motivate students. Ideally, competition encourages students to develop competencies required of skilled workers. Vocational education organizations can use competition to provide incentives that will attract and hold students to training.

Oladele (1982) highlighted that the area of vocational choice was received little or no attention in Nigeria and Africa in general. He said that, there is lack of awareness and knowledge about varied prospects in several fields which are very rewarding, but not explored by secondary school pupils. Often, a student's choice of an occupation may not relate to his choice of career. As a result, the student dedicates himself to an unattainable occupational choice which may very likely lead to frustration. In his findings, he feels that most

students are not yet realistic in making their occupational choice. Clearly, career opportunities in the society on one hand and educational system on the other are prerequisites for entry into jobs. He therefore, suggested that students should reckon with their own interests as well as the objective assessment of their abilities before choosing an occupation.

Other Factors

In all parts of the world, education is looked upon as the entry route for civilization. Education will help to solve all problems of underdevelopment. Education breeds technological and vocational competencies. The need for mass literacy in Nigeria was ~~much~~ emphasized by both the Federal and State Governments which have started working positively towards its attainment.

Okoro (1980) wrote that education is one of the primary areas of priority of the present governments in Nigeria. Towards this end, the Federal Government launched the Universal Primary Education Scheme in 1976, making education free for all Nigerian children. In its National Policy on Education, the Federal Government described education as "the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources."

The educational process is a transitional phase in the lives of "Traditional African Youth" when they are resocialized for careers that are radically different from those anticipated in their early upbringing. In the present early stage of social and economic development of African countries, one of the vital functions of the school is

to transform persons from traditional to modern perspective, commitments and styles of life. It would be misleading and grossly in error, where personality is concerned to assume that the modernizing process ever completely replaces traditional attributes with modern ones. As Erikson cogently argued, a person is a more or less successful and continuously ordered amalgam of predispositions and images learned later in life, as well as those acquired in infancy and childhood.

This suggests that it is more useful to identify a continuum of interaction of traditional and modern forces in the life space of youth than to seek to establish precise and necessarily artificial lines of demarcation between traditional, transitional and modern statuses.

Dore (1975) stated that "schools in all modern societies do two main things, they try to change people's capacities, attitudes, and skills, in ways thought to be for the better, and they effectively decide which among each age cohort of child will eventually receive the position of power, wealth and prestige in society which everybody covets." This helps to emphasize the views of many about the role of education or the expected outcomes and ways of handling education to people so as to produce good results.

The Nigerian educational system is inherited from the British people who were Nigeria's colonial masters. It emphasized that production of the elitist gentlemen class, which Nigeria cannot afford to emphasize at this point of her advancement. Education in our system must aim at making the individual productive. The researcher agrees with Peacock (1978) in his view that the pursuit of knowledge for its

own sake has been tempered to the wind of commerce. Vocationally oriented educational programmes are needed for this country.

There has been a great change of attitudes values and opinions among many Nigerians as to what education has to offer to them. Within the oil boom period, the traders, the politicians and contractors were better-off financially than the educated civil servants. These people laughed at those who were trying to find their way through education. The status of education and the educated was therefore, relegated. Importation became the order of the day and inflation followed and has since remained with us.

Ibecheni (1976) found that course prestige among Nigeria students influences choice of course of study.

It can be seen from the above findings that occupational preference and subjects passed at the ordinary level influence to a great extent the course of study of an individual while the social/manpower needs of the nation which can help in the attainment of self-sufficiency and economic development has just 38.9%.

With regard to the personality theory, Roe (1957), Holland (1959) and others hold that an individual has psychological, social and economic needs which he must satisfy through occupational choice and productive work. Super (1953) and Ginzberg et al (1956) developed the developmental theory which states that individuals develop more clearly defined self concepts as they advance in age, that the occupational life of the individual involves a number of different periods, phases and motivation and adequate preparation, can succeed in an occupation in accordance with his ability.

Lipset, Bendix et al (1955) found that parents often wanted better occupation for their children by the application of pressure on their children's early life. Barbers (1957), in his study of social stratification, showed the influence of the family on occupational choice by saying the family is the first social influence on a child in every society, that it is the family that lays the basic and most general ideas, norms and emotions that he will live by throughout the rest of his life.

Job satisfaction results from placing people on those jobs that provide good working conditions and an opportunity for growth and development rather than those jobs that pay high wages. This ^{an} assertion is supported by an anonymous author who wrote:-

Take this my son and remember it long, though now it may strike you funny. A job with a chance to improve and advance is better than one that pays money. Don't look for cash as so many boys do, Take a look at the long years before you see how much you can learn, not how much you can earn. And the place which the future has for you. Oh, many a boy has begun with a rush, And has grabbed for a man's wages blindly; Now he sticks as a man at the spot he began. And thinks life has used his unkindly. So look for a job with a future ahead, seek a chance to grow greater and greater. Seek a place where you know as you work you will grow. And money will come to you later. (London, 1973).

In conclusion the author supports the fact that when making an occupational choice, the individual must not think of the financial gains or returns alone, but must consider the occupation that can offer him opportunities to grow on the job. This leads to job satisfaction which is more important than social or economic gains.

Summary

A review of researches carried out in education and the social sciences reveal that forces in the environment influence boys and girls in their choice of occupations. The socio-economic status of parents does influence students in their choice of course of study. Other factors that may influence occupational choice of students include among others social/manpower needs of the nation availability of job opportunities, interests in friends and relations and so on. Hudson (1968) noted that one of the reasons why people choose an occupation is the interest in the work. However research shows that a professed interest in an occupation is undefined, not analytical and bears a little relation to possession of the essential ability requirements for the field.

Many writers such as Parsons, (1909), Ginzberg (1956), Roe, (1957), Holland (1959) and Super (1953) propounded theories of occupational choice but Adams (1965) classified these theories into two basic theories - The basic element theory and the compromise theory. London (1973) however attributes the unrealistic choice of occupation by high school pupils to inadequate vocational guidance and counselling in high school. Studies in career choice also reveal that people find happiness and advancement and remain in occupations only if they have made a realistic occupational choice.

METHODOLOGY AND PROCEDURE

This chapter describes the area of the study, type and design of the study, population and sample used for the study. It also describes the instrument used for data collection as well as the method of data analysis; the method of validation of the instrument and other procedures.

3.1 Area of the study

This study was conducted in Enugu Education Zone of Anambra State. Specifically, it covers six Local Government Areas, namely: Awgu, Nkanu, Enugu, Ezeagu, Udi and Oji-River.

3.2 Type and Design of the study

For this study, a combination of survey and Ex-post-facto research designs were employed. The study was based on ex-post-facto research design because the independent variables such as location of the respondents, sex, etc were not manipulated or controlled directly by the researcher.

3.3. Population of the study

The population for this study include all secondary three (SS.III) students in the one hundred and thirty secondary schools in Enugu Education Zone of Anambra state. The one hundred and thirty secondary schools are located in six Local Government Areas of Awgu, Nkanu, Enugu, Ezeagu, Udi and Oji-River as shown in the I below:

Table I: Distribution of secondary schools in Enugu Education Zone by Local Government Area.

Local Govt Area	No. of schools	% of schools
Awgu	26	20.00
Nkanu	18	13.85
Enugu	24	18.46
Ezeagu	23	17.70
Udi	28	21.54
Oji	11	8.45
Total	130	100

3.4 Sample of the study

Out of the six Local Government Areas in Enugu Education Zone, only Enugu L.G.A has urban characteristics. It was therefore selected as an urban area. Out of the remaining five Local Government Areas, Awgu, Nkanu, and Udi Local Government Areas were randomly selected to represent rural areas.

In Enugu Local Government Area, eight secondary schools were randomly selected (four boys' and four girls' schools) to represent urban schools. Similarly, four boys' and four girls' schools were selected randomly from each of the three randomly selected Local Government areas, namely Awgu, Nkanu, and Udi.

In Enugu Local Government Area twenty boys and twenty girls were randomly selected from each of four secondary schools randomly selected for the study.

Similarly, ten boys and ten girls were randomly selected from the four boys and four girls secondary schools each from the three

rural Local Government Areas. The total sample for the study is shown in the table II below:

LGA	No. of Sch. Selected		No of students selected		Total students
	Boys	Girls	Male	Female	
Enugu (Urban)	4	4	80	80	160
Awgu (rural)	4	4	40	40	80
Nkanu (rural)	4	4	40	40	80
Udi (rural)	4	4	40	40	80
Total	16	16	200	200	400

There were therefore a total of four hundred respondents that constituted the sample for the study. The distribution of the respondents is as follows:

Table III Distribution of the sample for the study in the rural and urban areas.

Urban	Boys	Girls	Total
Urban	80	80	160
Rural	120	120	240
Total	200	200	400

3.5 Data Gathering Instrument

The instrument used for data collection for this study was the Questionnaire. The questionnaire was structured into four parts. The first part sought information regarding the background information of the respondents. The second part sought information with respect to the occupational aspirations of secondary school students towards independent living. Part three of the questionnaire was designed to elicit information from the respondents regarding the factors that influence

their occupational aspirations/choices. Part four of the questionnaire dealt with the extent of the respondents' parental influence on their occupational aspirations.

Finally, a total of three hundred and twenty copies of the questionnaire were administered to the respondents. Ideas for the questionnaire items used for the study were generated from review of literature.

3.6 Validation of the Instrument.

The questionnaire for the study was given to the panel of specialists in Education and psychology for face validation. The responses and comments of the panel were utilised to further evaluate and revise the final draft of the questionnaire.

3.7 Reliability of the Instrument.

The questionnaire was further subjected to test - retest in order to determine its reliability. The pilot study was conducted using 40553 students in Ezeagu Local Government Area of Anambra state.

The test - retest yielded a reliability coefficient of 0.84 which was high enough for the instrument to be regarded as reliable.

3.8 Methods of Data Analysis

The data collected were analysed using frequencies mean, standard deviation and t - test and chi-square statistics. These were used in analysing data based on the research questions and hypothesis. The t - test and chi-square statistics were used to test the eight hypothesis formulated for the study.

A four point scale was employed to measure the degree of agreement and disagreement to the questionnaire items. The following rating scales and values were used:

Strongly agree	SA	= 4
Agree	(A)	= 3
Disagree	DA	= 2
Strongly disagree	(SD)	= 1

and

Great extent	= 4
Some extent	= 3
Little extent	= 2
None	= 1

The cut-off point for regarding an item as "agreed" or "disagreed" was determined as follows:

Great extent/strongly Agree	= 4
Some extent/Agree	= 3
Little extent/Disagree	= 2
None/Strongly disagree	<u>= 1</u>
Total	= 10

$$\bar{X} = \frac{10}{2} = 2.5$$

Using the mid-point of the interval of the scale and a mean of 2.5 ie (2.5+.5) the cut-off point was fixed at 3.00.

Therefore, any item that received a mean rating of 3.00 and above was regarded as "agreed" while any mean below 3.00 was regarded as "disagreed."

Determination of the mean

The mean was used to determine the degree of agreement or disagreement to the scaling items in the questionnaire. Nominal values assigned to the scaling items were used to calculate the mean responses to the questionnaire itme the mean is computed as follows:

$$\bar{X} = \frac{\sum X}{N}$$

where $\sum X$ = summation of scores

\bar{X} = mean

X = raw scores

N = number of cases

The mean computed from each response was compared with the cut-off point already fixed to determine whether or not the item should be regarded as "agreed" or "disagree."

t - test of significance

The t - test statistics was used to test the null hypotheses of significant difference between the means of rural and urban groups of respondents. The formula for the computation of t - value is as follows.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{s_1^2(N_1 - 1) + s_2^2(N_2 - 1) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}{N_1 + N_2 - 2}}$$

Where \bar{X}_1 = mean of gp. I (Glass and Stanley, 1974)
 \bar{X}_2 = mean of group II
 s_1^2 = variance of group I
 s_2^2 = variance of group II

N_1 = No of cases in Group I

N_2 = No of cases in Group II

Chi-square test of Independence

The Chi-square test (χ^2) was employed to test for independence of dependent variable on the independent variable. The formula for the computation of χ^2 is as follows:

$$\chi^2 = \frac{(f_o - f_e)^2}{f_e}$$

Where χ^2 = chi-square

f_o = observed frequency

f_e = expected frequency

The null hypotheses were tested at the 0.05 level of probability.

Decision Rule

If the calculated χ^2 or t-value = the table χ^2 or t value, the null hypotheses are rejected. But if the calculated values are the table values, the null hypotheses are accepted.

Presentation and Analysis of Data

This chapter is concerned with the presentation and analysis of data collected for the study. The presentation of analysed data was organised under the following sub headings:

1. Background information on the respondents;
2. Level of schooling students get concerned about choosing occupations;
3. The occupational aspirations/choice of secondary school students;
4. People/activities and factors that influence secondary school students in their choice of occupations.
5. The extent of parental influence on the occupational aspiration or choice of students.
6. Testing of hypotheses for the study.

4.1 Background Information on the Respondents.

4.1.1 Sex Distribution of the Respondents

The questionnaire was distributed to a total of four hundred (400) respondents representing male and female secondary school students in randomly selected from urban and rural secondary schools in Enug Education zone of Anambra State.

The data reported in table 4 display the sex distribution of the specific groups responding to the questionnaire.

Table 4Sex Distribution of the Respondents of the Study

Sex	No	%
Male	200	50
Female	200	50
Total	400	100

Table 4 above indicates that 200 males (50%) and 200 females (50%) participated in the study indicating that equal percentage of males and females were used for the study.

Findings related to the Research Questions of the study

Level of schooling students get concerned about choosing an occupation.

This is related to Research Question I which states as follows:

At what stage of schooling do secondary school students began to think about choosing an occupation?

To answer the above Research Question, the respondents were required to indicate the stage in their elementary and secondary schooling at which they first began to think about choosing a career. Their responses are shown in table 5 below.

Table 5: Stages at which secondary III students began to think about choosing an occupation.

Sex	Stages of occupation aspiration/choice						Total
	Elementary school		JSS		SSS		
	No	%	No	%	NO	%	
Male	51	25.5	93	46.5	56	28.0	200
Female	48	24.0	71	35.5	71	35.5	200
Total	99	49.5	164	82.00	127	63.5	400

Table 5 shows that a majority of the respondents studied began to think about choosing an occupation in their JSS. This is evidenced by a high percentage (82.0%) of the respondents that indicated that they began to think about occupational choice in their JSS classes as opposed to only 49.5% and 63.5% that began to consider about choosing their careers at elementary and senior secondary levels respectively. The table also indicates that a higher percentage (46.5%) of boys than girls (35.5%) give consideration to occupational choice in the JSS classes.

The occupational Aspirations/choice of secondary school students. A research question was generated in an attempt to identify the occupational aspirations or choices of secondary school students. The Research question is as follows:

What are the occupational aspirations or choice of secondary school students towards independent living?

A list of occupations were presented to the respondents who were asked to indicate their aspirations or choices. Their responses are shown in table 6 below.

Table 6: Occupational preferences or aspirations of secondary School students by location

N = 400

S/NO	Occupations	Rank	Urban Students				Rural Students			
			Boys		Girls		Boys		Girls	
			No	%	No	%	No	%	No	%
1	Medicine	1	24	30.00	12	15.00	32	26.66	25	20.83
2.	Engineering	3	16	20.00	3	3.75	22	18.33	6	5.00
3.	Nursing		1	1.25	6	7.50	2	1.67	16	13.33
4.	Teaching		3	3.75	1	1.25	6	5.00	4	3.33
5.	Business	4	11	13.75	6	7.50	15	12.50	15	12.50
6.	Army		1	1.25	0	0.00	3	2.50	0	0.00
7.	Pilot		2	2.50	1	1.25	3	2.50	0	0.00
8.	Agriculturist		0	0.00	3	3.75	4	3.33	6	5.00
9.	Civil service	5	5	6.25	3	3.75	8	6.67	8	6.67
10.	Law	2	13	16.25	23	28.75	20	16.67	19	15.83
11.	Architecture		1	1.25	0	0.00	4	3.33	0	0.00
12.	Fashion Designer		1	1.25	2	2.50	0	0.00	6	5.00
13.	Urban Planner		0	0.00	0	0.00	0	0.00	0	0.00
14.	Computer		1	1.25	1	1.25	1	0.82	2	1.67
15.	Journalism		1	1.25	1	1.25	0	0.00	4	1.67
16.	Accountancy		0	0.00	4	5.00	0	0.00	4	3.33
17.	Pharmacy		0	0.00	5	6.25	0	0.00	2	1.67
18.	Theatre Arts		0	0.00	3	3.75	0	0.00	3	2.50
19.	Estate Management		0	0.00	6	0.00	0	0.00	0	0.00
	Total		80	100	80	100	120	100	120	100

Table 6 shows that medicine ranked highest in the professions in terms of their appeal to secondary III students used for the study. This is evidenced by the fact that 30% of the urban boys, 15% of the urban girls, 26.66% of the rural boys and 20.83% of the rural girls have chosen or are aspiring to enter the profession. The law profession ranked second, the engineering profession ranked third, Business ranked fourth while civil service ranked fifth. The table also shows that none of the respondents wished to choose or enter into the agricultural, and urban planning professions. The teaching profession attracted very few urban and rural students, although more rural students have chosen or are aspiring to enter the profession. Other professions that are not

popular with the respondents are nursing, the military, architecture, fashion designing and piloting profession.

Factors and activities that influence secondary school students in their choice of occupations.

A list of factors and activities were presented to the respondents who were required to indicate the degree to which they agree or disagree with them as factors that influence their choice or aspiration to enter into an occupation. The research question that addresses the issue of the respondents' response to the environmental factors in relation to their occupational aspirations or choice is stated thus:

What are the factors/activities that influence secondary school students in their occupational choice or aspiration?

The respondents' responses to the eleven variables identified in relation to the research question above are shown in table 7 below:

Table 7: People/activities that influence secondary students in their occupational aspiration or choice. N = 400

Items	Male Students		Female Students		Grand mean	Rank	Remarks
	\bar{X}_1	SD ₁	\bar{X}_2	SD ₁			
1. Parents	3.48		3.33		3.41	1	Agree
2. Teacher/tutor	3.29		2.73		3.01	10	Agree
3. Principal	3.12		2.89		3.01	10	Agree
4. School counsellor	3.10		3.27		3.19	6	Agree
5. Career day activity	3.21		3.18		3.20	5	Agree
6. Brother or sister	3.41		3.24		3.33	2	Agree
7. Neighbours	3.25		3.10		3.18	7	Agree
8. Graduate of the profession	3.38		3.26		3.32	3	Agree
9. Student in the profession	3.23		3.22		3.23	4	Agree
10. Mass media (career shop)	3.10		3.10		3.10	9	Agree
11. Excursion to establishments	3.18		3.11		3.15	8	Agree

Table 7 above indicates that the respondents agreed that all the items identified above influenced their choice of occupations. All the items were rated high, that is above the cut-off point of 3.00. But the female students disagreed that teachers/tutors, principals and mass media influenced their choice of occupation. The table also shows that parents have the greatest influence on both the male and female students in their choice of occupations in their occupational aspirations. Although career day activities, neighbours, students in the profession and school counsellors have influence on the students' choice of occupation, they were relatively rated low by the respondents.

Factors that influence students in their occupational choice and aspirations.

A list of twelve items was presented to the respondents who were required to state the degree to which they agreed or disagreed with the items as factors influencing their occupational choices or aspirations.

Table 8 shows the responses of the respondents by sex.

Table 8: Students' responses on the factors that influenced their occupational choices or aspirations

The occupation I have chosen will:	Boys		Girls		Grand mean	Remarks
	\bar{X}_1	SD	\bar{X}_2	SD		
1. Give me the opportunity to work with people	4.49	0.69	3.49	0.75	3.99	Agree
2. Give me the opportunity to work with objects	3.21	0.87	3.31	0.74	3.26	Agree
3. Fit my life style	3.34	0.84	3.52	0.76	3.43	Agree
4. Elevate me in society because society is in dire need of the profession	3.40	0.72	3.29	0.86	3.35	Agree
5. Allow me time for recreational activities	2.97	0.87	3.08	0.84	3.29	Agree
6. Allow me to interact with a wide range of individuals	3.19	0.89	3.39	0.83	3.29	Agree
7. Offer me the opportunity for continuous professional growth	3.32	0.83	3.34	0.76	3.33	Agree
8. Provide me the opportunity to earn high salary	3.39	0.77	3.23	0.84	3.31	Agree
9. Give me high job security	3.10	0.85	3.31	0.79	3.16	Agree
10. Offer me the opportunity for private practice	3.33	0.75	3.25	0.89	3.29	Agree
11. Offer me the opportunity for self expression	3.39	0.72	3.27	0.83	3.33	Agree
12. Offer me the opportunity to better serve mankind	3.45	0.76	3.44	0.75	3.45	Agree

Table above shows that the respondents of the study rated the items positively above the cut-off point of 3.00. This means that the respondents agreed with all the items though at varying degree. The analysis of data in table 8 also shows that students choose occupations or aspire to enter into occupations because such occupations (a) give them the

opportunity to work with people (b) fit their life style, (c) offer opportunity for continuous professional growth (d) elevate one in society (e) offer opportunity for earning high salary (f) offer opportunity for self expression.

The extent of parental influence on the occupational choices or aspirations of students.

The study further sought to find out the extent of parental influence on the occupational choices or aspirations of their children. The respondents were therefore asked to indicate the extent to which they were influenced in their choice of occupations by their parents. Their responses are ~~shown~~ in table 9.

Table 9: The Extent the Respondents were influenced by their parents in their occupational choices or aspirations N = 400.

Sex	Extent of Influence							
	Great No.	%	Some No.	%	Little No.	%	None No.	%
Male students	108	54.0	70	35.0	20	10.0	2	1.00
Female students	78	39.0	82	41.0	30	15.0	10	5.0
Total	186	93.0	152	76.0	50	25.0	12	6.0

Table 9 above shows that a majority of the male respondents (54.0%) indicated that they were influenced in their choice of occupation to a 'great extent' while 35.0% of them indicated that they were influenced to 'some extent'. Only 10.0% and 1.0% of the boys indicated that they were influenced to "little" and to "no extent" by their parents. Also a high percentage of the girls indicated that they were influenced to "great extent" and "some extent" respectively by their parents, (39.0% and 41.0%). On the whole a majority of the respondents indicated that they were influenced by their parent in their occupational choice

or aspirations. In other words only 3.0% of the influenced in their occupational choice or aspirations of their parents.

TESTING THE HYPOTHESES

The eight null hypotheses formulated for the study were tested at the 0.05 level of probability.

Hypothesis I:

The occupational choice/aspirations of secondary school students towards independent living is independent of location of students. Table 10 shows the Chi-square computation for the test of independence with respect to the hypothesis stated above.

	63	63														
	Medicine	Engineering	Nursing	Teaching	Business	Army	Pilot	Agriculture	Civil servant	Law	Arch.	Fashion & Design.	Urban Planning	Computer	Journalism	Accountancy
Urban	36 (37.5)	19 (18.8)	7 (10)	4 (5.6)	17 (18.8)	1 (1.6)	3 (2.4)	3 (5.2)	8 (9.6)	36 (30)	1 (2.0)	3 (3.6)	0 (0)	3.0 (2.0)	4 (2.4)	5 (3.0)
Rural	57 (55.8)	28 (28.2)	18 (15)	10 (8.4)	30 (28.2)	3 (2.4)	3 (3.6)	10 (7.8)	16 (14.4)	39 (45)	4 (3.0)	6 (5.4)	0 (0)	2 (3)	2 (3.6)	3 (4.8)
Total	93	47	25	14	47	4	6	13	24	75	5	9	0	5	6	8

Table 10: Chi-square test of Independence of occupational choice or aspirations of the Respondents on their location.

$$\text{Calculated } X^2 = 17.53$$

$$df = 18$$

$$\text{Table } X^2_{0.05} = 9.39$$

The data in table 10 shows the observed and expected frequency distribution of occupational choices/aspirations of the respondents by location. The calculated X^2 value of the data is 17.53 while the table X^2 value is 9.39. This means that the calculated value is greater than the table value with degree of freedom 18 and at the 0.05 level of probability. The null hypothesis was therefore rejected at that level of probability. In other words, the occupational aspirations of secondary school students towards dependent living is independent of location. Location (rural or urban) therefore influences students in their choices of occupations.

Hypothesis II

The occupational aspirations of secondary school students towards independent living is independent of gender.

school students towards independent living is independent of gender.

The data to test the above hypothesis is displayed in table 11 below.

is displayed in table 11 below.

Table 11: The Chi-square analysis of occupational choice or aspirations of students.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
MALE	56	38	3	9	26	4	5	4	13	33	4	1	0	0	0	1	1	0	0	
	46.5	23.5	12.5	7.0	23.5	2.0	3.0	6.5	12.0	37.5	2.0	4.5	0	1.0	5.0	6.0	0.5	4.0	3.0	200
FEMALE	37	9	22	5.0	21	0	1	9	11	42	8	4.5	0	0	19	11	0	8	6	
	46.5	23.5	12.5	7.0	23.5	2.0	3	6.0	12	37	2.0	4.5	0	1.0	5.0	6.0	0.5	4.0	3.0	200
Total	93	47	25	14	47	4	6	13	24	75	4	9	0	2	10	12	1	8	6	400

- 1. Medicine 3 Nursing 5. Business 7. Pilot 9. Civil service 10 Law
- 2. Engineering 4. Teaching 6. Army 8. Agric. 11. Architecture 13. Urban plg. 15. Journalism 17. Pharm
- 12. Fashion Design 14. Computer 16. Accountancy 18. Theatre Arts 19. Estate mgt.

Calculated $\chi^2 = 47.0$, Table $\chi^2_{18, 0.05} = 9.37$

Table 11 above shows that observed and expected frequencies of the occupational distributions between the male and female respondents. The calculated chi-square value of the distribution is 47.0 while the table value for the same distribution is 9.37. This indicates that the calculated χ^2 value of the distribution is greater than the table value. Based on this difference, the null hypothesis was rejected at the 0.05 level of probability. This means that the occupational aspirations/choices of the respondents is dependent of sex. In other words sex influences the kind of occupation the students chooses or aspires to enter.

Hypothesis III

There will be no significant difference between secondary school boys and girls in their mean responses regarding the environmental factors that influence them in their occupational choice or aspiration.

With regards to the above hypothesis, the environmental factors were categorised into two headings: factors relating to people/activities and factors relating to the characteristics of the occupations of their choice.

The hypothesis was tested employing 't' test as shown in table 12 below.

Table 12: The t-test, mean, and standard deviation analysis of the factors in terms of people and activities influencing occupational choice of secondary school boys and girls.

		\bar{X}_1	\bar{X}_2	SD ₁	SD ₂	t-value	Remarks
1.	Parents	3.43	3.30	0.77	1.00	1.44	Reject
2.	Teacher/tutor	3.19	3.07	0.83	0.92	1.33	Reject
3.	Principal	3.16	3.02	0.93	0.99	1.56	Reject
4.	School counsellor	3.14	3.29	0.91	0.81	1.67	Accept
5.	Career day activities	3.21	3.12	0.86	0.95	-1.0	Reject
6.	Brother or sister	3.41	3.50	0.77	0.84	-1.13	Reject
7.	Neighbours and friends	3.31	3.15	0.81	0.96	1.8	Accept
8.	Graduate of the profession	3.39	3.26	0.86	0.89	1.49	Reject
9.	Student in the profession	3.25	3.27	0.90	0.87	-0.4	Reject
10.	Mass media	3.09	3.06	0.98	1.00	0.30	Reject
11.	Excursion to Establishments	3.19	3.11	0.92	0.95	0.85	Reject

\bar{X}_1 = Boys

\bar{X}_2 = girls df = 398

SD₁ = boys table t = 1.645

SD₂ = girls

Table 12 above shows that the hypothesis of no significant difference was rejected with respect to nine out of eleven items. This means that there is significant difference between secondary school boys and girls in their mean opinion regarding the people/ activities that influenced their occupational choice or aspirations. Only two items were accepted indicating that the two groups of respondents were unanimous in their agreement with respect to the items. In other words there is no significant difference between the two groups with regards to the two items (items 4 and 7)

Table 13. The t-test, mean and standard deviation analysis of the factors interms of occupational characteristics influencing the choice of occupation of boys and girls

The occupation will:		\bar{X}_1	\bar{X}_2	SD_1	SD_2	T-value	R
1.	Give me the opportunity to work with people	3.46	3.46	0.73	0.81	0	Accept
2.	Give me the opportunity to work with objects	3.23	3.38	0.87	0.76	-0.88	Reject
3.	Fit my life style	3.51	3.53	0.64	0.75	-0.38	Accept
4.	Elevate me in society because society is in dire need of this profession	3.44	3.28	0.72	0.87	2.0	Reject
5.	Allow me time for recreational activities	3.04	3.03	0.93	0.93	0.11	Accept
6.	Enables me to interact with a wide range of individuals with interest and background	3.22	3.39	0.89	0.76	-2.13	Reject
7.	Offer opportunity for professional growth	3.32	3.33	0.85	0.81	-0.12	Accept
8.	Offer me the opportunity to earn high salary then graduates in other fields	3.34	3.40	0.72	0.78	0	Accept
9.	Give me high job security	3.22	3.34	0.89	0.79	-1.43	Accept
10.	Offer me the opportunity to do private practice	3.39	3.30	0.76	0.83	-1.65	Reject
11.	Offer me the opportunity for self-expression	3.43	3.28	0.75	0.83	1.90	Reject
12.	Offer me the opportunity to provide better services to mankind.	3.42	3.49	0.81	0.70	0.90	Accept

Table "t" value = 1.645 df = 398

\bar{X}_1 = mean for boys

\bar{X}_2 = Mean for girls

SD_1 = Std deviation for boys

SD_2 = Std.deviation for girls

The 't' - test analysis in table 13 shows that the hypothesis of no significant difference between the mean responses of the male and female students was rejected with respect to items 2,4,6,10 and 11. This means that there is significant difference in the perception of the two groups with respect to the items in question. On the other hand, there was no significant difference between the two groups in their perception regarding items 1,3,5,7,8,9 and 12 hence the hypothesis related to the items were accepted. There was therefore a consensus of opinion between the two groups with respect to the items.

Hypothesis IV

There will be no significant difference between rural boys and their urban counterparts in their mean responses in relation to the factors that influence them in their occupational choice or aspirations.

The 't' test of significance of difference between sample means was used to test the above hypothesis as shown in table 14 below.

Table 14: The t-test analysis of the factors in terms of people/activities influencing urban and rural boys in their choice of occupations.

	\bar{x}_1	\bar{x}_2	SD ₁	SD ₂	T-value	Remk.
1. Parents	3.65	3.29	0.58	0.84	3.6	Reject
2. Teacher/tutor	3.29	3.28	0.68	0.68	0.1	Accept
3. Principal	2.74	3.30	0.95	1.01	-4.0	Reject
4. School counsellor	2.95	3.27	0.74	0.96	-2.67	Reject
5. Career day activities	2.83	3.48	0.90	0.71	-5.42	Reject
6. Brother or sister	3.31	3.58	0.77	0.54	-2.73	Reject
7. Neighbours and friends	3.00	3.53	0.87	0.70	-4.12	Reject
8. Graduate of the profession	3.16	3.58	0.93	0.67	-3.5	Reject
9. Student of the profession	3.11	3.33	0.90	0.91	-1.57	Accept
10. Mass media	2.75	3.31	1.03	0.91	-4.67	Reject
11. Excursions to establishments	2.95	3.43	0.99	0.75	-3.69	Reject

Table 't' = 1.96 df = 198

\bar{x}_1 = mean for urban boys

\bar{x}_2 = mean for rural boys

SD₁ = std deviation for urban boys

SD₂ = std deviation for rural boys.

Table 14 above shows that nine items out of the eleven items identified in the table had t - value greater than the table value of 1.96, with degree of freedom of 198. The hypothesis related to the nine items was therefore rejected at the 0.05 level of probability. Only two items (items 2 and 9) had t value less than the table value. The hypothesis of no significant difference was therefore accepted with regards to the two items. In other words the two groups of respondents do not differ significantly in their perception on the two items. It means that there is a concensus between the two groups with regard to the influence of the

mass media and teacher on their occupational aspirations or choice.

Another t - test was carried out to find out if there was a significant difference between the rural boys and their urban counterparts in their perception of the influence of the factors related to the characteristics of the occupations on their occupational choice or aspirations. The analysis is shown on table 15.

Table 15: The t-test analysis of the factors in terms of occupational characteristics influencing urban boys and rural boys in their occupational choice.

	\bar{X}_1	\bar{X}_2	SD ₁	SD ₂	T-value	Remk
The occupation will:						
1. Give me the opportunity to work with people	3.59	3.38	0.57	0.81	2.14	Reject
2. Give me the opportunity to work with objects	3.09	3.32	0.90	0.84	1.77	Reject
3. Fit my life style	3.26	3.42	0.85	0.82	-1.33	Accept
4. Elevate me in society because society is in dire need of people in the profession	3.30	3.50	0.72	0.72	-2.99	Reject
5. Allow me time for recreational activities.	2.66	3.28	0.87	0.88	-4.77	Reject
6. Enable me to interact with individuals with diverse interests, abilities and background	3.04	3.34	0.93	0.85	2.31	Reject
7. Offer me the opportunity for continuous professional growth	3.31	3.33	0.74	0.91	0.17	Accept
8. Provide me the opportunity to earn high salary than graduates in other professions.	3.33	3.45	0.76	0.78	1.09	Accept
9. Give me high job security	3.00	3.37	0.94	0.80	2.88	Reject
10. Offer me the opportunity for private practice outside my profession.	3.15	3.50	0.84	0.70	3.18	Reject
11. Offer me the opportunity for self expression.	3.20	3.58	0.82	0.67	3.45	Reject
12. Offer me the opportunity to provide better services to mankind.	3.59	3.31	0.61	0.91	2.55	Reject

Table t value = 1.960

Table 15 shows that the hypothesis of no significant difference between the two sample means was rejected with respect of items 1,2,4,5,6,9,10,11, and 12. While the null hypothesis was accepted with respect to items 3,7, and 8.

Hypothesis V

There will be no significant difference between rural girls and their urban counterparts in their mean responses in relation to factors that influence them in their choice of occupation or occupational aspirations.

The above hypothesis was tested using t - test statistic for independent samples. Table 16 shows the t-test analysis of the factors related to people and activities in the environment

Table 16: The t-test analysis of factors in terms of people/activities influencing rural and urban girls in their occupational aspiration and choice.

	\bar{X}_1	\bar{X}_2	SD ₁	SD ₂	t-value	Remk
1. Parents	3.20	3.43	0.99	0.92	-1.6	Accept
2. Teacher/tutor	2.73	3.32	0.98	0.89	8.38	Reject
3. Peincipal	2.70	3.24	0.89	0.95	-4.15	Reject
4. School counsellor	2.93	3.53	0.86	0.81	-5.0	Reject
5. Career day activities	3.00	3.29	0.96	0.92	-2.07	Reject
6. Brother or Sister	3.31	3.58	1.16	0.70	-1.8	Accept
7. Neighbours and friends	2.9	3.23	1.04	0.94	-2.2	Reject
8. Graduate of the profession	3.21	3.29	0.9	0.89	-0.62	Accept
9. Student of the profession	2.94	3.48	0.97	0.72	-4.15	Reject
10. Mass media	2.73	3.28	1.06	0.90	-3.67	Reject
12. Excursions to establish- ment	2.63	3.43	0.97	0.81	-6.15	Reject

Table 't' = 1.960 df = 198.

Table 16 indicates that the null hypothesis was rejected at the 0,05 level of probability in relation to items 2,3,4,5,7,9,10 and 12 since the t-values (calculated) are greater than the table value. The calculated t-values for items 1 and 8 are less than the table value, hence the null hypothesis with regard to the items was accepted meaning that there was a consensus of opinion between the two groups in question with regard to

the two itmes.

The t-test was also computed for independent means of rural and urban girls in their responses to the factors related to the characteristics of the occupations of their choice. Table 17 shows the t-test analysis.

Table 17. The t-test analysis of factors related characteristics of occupation: influencing rural and urban girls in their occupational choice.

	ITEMS	\bar{x}_2	\bar{x}_1	SD ₁	SD ₂	t-value	Remk
1.	Give me the opportunity to work with people.	3.66	3.32	0.62	0.89	3.09	Reject
2.	Give me the opportunity to work with objects	3.08	3.54	0.83	0.65	-4.18	Reject
3.	Fit my life style	3.46	3.57	0.83	0.69	-1.00	Accept
4.	Elevate me in the society	3.33	3.24	0.78	0.93	0.75	Accept
5.	Allow me time for recreation.	3.06	3.10	0.74	0.93	1.5	Accept
6.	Enable me to interact with a wide range of individuals with different abilities, interests and background.	3.35	3.42	0.70	0.82	-0.64	Accept
7.	Offer me the opportunity for continuous growth in the profession.	3.41	3.27	0.65	0.90	1.27	Accept
8.	Provide me the opportunity for earning higher salary than graduates in other professions.	2.98	3.48	0.81	0.76	-4.56	Reject
9.	Give me high job security	3.14	3.48	0.87	0.71	-3.09	Reject
10.	Offer me opportunity for private practice.	3.04	3.47	0.88	0.74	-3.58	Reject
11.	Offer me the opportunity for self expression	3.25	3.29	0.82	0.84	0.33	Accept
12.	Offer me the opportunity to provide better services to mankind.	3.44	3.45	0.75	0.72	0.09	Accept.

table 't' = 1.960

\bar{x}_1 = urban girls

\bar{x}_2 = rural girls

The data in table 17 indicates that the null hypothesis related to items 1,2,8,9, and 10 was rejected meaning that significant difference was found between urban and rural girls in their responses to the five items. Also the null hypothesis was accepted with respect to items 3,4,5,6,7,11 and 12 indicating that no significant difference was found between the mean responses of the two groups of respondents with regard to the items. This means a concerns of opinion between the urban and rural girls in relation to the items under consideration.

Hypothesis VI

There will be no significant difference between secondary school boys and female counterparts in their mean perception of the extent they are influenced in their occupational aspirations by their parents.

The t-test was used to test the above hypothesis as shown in table 18 below:

Table 18: The t-test analysis of extent of parental influence on the choice of occupation by boys and girls.

\bar{X}_1	\bar{X}_2	SD ₁	SD ₂	t-value	Remk
3.44	3.14	0.69	0.85	3.9	Reject

table t, df 398, at 0.05 level = 1.960

\bar{X}_1 = boys \bar{X}_2 = girls.

The data in table 18 indicates that the hypothesis was rejected since the caculated t-value is greater than the table t-value. This means that there is significant difference between setondary school boys and their female counterparts in their perception of the extent to which

they were influenced in their occupational chance. The mean responses show that the boys perceived that they were influenced to a greater extent than girls in their choice of occupations.

The data was subject to a t-test to further find out if there would be a significant difference between urban boys and their rural counterparts in their perception of the extent to which they are influenced in their occupational choices or aspirations by their parents. (hypothesis VIII). The result of the analysis is shown in table 19 below:

Table 19: The t-test analysis of the extent of parental influence on the choice of occupation by urban and rural boys.

\bar{X}_1	\bar{X}_2	SD ₁	SD ₂	t-value	Remarks
3.80	3.30	.70	.80	4.8	Reject

table t = 1.96

\bar{X}_1 = urban boys

\bar{X}_2 = rural boys.

The table above shows that there is significant difference between the urban and rural boys in their mean response to the extent of their parental influence on their choice of occupation hence the hypothesis was rejected at the 0.05 level of probability.

Summary of findings

The following is the summary of the findings of the study.

1. A majority of the respondents studied began to think about choosing an occupation in their JSS classes. A higher percentage of boys (46.5%) than girls (35.5%) give consideration to occupational choices in the JSS classes.
2. A majority of the respondents chose or aspired to choose medicine as a profession. The law profession ranked second, Engineering ranked third while Business ranked fourth. None of the respondents wished to choose or enter into urban planning profession. Other professions that are not popular among the respondents are nursing, military, architecture, fashion design and piloting professions.
3. Of all the social factors in the environment, parents had a greater influence on both the male and female respondents in their choice of occupations. Other social factors that had considerable influence on the occupational choices or aspirations of the students include among others career day activities, neighbours, student in the profession, school counsellors and mass media.
4. The respondents agreed that occupational characteristics do influence them in their occupational choices or aspirations. The characteristics of the occupation they considered important were:
 - a. the opportunity to work with people
 - b. the occupation being in consonance with their life style.
 - c. the dignity of the occupation.
 - d. the occupation allowing time for recreational activities

- e. the occupation allowing time for private practice.
- f. opportunity for professional growth
- g. opportunity to better serve humanity.
5. A majority of the male respondents (54%) indicated that they were influenced in their occupational aspirations or choices to a 'great' extent while 35% of them indicated that they were influenced to 'some' extent. Also a majority of the girls indicated that they were influenced to a 'great' extent and some extent by their parents in their choices.
6. The occupational choices/aspirations of secondary school students towards independent living is independent of location of the students.
7. The occupational aspirations of secondary school students is independent of sex.
8. There were significant differences between boys and girls in their mean perception on the influence of parents, teacher, principal, career day activities, mass media and excursion on their occupational aspiration or choices.
9. Significant differences and consensus were found between urban boys and girls and rural boys and girls in their mean responses to the factors that influence them in their occupational aspirations and choices.

Findings, Discussions, Conclusions and RecommendationsIntroduction:

This chapter is concerned with the findings, discussions, conclusions and recommendations of the study. Also, implications, and suggestions for further studies are also considered.

Discussions

This study revealed that the respondents began to think about choosing an occupation especially at their JSS years. At this period the students are between sixteen and eighteen years of age. This finding lends support to Adam's (1956) finding that between 16 and 18 years of age most young people must have made realistic occupational choice while others are still aspiring to choose or have made tentative occupational choice. According to Adam (1956) this period is the period when youths' translation of impulse is almost exclusively in terms of such subjective factors as interest, capacities and values and when they begin to explore the environment acquainting themselves with the alternatives in the process of making a choice.

It was also found in the study that a majority of the respondents have chosen or are aspiring to enter into medicine, law, engineering business and civil service professions. Apart from business, the rest of the above professions or occupations are regarded as "prestige" occupations by the Nigerian society. Most parents nowadays wish that their children enter the prestige occupations irrespective of their children's abilities, capabilities, aptitude and some times interests.

There is therefore a need to guide the youths to choose occupations that are in consonance with their abilities and aptitudes. Odiegwu (1974) found that although majority of students choose professions and high level occupations, a substantial number of them lack an understanding of the subjects or training requirements of certain courses or jobs. Many, unfortunately, find out at last when they have enrolled for certain courses that their aptitudes do not lie within such courses. Their next aim will be to change to other courses.

The choice of many of the respondents to enter the business may be attributed to the current economic recession in the country. Many people feel they can make a lot of money in business and so they do not seem to be interested in furthering their education beyond the senior secondary. Boys in particular do not seem to be as interested in education generally as their female counterparts. This is reflected in the declining enrollment of boys in the post-primary and post-secondary institutions in Anambra State.

It was found in the study that of all the social factor in the environment, parents had the greatest influence on both the male and female students in their choice of occupation. The most respondents indicated that they were influenced in their occupational aspirations or choices to a great extent. This finding is supported by Ogbazi (1980) who found that parents have the greatest influence on their childrens' choice of occupations. The type and extent of influence parents have on their children has to do with the socio-economic status of the parents. The major components of socio-economic status can be identified as wealth and

educational standard. It is expected that parents should exercise some measure of influence on their children's education. Crowther (1972) believes that well educated parents could want their children to benefit as they have done from good education. The less educated parents on the other hand may not wield much influence on their children's choice of career for they lack the necessary information about the world of work.

Other human factors identified in the study as influencing the occupational aspirations and choice of students include the principal, school counsellor, mass media, neighbour and teacher. These are very important factors which are likely to influence students during their decision making period.

This study revealed that besides human factors, other factors related to the characteristics of the occupation also influence students to choose occupations. Many youths like to enter into occupations that will provide them with the opportunity to work with people. Others may prefer to choose occupations that have to do with the handling of objects. Also prospects of high earnings is of high consideration by the respondents of this study in their choice of occupations. Perhaps this is the reason why a majority of the respondents indicated they would choose the 'prestige' occupations such as medicine, engineering and law. This finding contradicts Ogbazi's study in the United States of America where he found that financial consideration is of less importance in the choice of career by the American youths. The difference in the two findings can however be attributed to the differences in values, customs and aspirations in the respondents used in the two studies.

Finally, the study revealed that the occupational choices or aspirations of students are influenced by the location of the school. Students in the rural areas are not usually exposed to people in different occupations and as a result they may be ignorant of many occupations existing in society. Urban students on the other hand are exposed to people from many walks of life and therefore familiar with many occupations from which they can choose. There is therefore a need to concentrate guidance and counselling efforts in the rural schools.

Conclusions

Based on the findings of this study, the following conclusions were made.

1. A majority of the respondents of the study have chosen or were aspiring to enter into medicine, engineering and law professions. Urban planning and military occupations are not popular with the respondents.
2. The occupational aspirations of secondary school students towards independent living are independent of sex but dependent of location of the students.
3. Parents, principal, teacher and mass media were identified as very important social factors that had the greatest influence on the respondents' occupational choices or aspirations.
4. A majority of the respondents became concerned with occupational choice at the JSS classes.
5. The respondents indicated that certain characteristics of occupations influenced them in their choice of occupation. Opportunity to work with people and objects prestige, opportunity for continuous

professional growth, high job security and opportunity for private practice are of high consideration by the respondents in their choice of occupation.

Implications of the Study

The findings of this study have some educational implications for the principal, teachers, parents and students.

This study revealed that the principal of schools is one of the human factors that influence students in their choice of life career. The principal is the administrative head of the school. This implies that he should ensure that the guidance and counselling unit functions effectively by providing effective staff and supervising the programme. Since he comes in contact with the students, he should be familiar with the world of work so as to be able to effectively inform them about available jobs.

Since the teacher is an important human factor that influence students' choice of career, he should also be familiar with the kinds of jobs available in the community, their entry requirements and conditions. Knowing the aptitudes of his students the teacher will be able to match the students with occupations that are in consonance with their aptitudes. This implies that classroom teachers should teach occupations. Bring people to the classroom to talk about their occupations is a good way to expose students to different occupations from which they can make realistic choices.

Since parents have the greatest influence on their childrens vocational choice, they should be enlightened through the mass media or

campaign about the dangers of choosing careers for
especially when such careers cannot be attained by

Radio programme such as career shop could go
lightening parents in relation to their responsibility
children in their occupational choice.

One of the greatest problems at the secondary
of occupational choice is lack of adequate information
unities existing in the world of work. This problem
lack of or unorganised vocational and educational guidance
our secondary school system. This leads to students
informed about job opportunities, placement and promotion
therefore a need to employ guidance counsellors in
institutions to inform students about **job opportunities**
service so that they choose careers that are in consonance
aptitudes, interest and attitudes.

There is a need for information prior to choice
assertion is supported by London (1973) who observed
lacking information about themselves and about occupational
opportunities do not make appropriate career choices
secondary school; some make no choice at all; and in
not coincident with available opportunities in the labour
should therefore be helped to increase their knowledge
world of work and thereby increasing their subsequent
in addition to reducing unemployment.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Since youths begin to think about choosing careers from the elementary school through the senior secondary school, guidance and counselling programme should be made an indispensable component of the school curriculum at the primary and post-primary levels.
2. Since parents wield the greatest influence on the children's vocational choice and aspirations an enlightenment programme should be organised by the ministry of information in collaboration with MAMSER to familiarise parents with information they need to help their children make realistic occupational choices. Information about the world of work, occupational requirements, conditions of service etc should be made available to parents.
3. Career day activities should be organised by guidance and counselling department to expose students to different occupations.
4. Subjects teachers should teach occupations to help familiarise students with different occupational areas. Teachers also should perform some guidance functions in the school.

Limitations of the Study

The following limitations are inherent in the study:

1. The study was limited to SSS3 students in Enugu Education zone of Anambra state.
2. It was limited to socio-economic factors that influence students in their choice of occupation.

3. The findings of this study could only be generalised in Enugu Education zone.
4. Finally, this study was limited to the extent to which the respondents provided unbiased answers to the questionnaire items.

Suggestions for further Research

The researcher suggests further studies in the following areas:

1. A replication of the study in other areas of the state.
2. The interaction effects of the environmental factors influencing students in their occupational choices or aspirations.

Summary

The major concern of this study was to identify the environmental factors that influence senior secondary students in their occupational choices or aspirations. A total of four hundred respondents in Enugu education zone randomly selected and stratified on the basis of sex and location participated in the study.

A questionnaire was used to collect the data for the study. The instrument was content validated and was pilot - tested on some senior secondary students who were definitely not part of the target population.

The data were analysed using percentages, means, t-test and chi-square statistics. It was found among other things that a majority of the respondents indicated that they would enter into medical, law, and engineering professions. It was also found that the parents have the greatest influence on the respondents' choice of occupation. Some of the socio-economic factors considered by the respondents in their occupational choice include opportunity to work with people and objects

financial remuneration and opportunity for continuous professional growth. However, it was found that the occupational choices or aspirations of the respondents are independent of sex that dependent of location of the schools. The study stressed the need for an organised guidance and counselling programme as an indispensable component of the total school instruction as a tool for helping students make realistic occupational choices.

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Appendix I

School of Postgraduate Studies,
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Nsukka

1st August, 1990.

Dear Student,

Questionnaire on the Influence of Parents on the Occupational Aspirations of Secondary School Students Toward Independent Living

The purpose of this study is to investigate the influence of parents on the occupational inspirations of secondary school students towards independent living. The results of this study, hopefully, will have considerable value for realistic occupational aspirations of students.

I need your input in this study by sacrificing about ten minutes of your time to complete the enclosed questionnaire.

I wish to emphasise that the responses on the instrument will be analysed on a group basis and no attempts will be made to associate responses with individuals or institutions.

Thanks for your co-operation.

Sincerely,

Azi, M. A. (Mrs)

Questionnaire

(To be completed by Senior Secondary Three Students.)

Instruction:

This questionnaire is designed to collect data for research purposes. Please respond to each question by marking an "X" against the response which best describes your situation or by completing the blank.

SECTION APersonal Data

1. Name of School: _____
2. Education Zone: _____
3. Sex: A. Male () B. Female ()
4. Type of school: A Urban () B. ()
5. Residence of your parents A () B Rural ()

SECTION B

6. What occupation have you chosen for a living?

(Tick "X" where appropriate)

- | | | | |
|----|----------------------|---------------------------|---------------|
| A. | A. Medicine () | B. Engineering () | O. |
| | C. Nursing () | D. Teaching () | P. |
| | E. Business () | F. Army () | Q |
| | G. Pilot () | H. Agriculturist () | R |
| | I. Civil servant () | J. Law () | S Estate Mgt. |
| | K. Archeture () | L. Fshion Designer () | |
| | M. Urban Planner () | N. Other (Please specify) | |
| | | | |

7. Indicate (by marking "X") the extent of your agreement with respect to the following persons/Activities as factors that influenced your decision to choose the occupation you have chosen.

	Strongly Agree	Agree	Dis- Agree	Stron- dis- Agree
a. Parents				
b. Teacher/Tutor				
c. Principal				
d. School counsellor				
e. Career day activities				
f. Brother or sister				
g. Neighbours and friends				
h. Graduate of the profession of your choice				
i. Student in the profession of your choice				
j. Mass media				
k. Excursions to private and public establishments				

8. What did you first become concerned with choosing an occupation?

- a. Elementary school ()
- b. Junior Secondary school (JSS) ()
- c. Senior Secondary School (SSS) ()

9. To what extent were you influenced in your choice of occupation by your parents?

- (a) Great extent () (b) Some extent ()
- (c) Little extent () (d) None ()

Indicate the degree of agreement or disagreement with the following as factors that influenced your choice of occupation.

The occupation I have chosen will:

	Strongly Agree	Agree	Dis- Agree	Strongly Disagree
10. Give me the opportunity to work with people				
11. Give me the opportunity to work with objects				
12. Fits my life style				
13. Elevate me in society because society is dire need of people in this profession				
14. Allow me time for recreational activities.				
15. Enable me to interact with a wide range of individual's abilities, interest and background				
16. Offer me opportunity for continuous professional growth.				
17. Provide me the opportunity to earn high salary than graduates in other occupations.				
18. Give me high job security				
19. Offer me opportunity for private practice				
20. Offer me the opportunity for self expression				
21. Offer me the opportunity to provide better services to mankind.				

Mean, chi-square and t-test analysis of the Questionnaire item

Urban girls Vs Rural girls

ITEM	\bar{X}_1	\bar{X}_2	Sd ₁	Sd ₂	t-value
a	3.2	3.43	0.99	0.92	-1.6
b.	2.73	3.32	0.98	0.89	8.38
c.	2.7	3.24	0.89	0.95	4.15
d.	2.93	3.53	0.86	0.81	-5.0
e.	3.00	3.29	0.96	0.92	-2.07
f.	3.31	3.58	1.16	0.7	-1.8
g.	2.9	3.23	1.04	0.94	-2.2
h.	3.21	3.29	0.9	0.89	-0.62
i	2.94	3.48	0.97	0.72	-4.15
j.	2.73	3.28	1.06	0.9	-3.67
k.	2.63	3.43	0.97	0.81	-6.15

\bar{X}_1 - Urban girls

\bar{X}_2 - Rural girls

Sd₁ - Urban girls

Sd₂ - Rural girls

Urban girls Vs Rural girls

Items	\bar{X}_1	\bar{X}_2	Sd ₁	Sd ₂	Calculated E
10	3.66	3.32	0.62	0.89	5.09
11	3.08	3.54	0.83	0.65	-4.18
12.	3.46	3.57	0.83	0.69	-1.00
13.	3.33	3.24	0.78	0.93	0.75
14.	3.06	3.1	0.74	0.93	1.5
15.	3.35	3.42	0.7	0.82	-0.64
16.	3.41	3.27	0.65	0.9	1.27
17.	2.98	3.48	0.81	0.76	-4.56
18.	3.14	3.48	0.87	0.71	3.09
19.	3.04	3.47	0.88	0.74	3.58
20.	3.25	3.29	0.82	0.84	0.33
21.	3.44	3.45	0.78	0.72	-0.09

\bar{X}_1 - Urban girls
 \bar{X}_2 - Rural girls
Sd₁ - Urban girls
Sd₂ - Rural girls

ITEM	VARIABLES	SA	A	LA	SD	\bar{X}	Sd	Calculated
								E-V
a	Ug	39	28	23	10	3.2	6.99	-1.6
	Rg	80	20	12	8	3.43	0.92	-
	Ug	16	40	10	14	2.78	0.98	8.38
	Rg	64	38	10	8	3.32	0.89	-
c	Ug	10	49	8	13	2.7	0.89	4.15
	Rg	64	33	11	12	3.24	0.95	-
d	Ug	18	48	5	9	2.93	0.86	5
	Rg	74	38	5	3	3.53	0.81	-
e	Ug	28	33	10	9	3	0.96	-2.07
	Rg	64	36	11	9	3.29	0.92	-
f	Ug	50	15	5	10	3.31	1.16	-1.8
	Rg	82	30	4	4	3.58	0.7	-
g	Ug	28	27	14	11	2.9	1.04	2.2
	Rg	69	36	15	9	3.23	0.94	-
h	Ug	36	31	7	6	3.21	0.9	-0.62
	Rg	65	30	20	5	3.29	0.89	-
i	Ug	25	35	10	10	2.94	0.97	-4.15
	Rg	70	42	4	4	3.48	0.72	-
j	Ug	20	34	10	16	2.73	1.06	-3.67
	Rg	60	42	9	9	3.28	0.9	-
i	Ug	13	39	13	15	2.63	0.97	-6.15
	Rg	72	30	15	3	3.43	0.81	

ITEM	VARIABLES	SA	A	DA	SD	\bar{x}	SD	Cal. value
10	UG	57	21	0	2	3.66	0.62	3.09
	RG	64	38	10	8	3.32	0.89	-
11	UG	28	32	18	2	3.08	0.89	4.18
	RG	75	36	10	0	3.54	0.65	-
12	UG	50	21	5	4	3.46	0.83	1.00
	RG	80	30	8	2	3.57	0.69	-
13	UG	40	27	12	1	3.33	0.78	0.75
	RG	60	38	13	9	3.24	0.93	-
14	UG	21	46	10	3	3.06	0.74	1.5
	RG	50	40	22	8	3.1	0.93	-
15	UG	37	35	7	1	3.35	0.7	0.64
	RG	70	35	10	5	3.42	0.87	-
16	UG	40	33	7	0	3.41	0.65	1.27
	RG	60	40	12	8	3.27	0.9	-
17	UG	37	29	12	2	2.98	0.81	4.56
	RG	75	30	13	2	3.48	0.76	-
18	UG	31	34	10	5	3.14	0.87	3.09
	RG	69	42	6	3	3.48	0.71	-
19	UG	27	34	14	5	3.04	0.88	3.58
	RG	70	40	6	4	3.47	0.74	-
20	UG	36	31	16	3	3.25	0.82	0.33
	RG	60	40	15	5	3.29	0.84	-
21	UG	48	20	1	1	3.44	0.78	-0.09
	RG	68	40	10	2	3.45	0.72	-

All boy Vs all girls

ITEM 7	\bar{X}_1	\bar{X}_2	Sd ₁	Sd ₂	t-value
a	3.43	3.3	0.77	1.0	1.44
b	3.19	3.07	0.83	0.97	1.33
c	3.16	3.02	0.93	0.99	1.56
d	3.14	3.29	0.91	0.81	1.67
e	3.21	3.12	0.86	0.95	1.0
f	3.41	3.5	0.77	0.83	1.13
g	3.31	3.15	0.81	0.96	1.8
h	3.39	3.26	0.86	0.89	1.49
i	3.25	3.27	0.9	0.87	0.4
j	3.09	3.06	0.98	1.00	0.3
k	3.19	3.11	0.92	0.96	0.85

\bar{X}_1 - Boys

\bar{X}_2 - Girls

Sd₁ - Boys

Sd₂ - Girls

<u>ITEMS</u>	\bar{X}_1	\bar{X}_2	Sd_1	Sd_2	T. Value
10	3.46	3.46	0.73	0.81	0
11	3.23	3.38	0.87	0.76	-1.88
12	3.51	3.53	0.64	0.75	-0.38
13	3.44	3.28	0.72	0.87	2
14	3.04	3.03	0.93	0.93	0.11
15	3.22	3.39	0.89	0.76	-2.13
16	3.32	3.33	0.85	0.81	-0.12
17	3.34	3.4	0.77	0.78	0
18	3.22	3.34	0.89	0.79	-1.43
19	3.37	3.3	0.76	0.83	-1.65
20	3.43	3.28	0.75	0.83	1.9
21	3.42	3.49	0.81	0.7	0.9

\bar{X}_1 - Mean of boys

\bar{X}_2 - Mean of girls

Sd_1 Standard deviation boys

Sd_2 Standard deviation girls

1 ITEMS							Calculated
Variables	SD	A	DA	SD	\bar{X}	SD	t - value
10 B	115	67	13	5	3.46	0.73	0
C	121	59	10	10	3.46	0.81	-
11 B	90	78	19	13	3.23	0.87	-1.88
C	108	62	28	2	3.38	0.76	-
12 B	117	67	16	0	3.51	0.64	0.38
G	130	51	13	6	3.53	0.75	-
13 B	108	75	13	4	3.44	0.72	2
G	100	65	25	10	3.28	0.87	-
14 B	75	71	40	14	3.04	0.93	0.11
G	71	80	32	17	3.03	0.93	-
15 B	96	62	132	10	3.22	0.89	-2.13
G	107	70	17	6	3.39	0.76	-
16 B	102	71	15	12	3.32	0.85	-0.12
G	100	73	19	8	3.33	0.81	-
17 B	111	62	23	4	3.4	0.77	0
G	112	59	25	4	3.4	0.78	-
18 B	97	58	37	8	3.22	0.89	-1.43
G	100	76	16	8	3.34	0.79	-
19 B	104	69	23	4	3.37	0.76	-1.65
G	97	74	20	4	3.43	0.83	-
20 B	114	62	20	4	3.43	0.75	1.9
G	96	71	25	8	3.28	0.83	-
21 B	115	64	11	10	3.42	0.81	0.9
G	116	72	10	6	3.49	0.7	-

7	SA	A1	DA	SD	\bar{X}	Sd	cal. t - value
a Boys	115	60	20	5	3.43	0.77	1.44
Girls	119	46	14	21	3.3	1.0	-
b boys	81	86	23	10	3.19	6.83	1.13
G	80	76	22	22	3.07	0.97	-
c B	86	77	19	18	3.16	0.93	1.56
G	74	82	18	26	3.02	0.99	-
d B	83	77	25	15	3.14	0.91	1.67
G	91	86	12	11	3.29	0.81	-
e B	85	86	15	14	3.21	0.86	-1.0
G	92	69	21	18	3.12	0.95	-
f B	109	72	11	8	3.41	0.77	-1.13
G	132	45	13	10	3.5	0.83	-
G B	97	75	20	8	3.31	0.81	1.8
G	88	73	19	20	3.15	0.96	-
h B	104	62	11	13	3.39	0.86	1.49
G	101	61	29	11	3.26	0.89	-
i B	97	69	20	14	3.25	0.9	-0.4
G	95	77	14	12	3.27	0.87	-
j B	82	76	19	23	3.09	0.98	0.3
G	80	76	19	25	3.06	1.0	-
k B	89	78	15	18	3.19	0.92	0.85
G	85	69	28	18	3.11	0.96	-

ITEMS 7 Urban boys vs Rural boys

\bar{X}	\bar{X}_1	\bar{X}_2	SD_1	SD_2	t.value
a	3.65	3.29	0.58	0.84	3.6
b	3.29	3.28	0.68	0.68	0.1
c	2.74	3.3	0.95	1.01	-4
d	2.95	3.27	0.74	0.96	-2.67
e	2.83	3.48	0.9	0.71	-5.42
f	3.31	3.58	0.77	0.54	-2.73
g	3.00	3.53	0.87	0.7	4.12
h	3.16	3.58	0.93	0.67	-3.5
i	3.11	3.33	0.9	0.91	-1.57
j	2.75	3.31	1.03	0.91	-4.67
k	2.95	3.43	0.99	0.75	-3.69

\bar{X}_1 - Urban boys

\bar{X}_2 - Rural boys

SD_1 - Urban boys

SD_2 - Rural boys

Urban boys vs Rural boys

ITEMS	\bar{x}_1	\bar{x}_2	sd_1	sd_2	Cal. t value
10	3.59	3.38	0.57	0.81	1.14
11	3.09	3.32	0.9	0.84	1.77
12	3.26	3.42	0.85	0.82	-1.33
13	3.30	3.5	0.72	0.72	-2.99
14	2.66	3.28	0.87	0.88	-4.77
15	3.04	3.34	0.93	0.85	-2.13
16	3.31	3.33	0.74	0.91	-0.17
17	3.33	3.45	0.76	0.78	1.09
18	3.00	3.37	0.94	0.8	-2.85
19	3.15	3.5	0.84	0.7	-3.18
20	3.2	3.58	0.82	0.67	-3.45
21	3.59	3.31	0.61	0.91	2.55

\bar{x}_1 - Urban boys

\bar{x}_2 - Rural boys

sd_1 - Urban boys

sd_2 - Rural boys

ITEMS	VARIABLES	SA	A	DA	SD	\bar{X}	Sd	Cal. t. value
10	UB	50	27	3	0	3.59	0.57	2.14
	RB	65	40	10	5	3.38	0.81	-
11	UB	30	33	11	5	3.09	0.9	1.77
	RB	60	45	8	7	3.32	0.84	-
12	UB	37	32	6	5	3.26	0.85	-1.33
	RB	70	35	10	5	3.42	0.82	-
13	UB	35	35	9	1	3.3	0.72	-2.99
	RB	72	40	4	4	3.5	0.72	-
14	UB	15	29	30	6	2.66	0.87	4.77
	RB	60	42	10	8	3.28	0.88	-
15	UB	29	32	12	7	3.04	0.93	-2.31
	RB	67	30	20	3	3.34	0.85	-
16	UB	36	35	7	2	3.31	0.74	-0.17
	RB	66	36	9	9	3.33	0.91	-
17	UB	39	29	11	1	3.33	0.76	1.01
	RB	72	33	12	3	3.45	0.78	- -
18	UB	29	28	17	6	3	0.94	-2.85
	RB	68	30	20	2	3.37	0.8	-
19	UB	33	28	17	2	3.15	0.84	-3.18
	RB	71	41	5	3	3.5	0.7	-
20	UB	34	30	14	2	3.2	0.82	-3.49
	RB	80	32	6	2	3.58	0.67	-
21	UB	51	26	2	1	3.59	0.61	-2.55
	RB	64	38	9	9	3.31	0.91	-

ITEMS	VARIABLES	SA	A	DA	SD	\bar{X}	Sd	cal.
								t.Value
a	UB	56	20	4	0	3.65	0.58	-3.6
	RB	60	40	15	5	3.29	0.84	-
b	UB	31	43	4	2	3.29	0.68	0.1
	RB	60	40	14	6	3.28	0.68	-
c	UB	16	39	13	12	2.74	0.95	-4
	RB	70	30	6	14	3.3	1.01	-
d	UB	16	48	12	4	2.95	0.74	-2.67
	RB	65	32	13	10	3.27	0.96	-
e	UB	16	44	10	10	2.83	0.9	-5.42
	RB	69	42	6	3	3.48	0.71	-
f	UB	37	34	6	3	3.31	0.77	-2.73
	RB	72	40	7	1	3.58	0.54	-
g	UB	24	38	12	86	3.00	0.87	4.12
	RB	75	35	8	2	3.53	0.7	-
h	UB	34	33	5	8	3.16	0.93	-3.5
	RB	80	32	6	2	3.58	0.67	-
i	UB	31	33	10	6	3.11	0.9	-1.51
	RB	66	36	10	8	3.33	0.91	-
j	UB	70	34	12	14	2.75	1.03	-4.67
	RB	64	38	9	9	3.31	0.91	-
k	UB	25	38	5	12	2.95	0.99	3.69
	RB	67	40	10	3	3.43	0.75	-