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PERSONAL FACTORS INFLUENCING THE OCCUPATIONAL CHOICE  
OF SELECTED UNDERGRADUATES AT THE UNIVERSITY OF NIGERIA

The University of Wisconsin, Ph.D., 1966  
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PERSONAL FACTORS INFLUENCING THE OCCUPATIONAL  
CHOICE OF SELECTED UNDERGRADUATES AT  
THE UNIVERSITY OF NIGERIA

A thesis submitted to the Graduate School of  
the University of Wisconsin in partial fulfillment  
of the requirements for the degree of Doctor of  
Philosophy.

by

*noemeka*  
Obiora N. Agusiobo

Degree to be awarded

January 19—

June 19—

August 19<sup>66</sup>

To Professors: Boyle

Duncan

Bjoraker

This thesis having been approved in respect to form and mechanical execution is referred to you for judgment upon its substantial merit.

*Robert A. Wertz*  
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Approved as satisfying in substance the doctoral thesis requirement of the University of Wisconsin.

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Date of Examination, August 4, 1966

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Cooperative Extension Education

at the

University of Wisconsin

1966

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Last, but not least, the author wishes to express his appreciation to his wife, Obiageli, whose understanding, assistance and encouragement were without limit.



## AUTOBIOGRAPHICAL SKETCH OF THE AUTHOR

Obiora Agusiobo was born in Lagos, Nigeria in 1926. He attended elementary schools at Port Harcourt, Calabar and Lagos, finally graduating from high school in 1947.

In 1952 he proceeded to the United States and after four years' study, obtained the B.S. degree in Oklahoma. In the fall of 1957, he enrolled in the University of Wisconsin in the Department of Agricultural Extension and Education. He completed his study for the M.S. degree in August, 1958. Some of his college activities included membership in the Poultry Club and Alpha Phi Omega, a national service fraternity and the Wisconsin Student Association. He was also a member of the American Country Life Association.

In 1959, after completion of his Master's Degree, the author took up appointment under contract as an instructor in agriculture at Cuttington College, Suakoko, Liberia (1959-1961). The author was married to Obiageli Onyejekwe on January 27, 1961, after which he returned to Nigeria to accept the post of Rural Education Officer in the Ministry of Education, Eastern Nigeria.

He resigned this position in October, 1962 and joined the staff of the Department of Vocational Education at the University of Nigeria as an assistant lecturer.

In September, 1963, under an A.I.D. participant program, the author enrolled as a candidate for the Ph.D. Degree first at Cornell University, Ithaca, New York, continuing his study in February, 1964 in the Department of Agricultural Extension and Education at the University of Wisconsin.

Presently, the author is a member of the Adult Education Association and the National Association of Teacher Educators in Agriculture.

The family now includes one daughter, Obiamaka, age 5 years.

## TABLE OF CONTENTS

	Page
LIST OF TABLES. . . . .	viii
CHAPTER	
I. INTRODUCTION. . . . .	1
Background Statement . . . . .	1
Statement of Problem. . . . .	4
Objectives of the Study . . . . .	5
Hypotheses. . . . .	6
Design of Study . . . . .	7
Selection of Variables. . . . .	9
Organization of Schedule. . . . .	10
Analysis of Data. . . . .	12
Definition of Terms . . . . .	13
Significance of Study . . . . .	14
Limitation of Study . . . . .	15
II. REVIEW OF LITERATURE. . . . .	16
Vocational Attitudes within Africa. . . . .	17
Development of Manpower Resources . . . . .	23
Education as Related to Manpower Development. . . . .	26
Manpower Needs in Nigeria . . . . .	30
Nigerian Manpower Development Plans . . . . .	32
Theories of Occupational Choice . . . . .	34
The Choice Process. . . . .	42
Factors Influencing Occupational Choice . . . . .	43
Foster's Study of the Ghanaian School Leaver . . . . .	57
Summary . . . . .	60
III. CHARACTERISTICS AND ATTITUDES OF SELECTED UNIVERSITY OF NIGERIA STUDENTS. . . . .	62
Socio-Economic Status . . . . .	63
Father's Occupation . . . . .	67
Highest Education Achieved by Father. . . . .	69
Size of Family. . . . .	70
Previous Work Experience. . . . .	72
Main Source of Financial Support. . . . .	73
Entry Certificate into University . . . . .	75
Relatives Who are Graduates . . . . .	77
Previous Interest in Subject Areas. . . . .	79
Decision to Attend the University . . . . .	80
Reason for Attending the University . . . . .	82
Influential Factor in Choice of Degree Program . . . . .	83
Extent of Scholarship Influence . . . . .	85
Most Important Influence on Choice of Occupation. . . . .	86

CHAPTER	Page
III. CHARACTERISTICS AND ATTITUDES OF SELECTED UNIVERSITY OF NIGERIA STUDENTS	
Time at Which Choice Was Made . . . . .	88
Rating of Four Professions by Respondents . . . . .	89
How Agricultural Students Perceive Their Profession . . . . .	90
Purpose for Taking Agriculture . . . . .	91
Type of Farming Liked Most by Agriculture Students . . . . .	92
Opportunity to Become Established in Farming . . . . .	93
IV. RELATIONSHIPS BETWEEN CHOICE OF OCCUPATION AND SELECTED FACTORS . . . . .	95
Socio-Economic Status . . . . .	95
Father's Educational Level . . . . .	97
Size of Family . . . . .	98
Occupation of Father . . . . .	99
Previous Work Experience . . . . .	100
Source of Financial Support . . . . .	102
Entry Certificate into University . . . . .	103
Relatives Who are Graduates . . . . .	104
Previous Interest in Subject Areas . . . . .	106
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	108
Summary . . . . .	118
Conclusions . . . . .	118
Recommendations . . . . .	120
BIBLIOGRAPHY . . . . .	121

## LIST OF TABLES

TABLE	Page
1. Percentage Distribution of Respondents by Choice of Occupation. . . . .	63
2. Percentage Distribution of Respondents by Socio-Economic Status . . . . .	66
3. Percentage Distribution of Respondents by Occupation of Their Fathers . . . . .	68
4. Percentage Distribution of Respondents by Educational Level of Fathers. . . . .	70
5. Percentage Distribution of Respondents by Size of Family. . . . .	71
6. Percentage Distribution of Respondents by Previous Teaching Experience. . . . .	72
7. Percentage Distribution of Respondents by Main Source of Financial Support. . . . .	74
8. Percentage Distribution of Respondents by Extent of Scholarship Influence on Choice of Degree Program. . . . .	75
9. Percentage Distribution of Respondents by Entry Certificate into University . . . . .	76
10. Percentage Distribution of Respondents by Graduate Relatives in the Family. . . . .	78
11. Percentage Distribution of Respondents by Previous Interest in Subject Areas . . . . .	79
12. Percentage Distribution of Respondents by Most Influential Person in Decision to Attend the University . . . . .	80
13. Percentage Distribution of Respondents by Most Influential Reason for Attending the University . . . . .	83

TABLE	Page
14. Percentage Distribution of Respondents by Most Influential Factor in Occupational Choice . . . . .	84
15. Percentage Distribution of Respondents by Extent of Scholarship Influence on Choice of Degree . . . . .	86
16. Percentage Distribution of Respondents by Most Influential Factor in Choice of Occupation . . . . .	87
17. Percentage Distribution of Respondents by Time When Occupational Choice was Made . . . . .	89
18. Rating of Four Professions by Respondents . . . . .	90
19. Percentage Distribution of Respondents by Purpose for Agricultural Training .	92
20. Percentage Distribution of Agricultural Students by Type of Farming Liked Most	93
21. Percentage Distribution of Agricultural Respondents by Opportunity to Establish in Farming . . . . .	94
22. Percentage Distribution of Respondents Choice of Occupation by Parents Socio-Economic Status. . . . .	96
23. Percentage Distribution of Respondents Choice of Occupation by Father's Educational Level . . . . .	97
24. Percentage Distribution of Respondents Choice of Occupation by Size of Family.	98
25. Percentage Distribution of Respondents Choice of Occupation by Father's Occupation . . . . .	100
26. Percentage Distribution of Respondents Choice of Occupation by Previous Work Experience . . . . .	101

TABLE

Page

27.	Percentage Distribution of Respondents Choice of Occupation by Source of Financial Support. . . . .	102
28.	Percentage Distribution of Respondents Choice of Occupation by Entry Certificate into University . . . . .	104
29.	Percentage Distribution of Respondents Choice of Occupation by Relatives Who are Graduates . . . . .	105
30.	Percentage Distribution of Respondents Choice of Occupation by Previous Interest in Subject Areas. . . . .	106
31.	Association of Independent Variables and Choice of Occupation Made by Students. .	112

## CHAPTER 1

### INTRODUCTION

The purpose of this study was to identify and describe selected factors which were thought to influence male students in two departments at the University of Nigeria in their choice of an occupation. It was felt that a study of this nature would provide valuable information about the characteristics of students who choose teaching occupations as compared with those students who did not.

#### Background Statement

Throughout Africa, with only rare exceptions, the drive for education is one of the most inexorable forces in operation. In Nigeria today, in spite of the fact that education is the single largest employer of labor second to farming, the field of teaching is presently experiencing a brain drain of its best potentials in a field which is crucial to the economic development of the country. This scarcity of trained teachers is more critical in the field of vocational education, especially agricultural education which can provide a sound basis for Nigerian economy.



Specialists in Nigerian education suggest that teaching may come to be looked upon as a sort of preparation for positions in other sectors of employment because of the constant migration of teachers away from teaching. They lament that the social changes brought about by education have acted to the detriment of teaching in areas where it is most needed. The teaching profession in Nigeria has served as an avenue for movement into private industry, the government civil service and political office even though teachers are badly needed in Nigeria's secondary schools to teach agriculture, business and trades and industrial education.

With the objective to train teachers in the agricultural, business and technical fields, the Department of Vocational/Teacher Education was established at the University of Nigeria. It was thought that by genuine professional training at the university level it would be possible to develop a stronger, permanent cadre of teachers in vocational education; elevate vocational education to degree status and thus place it in a more competitive position in terms of prestige; and finally limit or prevent the drift from schools of capable teachers.

In spite of these attempts to make the teaching of vocational subjects attractive, about 75 per cent of the foundation students who were admitted to the University of Nigeria to pursue studies in agricultural education, changed courses and entered other departments. In some cases, they were motivated by scholarship offerings in other departments. Many reasons have been given in an attempt to explain this situation. The general decline in prestige of the teaching profession, the poor salaries of teachers and the general lack of remuneration and encouragement have been adduced as cogent reasons.

Nigeria will need to have educated citizens trained to fill the many posts that national development will call for. The immediate problem is to get the teachers who will fill the great gaps existing in the secondary schools between the classically educated and the technically educated. At a time when plans for educational reconstruction demand for their fulfillment a large increase in the number of graduate teachers, it is important to understand the motives which have influenced students to choose between teaching and non-teaching occupations as a step in making the profession of vocational education teachers more generally attractive.

### Statement of Problem

Two problems stand as roadblocks in the educational development of Nigeria: (1) the recruitment and training of an adequate body of teachers, (2) the vocational training of persons who will fill the productive sectors of Nigeria's industries and enterprises. Most teachers in Nigeria view their occupation as a stepping stone to greater achievements in life, considering their period of teaching as a time for the preparation for examinations and a time for decision about other occupations.

Among some students in the secondary schools, the teacher training colleges are looked down upon; the teaching profession viewed as not prestigious enough. More often than not, a graduate of a secondary school will seek occupations other than teaching; sometimes in industry or in government.

Most African governments because of the new emphasis in scientific and technical education have increased expenditures in secondary education thus ignoring or curtailing investments in teacher training programs. Nigerian educators generally maintain that without improvements in salaries, fringe benefits and its general image, the teaching profession cannot attract or hold good teachers.

In spite of certain discouragements to the teaching profession, at times openly encouraged by government reluctance and indecision to support teacher training programs, certain students at the University of Nigeria have indicated a desire to accept teaching as an occupation with its many challenges and responsibilities. Who will be the future graduate teachers of Nigeria's vocational and technical schools? What characteristics and attitudes distinguish them from other graduates of Nigeria's secondary schools and teacher training colleges? What are some of their backgrounds? What are some of the social and personal factors which influence occupational choice among this group of Nigerian undergraduates? This study is designed to obtain answers to some of these questions based on the choices made by the under-graduates in this study.

#### Objectives of the Study

The overall purpose of this study was to become familiar with factors which influence the occupational choice of male students in two departments at the University of Nigeria.

More specifically, the objectives of the study were:

1. To determine the occupational plans of the students in the two departments selected for the study.

2. To determine the personal and social factors among students choosing teaching as an occupation as compared with other students not planning to teach.
3. To determine the relationship of socio-economic status and other selected factors to the occupational plans of the students.
4. To determine when and from what sources students in the two selected departments became aware of their occupational opportunities.

### Hypotheses

The hypotheses were structured to permit an assessment of the effect of the variables selected upon the choice of teaching as an occupation. The following hypotheses tested in this study are stated in their null forms as follows:

1. There is no relationship between socio-economic status of the family and choice of teaching as an occupation.
2. There is no relationship between father's educational level and choice of teaching as a career.
3. There is no relationship between size of family and the choice of teaching as an occupation.
4. There is no relationship between occupation of parents and the choice of teaching as an occupation.

5. There is no relationship between previous work experience and the choice of teaching as an occupation.
6. There is no relationship between scholarship and the choice of teaching as an occupation.
7. There is no relationship between possession of the General Certificate of Education (GCE)\* and the choice of teaching as an occupation.
8. There is no relationship between relatives who are graduates and the choice of teaching as an occupation.
9. There is no relationship between preference of Natural Science subjects in high school or teacher training college and the choice of a teaching career.

Design of Study

The methods and procedures used in this study will be described in this section. The following aspects will be considered: selection of the population, selection of variables, organization of schedule, pretest of schedule, administration of schedule, and analysis of data.

Selection of Population

This study was designed to cover a total population rather than a sample. The population was defined as all

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\* See definition of terms.

male students in the departments of agriculture and vocational education at the University of Nigeria. It was the original intention to include the females in the home economics and agriculture departments. However, the smallness of the group (N = 18) and the general incompleteness of their responses led the investigator to eliminate them from the study.

A total of some 300 students received the questionnaires, of which 238 responded. Eighteen female respondents were discarded as explained above plus four more questionnaires which were totally devoid of usable information. This left a total of 216 respondents who were used in this study. In spite of this, however, it should be noted that the number of students varied according to each individual question and the number of students willing to respond to the particular question. Some questions, in spite of the pretest with Nigerian students in an American environment, did not elicit the enthusiastic and open response which was expected. This is undoubtedly one of the limitations of this study.

Data employed in this study were based upon the responses to a questionnaire administered to students in agriculture and vocational education\* at the University of Nigeria, Nsukka between January and March, 1966.

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\*This includes business, trades and industrial, agriculture and home economics education.

### Selection of Variables

This study set out to determine the influence of socio-economic status, scholarship, family size and other selected factors upon the choice of teaching or non-teaching occupations. The dependent variable of this study then, is the choice of teaching as an occupation.

The independent variables were selected partly on the basis of the review of the literature and partly on personal experience of certain characteristics of Nigerian under-graduates. Many studies relating to the choice of occupation were found, though no specific study relating to choice of career by Nigerian youths was discovered.

The writer, therefore, thought it expedient to select certain variables regarded as important in other studies involving American youth and thus verify how these variables apply to Nigerian students under an entirely different cultural context. However, it must be noted here that most of the studies reviewed dealt with elementary and high school youth and not with under-graduates. The study of vocational choice by college students presents an entirely different situation from that of elementary and high school students. For one thing, college students especially in Nigeria are already a highly selected group and there is little likelihood that any of them will enter lower level occupations.



Dyer<sup>1</sup> indicates that from 53 to 70 per cent of college students are decided upon a vocation before entering college and concludes that the earlier the choice and the closer to personal or family preoccupations, the more likely it is to be established.

The independent variables used in this study were:

(a) socio-economic status of the family, (b) occupation of father, (c) educational level of father, (d) size of family, (e) previous work experience, (f) main source of financial support, (g) entry certificate into university, (h) relatives who are graduates, and (i) previous interest in subject areas.

### Organization of Schedule

Design of Schedule      The instrument for gathering data was made up of four parts: the first part was devoted to gathering necessary background information about the respondents; the second part included questions about specific factors to measure the dependent and independent variables; the third dealt with some occupational information and includes a section on how the respondents perceive certain occupations; and finally the fourth part, descriptive in nature, seeks information about how the agricultural students perceive their future prospects in agricultural occupations.

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<sup>1</sup>J. R. Dyer, "The Relation between Vocational Interests of Men in College and their Subsequent Occupational Histories for Ten Years", *Journal of Applied Psychology*, Vol. 23, 1939, pp. 280-288.

The questionnaire concentrated extensively in the third section on gathering data pertaining to choice of occupation or degree program of the respondents. In Appendix A can be found the questionnaire from which most of the data included in this analysis were obtained. It was designed to gather information on influences which caused the student to register in his degree program and to choose a teaching or non-teaching occupation.

Pretest of Schedule The questionnaire was pretested with twenty Nigerian students on the Madison campus. The students were asked to take the questionnaires home and to return them at a specified date, noting in each case the time required for completion. As a result of the pretest, revisions were made in the questionnaire before it was mailed to Dr. Ferns at the University of Nigeria.

Considering the cost of air-mailing the questionnaires which came to \$133.00, it was promptly decided to send only the cut stencil for subsequent reproduction at Nsukka and distribution to the students. Little was it known then, that even this stencil would not fit in the British-made machines used in Nigeria. Much credit goes to the initiative and ingenuity of Dr. George W. Ferns who made alternative arrangements for the reproduction of the schedule, the administration of the questionnaires and their return to Madison in record time. Two hundred and sixteen usable questionnaires were finally utilized for this study.

### Analysis of Data

The questionnaire was coded. The data from the completed questionnaires were transferred to IBM cards which were punched and verified according to routine procedures.

The Population Guilford<sup>1</sup> explains that the population in a statistical investigation is always arbitrarily defined by naming its unique properties. It might be the entering freshman class entering a certain college or even a certain course. Even with the exclusion of the eighteen female respondents most of whose answers were incomplete and unusable, the male subjects used still constituted an entire universe or population for this study. This population or universe is not used in this study as the basis for generalizing broadly to other students or universities in Nigeria.

The chi-square test of significance was used as a measure of the discrepancy or divergence between the observed and independence frequencies. For the formula of chi-square, see Appendix B. The larger the chi-square, the stronger the relationship between the two variables. The chi-square was used to test the significance of the data presented in each table. The minimum level of significance accepted in this study was .05.

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<sup>1</sup>J. P. Guilford, Fundamental Statistics in Psychology and Education. The McGraw-Hill Book Company, Inc., 1950, p. 175.

Comparisons were made on the basis of the value of coefficient of contingency,  $\bar{C}$ , another common measure of the strength of relationship. For the formula, see Appendix B.

#### Definition of Terms

The following terms used in this study are here defined for better understanding of their meanings:

School leaver - a graduate of a Nigerian elementary school; an eighth grader who is ready to enter high school.

G.C.E. - General Certificate of Education; one of the important requirements for university entrance; rated more important than the West African School Certificate.

W.A.S.C. - a four year course in a secondary school after six years of primary education culminates in a West African Examinations Council external examination (ordinary level) called the West African School Certificate (W.A.S.C.). Satisfactory performance on this examination entitles the candidate to continue his education in a two-year post secondary course or pre-university sixth form course.

H.S.C. - Higher School Certificate; a post-high school course specially designed for university entrance; few secondary schools as yet have the facilities and staff to offer this course; certificate guarantees direct entry into any Nigerian or British university.

Scholarship - this term is generally used in this study to mean source of financial assistance rather than academic excellence.

#### Significance of Study

This study has certain implications for Nigerian education and particularly, for vocational/teacher education in Nigeria. The importance lies in the contribution to educational knowledge regarding the factors that influence the selection of occupation, for example, the effect of the socio-economic environment upon patterns of selection of a career among a select group of Nigerian youth.

In as much as teaching is one of the non-farm occupations most frequently selected by Nigerian youth, the findings of this study will contribute some knowledge which may be of help to the potential occupational counselor, school teacher, parent or adult most commonly in contact with youth.

Most of the problems of Nigerian schools today whether in rural or urban areas, derives from the lack of an adequate population of qualified teachers to serve in the schools.

It is felt that this study will furnish some information on the problem by presenting some factors that affect the selection of teaching as a career.

Private agricultural corporations, farm institutes, and government technical institutes in Nigeria may find this study of practical value in their efforts to recruit and train potential farm managers and technical personnel for their extension programs.

#### Limitations of Study

Among the limitations recognized in this study were the following:

1. Information obtained from the freshmen in the study was gotten only after three months' work at the university. Most of these freshmen may not have finally decided on an occupation when they were asked to indicate their choice of occupation.
2. The population was limited in that it was drawn from the two departments of agriculture and vocational education. Consequently, the extent to which generalizations could be made from this study was accordingly limited.
3. This study was based mainly on response to mailed questionnaires and bore the inherent and normal limitations which exist in most questionnaire type of studies.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter will attempt to establish some reference through which certain questions and certain relationships in this study can be viewed. Thus the writer will attempt to review some theories of occupational choice and certain selected factors as revealed by the literature, which influence youth in making their choices.

This study is unique in that it is one of the first, if not the first of its kind ever conducted among students of any Nigerian university. As a result, very little material was found dealing specifically with the problems involved in the Nigerian scene. Numerous studies of this nature were conducted in the United States and Europe and these have provided good resource material. However, since it was considered impractical to review all of the material connected with occupational choice, only those which were thought to have relevance to this study, or somehow important in the Nigerian context were selected.

The research material reviewed was divided into four general categories:

- (a) Vocational Attitudes within Africa
- (b) Development of Manpower Resources
- (c) Theories of Occupational Choice
- (d) The Choice Process.

### Vocational Attitudes within Africa

The field of Occupational Choice has held a fascination for a great many investigators in recent years. It is known, for example, that high school students are rather changeable in their occupational choice and it appears that few American youth actually enter the career they originally selected in high school. While American youth entering the career market often experience a trial and error period before making their eventual job choice, opportunities are much more limited in Africa where job possibilities are much more unknown and scarce, and where actually, the high school curriculum conditions the student in whatever choice he makes e.g. between arts and science program.

Students in secondary schools are thus forced into a partial career decision very early in their secondary career and those in the teacher training colleges are restricted even into more narrow areas. Students preparing to be teachers in the teacher training colleges, for example, do not have a science or mathematics background because they are not exposed to those subjects during their training. Yet, most of these students have good background in history, geography, and religious knowledge pointing again to the fact that emphases in subject matter were dictated by the examinations for which students were being prepared.

Often, by the age of 16 or 17, a Nigerian student has decided upon his area of specialization. Towards the end



of his high-school career he must limit his further studies to two or three related subjects and while his exact career need not be determined, the selection process has drastically curtailed his range of possible choices. Thus the curricular emphasis of any particular school coupled with the fact that the Nigerian student has had very little occupational information and practically no work experience is already an important factor in the ultimate career decision that a student might make.

In traditional Nigerian society, many things were ordained and revolved around communal demands. Conformity and interest in the basic tasks of life were all that were expected of anyone. In colonial times, only few occupations were really known. Much importance was attached to few white collar jobs which were the basic interest of the colonial government. Less than twenty years ago, Delano, a young Nigerian wrote the following account:

When the boy left school he became a clerk and was a man of influence. When next he visited his village or town, he invariably allowed his hair to grow wild and burly, with a long or short centre parting. He had a lead pencil clipped to the breast pocket of his coat. Usually, he wore knickers and stockings and a khaki helmet and

brown shoes completed the outfit. Parents were completely satisfied, for they had fought the battle and won - their children had become clerks.<sup>1</sup>

With independence, a new world has been created for the educated Nigerian; a world where the job itself can lead to all manners of success in which competition and innovation are the keys to advancement both for the individual and for the nation. While Nigeria, for example, as a colony of Britain had only one university, it now has as a sovereign independent state, four more universities, offering degrees in fields once considered unimportant.

But in spite of this sudden rise in the number of higher institutions in Nigeria, Lewis states that:

Education and employment do not necessarily form a linear correlation. To educate for its own sake without regard to its implications as an economic investment can result in dire financial and employment repercussions at a time when such factors of disequilibrium can hardly be afforded.<sup>2</sup>

Lewis noted that in many instances e.g. in Africa, India, the newly formed systems of education produce more educated people than the economic system can absorb, and that this

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<sup>1</sup>Isaac O. Delano, The Soul of Nigeria. London: T. Werner Laurie, Ltd., 1937, p. 23.

<sup>2</sup>W. A. Lewis, "Education and Economic Development", Oversea Quarterly, Vol. 11. December, 1961, pp. 232-236.

has resulted in the unemployment peculiar to many of the new African nations, for example Nigeria. Lewis suggests a balancing of the educational systems at all levels if education is to be a help rather than a hindrance to economic development.

The importance of the education - occupation merger is recognized by Conant who has emphasized that high school and post high school education do in a large measure determine the subsequent occupation of a young man or woman.

Occupational choice in Nigeria has been limited either by the narrow nature of the economy or by socio-political factors. Role for the educated Nigerian was tightly defined by both chance and opportunity.

There are two different points of view about the Nigerian's attitude towards occupational choice. One group believes that because of the Nigerian's narrow experiences and lack of a diversified sample of role models, he is disdainful of manual work and because of this jeopardizes the very progress of the nation.

A contrasting view is that it is not so much the nature of the work which has led youth into the pattern of occupational selection which they now have; rather it is the nature of the society and the limited opportunities available. To blame the tide of clerical and other white collar workers on misinformed youth would, in this case, be a denial of the laws of supply and demand. If other occupational areas could compete in terms of financial gain, prestige and opportunity,

there would be no great increase of clerks in comparison to other manual or technical positions.

This point of view was strongly supported by Sir Bernard de Bunsen,<sup>1</sup> Principal of Makerere University College at a 1963 Seminar on Agricultural Education held in Kampala, Uganda. The principal did not believe that the educated African, any more than elsewhere, turned away from the land to white collar jobs because of any intimate dislike of dirty hands. According to him, if agriculture could be given the status, the interests and the rewards of other professions, the students would be there.

Certainly both viewpoints: (1) that the African youth is disdainful of manual work because of his narrow experiences, and (2) that the nature of the society has led youth into the pattern of occupational selection they have made, suggest that if the economies of the developing nations and the diversification of manpower are going to expand, then steps must be taken to make these new positions available at rates of return comparable to those enjoyed in other fields.

Whether the problem is to break down unrealistic occupational images or to create new reward schedules, change

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<sup>1</sup>Sir Bernard de Bunsen, Report on the Seminar on Agricultural Education. FAO, Rome: 1963, p. 9.

must occur at the government level. Ashby in his report to the Nigerian government emphasized this point very strongly when he said:

In terms of their need and usefulness for the society, the differentials in compensation and prerequisites between the university graduates and highly skilled non-university graduates are much too great. As a consequence relatively few young persons are satisfied to become or remain engineering technicians, medical technicians, works foremen, junior agricultural officers and qualified (but not graduate) teachers.<sup>1</sup>

Thus apart from breaking down unrealistic occupational images, the government must make every effort to widen the Nigerian student's narrow range of experiences and thus help the student to consider a great many challenging fields which are never considered. The dietician, the physical educator, the agricultural teacher, the business educator, the plant foreman and the entire area of middle management are until recently foreign to most Nigerian students in high school, yet these are areas that will be of integral importance in the modernization of any economy. Literature concerning these and similar areas is practically non-existent, and

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<sup>1</sup>Investment in Education: The Report of the Commission on Post-School Certificate and Higher Education in Nigeria. Government Printer, Lagos, Nigeria. 1960, p. 66.

first hand experiences either in terms of discussions or part-time work are even more rare.

"The social prestige which still clings to certain kinds of work has a remarkable and persistent influence on the occupational choice of many young people. Despite changes in skill requirements, in the character of the jobs and in the nature of the work, the social prestige which attaches to many non-manual occupations remains high and plays an important part in influencing youth in its choice of occupation. This lure of social prestige...is plainly a significant factor in occupational choice and a factor to be reckoned with in confronting the broader problems of vocational preparation and adjustment and manpower distribution."<sup>1</sup>

#### Development of Manpower Resources

Most developing societies are confronted with two persistent yet seemingly contradictory manpower problems: the shortage of persons with critical skill in the modernizing sector, and surplus unskilled and semi-skilled labor in both the modernizing and traditional sectors. Both problems are accentuated with a quickened tempo of industrialization, and paradoxically, the shortage of persons with critical skills is one of the contributing causes of the surplus of people without jobs.

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<sup>1</sup>U. N. International Labor Conference. Report to the Director General Part 1: "Youth and Work". 44th Session. Geneva: 1960.

According to Myers<sup>1</sup> high level manpower shortages of developing countries are likely to fall into several categories:

1. Shortages of highly educated professional manpower such as scientists, agronomists, veterinarians, engineers, and doctors.
2. Shortages of technicians, nurses, agricultural assistants, technical supervisors and other sub-professional personnel. These shortages are often more severe than those of fully qualified professionals, because few countries fully realize that the requirement for this category of manpower exceeds by many times those of senior professional personnel. Also, the few persons qualified to enter technical institutes may also be qualified to enter a university and may prefer the latter because of the higher status and pay accorded university degree holders. There is often a shortage of technical secondary school facilities.
3. Shortages of top level managerial and administrative personnel, in both the private and public sectors are almost universal. In labor organizations, there is often a shortage of technically competent leaders

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<sup>1</sup>Charles A. Myers. "Human Resources for Economic Development", Managing Economic Development in Africa. Edited by Warren H. Hausman, The M.I.T. Press, Cambridge, Mass. 1963, p. 45.

and staff personnel - hence sometimes, these organizations are captured by politicians or intellectuals seeking a base for political action.

4. Teachers are almost always in short supply, whether for the regular public educational system or for adult education programs such as worker education. The most serious shortage is often in secondary education, particularly in science, mathematics, and technical subjects. This shortage of competent teachers is a "master bottle-neck" which slows down the whole process of human resource development and consequently, economic development.
5. Finally, shortages of skilled craftsmen of all kinds exist in many developing countries, as well as senior clerical personnel, such as book-keepers, secretaries, stenographers, and business machine operators.

Harbison further went on to suggest the following appropriate strategy of human resource development:

- (a) The building and development of appropriate incentives for individuals to train for and enter the shortage occupations.



- (b) The promotion of effective training and development of employed manpower.
- (c) The re-orientation of the traditional educational system in relation to occupational priorities.

### Education As Related to Manpower Development

In the formulation of any strategy of human resource development the issue of the best utilization of the existing school system is of paramount importance. Harbison and Myers<sup>1</sup> on the basis of an examination of manpower surveys for several of the under-developed countries (most of which are unpublished and confidential) as well as their impressions from interviews during visits to others, have made the following generalizations about manpower development in African countries some of which are relevant to Nigeria.

- (1) At least a third of the total stock of high-level manpower is in government services and in education. The largest single category of high-level manpower is "qualified teachers".
- (2) More than half of all those in the high-level manpower categories (especially in East African countries) are non-indigenous personnel. With some variations, this statistical picture is fairly representative of the other developing African countries.

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<sup>1</sup>F. H. Harbison and Charles A. Myers, Education Manpower and Economic Growth: Strategies of Human Resource Development. New York: McGraw Hill Book Company, 1964, p. 51.

- (3) Although the top ministerial posts and many of the high-level administrative positions in governments are held by nationals, the strategic technical positions in the public services, the top positions in private industry and commerce and most of the higher positions in education are of necessity held by non-indigenous personnel. For example, throughout Eastern and Central Africa, the Asian minority dominates wholesale and retail trade just as the Lebanese and Syrians control much of the trade in West Africa.
- (4) In some African countries, the thrust of education into rural areas and the building of roads are encouraging movements to the larger towns and cities. Over-crowding and un-employment are becoming noticeable in the urban areas.

In Nigeria as in other African countries, the poor quality of primary education is even more striking. Many of the schools are operated by voluntary agencies or missionary organizations, and the variations in curricula and standards are wide. The drop-out or wastage rates in primary education among rural areas are very high. Only a small fraction of those who enter the first grade ever complete the fourth, fifth, or sixth grades. Despite the poor state

of primary education, there are usually many more school-leavers\* wanting to enter secondary education than there are available places. Usually, about 80 to 90 per cent of the enrollment is in academic education. The technical or vocational schools account for a very small proportion of enrollment and there is usually a wide assortment of teacher training institutions which provide more often than not, education of rather dubious value. It is hoped that with the establishment of institutes of education and accelerated teacher training programs at three Nigerian universities, the role now being played by the teacher training colleges will ultimately be abolished.

Most of the secondary schools are operated by missionary organizations or private groups. Most of these charge fees which in terms of average incomes are quite high. A major factor in the high cost is the prevalence of boarding schools which are deemed necessary in order to create for the pupils an "appropriate" environment for study away from pressures of traditional family life. Secondary education, therefore, is generally available only to the economically advantaged classes and even for them the opportunities are narrowly limited. Another problem is the existence of schools which are organized as profit-making business enterprises and which for obvious reasons may provide very poor-if not worthless education.

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\* See definition of terms.

The curriculum of most government secondary schools and a few missionary schools is designed to prepare students for higher education either within the country or in foreign institutions. For this reason, most of these academic schools can only accommodate few students, are apt to have orientation toward higher education stressing foreign rather than local cultures and conditions, and emphasizing overseas examination. The curricula of most of the teacher training colleges are deficient in science and mathematics instruction. Most of the students at these institutions openly admit that they are only attracted by the generous though difficult scholarship arrangements available in these schools.

Because of the purely academic nature of the curriculum of the secondary schools and teacher training colleges, opportunities for the vast number of their graduates are becoming less bright especially in this era of higher education in Nigeria. This over-production of secondary school graduates and teachers in non-technical, non-agricultural and non-commercial fields is really one of the major obstacles in the path of social and economic progress and thus the national interest demands that this gap be bridged. It is one of the primary reasons for the exodus of secondary school graduates to the cities and of teachers from the profession once they obtain a G.C.E. (General Certificate of Education) certificate or enter a university.

### Manpower Needs in Nigeria

Manpower is not a problem of gross numbers. Masses of men do not equal manpower. The manpower of a nation is the sum of the abilities, the training and hence the skills, of its individual citizens. High level manpower may be defined in two ways: First, it can be defined functionally by designating occupations included in the high level category, and second, it can be described by the education and experience normally required for persons of these high level jobs.

Professor Harbison<sup>1</sup> has given estimates of Nigeria's minimal needs for high-level manpower. It is generally regarded that any program for post-secondary education which cannot meet these minimal needs will jeopardise Nigeria's future. Here is a summary of his main conclusions:

He predicted a minimum need over the next ten years, that is, 1960 to 1970 of 80,000 people with post-secondary education. About 30,000 of these he described as (senior, managerial, professional, and administrative) at least 20,000 of whom should be graduates or the equivalent.

He calculated an annual flow of at least 2,000 graduates from universities. Apart from the 30,000 senior or professional posts, he added at least 50,000 people with intermediate qualifications - graduates of technical institutes and agricultural colleges, and recommended that this

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<sup>1</sup>Op. cit., p. 7..

rate of flow if sustained over ten years would provide the reservoir of high level manpower which he considers essential if Nigeria's development is not to suffer.

In order to meet Harbison's estimates, the report on Post-School Certificate and Higher Education, recommended that something over 30,000 Nigerian children should enter secondary schools each year bringing the number to a maximum of 180,000 as number of children in the years up to school certificate. He warned that a dramatic increase in places in the secondary schools was necessary and that even if all the children who entered secondary school in 1958 were to take the School Certificate examination in 1963-64, the number of successful candidates was not likely to reach 10,000 and thus would barely guarantee the annual outflow of high-level manpower which Harbison estimates will be needed.

The Commission on Post-School Certificate and Higher Education in Nigeria (also called the Ashby Commission) further based its proposals about university education on Harbison's estimate of the need for high-level manpower. Calling the estimate of 1,000 graduates a year a modest one, the Commission said:

"We emphasize that a student population of 7,500 cannot be more than a first objective, to be reached before 1970. We have no doubt whatever that in the decade 1970-80 the student population

must exceed this if Nigeria is to have all the graduates she needs, we have in mind a population considerably exceeding 10,000."<sup>1</sup>

### Nigerian Manpower Development Plans

As in other British colonial dependencies, formal education in Nigeria was regulated at all stages by formal examinations. In the early days of British rule, when very few children passed beyond the primary stage, the certificate awarded to those who passed the examination not only was outward and visible evidence of educational achievement, but also became a passport to the lower levels of white collar employment and of escape from manual, technical and agricultural pursuits.

Education in Nigeria is still tragically confused in the greater majority of minds with certificates and so despite the increase in the number of secondary schools over the years, there are still thousands of children competing for fewer than one hundred places in each of these schools. The main reason for the importance of secondary schools was that the schools prepared their students to obtain certificates which were for many years the passport to a job.

At the higher levels, the possession of a university degree is the mark of a prestige and the key to a remunerative career. Certain commercial firms pay much higher

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<sup>1</sup>Op. cit., p. 22.

starting salaries, but even so, it is difficult to persuade young men to accept employment with good career prospects early in life if they have an opportunity to pursue the golden fleece of higher studies.

There are over 700 secondary modern and secondary grammar schools in Nigeria with an enrollment of more than 18,000 students; 40 technical institutes and vocational schools with 8,000 trainees; and 350 teacher training colleges with an enrollment of 35,000. In addition, there are schools for specialized training in business and administration as well as schools for the handicapped.

The increase in the number of secondary school graduates seeking higher education has intensified the need for institutions of higher learning. By 1962 four new universities had been added to the first university set up in 1948. There are also two University Medical Schools and Teaching Hospitals at Ibadan and Lagos, and a Law School in Lagos, where law graduates are instructed on the Nigerian legal system and are also called to the Nigerian Bar.

As in other developing countries, Nigeria is faced with serious problems of manpower planning and training which constitute one of the major set-backs to the nation's economic progress. In 1962, the Governments of the Federation jointly set up the National Manpower Board to conduct, as a matter of urgency, a comprehensive survey to determine the high-level manpower needs of the country and to assess



the present and future needs for high-level manpower both in public and private employment in all occupations requiring university, professional, technical and craft training.

The current plans of the universities are based on a projected total enrollment of 10,000 by 1968. In the technical institutes, the estimated student population would be about 10,000 by 1970 in order to permit an out-turn of about 5,000 technicians per annum. The student population in the Trade Centers is expected to rise from its level of about 10,500 in 1964 to about 22,000 in 1970.

While Nigeria has produced so many legal and administrative experts and is now supplying other African States with these, she has to depend for some years to come, largely on skilled and specialized, technical assistance from industrialized countries to solve the manpower problem of the country.

#### Theories of Occupational Choice

Several theories of occupational choice will be treated in this section. Certain theories which appear more frequently in the literature will be given more detailed treatment. Among the theories most frequently mentioned are::

- (1) Life-stage theory, (2) Need theory, (3) Impulse theory,
- (4) Interests and Needs theory, (5) Vocational development theory, (6) School influence theory, (7) Status expectation theory.

(1) Ginzberg's Life-stage Theory:

Ginzberg<sup>1</sup> took as his point of departure Lazarfeld's admonition to seek a genetic approach to the topic and built a theory based on an evolution of increasing self-determination as well as increasingly realistic attunement of the individual to his environment as he matures. The individual is thought to go through a period of fantasy when he cannot assess his capacities, a tentative period when he weighs various satisfactions, and finally a realistic period when he makes compromises between his individual wants and the actual opportunities which exist for him.

The three basic elements of this thesis are that (1) Occupational choice is a process, which can take place from between 6 or 7 years to over 10 or more years, (2) the process is largely irreversible in that each decision taken during adolescence is related to one's experience up to that point and in turn has an influence on the future, (3) every choice has the quality of a compromise in that it involves balancing a series of elements with opportunities and limitations of reality.

In explaining the irreversible element, the author emphasizes that the individual can shift his career choice even after he has committed himself tentatively to a particular

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<sup>1</sup>Eli Ginzberg & Associates, Occupational Choice: An Approach to a General Theory (New York: Columbia University Press, 1951).

choice. However, the entire process of decision-making cannot be repeated, and later decisions are limited by previous decisions.

(2) Hoppock's Need Theory

Hoppock<sup>1</sup> believing strongly that occupational choice is based on the needs of the individual discusses his theory as follows:

- (a) occupations are chosen to meet needs.
- (b) whether needs are intellectually perceived or only vaguely felt as attractions, they may influence choices in either case.
- (c) the occupation chosen by the individual is the one believed to best meet his needs and to be of most concern to him.
- (d) occupational choice improves as one is better able to anticipate how well an occupation will best meet his needs.
- (e) information about oneself or an occupation helps one to recognize what he wants and how much the occupation will meet his needs.
- (f) satisfaction results from a job which meets present needs or which promises to meet future needs.

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<sup>1</sup>Robert Hoppock, Occupational Information, McGraw Hill, Book by 2nd ed., 1963, pp. 82-112.

- (g) occupational choice is always subject to change when one believes that a change will better meet his needs.

Hoppock briefly explains his theory thus:

1. Economic factors affect occupational choice by helping to determine the age at which a person terminates his formal education and enters the labor market on a full-time basis.
2. Education influences occupational choice by opening the doors to some occupations that would otherwise be closed, by making a person aware of occupations of which he had no previous knowledge, by arousing interest and providing try-out experience.
3. Psychological factors help to determine the extent to which one perceives his own needs, accepts or suppresses them and to face the realities of employment opportunities.
4. Social factors help to determine the occupation with which a person is familiar, by virtue of his contacts with family and friends. The cultural pattern of a social group determines the occupations which are socially acceptable and socially preferred.

### (3) The Impulse Theory

Psychoanalysts contend that occupational choice can only be understood through a theory that explains the individual's

behavior primarily in terms of unconscious forces. The impulse theory, as well as the accident theory, involves the assumption that the individual's role in the career choice process is a passive one. Some authors are critical of the impulse theory because it tends to overstress the influence of internal factors.

Ginzberg, for example, feels that choice involves more than basic impulses. Two of these factors, he feels, are capacities and opportunities.

Advocates of the impulse theory contend that conventional research techniques like interviews will not help in studying the problem of occupational choice since the individual making choice is not conscious of what is determining his behavior. Nevertheless, research recognizes that conscious and unconscious forces play a part in occupational decision making.

In view of the limitations of both the accident and the impulse theories of occupational choice, a more comprehensive and valid theory was sought. The basic assumption was that occupational decisions were finally reached, not at a single moment in time, but after a series of decisions over a period of years. Ginzberg stresses that impulses deep within the individual as well as the external environment both have a direct bearing on the individual's occupational choice.

(4) Roe's Interests and Needs Theory

Roe's theory<sup>1</sup> evolves from the concept of close relationship between an individual's interests and needs and his occupation, and the relationship between early life experiences and the development of these interests and needs. According to the theory, parents create a particular psychological climate by the manner in which they satisfy or frustrate the early needs of the child. As a result, a basic direction of attention is developed toward either persons or non-persons. This, in turn, results in predictable patterns of specific interests in the adult in terms of his chosen vocation, for example.

While Switzer<sup>2</sup> and Utton<sup>3</sup> have not supported Roe's theory, Brunkam and Crites<sup>4</sup> have substantiated Roe's theory.

(5) Super's Theory of Vocational Development:

Super<sup>5</sup> in this second 'life-stage theory' substitutes 'vocational development' for 'vocational choice' to erase

<sup>1</sup>Anne Roe, The Psychology of Occupations, John Wiley & Sons, Inc., 1956, 340 pages.

<sup>2</sup>David K. Switzer, "Early Experiences in Occupational Choice: A Test of Roe's Hypotheses", Journal of Counseling Psychology, Vol. 9, No. 1., Spring, 1962.

<sup>3</sup>Alden C. Utton, "Recalled Parent-Child Relations as Determinants of Vocational Choice, Journal of Counseling Psychology, Vol. 9, No. 1., Spring, 1962.

<sup>4</sup>Richard J. Brunkam, and John O. Crites, "An Inventory to Measure Parental Attitude etc., Journal of Counseling Psychology, Vol. 2, No. 1., Spring, 1964.

<sup>5</sup>Donald E. Super, The Psychology of Careers, Harper & Bros., 1957, 362 pp.

the mistaken notion of neatness and precision which the latter conveys contending that vocational as well as the general development of the individual can be broken down into five vocational life stages: (1) Growth stage (birth - age 14), (2) Exploration stage (age 15 - 24), (3) Establishment stage (25 - 44), (4) Maintenance stage (age 45 - 64), (5) Decline stage (age 65 and beyond).

Ginzberg and Super seem to agree that the process of occupational decision making and vocational development can be summed up in a series of life stages or periods. While Ginzberg identifies three stages, Super names five periods or stages.

#### (6) Caplow's School Influence Theory

Caplow<sup>1</sup> reviewing the evidence of social research on occupational choice concluded among other things that occupational choices are made at a time when the student is still remote from the world of work. They are made in terms of school requirements, which may call for quite different abilities and tastes from those which will be related to the eventual job. ...occupational choices are made in the schoolroom, under the impersonal pressure of the curriculum, and remote from many of the realities of working situation. Not until late in his career will the average man be able to sum up his total expectations with some degree of finality...

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<sup>1</sup>T. Caplow, The Sociology of Work, University of Minnesota Press, Minnesota, 1954.

(7) Status Expectation Theory

Miller<sup>1</sup> expressed the view that individuals find their occupational goals through a compounding of work experience, observation and expectation... Accident is the deciding factor in determining the occupation of a majority of workers. The accident of birth establishes family, race, nationality, social class, residential district, and to a great extent educational and cultural opportunity.

This means that the family and its status provide rather definite boundaries within which the new individual will observe the work activities and participate in work life... the social world in which the work candidate lives can constrict occupational expectation as completely as it excluded opportunity. Therefore, many work possibilities never appear as possibilities in the thinking of the individual.

Occupational expectation is determined by technical, educational and social influences. The status expectation of the family members, relatives and friends profoundly shapes the choice of an occupational goal. The range of considered occupations is determined largely by the status expectations within the social class in which the individual finds himself.

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<sup>1</sup>D. C. Miller and W. H. Form, Industrial Sociology, Harper and Brothers, New York, 1951.



### The Choice Process

According to Haller,<sup>1</sup> five factors interact to create the complex process of choosing an occupation. The following factors influencing occupational choice have been identified:

- (1) the youth's occupational decisions and concerns, including interest in the future, level of occupational aspiration, and particular occupational choices.
- (2) changes in occupations themselves, including obsolescence, new duties for old occupations, new occupations, a general rise in the skills required for most occupations, closer dependence of occupations on formal education, and the increasing supply of trained people.
- (3) the immediate situation of the youth including his physical facilities, namely, the accessibility and quality of schools and his financial resources, and also the expectations of others like parents, teachers, counselors and the dominant culture which influence his own self-conceptions and sometimes affect his actual job chances.

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<sup>1</sup>Archibald O. Haller, Lee G. Burchinal and Marvin J. Taves. Rural Youth Need Help in Choosing Occupations. AES Bulletin, No. 235, Michigan State University, East Lansing, 1963, p. 4.

- (4) other life decisions including education, marriage and preferred residence.
- (5) the youth's personality including his measured intelligence, his conception of his ability, his occupational self-conceptions, and his conceptions of behavior appropriate to his sex.

The above five factors are believed to be in delicate but moving balance. When one changes, some of the others also change. For example, major changes in types of occupation may well make a difference in the expectations others have for the youth and also may influence his own plans for jobs as well as marriage, etc.

Similarly, changes in the expectations others have for the youth, frequently influence his own aspirations. Some factors, however, are uninfluenced by the others. For example, the kinds of jobs available at any particular time are not influenced by the youth's aspirations or by, say, his parents' expectations for him.

#### Factors Influencing Occupational Choice

Previous research<sup>1</sup> concerned with the educational and occupational plans of students in the United States have been mainly confined to elementary and high school students. Nevertheless, literature reviewed seemed to reveal that

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<sup>1</sup>Howard W. Beers and Catherine Heflin, "Rural People in the City", Kentucky Agriculture Experiment Station Bulletin 478, Lexington, Kentucky, 1946.

there are many factors influencing the choice of occupation by youth. Studies in Europe and the United States, for example, show that rural and small-town migrants to cities hold lower status occupational positions than the urban-born residents with whom they compete.

Many of these studies have utilized very large samples; most of them have been conducted by use of questionnaires of open-end or multiple choice requesting first or second choice or most favorite occupations. Also investigations have been centered on what actually happens as one gets into an occupation; how occupational choices change with age and how realistic are some of the choices made by youth.

For the most part, the following variables have been used in the studies referred to:

- (a) socio-economic status of the family
- (b) community of residence
- (c) peer or age group influence
- (d) size of family
- (e) parents' occupational status
- (f) class rank and measured intelligence (I.Q.)
- (g) parents' educational level
- (h) previous work experience
- (i) parents' aspiration for their children
- (j) individual's value orientations
- (k) scholarship or financial aid
- (l) community's occupational structure

- (m) school experience
- (n) one's position in the family e.g. oldest, youngest or only child

To review all the literature relating to all of the above factors would be impractical and time-consuming. In consideration of the social and cultural milieu of the Nigerian secondary school graduate and because of the scope of the subject, it is necessarily obvious that some factors are more relevant than others and will warrant special attention.

With this idea in mind, literature with respect to those factors selected for this study or somehow related to the general area of occupational choice among Nigerian students will be reviewed under these four general categories:

1. socio-economic or external situational factors i.e. socio-economic aspects of environment.
2. personal or family factors i.e. parents, value orientations, personality, attitudes, intelligence, special aptitudes.
3. role factors i.e. concept of self and identification of self in an occupational position.
4. cultural factors i.e. school, peer or age group, work experience, etc.

#### Socio-economic or External Situational Factors

Studies relating socio-economic background to students' abilities, interests and academic achievement in particular schools generally reveal the following among other things:

1. A tendency for students from professional, proprietor and managerial groups to increase in proportion from grammar school to college.
2. Students in liberal arts college tend to stand higher in the socio-economic scale than those in teachers' colleges and normal schools.
3. Students from the upper socio-economic groups are over-represented in institutions of higher learning, and students from the lower socio-economic groups are under-represented.
4. The chances children of superior intelligence have of attending college increase as the family income increases.
5. The chances children of superior intelligence have of attending college increase as the fathers' occupational status increases.

Mulligan<sup>1</sup> in his study sought among other things to (a) determine the representativeness of the various socio-economic groups at Indiana University and (b) to relate socio-economic background with selected social phenomena, using occupation of students' fathers as an index of socio-economic background.

Categorizing the occupations into three groups (1) farmers (owners and tenants), (2) white collar workers

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<sup>1</sup>Raymond A. Mulligan, "Socio-economic Background and College Enrollment." American Sociological Review, Vol. 16, 1951, p. 190.

(professional, business and clerical and (3) blue collar workers (skilled, semi-skilled and unskilled), he found that the white collar group sends 55 percent of the students of the university while making up only 24 per cent of the state population; the blue collar contributes 31 per cent of the students, while making up 60 per cent of the state population and the farmers contribute 9 per cent of the students while representing 14 per cent of the state population.

He further discovered that the farming, semi-skilled groups are under-represented and the white collar group is over-represented at Indiana University; that the farming, semi-skilled and unskilled groups are strongly attracted by the teaching profession and that students from the farming and blue collar groups stand a better chance of having their college education post-poned or interrupted by a work experience than students coming from a white collar group.

According to Davis<sup>1</sup> socio-economic status becomes operative almost at birth in terms of how the parents react to the child. The process and goals of acculturation differ markedly for families from different socio-economic levels. Davis has suggested that a person's social reality - and, therefore, his social drives, goals and values - is determined by the social class to which he belongs.

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<sup>1</sup>A. Davis, "Socialization and Adolescent Personality in Adolescent Personality in Adolescence", 43rd Yearbook of the National Society for the Study of Education. 1944.

Gould<sup>1</sup> theorizes that one's concept of the future is an expression of one's status in the present. "The more unsatisfactory the present is conceived to be, the more urgent the desire (need) to depart from it 'in the future', and the greater the psychological distance between now and the situation to be." Therefore, she says, the lower class is imbued with a "deep all-pervading" need (which the upper class does not have and the middle class only to a lesser degree) to leave the present. Gould and others suggest that, despite their need to escape the present, reality compels lower class individuals to reduce their aspirations because they are not able to accept the risk of becoming less poor.

Burchinal<sup>2</sup> in his findings regarding the occupational choices of rural youth mentions that the educational and occupational ~~occupational~~ aspiration levels are also highly related to social status of families, emphasizing that youth from higher status families more frequently plan to attend college and aspire to higher prestige and income earning occupations. Though studies of Edlefsen and Crowe, 1960; Schwarzweller, September 1960; Sewell et al 1957; Youmans, 1956 and 1959 seem to support the findings of Burchinal, this does not seem to be the practice among Nigerian youth. Discussing the several factors influencing the occupational

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<sup>1</sup>R. Gould, "Some Sociological Determinants of Goal Strivings", Journal of Social Psychology, Vol. 13, May, 1941, p. 468.

<sup>2</sup>Lee G. Burchinal et al., Career Choices of Rural Youth in a Changing Society, AES Bulletin No. 458, University of Minnesota, November 1962, pp. 16-18.

plans of rural youth, Burchinal mentions that a person's status level largely defines his social milieu, associations and reference groups. From social experiences, a person acquires ideas about the importance of education, learns the ranking of occupations he could consider entering and discovers other persons' reactions to his role taking.

### Role Factors

Role playing has been described as a means of self-realization, just as it is a means of self-exploration. The role expectations of the job, of the home, or of the community may not be the same as the role aspirations of the individual. As such the individual must adapt himself to the requirements of the situation, adapt the situational requirements to his needs or leave the scene. Since some of these alternatives may be impossible and others difficult, frustration and maladjustment in some degree are likely to occur.

Several kinds of research findings fit in with this description of vocational adjustment as a function of role-taking. Men seek work and occupations in which they can be the kinds of persons they want to be. Similarly, those whose strongest needs find appropriate outlets in their work tend to be satisfied with their occupations, while those whose needs do not find adequate expression in their work tend to be dissatisfied.



Cronbach<sup>1</sup> defines an identifying figure as "a person whom we accept as an example of desirable conduct and attitudes in many situations". The process of identification beginning with earliest childhood, when the child identifies with his parents, continues through childhood. A source of influence or influencers of occupational choice could be persons in the same occupation, mass media, persons in different occupations, research experiences or hobby.

Cronbach continues:

As the child grows older and as direct contact and exposure to mass media broaden the child's knowledge of people, there is a wider choice of identifying figures or models. As a young adult, he increasingly seeks out models that tend to be consistent with his self-image. In seeking out models, it is conceivable that the accompanying identification might well become a basis for many forms of adaptive behavior, viz., occupational choice, moral standards and political attitudes. If identification then becomes a basis of occupational choice, the youth's occupational preference should reflect the influence of persons whom he has accepted as a model.

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<sup>1</sup>Lee J. Cronbach, Educational Psychology, New York: Harcourt Brace & Co., 1954.

### Personal or Family Factors

Carp<sup>1</sup> in a study of vocational choices related to parental and family background concluded that high school boys 14 - 18 desired and expected occupations at about the level of their fathers and that the boys were quite realistic about their occupational expectations.

Peters<sup>2</sup> found in a study with high school seniors from Central Missouri, that such factors as parents' opinions, the influence of friends, relatives, professional acquaintances, were most effective on youth decisions.

Parental ideas more than any factor influenced young people in the choice of occupation. Typical in this respect were the findings of Jones that 96 per cent of the girls and 83 per cent of the boys at the Omaha Technical High School had received occupational advice from their mothers. Fathers had discussed vocations with 74 per cent of the girls and 64 per cent of the boys. The advice given by the parents varied widely - for example, pressure to withdraw from school, secure a job and be satisfied with the pattern familiar with the family. Among more ambitious families, parents may exert their influence toward higher status positions with special college preparation.

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<sup>1</sup>F. M. Carp, "High School Boys Are Realistic About Occupations", Occupations, Vol. 28, 1949, pp. 97-99.

<sup>2</sup>E. F. Peters, "Factors Which Contribute to Youth's Vocational Choices", Journal of Applied Psychology, Vol. 25, 1941, pp. 429, 430.

Kahl's study<sup>1</sup> throws light on the relationship between parental pressure and son's aspiration. It is indicated that I.Q. and family status were useful predictors of the educational and occupational ambitions of high school boys. It disclosed that although there was a general way of life which identified the common man class, some members were content with that way of life while others were not. Parents who were discontented tended to train their sons from the earliest years of grammar school to take school seriously and use education as the means to climb into the middle class.

Miller<sup>2</sup> in his study sought to determine the role of values upon occupational choice. He related security, career satisfaction, prestige, and social rewards with no choice, tentative and definite occupational plans. Miller found security to be related to no choice and social rewards to be related to definite plans for occupation.

Guiding the first phase of Schwarzweller's research<sup>3</sup> was the general hypothesis that "there is a causal relationship between an individual's value orientation and

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<sup>1</sup>Joseph A. Kahl, "Educational and Occupational Aspirations of "Common Man" Boys, Harvard Educational Review, Vol. 23-24, 1953-54, pp. 186-203.

<sup>2</sup>Carroll H. Miller, "Occupational Choice and Values," Personnel and Guidance Journal. Vol. 35, 1956, pp. 244-246.

<sup>3</sup>Harry K. Schwarzweller, "Value Orientations in Educational and Occupational Choices," Rural Sociology, Vol. 24, No. 3, September 1959, pp. 246-256.

the choice that he makes from among the alternatives available in the process of educational and occupational selection". Individual occupational and educational choices were set in two contexts: aspiration and plan.

Aspiration was defined as the desire or wish to attain a level of achievement and indexed by a free choice situation. Plan was defined as the anticipated course of action and indexed by the actually expected situation. Research suggests that value orientations are relatively more important in aspiration than in plan situations.

Occupational aspirations and plans were dichotomized into high and low. The author concluded from his data that individual value orientations do play an influential part in the career choice making process.

### Cultural Factors

Youth have been frequently influenced by the prestige which has been associated with certain occupations. Ambitious parents urge their children to aim for positions with prestige. Kroger<sup>1</sup> and Louttit reported in their Indianapolis study that two-thirds of the boys had chosen occupations with a higher prestige rating than their fathers; 20 per cent had chosen occupations at the same level and 15 per cent selected positions at lower level. The significance for this desire for upward mobility

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<sup>1</sup>Robert Kroger and C. M. Louttit, "The Influence of Father's Occupation on Vocational Choices of High School Boys", *Journal of Applied Psychology*, 19, 1935, 203-208.

is that youth in most cases try to secure more positions than there are opportunities for.

Gilger<sup>1</sup> in a New York study of young people found that 57 per cent of the youth wanted professional work, but only six per cent felt that they were adequately prepared. Twenty-two per cent of the girls in the study wanted to go into professional work and 20 per cent indicated that they felt best prepared for domestic and personal service. While some young people tend to rise in the occupational scale, others give up the unrealistic goal in favor of the realistic choice. The influence of friends and neighbors of youth often reduce the pressure for prestige and encourage them to choose occupations more nearly related to their own socio-economic status and social group.

Sorenson<sup>2</sup> and Morris have attempted to find out the specific nature of childhood and early adolescence experiences and how they influence the occupational inclinations of young people. In a study of Los Angeles ninth graders, information was sought about the nature of the work experience, what criteria the young people used in evaluating possible future occupations for themselves. Sorenson and Morris came to the conclusion that attitudes

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<sup>1</sup>G. A. Gilger, "Declaration of Vocational Interests", Occupations, Vol. 20, 1942, pp. 276-279.

<sup>2</sup>A. G. Sorenson and Irma E. Morris, Journal of Educational Research, Vol. 56, No. 1, September 1962.

whether engendered by adequate information, misinformation or fancy, undoubtedly play a significant part in the career inclinations of ninth graders.

The jobs that the students would not like fell into two categories: those the students believed were low status and those requiring superior ability and training and which were the ones most considered by young people today. The study reveals some apparent differences in attitudes and beliefs, which may be true sex differences between boys and girls, or, more likely, culturally inspired differences or maturation differences.

Cowhig<sup>1</sup> discovered that for both urban and rural-non-farm males, educational attainment was associated with early occupational status, and that the high school graduate was in a more advantageous occupational position than was the person who had failed to graduate from high school... the very lack of a high school diploma - completely apart from whatever knowledge a high school education may instill - may be a formidable barrier to upward occupational mobility, particularly if the general level of educational attainment continues to increase.

Some shifts in youth interest may result from work experiences that they may have had while attending school,

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<sup>1</sup>James D. Cowhig, "Early Occupational Status as Related to Education and Residence," Rural Sociology, Vol. 27, No. 1, March 1962, p. 23.

on vacation periods or even before entering the university. Youth though relatively stable in their interests, may change their minds in plans that have been tentatively established, and may through these jobs find that the reality of an occupation may be different from what they had imagined.

The youth who has found satisfaction in the work that he has had experience in, may wish to settle down to that type of employment and thus has solved his problem of occupational choice.

Many vocational counselors feel that home influences play a great part in determining the selection of a vocation, while results of certain studies reveal that these influences play only a small and insignificant part in the selection. Results of a 1940 study conducted by Peters seemed to substantiate the general belief that the home is the greatest single agency for the determination of a vocation for young Americans.

More recent results seem to indicate that present-day high school students are influenced to a lesser degree by family factors than by other factors. This may well be the situation among Nigerian secondary school graduates. It may be that in general they are probably relying upon self-analysis of their own beliefs and opinions in making a vocational choice.

Foster's Study of the Ghanaian School Leaver\*

Foster<sup>1</sup> had taken a 50 per cent sample of the secondary schools in Ghana having fifth forms and carefully stratified this group of twenty-three schools on basis of school size, type and geographical location. He further carefully selected a 25 per cent sample of all students who had completed fifth form studies in the selected schools during the preceding years (1956 - 1960). From the sample of 1012 cases, satisfactory information concerning present occupational status, job history, income if employed and attitudes concerning present or future prospects was collected for 491 students (333 from a mailed questionnaire and 158 from personal knowledge of headmasters) or 49 per cent of the original sample.

Foster compared non-response students with those for whom information was available and found very little difference in the two groups as far as date of leaving school, sex, type of secondary school attended or category of pass in the school certificate examination. However, he found a marked discrepancy between the post-school activities of students who attended high-status schools and those who attended low-status schools. Most of the government assisted schools with superior staff, facilities and academically most able students, he classified as high-status schools.

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\* See definition of terms,

<sup>1</sup> Phillip J. Foster, "Secondary School Leavers in Ghana: Expectation & Reality," Harvard Educational Review, Vol. 34, No. 4, Fall, 1964, pp. 537-558.



He found that 61 per cent of the students from high-status schools were connected with a sixth form or a university. This compared to only 25 per cent of those students representing low status institutions. Even when achievement was held constant (school certificate results) among the two types of schools, the high-status schools were still represented to a considerable larger degree in post fifth form schooling at the sixth form and university level.

Analyzing questionnaires from 226 former fifth form students who had entered directly into the labor force upon the leaving the fifth form, the following occupational facts were revealed:

- (a) Over 75 per cent were either clerks (44 per cent) or primary or middle school teachers (31 per cent).
- (b) The next high group (only 6 per cent of the total) included students in the minor technical jobs such as laboratory assistants, survey assistants, etc.
- (c) None of the students were farmers and only 3 per cent were working on government or forestry projects.
- (d) None of the students indicated that they were in sales or retailing and less than 4 per cent were in managerial or administrative posts.
- (e) Six per cent were unemployed; 1 per cent in nursing and 3.1 per cent gave no answer or were not classified.

Foster was careful to indicate that although a high percentage of these individuals were in clerical and teaching occupations, they did not necessarily have high regard for these jobs. Three facts of utmost relevance for this study can be drawn from Foster's analysis:

1. Students in this sample felt discontented for not being able to continue their education to the sixth form, and thus having to enter occupational areas not very attractive to them.
2. Occupational prestige constituted the main basis for occupational satisfaction among these students and monetary incentives were extraordinarily important for these school graduates.
3. Any kind of further education must appear better than none to many who enter occupational training programs in which they have virtually no interest.

Biesheuval<sup>1</sup> noted in this connection:

"In Ghana and Nigeria...the scarcity of opportunity may leave little scope for choice. The overriding consideration may be to somehow reach a level... from which further advance is possible, or where one can contribute to the development of the nation.

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<sup>1</sup>S. Biesheuvel, "Personality for Personnel Selection & Vocational Guidance in Africa", Conference on Educational and Occupational Selection in West Africa. Edited by A. K. Taylor. London: Oxford University Press, 1962, pp. 139-153.

The actual nature of the job itself may be of little importance and interest, self-expression, family tradition, security or participation satisfactions may not count for much either. Instead... the desire for education, wealth and status may be prime considerations."

Foster in the study mentioned above, emphasized the importance of disentangling "the need for technically trained people in the under-developed areas and the criteria upon which these needs are projected." According to him, very often, some 'acute' shortages exist only in manpower projections. Very often in terms of the market, there are few job opportunities and one of the characteristics of an under-developed country with a large subsistence sector is that effective demand for modern type skills of any variety is relatively small and can quickly become satiated.

#### Summary

Literature on theories of occupational choice and related factors has been reviewed under the general headings (a) vocational attitudes with Africa, (b) development of manpower resources, (c) theories of occupational choice and (d) the choice process. Research reveals that key factors for youth making occupational decisions have been the influences of parents, previous work experience, value

orientations, prestige, cultural expectations and availability of occupations. Some of these findings will be applicable to Nigerian youth as future research in the field will reveal.

The influence of educational opportunity and the attitudes formulated by young people have quite an effect upon the type of occupation they eventually choose. Towards the end of his high school career, the Nigerian student must limit his further studies to 2 or 3 related subjects and while his exact career need not be determined, the selection process has drastically curtailed his range of possible choices. There is need to widen the Nigerian student's narrow range of experiences and thus help the student to consider a great many challenging fields which are never considered.

The Need Theory seems the most logical explanation of the basis on which Nigerian youth choose their occupations. The education of the Nigerian youth helps to open the doors to some occupations that would otherwise be closed, making the Nigerian youth aware of occupations of which he had no previous knowledge, arousing interest and providing try-out-experiences.

Not all of the factors treated in this survey of literature have been selected for consideration in this study. This exhaustive survey was necessary to show the extent of the research which has been completed in a comparatively new field.

CHAPTER III  
CHARACTERISTICS AND ATTITUDES OF SELECTED  
UNIVERSITY OF NIGERIA STUDENTS

The purpose of this chapter was to define occupational choice as used in this study and to describe selected factors which were thought to influence occupational choice. The major dependent variable in this study was occupational choice. This variable was derived from a response to one question: What do you hope that your training will qualify you most to be? (Check only one). (a) a private businessman, (b) a civil servant in government, (c) a teacher at secondary or university level.

For the purpose of this study, the two categories (a) and (b) were considered non-teaching occupations and category (c) was considered as teaching occupation. Data in Table 1 shows the number and per cent of respondents in the three categories of private business, government civil service and teaching.

TABLE 1  
 PERCENTAGE DISTRIBUTION OF RESPONDENTS  
 BY CHOICE OF OCCUPATION

Choice of Occupation	No.	Per Cent
Government Civil Service	119	57.2
Teaching	74	35.6
Private Business	15	7.2
TOTAL	208	100.0

The greatest proportion of respondents chose government civil service (57 per cent); teaching was next highest (36 per cent); and lastly private business was chosen by 7 per cent of the respondents.

The independent variables cross-tabulated with occupational choice were: (1) socio-economic status, (2) occupation of father, (3) educational level of father, (4) size of family, (5) previous work experience, (6) scholarship (7) entry qualification into university, (8) relatives who are graduates, (9) previous interest in subject areas. These variables will first be described and then related to the main dependent variable, choice of occupation.

#### Socio-economic Status

In this study, socio-economic status is used to mean the position that an individual or family occupies with reference

to the prevailing Nigerian standards of material possessions and education. The term was used in a relative sense in terms of the Nigerian population involved in the study. Chapin's definition of socio-economic status included effective income and participation in the group activities of the community. It was felt by the writer that the two items; effective income and group participation would be difficult to ascertain and may prove misleading in the cultural context in which it is being used.

Socio-economic status was derived from a revised form of Sewell's Farm Family Socio-economic Scale<sup>1</sup>. This form was devised to meet the needs of those who for limitations in time and funds or for other reasons find it inadvisable to employ the original scale. Fourteen questions dealing mainly with household equipment, housing, education, church and Sunday school attendance were used in Sewell's Short Scale.

Because of cultural differences, it was felt that a modification of this short scale would be equally advantageous and effective as a tool for measuring the socio-economic status of the respondents in this study. As was mentioned earlier, it was felt that the participation items would be misunderstood and that the income items might yield unreliable answers.

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<sup>1</sup>Reprinted from Rural Sociology, Vol. 8, No. 2, (June 1943) pp. 161-170.

The items included pertained to (a) home: whether owned or rented, (b) construction of the house, whether with brick or mud; (c) roofing of the house, whether with tile or thatch; (d) type of house; (e) lighting facility in the house; (f) water supply; (g) household equipment, (h) means of transportation in the home and (i) literacy of the parent. These items were scored according to their values in the Nigerian social context. The rationale for the scores used here was based on the concensus of Nigerian students in Madison who were familiar with both rural and urban living conditions in Nigeria. For example, a layered mud house was scored one point while a block house was scored six points; thatched roof was scored one point while tile roof was scored five points.

A socio-economic status score was thus computed for each respondent in the sample. This was based on the presence or absence of the above items (a) - (i). The mean socio-economic status score was 17 and the standard deviation was .5. On the basis of this, three categories of high, medium and low socio-economic status were set up according to how far scores fell above or below the mean. All scores .5 above the mean were considered high and all scores .5 below the mean were considered low. Scores between 17.5 and 16.5 were considered in the medium category and were later eliminated to avoid overlapping. On the basis of this scoring, 11 respondents were eliminated. The percentage distribution of these scores is shown in Table 2.



TABLE 2  
 PERCENTAGE DISTRIBUTION OF RESPONDENTS  
 BY SOCIO-ECONOMIC STATUS SCORES

Socio-economic Status Score	No.	Per Cent
High <sup>1</sup>	80	41.7
Low <sup>2</sup>	112	58.3
TOTAL	192	100.0

<sup>1</sup>.5 above the mean

<sup>2</sup>.5 below the mean

Data in Table 2 show that 42 per cent of the respondents were classified as coming from high socio-economic status families. Socio-economic status was cross-tabulated with choice of occupation in order to determine the existence or non-existence of relationships. The findings of the cross-tabulations are reported in Chapter IV. Schwarzweiler<sup>1</sup> has shown that youth from higher status families more frequently plan to attend college and aspire to higher prestige and income-earning occupations.

<sup>1</sup>H. K. Schwarzweiler, "Socio-cultural Factors and the Career Aspirations and Plans of Rural Kentucky High School Seniors". Kentucky Agricultural Experiment Station Progress Report, 94 (Mimeographed).

### Father's Occupation

Burchinal<sup>1</sup> in his 1957 study has shown that rural youth reporting college plans or aspirations to higher prestige non-farm occupations generally said that their parents had college aspirations for them or encouraged them to consider higher prestige non-farm occupations. The writer was interested in finding out to what extent the father's occupation influenced the respondents in this study, in the choice of occupation made by them.

With this in view, respondents were asked their father's or guardian's present occupational status and to name specifically what exactly he does. Mothers were excluded in this question because it was felt that most of the respondents in the study are not likely to have working mothers. Occupation of father was categorized into (a) administrative/professional, (b) teaching or heading school and (c) farming or trading. The term 'father' is used here to include uncles (whether maternal or paternal), guardians, step-fathers or any elder in the family responsible fully or in part for the maintenance of the student. This wide connotation is essential for the understanding of certain elements of Nigerian culture for it explains why students whose fathers were de-

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<sup>1</sup>Lee G. Burchinal, "Adjustment Characteristics of Rural and Urban Youth", American Sociological Review, 22, 1957, pp. 82-87.

ceased continue to answer questions relating to the  
 a father's occupational status.

The distribution of the respondents by the occupation of fathers is shown in Table 3.

TABLE 3  
 PERCENTAGE DISTRIBUTION OF RESPONDENTS  
 BY OCCUPATION OF THEIR FATHERS

Occupation of Father	No. <sup>1</sup>	Per Cent
Farming/Trading	72	53.7
Administrative/Professional	43	32.1
Teaching/Heading School	19	14.2
TOTAL	134	100.0

Data in Table 3 indicate that the highest proportion (54 per cent) of the respondents had fathers who were farmers or traders. The next highest group was the administrative/professional category which constituted 32 per cent of the sample. Only 14 per cent of the fathers of the respondents were teaching or heading school. Data in Table 3 thus indicates that while less than 15 per cent of the fathers of the respondents were involved in educational activity, more than 50 per cent were in farming or private business

If the father's occupation does influence the choice made by the respondents in this study, then it should be expected that more than 50 per cent of the respondents would choose farming occupations or private business. Trends in the Nigerian cultural setting seem to indicate that parents realize that occupation is one of the quickest avenues for social mobility and therefore do encourage their sons to achieve better than they did. This trend is supported by the Indianapolis studies of Kroger and Louttit mentioned in Chapter II.

#### Highest Education Achieved by Father

Numerous studies concerned with socio-economic status have either utilized occupation of parents or educational level of parents as measuring devices. Thus high socio-economic status is often associated with higher level of education and higher occupational status. It has been said that uneducated Nigerian parents do not influence their son's educational or occupational plans. The author was interested in finding out to what extent this was true.

The highest level of education attained by the father was divided into three categories: (a) did not attend school, (b) attended or completed elementary school, (c) attended or completed secondary school or above. The levels of education attained by the father appear in Table 4.

TABLE 4  
 PERCENTAGE DISTRIBUTION OF RESPONDENTS  
 BY HIGHEST EDUCATIONAL LEVEL ATTAINED BY FATHER

Highest Educational Level Attained by Father	No.	Per Cent
Did Not Attend School	98	47.1
Attended or Completed Elementary School	83	40.0
Attended or Completed Secondary School or Above	27	12.9
TOTAL	208	100.0

The data in Table 4 show that while 13 per cent of the respondents' fathers attended or completed secondary school or above, the highest proportion (47 per cent) did not attend school. Anonymity was an important factor for the high number of respondents of this question.

#### Size of Family

In order to determine the size of family of the respondents, a question was asked which sought the number of brothers and sisters in the immediate family. For the purpose of analysis, family size was divided into (a) small, with five and under and (b) large, with six and above. It is possible that the two respondents who answered twenty-six and twenty-nine for this question did not understand

the meaning of "immediate family". Nevertheless, this question was generally well answered by a great majority of the students.

There is a popular belief that size of family is related to the choice of teaching as an occupation. It is said that because teaching offers security and a quick, easy job to students who are financially incapable of pursuing their educational endeavor, parents with large families urge their children to seek teaching occupations in order to relieve them of the already heavy financial burden. For this reason, it was felt that the use of family size as an independent variable in this study would provide needed information on this thorny question. Data in Table 5 show that about 62 per cent of the respondents came from large families, while 38 per cent came from small families. (See Table 5)

TABLE 5

PERCENTAGE DISTRIBUTION OF RESPONDENTS  
BY NUMBER OF BROTHERS AND SISTERS IN THE FAMILY

Number of Brothers and Sisters	No.	Per Cent
Large <sup>1</sup>	127	61.9
Small <sup>2</sup>	78	38.1
TOTAL	205	100.0

<sup>1</sup>(6 and above)

<sup>2</sup>(1 - 5 brothers and sisters)

### Previous Work Experience

It was deemed necessary to find out how many of the respondents had worked before coming to the university and especially how many had acquired previous teaching experience. The rationale for this was to determine what proportion of the respondents who had previously taught, chose teaching as an occupation.

The respondents were asked to indicate in their answers by a simple 'yes' or 'no' whether they worked anywhere before coming to the university, and if 'yes' to name the type of job held longest. Responses to this question indicated that most Nigerian youths entering the universities do not enter immediately after graduation from high schools. They must have worked, some for as little as three months.

Previous work experience was categorized as (a) teaching experience and (b) non-teaching experience. (See Table 6)

TABLE 6

#### PERCENTAGE DISTRIBUTION OF RESPONDENTS BY PREVIOUS TEACHING EXPERIENCE

Previous Teaching Experience	No.	Per Cent
Teaching Experience	94	49.7
Non-teaching Experience	95	50.3
TOTAL	189	100.0

Data in Table 6 revealed that one hundred and eighty-nine respondents to this question had previous work experience before coming to the university. About half of these respondents had taught and the remaining half had not taught. The comparatively high proportion of the teaching group can be explained by the fact that Nigerian high school students are normally employed by their schools to help alleviate the scarcity of staff created by resignations.

Furthermore, a large proportion of the respondents in the study attended teacher training colleges and were required by the conditions of their scholarship to teach for some five years. This high proportion of the teaching group should not therefore be considered as an indication of interest in teaching as a profession.

#### Main Source of Financial Support

Financial support was ascertained by asking the respondents to check which one out of the following three sources provided their main source of support: (a) parents or relatives, (b) scholarship and (c) other sources (work, loan, self, etc.). Data in Table 7 indicate that 60 per cent of the respondents in the study are supported by scholarship which could be federal, regional, overseas, mission, university or local council. This is as should be expected because most of the students in the study are registered in the faculty of agriculture where about 75



per cent of the students are on scholarships provided mainly by the American Agency for International Development.

TABLE 7  
PERCENTAGE DISTRIBUTION OF RESPONDENTS  
BY MAIN SOURCE OF FINANCIAL SUPPORT

Main Source of Financial Support	No.	Per Cent
Scholarship	124	59.6
Parents or Relatives	47	22.6
Other	37	17.8
TOTAL	208	100.0

Government interest in supporting agriculture has been amply demonstrated by the mass award of scholarships in a field so vital to the Nigerian economy. Educators concerned about programs designed to attract more able and dedicated students into the teaching profession especially in the field of vocational technical education are unanimous in their common plea to the government to show similar interest in vocational education as they have done in agriculture. It is generally agreed that without mass scholarships, the field of vocational teacher education could not attract or hold potential teachers.

A related question on scholarship sought to find out the extent of scholarship influence. Three categories of scholarship influence were developed;: (a) no scholarship influence, (b) some scholarship influence and (c) a lot of scholarship influence. Data in Table 8 show that 77 per cent of the respondents admitted the influence of scholarship in their choice of degree program while 23 per cent denied any scholarship influence. The relationship between scholarship and the choice of teaching and non-teaching occupations are described in Chapter IV.

TABLE 8

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY EXTENT OF SCHOLARSHIP INFLUENCE ON CHOICE OF DEGREE PROGRAM

Extent of Scholarship Influence on Choice of Degree Program	No.	Per Cent
No Scholarship Influence	47	22.7
Some Scholarship Influence	123	59.4
Much Scholarship Influence	37	17.9
TOTAL	207	100.0

#### Entry Certificate into University

The main entry requirements for students anticipating to pursue degree courses at the University of Nigeria are: (a) The West African School Certificate (W.A.S.C.), (b)

The Higher School Certificate (H.S.C.) and (c) The General Certificate of Education (G.C.E.) qualifications obtained from other countries and recognized by the university are also acceptable. The W.A.S.C., the H.S.C., and the G.C.E. were therefore used as appropriate entry qualifications into the university.

The respondents' qualifications were determined from the questionnaire. No attempt was made to apply weighted scores to these qualifications. The data in Table 9 show the distribution of the respondents as to entry qualifications.

TABLE 9

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY ENTRY  
CERTIFICATE INTO UNIVERSITY

Entry Certificate into University	No.	Per Cent
W.A.S.C.	129	66.2
H.S.C.	16	8.2
G.C.E.	50	25.6
TOTAL	195	100.0

Sixty-six per cent of the respondents entered the University with the West African School Certificate, 26 per cent entered with the General Certificate of Education and 8 per cent entered with the Higher School Certificate. Respondents with the West African School Certificate and

Higher School Certificate are mainly high school graduates while respondents possessing the General Certificate of Education are mainly graduates of the teacher training colleges. The data thus show that most of the respondents of the study are from Nigeria's secondary schools. These students are not likely to choose teaching occupations unless they are induced by other factors especially financial.

Twenty-six per cent of the respondents possess the General Certificate of Education. It is expected that students who possess the G.C.E., because of their backgrounds are usually attracted to teaching occupations. Data in Table 9 further reveal the fact that there were more students in the study who were likely to choose non-teaching occupations than there were students who were likely to choose teaching occupations.

#### Relatives Who Are Graduates

Probably the most important reference group within one's social status level is his family. Sherif<sup>1</sup> has shown experimentally that attitudes of youth are developed in part as a result of interaction with each other. Uzell<sup>2</sup> in a study

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<sup>1</sup>Muzafer Sherif, "A Study of Some Social Factors in Perception", Archives of Psychology, 187 (1935).

<sup>2</sup>Odeil Uzell, "Influencers of Occupational Choice", Personnel and Guidance Journal, Vol. 39, April 1961.

of 301 senior males taken from 14 urban high schools found a definite relationship between respondents' occupational aspirations and their knowledge of occupational influences. Of the 211 respondents in the study who knew their sources of influences, 77 per cent indicated that their choices were influenced by persons known to them, whereas 49 per cent indicated they were not influenced by people they knew.

Relatives who are graduates exert considerable influence in the decision-making process of many Nigerian families especially in decisions pertaining to future educational and occupational plans of younger brothers and sisters. This is the rationale for including relatives who are graduates as one of the variables in the study.

Data in Table 10 indicate that 84 per cent of the respondents had no graduates in their families while 16 per cent had graduates in the family.

TABLE 10

PERCENTAGE DISTRIBUTION OF RESPONDENTS  
BY NUMBER OF GRADUATE RELATIVES IN THE FAMILY

Family	No.	Per Cent
No Graduates in Family	176	84.2
Graduates in Family	33	15.8
TOTAL	209	100.0

Previous Interest in Subject Areas

Respondents were asked in the questionnaire to name two or three subjects liked best in the secondary school or teacher training college. The responses obtained were classified into two broad categories: (1) Natural Science Interest and (2) Social Science Interest. (See Table 11)

TABLE 11

PERCENTAGE DISTRIBUTION OF RESPONDENTS  
BY PREVIOUS INTEREST IN SUBJECT AREAS

Previous Interest in Subject Areas	No.	Per Cent
Natural Science	147	76.6
Social Science	45	23.4
TOTAL	209	100.0

Data in Table 11 indicate that 147 respondents constituting 77 per cent of the sample manifested a clear interest toward Natural Science while 23 per cent indicated an interest in Social Science. This interest in Natural Science could be explained by the fact that many of the students in the study are registered in agriculture, a field in which there are more scholarships than are found in social science subjects. It is realized that the wide grouping of many subjects into two subject areas is naturally bound to result in the loss of valuable information. A student who

mentioned two subjects in the same or related subject areas, was grouped in the area indicated by his choice of subjects. Where all the subjects mentioned were un-related, the subject mentioned first was considered the student's main interest. The relationship between subject liked best and the choice of occupation will be described in Chapter IV.

#### Decision to Attend the University

The data in Table 12 indicate that the decision to attend the university was a personal matter among a majority of the students in the study. Forty-four per cent of the students said that nobody influenced them to attend the university.

TABLE 12

PERCENTAGE DISTRIBUTION OF RESPONDENTS  
BY MOST INFLUENTIAL PERSON IN DECISION TO ATTEND  
THE UNIVERSITY

Most Influential Person	No.	Per Cent
Self - nobody	90	44.1
Relatives <sup>1</sup>	40	19.6
Father	39	19.1
Friends <sup>2</sup>	35	17.2
TOTAL	204	100.0

<sup>1</sup>Only brothers and sisters

<sup>2</sup>Includes teacher, church minister, agr group

The high proportion of students who said 'nobody' influenced them to attend the university may indicate in part, the maturity of the respondents in this sample: It may be interpreted also as meaning that the students might not have been aware of other intangible influences that were operative or that they might have been unwilling to admit that father's influence, friend's influence or any other influence was a dominating factor.

The influence of relatives was ranked second as indicated by the data in Table 12, even more than the influence of father. It is possible that the respondents gave a strict interpretation to the word 'influential person' and took it to mean the person with whom they actually discussed their college plans. Nevertheless, unlike American students, the respondents under study may feel freer to discuss their school plans with their brothers and sisters than with their parents, except in matters of finance. This happens more particularly at the high school and elementary levels when children regard their parents with reverent fear.

A valid interpretation of the data is that Nigerian parents assume that their sons have the information to choose for themselves and expect them to be able to make responsible decisions about their future. This is not to say that parents who have plans for their sons do not try to influence



them. Haller<sup>1</sup> has reported that the degree to which the youth's parents are ambitious for his success influences his level of occupational and educational aspirations.

Only 17 per cent of the respondents were influenced by friends or age group (peers) to attend the university. The indication here is that the impact of reference group ideas upon the decisions and behavior of the respondents in this sample is probably unimportant.

#### Most Influential Reason For Attending the University

A question similar to the previous one relating to decision to attend the university was asked to find out the most influential reason why the respondents went to the university. An open-ended question was used to solicit responses. The writer was interested in knowing the main motives that actuated the students to attend the university. The results which appear in Table 13 show that the most influential reason was 'self-improvement or better qualification'.

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<sup>1</sup>Archie O. Haller, "Planning to Farm: A Social Psychological Interpretation", Social Forces, March 1959, pp. 263-268.

TABLE 13

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY MOST  
INFLUENTIAL REASON FOR ATTENDING THE UNIVERSITY

Most Influential Reason for Attending the University	No.	Per Cent
Self Improvement/Better Qualification	101	52.3
Improved Living Standards	44	22.8
Family Responsibility	27	14.0
Security	21	10.9
TOTAL	193	100.0

Improved living standards ranked second, followed by family responsibility and security. Twenty-three per cent of the respondents mentioned 'improved living standards' as the main reason for attending the university, while 14 per cent came to the university in order to help their parents financially. Only 11 per cent considered 'security' as sufficient reason for attending the university. Some of the students gave more than one reason, in most cases associating improved living standards with family responsibility.

Most Influential Factor in Choice of Degree Program

In order to ascertain the most influential factor in the choice of degree program, the respondents were asked to

choose one out of the following six factors: (1) family, (2) friends or age group, (3) high school influences, (4) available scholarship, (5) departmental program at the university and (6) other factors. It was hoped that the relative importance attached to the above factors by the respondents would be discovered. The data in Table 14 show how the respondents ranked the six factors.

TABLE 14

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY MOST INFLUENTIAL FACTOR IN CHOICE OF DEGREE PROGRAM

Most Influential Factor in Choice of Degree Program	No.	Per Cent
Available Scholarship	60	29.7
Departmental Program at the University of Nigeria	42	20.8
Other Factors <sup>1</sup>	32	15.8
Family <sup>2</sup>	31	15.4
Friends (age group)	24	11.9
High School Influences <sup>3</sup>	13	6.4
TOTAL	202	100.0

<sup>1</sup>Mainly personal interest or likeness

<sup>2</sup>Includes father, mother, brothers and sisters

<sup>3</sup>includes magazines, bulletins, field trips, guest speakers, teachers etc.

Available scholarship received the highest ranking with 30 per cent of the respondents choosing it as the

most influential factor in their choice of degree program. Departmental program of the university ranked second. It is noteworthy that the University of Nigeria was the first Nigerian university to initiate the agricultural work scholarship program and also the first to establish a department of vocational education.

Entrants into the University of Nigeria are naturally attracted to the scholarship offerings in the College of Agriculture; they viewed the new program in vocational education at its initial stage with suspicion, especially when there were no scholarship offerings.

#### Extent of Scholarship Influence

In an attempt to determine the extent of scholarship influence on the choice of degree program, the respondents were asked to check one of the following: (a) much scholarship influence, (b) some scholarship influence and (c) no scholarship influence.

Data in Table 15 indicate that 42 per cent said 'much scholarship influence', 20 per cent admitted 'some' scholarship influence and 38 per cent denied any scholarship influence at all. Admittedly, scholarship had something to do with the choice of degree program of the respondents.

TABLE 15

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY EXTENT OF  
SCHOLARSHIP INFLUENCE IN CHOICE OF DEGREE PROGRAM

Extent of Scholarship Influence	No.	Per Cent
Not At All	78	37.8
Some	42	20.4
Much	86	41.8
TOTAL	206	100.0

Undoubtedly, those who admitted 'much' scholarship influence are on full scholarships either federal, regional, mission or company scholarships.

Most Important Influence on Choice of Occupation

Haller mentioned certain factors in the environment which influence the total process of entering occupations. Some of the factors mentioned are: (1) quality of schools, (2) financial resources, (3) expectations of others and one's self-image, (4) parents, (5) peers, (6) teachers, (7) school counselors and (8) cultural influences.

It was the writer's intention to discover which single factor in the immediate situation was most influential in the choice of occupation. Data in Table 16 reveal that in their order of importance, the respondents ranked school influences, family/relatives, self-nobody, close friend or age group and love of field.

TABLE 16

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY MOST  
INFLUENTIAL FACTOR IN CHOICE OF OCCUPATION

Most Influential Factor in Choice of Occupation	No.	Per Cent
School Influences	67	34.7
Family/Relatives	53	27.5
Self - nobody	30	15.4
Close Friend/Age Group	23	11.9
Love for Field	20	10.4
TOTAL	193	100.0

About 35 per cent of the respondents mentioned 'school influences' as the most important factor in their choice of occupation. It is worthy to note that family factors ranked second here, with about 28 per cent of the respondents considering it as the most important factor in their choice of occupation, while in the choice of degree program (Table 14), 15 per cent thought it was the most influential factor. This tends to suggest that while a parent may not care much about what his son takes while in school, he is very particular that he gets a good job when he leaves school.

Time At Which Choice Was Made

Ginzberg<sup>1</sup> notes that the last stage in the period of tentative choices is characterized by a shift from subjective considerations to a greater awareness of external reality. In this stage, the adolescent has a definite tendency to consider reality and anticipates that this will happen when he enters college. This is in direct contrast to the early stage of the tentative period where for the first time, he becomes aware of external factors: different occupations, different returns, and different preparation and training.

It will not help in the recruitment of teachers if the appropriate publicity is made available only after students had hardened their hearts against teaching or after many potential teachers have withdrawn prematurely from schools solely on economic grounds. It was, therefore, deemed relevant to have some knowledge of the periods at which these students chose their occupations, so that suitable provision may be made as to the best period to sustain and stimulate that interest.

With that objective in mind, the respondents were asked to indicate at what time they first formed the wish to become what they have now chosen to be. Data in Table 17

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<sup>1</sup>Ginzberg, op. cit., p. 95.

indicate that 29 per cent of the respondents made their occupational choice at the secondary school or teacher training college. Fifteen per cent said that they made their occupational choice at the university.

TABLE 17

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY TIME  
WHEN OCCUPATIONAL CHOICE WAS MADE

Time When Choice Was Made	No.	Per Cent
Always Had It In Mind	89	43.2
In Secondary School or Teacher Training College	60	29.2
First Year in University	30	14.6
Never Seriously Considered	27	13.1
TOTAL	206	100.0

Rating of Four Professions by Respondents

Respondents in the study were asked to rate four professions according to their order of importance regardless of whether such fields are realistic career possibilities. The professions were accountancy, engineering, education and agriculture. The response categories were: not important, important, very important.

Weighted scores were used to determine the importance attached to the four professions by the students. The following scores were assigned to the respective response



categories: not important = 1; important = 3; very important = 5. The weighted mean score for each profession was determined and comparisons were made on the basis of the weighted mean score. Data in Table 18 show the ratings of the four professions by the respondents.

TABLE 18  
RATING OF FOUR PROFESSIONS AS PERCEIVED  
BY RESPONDENTS IN THE STUDY

Profession	Weighted Mean	Rank Order
Agriculture	4.63	1
Engineering	4.55	2
Education	3.91	3
Accountancy	3.15	4

Agriculture was rated the highest and most important profession followed by engineering, education and accountancy. Government declared policy of creating an awareness of the importance of agriculture in Nigeria's economic development was a contributing factor in the high ranking of agriculture as a profession. Furthermore, most of the respondents in the study are registered in the Faculty of Agriculture and naturally scored agriculture highly.

How the Agricultural Students Perceive their Profession

The future of agricultural education has been the subject of many seminars held by experts in Africa. African educators are still engaged in the debate on what makes the

African student disdainful of manual work: whether it is the lack of occupational role models or the presence of certain elements in African culture.

The Kampala seminar on agricultural education held in Uganda in September, 1963 was convened to help resolve some of these contrasting viewpoints about vocational attitudes in Africa. The problem of inducing the best type of students to pursue an agricultural career, the poor public image and the resulting low status of agriculture, engaged the attention of the participants.

With these points of view in mind, and with most of the respondents in the study registered in the faculty of agriculture, the author sought to find out the attitudes held by the agricultural respondents about their profession. Questions asked pertained to (a) reason for taking agriculture, (b) reason why the agricultural student cannot establish in farming, and (c) type of farming liked most by the agricultural student.

#### Purpose for Taking Agriculture

The first question in this section pertained to the purpose for taking agriculture. Three categories were developed from this question: 1. private farming (full-time or part-time), including agricultural sales; 2. agricultural teaching and 3. government service (extension, research and field work. Data in Table 18 show how the respondents were distributed among these three categories. It should be noted that in this section, only agriculture students and agricultural education students were required to answer questions. This accounts for the reduction in the total number of students.

TABLE 19  
PERCENTAGE DISTRIBUTION OF RESPONDENTS' PURPOSE  
FOR AGRICULTURAL TRAINING

Purpose for Agricultural Training	No.	Per Cent
Farming or Agricultural Sales	25	24.5
Agricultural Teacher (any level)	12	11.8
Government Service	<u>65</u>	<u>63.7</u>
TOTAL	102	100.0

Data in Table 19 show the distribution of the 102 agriculture students who responded to this question. Sixty-four per cent of the respondents indicated that they were preparing for government positions in research, extension and field work (but mostly in research); 24 per cent would like to farm part-time or full-time and 12 per cent would like to be agricultural teachers at any level, for example in the secondary school, teacher training college, agricultural institute or university. A majority of the agricultural teachers preferred to teach at the university level.

Government service still remains the major reason for agricultural training among respondents in the study. It may be that the difficulty of getting established in farming is one of the considerations forcing agricultural students to prefer government service.

#### Type of Farming Liked Most by Agriculture Students

Respondents were asked to mention the type of farming enterprise they are most interested in. The answers received from the students were grouped under three main categories: (1) animal production which includes beef, dairy and swine,

(2) vegetable or crop farming, and (3) poultry.

TABLE 20

PERCENTAGE DISTRIBUTION OF AGRICULTURAL STUDENTS  
BY TYPE OF FARMING LIKED MOST BY THEM

Type of Farming	No.	Per Cent
Poultry	43	44.8
Vegetable/Crop Production	38	39.6
Animal Production	<u>15</u>	<u>15.6</u>
TOTAL	96	100.0

Data in Table 20 show that 45 per cent of the respondents chose poultry farming, 39 per cent chose vegetable production and 16 per cent chose animal production. The popularity of poultry among the respondents stems in part from the encouragement given to that branch of farming by the government in Eastern Nigeria and furthermore, by the existence of a large poultry experiment station at Abakiliki which is often a center for student field trips.

Opportunity to Become Established in Farming

In an attempt to assess each respondent's opportunity to become established in farming, the students were asked to say whether they could describe their chances as (1) no opportunity, (2) average opportunity and (3) very good opportunity. Data in Table 21 show the distribution of the respondents with reference to the above categories. Sixty per cent of the respondents believe that they had average opportunity in establishing a farm of their own.

TABLE 21  
 PERCENTAGE DISTRIBUTION OF AGRICULTURAL RESPONDENTS  
 BY OPPORTUNITY TO BECOME ESTABLISHED IN FARMING

Opportunity to Establish in Farming	No.	Per Cent
No Opportunity	18	18.0
Average Opportunity	59	59.0
Very Good Opportunity	<u>23</u>	<u>23.0</u>
TOTAL	100	100.0

In another related question, the agricultural respondents indicated that their greatest obstacle in establishing a farm was initial capital. They hoped to work for someone first or gain experience as a farm manager somewhere before they can establish on their own. The establishment of farm credit on liberal terms to agricultural graduates seems to the author a very practical solution to this problem of encouraging Nigerian young men to establish in farming.

Another striking feature of these data is the percentage of those students who thought they had no opportunity, as compared with those who thought there were some hopeful and encouraging prospects for establishment in farming. A total of 82 per cent indicated that they were willing and able after their training to establish in farming when given the encouragement.

## CHAPTER IV

The purpose of this chapter is to describe the relationships between choice of occupation and selected factors which were thought to influence occupational choice. The selected factors were: socio-economic status of parents, father's educational level, size of family, father's occupation, previous work experience, source of financial support, entry certificate into university, relatives who are graduates and previous interest in subject areas. In describing the data it will be stated whether each hypothesis set forth in Chapter I was rejected or not rejected.

### Socio-economic Status

Other studies have shown that the family's socio-economic status, whether measured with some index or scale or by father's occupation, family income, wealth or other measures, is directly related to educational and occupational perspectives.<sup>1</sup>

In order to test for the relationship between socio-economic status and the choice of teaching as an occupation, two categories of socio-economic status were used: high socio-economic status and low socio-economic status. As was stated in Chapter III, questions on socio-economic status dealt mainly with the home, the household furnishing, means of transportation and literacy of the parents. The respondents were divided into two groups: those respondents choosing teaching

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<sup>1</sup>William H. Sewell, Archie O. Haller, and Murray A. Strass, "Social Status and Education and Occupation Aspirations", Amer. Social. Review, Feb. 1957, 22, 137-141.

occupations and those choosing non-teaching occupations.  
(See Table 22).

As indicated in Table 22, the relationships between socio-economic status and the choice of teaching as an occupation proved to be statistically significant at the .05 level, and therefore, the hypothesis, "There is no relationship between socio-economic status of the parents and the choice of an occupation made by the students," was rejected.

TABLE 22

PERCENTAGE DISTRIBUTION OF RESPONDENTS'  
CHOICE OF OCCUPATION BY THEIR PARENTS' SOCIO-ECONOMIC  
STATUS

Choice of Occupation	S o c i o - e c o n o m i c				S t a t u s	
	High		Low		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Teaching	15	18.8	48	42.9	63	32.8
Non-Teaching	65	81.2	64	57.1	129	67.2
Total cases	80	100.0	112	100.0	192	100.0

$$X^2 = 12.3019 \quad d . f . = 1 \quad c = .2454 \quad \bar{c} = .3470 \quad P .05$$

Data in Table 22 indicate that 80 of the respondents were from high socio-economic status family and 112 from low socio-economic status families. Nineteen per cent of those who chose teaching came from high socio-economic status families while 43 per cent came from low socio-economic status families. The conclusion from these findings was that a larger proportion of the respondents who chose teaching occupations came from low socio-economic status families.

Father's Educational Level

The hypothesis to be tested under this factor was: There is no relationship between the father's educational level and the choice of teaching as an occupation. The educational level variable was operationalized by utilizing the responses to the following categories of educational level: (a) did not attend school, (b) attended or completed elementary school, (c) attended or completed secondary school or above. Data in Table 23 indicate that 33 per cent of all the respondents chose teaching, while 67 per cent chose non-teaching occupations. Of those who chose teaching, the largest proportion (39 per cent) had parents who did not attend school; 34 per cent had parents who attended or

TABLE 23

PERCENTAGE DISTRIBUTION OF RESPONDENTS'  
CHOICE OF OCCUPATION BY FATHER'S EDUCATIONAL LEVEL

Choice of Occupation	Father's Did not attend School		Educational Attended or Completed Elementary School		Level Attended/Completed Secondary School or Above		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Teaching	38	38.8	28	33.7	3	11.1	69	33.2
Non-Teaching	60	61.2	55	66.3	24	88.9	139	66.8
Total Cases	98	100.0	83	100.0	27	100.0	208	100.0

$\chi^2 = 7.3274$     d.f. = 2    C = .1845    N.S. at .05 level

completed elementary school, and only 11 per cent had parents who attended or completed secondary school or above.

As indicated in Table 23, the relationship between father's educational level and the choice of teaching as an occupation



proved to be statistically not significant at the .05 level, and therefore, the hypothesis, "There is no relationship between fathers' educational level and the choice of teaching as an occupation", was not rejected. The choice of occupations by Nigerian undergraduates in this study is not associated with the educational level of their fathers.

#### The Size of Family

It was hypothesized that there is no relationship between family size and the choice of occupation made by the students. Analysis of data presented in Table 24 showed that 36 per cent of students from small families and 32 per cent of students from large families selected teaching as an occupation.

TABLE 24

#### PERCENTAGE DISTRIBUTION OF RESPONDENTS' CHOICE OF OCCUPATION BY SIZE OF FAMILY

Choice of Occupation	Size of Family				Total	Per cent
	Small <sup>1</sup>		Large <sup>2</sup>			
	No.	Per cent	No.	Per cent		
Teaching	28	36.0	40	31.5	68	33.2
Non-Teaching	50	64.0	87	68.5	137	66.8
Total Cases	78	100.0	127	100.0	205	100.0

1 five or under  $X^2 = .4223$  d.f. = 1  $C = .0641$  N.S. at .05 level  
2 six or above

For the non-teaching group, 64 per cent came from small families and 68 per cent from large families. There appears not to be any great deviation between those from small and large families with respect to their choice of non-teaching occupations. As indicated in Table 24, the relationship

between family size and the choice of occupations made by the students proved to be statistically not significant at the .05 level, and therefore, the hypothesis, "There is no relationship between size of family and the choice of occupation made by the students", was rejected. Choice of occupation was not associated with size of family.

#### The Occupation of Father

Taves has shown that the proportion of rural high school graduates aspiring to professional, administrative and managerial occupations was five times greater than the proportion of their fathers who actually held such positions.<sup>1</sup> Also the generalization that youth from higher status families more frequently plan to attend college and aspire to higher prestige and income-earning occupations is documented in numerous studies.<sup>2</sup>

In this study it was hypothesized that there is no relationship between father's occupation and the choice of teaching occupation made by the students.

<sup>1</sup>Taves, M. J. 1959. "Mobility Among High School Graduates" 4281, *Sociology of Rural Life* No. 3. Institute of Agriculture, University of Minnesota, 33 pp.

<sup>2</sup>W. H. Sewell, A. O. Haller and M. A. Straus 1957 "Social Status and Educational and Occupational Aspiration", *Amer. Sociol. Review*, 22: 67-73.

TABLE 25

PERCENTAGE DISTRIBUTION OF RESPONDENTS' CHOICE  
OF OCCUPATION BY FATHERS' OCCUPATION

Choice of Occupation	F a t h e r ' s   O c c u p a t i o n						Total	%
	Adm./Professional No.	Per cent	Teaching No.	Per cent	Farming/Trading No.	Per cent		
Teaching	6	14.0	7	36.8	24	33.3	37	27.6
Non-Teaching	37	86.0	12	63.2	48	66.7	97	72.4
	43	100.0	19	100.0	72	100.0	134	100.0

$$\chi^2 = 6.0024 \quad \text{d.f.} = 2 \quad C = .2071 \quad P: < .05$$

Three categories of fathers' occupation were used:

(1) Administrative-Professional, (2) Teaching, (3) Farming/Trading. Analysis of data presented in Table 25 indicated the existence of such relationship. Fourteen per cent of those respondents who chose teaching occupations came from parents who were in the administrative/professional category, while 37 per cent came from parents who were teachers, and 33 per cent from parents who were farmers or traders.

Based on these findings, fathers' occupation does seem to influence the choice of teaching occupations made by the students. Therefore the hypothesis was rejected.

#### Previous Work Experience

On-the-job training experience has been emphasized in many educational programs both to give the trainee a feeling of what his future occupational roles will be like and further to stimulate interest along those lines. Using data for rural males, Edlefsen<sup>1</sup> showed that actual on-the-job experience

<sup>1</sup>J. B. Edlefsen and M. J. Crowe, "Teen-agers Occupational Aspirations". Washington Agricultural Experiment Station Bulletin, 618, 1960, 24 pp.

seems more decisive in making occupational choices. It was thought that previous teaching experience might have some influence on the choice of teaching as an occupation.

Data in Table 26 set forth this relationship. It is noted that 65 per cent of those who previously had teaching experience chose teaching occupations while 7 per cent of those who did not have teaching experience chose teaching.

TABLE 26

PERCENTAGE DISTRIBUTION OF RESPONDENTS' CHOICE OF  
OCCUPATION BY PREVIOUS WORK EXPERIENCE

Choice of Occupation	Previous Teaching Experience		Work Non-teaching Experience		Total	
	No.	Per Cent	No.	Per Cent	Total	Per Cent
Teaching	61	64.9	7	7.4	68	35.9
Non-teaching	7	35.1	88	92.3	121	64.1
TOTAL	68	100.0	95	100.0	189	100.0

$$\chi^2 = 67.8790 \quad d.f. = 1 \quad C = .5140 \quad \bar{c} = .7272 \quad P < .05$$

A similar tendency can be noted among those who chose non-teaching occupations. Ninety-two per cent of those who had non-teaching experience chose non-teaching occupations while 35 per cent of those who had teaching experience chose non-teaching occupations.

Based on these findings, previous work experience does seem to be associated with the choice of a teaching or non-teaching occupation. Therefore, the hypothesis was rejected.

Source of Financial Support

Data in Table 27 set forth the relationship between scholarship and the choice of occupation made by the respondents. The hypothesis tested was that there is no relationship between scholarship and the choice of occupation made by the respondents.

TABLE 27

PERCENTAGE DISTRIBUTION OF RESPONDENTS' CHOICE OF  
OCCUPATION BY SOURCE OF FINANCIAL SUPPORT

Choice of Occupation	Source of Financial Support						Total	%
	Parents/Relatives No.	Per Cent	Scholarship No.	Per Cent	Other <sup>1</sup> No.	Per Cent		
Teaching	10	21.3	40	32.3	18	48.7	68	32.9
Non-teaching	37	78.7	84	67.7	19	51.3	139	67.1
TOTAL	47	100.0	124	100.0	37	100.0	208	100.0

$$X^2 = 7.0465 \quad C = .1814 \quad d.f. = 2 \quad P < .05$$

1. Includes self, work aid, loans etc.

On the basis of the data in Table 27, the hypothesis was rejected. Sixty-eight per cent of the respondents who were on a scholarship chose non-teaching occupations while 32 per cent of those who were on scholarships chose teaching occupations. Apparently, scholarship assistance does significantly influence the choice of occupation made by the respondents in this study.

Considering the total occupational group, that is the teaching and non-teaching groups, it should be noted that the students who are on scholarships constitute more than half of

the total group and that a greater number from among the scholarship group chose non-teaching occupations. This is as should be expected. There are more scholarships available in agriculture, for example, than there are in education. While a few missionary scholarships are available in education, most of the federal and regional government scholarships are mainly in agriculture and science. Hence while 68 per cent of those students who were on scholarships chose non-teaching occupations, only 32 per scholarship holders chose teaching occupations.

#### Entry Certificate into University

Today, most educators agree that the tragedy of education in Nigeria is that it is confused in many minds with certificates, which were not only convincing evidence of educational achievement, but also a passport to clerical employment. Thus the standard six certificate has been replaced by the Cambridge School Certificate which in turn has been usurped by the West African School Certificate. Principals of secondary schools are free to devise their own courses leading up to the certificate. About 23 secondary schools now provide a two-year post school certificate course leading to the Higher School Certificate. Most of the students who obtain this qualification or the London General Certificate of Education at the advanced level could enter directly into Nigerian universities.

The easier avenue for the teacher trained person to enter a Nigerian university is by the possession of the General Certificate of Education (G.C.E.). It was hypothesized that

there is no relationship between possession of the G.C.E. and the choice of teaching as an occupation.

Analysis of data presented in Table 28 shows some significant relationship between an entry certificate into the university and the choice of an occupation made by the respondents in the study. The hypothesis was rejected.

TABLE 28

PERCENTAGE DISTRIBUTION OF RESPONDENTS' CHOICE OF OCCUPATION BY ENTRY CERTIFICATE INTO UNIVERSITY

Choice of Occupation	W.A.S.C.		H.S.C.		G.C.E.		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Teaching	25	19.4	4	25.0	39	78.0	68	34.9
Non-Teaching	104	80.6	12	75.0	11	22.0	127	65.1
TOTAL	129	100.0	16	100.0	50	100.0	195	100.0

$$X^2 = 55.2681 \quad d.f. = 2 \quad C = .4699 \quad \bar{C} = .69 \quad P < .05$$

Seventy-eight per cent of those who possess the General Certificate of Education (G.C.E.) chose teaching as an occupation while 81 per cent of those who possess the West African School Certificate (W.A.S.C.) chose non-teaching occupations. Also a high percentage (75 per cent) of those with the Higher School Certificate (H.S.C.) chose non-teaching occupations.

#### Relatives Who Are Graduates

Several studies have shown that the educational climate of the home, including the educational level of older brothers

and sisters and of other relatives, is related to aspirations.<sup>1</sup>

Data in Table 29 set forth the relationship between choice of occupation and relatives who are graduates. The hypothesis to be tested was that there is no relationship between the two variables.

TABLE 29

PERCENTAGE DISTRIBUTION OF RESPONDENTS' CHOICE OF  
OCCUPATION BY RELATIVES WHO ARE GRADUATES.

Choice of Occupation	Relatives in the Family				Occupation	
	Non-graduates		Graduates		Total	Per Cent
	No.	Per Cent	No.	Per Cent		
Teaching	64	36.4	5	15.1	69	33.0
Non-teaching	112	63.6	28	84.9	140	67.0
TOTAL	176	100.0	33	100.0	209	100.0

$$x^2 = 5.6541 \quad d.f. = 1 \quad C = .1623 \quad \bar{C} = .2295 \quad P < .05$$

Data in Table 29 reveal that out of 209 respondents to this question, 176 students had relatives who were not graduates while 33 students had relatives who were graduates in their families. Of the students who had no graduates in their families, 36 per cent chose teaching while 64 per cent chose non-teaching occupations. Of the students who had graduates in their families, 15 per cent chose teaching occupations while 85 per cent chose non-teaching occupations.

<sup>1</sup>James S. Coleman, The Adolescent Society. New York: The Free Press of Glencoe, 1961.



Based on the findings of this study, it can be observed that the presence of graduate relatives in the family does influence the choice of occupation made by the respondents. The hypothesis was, therefore, rejected.

#### Previous Interest in Subject Areas

Analysis of data presented in Table 30 indicated a significant relationship between previous interest in subject areas and the choice of occupation made by the respondents in the study. A total of 64 students chose teaching while 128 chose non-teaching occupations. It should be noted that 78 per cent of those who liked Natural Science subjects chose non-teaching occupations while a correspondingly high proportion (71 per cent) of those who liked Social Science subjects chose teaching occupations. (See Table 30)

TABLE 30

PERCENTAGE DISTRIBUTION OF RESPONDENTS' CHOICE OF OCCUPATION BY PREVIOUS INTEREST IN SUBJECT AREAS

Choice of Occupation	Previous Interest in Subject Areas				Total	Per Cent
	Natural Science No.	Natural Science Per Cent	Social Science No.	Social Science Per Cent		
Teaching	32	21.8	32	71.1	64	33.3
Non-teaching	115	78.2	13	28.9	128	66.7
TOTAL	147	100.0	45	100.0	192	100.0

$\chi^2 = 37.7469$     d.f. = 1    C = .4053     $\bar{C} = .5732$     P < .05

Therefore, the hypothesis, "there is no relationship between previous interest in subject areas and the choice of occupation made by the students", was rejected. Previous interest in subject areas seems to be associated with the choice of teaching or non-teaching occupations made by the students in the study.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to identify and describe selected factors which were thought to influence the choice of occupation among male under-graduates in two departments at the University of Nigeria. It was felt that the knowledge and information contributed by this investigation would be valuable to administrative personnel engaged with teacher training programs and institutes of education in Nigerian universities.

The dependent variable was choice of occupation, interpreted to mean teaching or non-teaching occupations. The independent variables were: socio-economic status of the family, father's educational level, size of family, occupation of father, previous work experience, scholarship status, entry certificate into university, influence of relatives who are graduates and previous interest in subject areas.

The study was designed to cover a total universe (population) rather than a sample. The population was defined as all male students in the departments of agriculture and vocational education at the University of Nigeria. The investigation sought to determine the influence of the independent variables on the choice of teaching as an occupation.

The population consisting of the male under-graduate of the two selected departments, numbered 216 in all. All infor-

mation used in this study was obtained through mailed questionnaires administered to the students in March, 1966. The chi-square test was used to determine the significance of the data presented in each table. The level of significance accepted was .05. The corrected coefficient of contingency was computed in order to determine the degree of association when a statistically significant relationship existed between variables. Percentage distributions were used to describe the contingency tables designed for the chi-square computations.

The following hypotheses states in their null forms were tested in this study:

1. There is no relationship between socio-economic status of the family and choice of teaching as an occupation.
2. There is no relationship between father's educational level and the choice of teaching as a career.
3. There is no relationship between size of family and the choice of teaching as a career.
4. There is no relationship between occupation of parents and the choice of teaching as a career.
5. There is no relationship between previous work experience and the choice of teaching as an occupation.
6. There is no relationship between scholarship status and the choice of teaching as an occupation.
7. There is no relationship between possession of the General Certificate of Education (G.C.E.) and the choice of teaching as an occupation.
8. There is no relationship between relatives who are

- graduates and the choice of teaching as an occupation.
9. There is no relationship between previous interest in subject areas and the choice of teaching as a career.

### Summary of Findings

The several kinds of responses obtained from the group of students who chose teaching occupations in this study, showed that this group could be generally characterized by the following attributes:

1. In general, scholarship status\* or financial assistance which influenced most of the respondents in their choice of degree program likewise influenced them with respect to their choice of occupation.
2. Forty-three per cent of the respondents who chose the teaching occupation came from families of low socio-economic status.
3. The teaching group had less scholarship assistance than the non-teaching group and depended more on work-aid and loans for financial support.
4. A greater proportion of the teaching group possessed the G.C.E. (General Certificate of Education) than did the non-teaching group which represented more of the West African School Certificate and Higher School Certificate holders.
5. The teaching group as a whole had interests centered

---

\*See definition of terms

around social science subjects before coming to the university, while the non-teaching group preferred natural science subjects before entering the university.

6. The greatest proportion among the teaching group (36 per cent) chose their degree programs because of the departmental programs offered by the University of Nigeria while the greatest proportion of those who chose non-teaching occupations chose their degree programs because of scholarships offered.
7. The relationship between father's educational level and the size of family on choice of teaching occupation did not prove to be statistically significant.
8. There was a definite relationship between previous teaching experience and the choice of teaching occupation. Also between possession of the G.C.E. and the choice of teaching as an occupation.

A summary of the findings setting forth the relationship between the dependent variable, namely choice of teaching or non-teaching occupations and each of the independent variables is included in Table 31.

TABLE 31  
 ASSOCIATION OF INDEPENDENT VARIABLES  
 AND CHOICE OF OCCUPATION MADE BY STUDENTS

Independent variable	number of cases	X <sup>2</sup>	P	$\bar{C}$	d.f.
1. Socio-economic status	192	12.3	<.05	.35	1
High	80				
Low	112				
2. Fathers' educational attainment	208	7.3	ns*	---	2
Did not attend school	98				
Attended/completed elem. school	83				
Attended/completed secondary school and above	27				
3. Size of family:	205	.42	ns*	---	1
Small	78				
Large	127				
4. Fathers' occupation:	134	6.0	<.05	.003	2
Administrative/professional	43				
Teaching	19				
Farming/trading	72				
5. Previous work experience:	189	67.8	<.05	.73	1
Teaching experience	68				
Non-teaching experience	95				
6. Source of financial support:	208	7.0	<.05	.002	2
Parents/relatives	47				
Scholarship	124				
Other sources <sup>1</sup>	37				
7. Entry certificate into university:	195	55.3	<.05	.69	2
West African School certificate	129				
Higher School certificate	16				
General Certificate of Education	50				
8. Relatives:	209	5.7	<.05	.23	1
Graduates	33				
Non-graduates	176				
9. Previous interest in subject areas	192	37.7	<.05	.57	1
Natural Science/ Vocational					
Technical	147				
Social Science/ Arts and Letters	45				

<sup>1</sup>Includes self, work-aid, loans.

\*ns = not significant at .05 level

The main findings of this study are as follows:

(a) Socio-economic status

One hundred and twelve out of 192 students came from low socio-economic status families while 80 students came from parents who were of the high socio-economic status category. Nineteen per cent of those who chose teaching came from high socio-economic status while 43 per cent came from low socio-economic status.

As indicated in Table 22, the relationship between socio-economic status and the choice of teaching as an occupation proved to be statistically significant at the .05 level. The null hypothesis that "There is no relationship between socio-economic status of the parents and the choice of an occupation made by the students" was rejected.

The conclusion from these findings was that a larger proportion of the respondents who chose teaching occupations came from low socio-economic status families.

(b) Father's educational level

The hypothesis tested under this factor was: There is no relationship between the father's educational level and the choice of teaching as an occupation. Data indicated that of those who chose teaching, the largest proportion (39 per cent) had parents who did not attend school; 34 per cent had parents who attended or completed elementary school, and only 11 per cent had parents who attended or completed secondary school or above.

Data indicated that the relationship between father's



educational level and the choice of teaching as an occupation was not statistically significant at the .05 level. The hypothesis was not rejected leading to the conclusion that the choice of occupations by Nigerian under-graduates in this study is not associated with the educational level of their fathers. This is as should be expected under the Nigerian social milieu.

(c) Size of Family

It was hypothesized that there is no relationship between size of family and the choice of occupation made by the students. Analysis of the data in Table 24 showed that 36 per cent of students from small families and 32 per cent of students from large families selected teaching as an occupation. For the non-teaching group, 64 per cent came from small families and 68 per cent from large families.

The relationship between father's educational level and the choice of teaching as an occupation was not statistically significant at the .05 level. Choice of occupation was not associated with size of family and the hypothesis was not rejected. Generally, it was expected that in the Nigerian setting, the more there are in the family, the quicker will the adult members be expected to take up employment in order to help their parents.

(d) Occupation of Father

Fourteen per cent of those respondents who chose teaching occupations came from parents who were in the administrative/professional category, 37 per cent came from parents who were

teachers, and 33 per cent from parents who were farmers or traders.

The hypothesis was that there was no relationship between father's occupation and the choice of teaching occupation made by the students. This hypothesis was rejected because based on the findings of this study, father's occupation does seem to influence the choice of teaching occupation made by the students.

(e) Previous Work Experience

Data in Table 26 showed that 65 per cent of those who previously had teaching experience chose teaching occupations while only 7 per cent of those who did not have teaching experience chose teaching occupations. Ninety-two per cent of those who had non-teaching experience chose non-teaching occupations while 35 per cent of those who had teaching experience chose non-teaching occupations.

Among the students in this study, choice of teaching as an occupation seemed to be associated with previous teaching experience while non-teaching occupations seemed to be associated with non-teaching work experience. This is as should be expected and in fact bears out Edlefsen's findings that actual on-the-job experience seems more decisive in making occupational choices.

Another observable feature revealed by data in Table 26 was that while only 7 per cent of those who did not have teaching experience chose teaching occupations, 35 per cent of those

who had teaching experience, chose non-teaching occupations indicating that the field of teaching in Nigeria is presently experiencing an exodus of its manpower resources.

The hypothesis that there is no relationship between previous work experience and the choice of teaching as a career was, therefore, rejected.

(f) Source of Financial Assistance

The hypothesis tested was that there is no relationship between source of financial assistance and the choice of occupation made by the students. Data in Table 27 revealed that 33 per cent of the students chose teaching occupations while 67 per cent chose non-teaching occupations. Of those students in both the teaching and non-teaching groups who were supported by scholarships, 32 per cent chose teaching occupations while 68 per cent chose non-teaching occupations. Significantly, scholarship source of assistance was directly associated with the choice of occupation made by the students in this study. The hypothesis was rejected in this case.

(g) Entry Certificate into University

It was hypothesized that there is no relationship between possession of the General Certificate of Education (G.C.E.) and the choice of teaching occupation made by the respondents in the study. Seventy-eight per cent of those who possess the G.C.E. chose teaching as an occupation while 81 per cent of those who possess the West African School Certificate (W.A.S.C.) chose non-teaching occupations. Also a high percentage (75 per cent) of

those with the Higher School Certificate (H.S.C.), chose non-teaching occupations.

There was clearly some significant relationship between entry certificate into the university and the choice of a teaching or non-teaching occupation. The hypothesis that there was no relationship between entry certificate into the university and the choice of occupation was rejected.

(h) Previous Interest in Subject Areas

Data in Table 30 indicated again that more students chose non-teaching than teaching occupations, and that 78 per cent of those who had Natural Science interests chose non-teaching occupations while a correspondingly high proportion (71 per cent) of those who preferred Social Science chose teaching occupations.

Choice of teaching as compared with choice of non-teaching was found to be associated with previous interest in subject areas. The hypothesis that there was no relationship between previous interest in subject areas and the choice of occupation made by the students was rejected.

### Conclusions

The following conclusions are based on the findings of this study and the author's interpretation of their meaning:

1. The study indicates that a great majority of the youths have made an occupational choice and that in most cases, financial assistance was the greatest incentive in making such choices. The conclusion apparent to the writer is that unless the Nigerian youth from high school or teacher training college is encouraged through earlier orientation programs and scholarship awards, he is not likely to choose teaching of vocational education subjects or agriculture as an occupation.
2. In their educational plans students indicated that they made their decisions uninfluenced by anybody, while in their occupational plans; they indicated that school influences were considerable in many cases. In both instances, educational and occupational plans, it can be concluded that the students might not have really been aware of the influences that were operative. In any case there is an indication of a definite need for counseling services in Nigerian secondary and teacher training colleges to work with youth and acquaint them with the new openings and various occupational opportunities open to them.
3. The school attended by the youth becomes an important

factor when considering occupational choice. There is an urgent need for development of better relationships and maintaining a regular line of communication between personnel of secondary schools, teacher training colleges and departments in Nigerian universities concerned with teacher training.

4. More of the students in the study came from low socio-economic status families than from high socio-economic status, and yet more of the students chose non-teaching than teaching occupations. It can be concluded that this trend indicates a tendency toward breaking down of social and educational barriers in the Nigerian society, all things being equal, and assuming that the socio-economic status measurement was valid.
5. Since a great majority of the students in the study are attracted to the university because of the degree programs offered, it is fair to conclude that more students from the teacher training colleges who are at present disadvantaged at the university because of poor science and mathematics background, will feel secure to pursue their training when offered newly improved curricula at the teacher training colleges.

### Recommendations

1. In the secondary schools and teacher training colleges, a great deal more must be known about occupations, what occupations are open, their occurrence, frequency, conditions of work, changes occurring from time to time and also the qualities essential or desirable in each occupation.
2. Further studies on factors affecting the choice of teaching as a career must consider the question of personality dimensions as they affect the choice of occupations. The use of measuring instruments considerably more precise than those used in this study must be employed for adequate results. Future studies should utilize male and female students, and also students from two or more universities or secondary schools in order to determine what differences might be caused by sex, environmental conditions, type of school program, etc., etc.
3. Exact information about careers ought to be easily available to parents, teachers and students. The secondary schools, the universities, the various private companies should in one co-ordinated effort, issue a Choice of Career series of pamphlets to be distributed among schools and teacher training colleges.
4. Since most of the students who chose teaching occupations tended to come from the group of students with the G.C.E. certificate, the teacher training colleges should introduce

mathematics and science in their curriculum so that graduates who desire to take agricultural, business or technical subjects at the university may do so without hardships to themselves.

5. Since there is an indication that students will avail themselves of scholarship opportunities in almost any field, at least 25 per cent of the scholarships offered in agriculture, trades and industrial education, business, and home economics should be devoted to teachers in these fields. This seems to be a logical solution to the problem of attracting and maintaining a devoted cadre of professional teachers in a field relatively new.



## Appendix A

### The Questionnaire

University of Wisconsin  
Madison 5, Wisconsin

Dear Student:

This research study aims to determine some of the factors which influence the occupational choice of students in the Faculty of Agriculture, the Department of Vocational Education and the Department of Home Economics and to determine to what extent these choices are consistent. You are one of some 450 students who have been chosen for this study.

The research is designed to provide important information on the relationships between certain personal factors e.g. college experiences and career plans.

The questionnaire requires some forty-five minutes or so to fill out. Please answer the questions as frankly and accurately as you can. Your answers will be absolutely confidential and no individual student's answers will be revealed in the reports which will be based on statistical tabulations. In fact, you may omit your name.

Most of the questions can be answered by inserting check marks ( ) in the appropriate space to the left while a few may require your free comments or candid opinions.

Note: After some questions there are instructions in parentheses. Please follow the instructions closely as they are very important for data processing.

- A. If it says "(Check one)" check only the one answer which best describes your opinion, even though one or more alternatives might be relevant.
- B. Please read each item or question carefully and answer to the best of your knowledge. Be sure to answer each question unless other directions are given (e.g. check as many as apply). Several questions refer to your family. Please answer all questions as candidly as you can. All information disclosed will remain highly confidential.

If you do not understand any item, please have form explained to you.

Thank you very much for your interest and co-operation.

Sincerely,

Obiora N. Agusiobo  
University staff member on  
study leave.

MY PLANS BEYOND THIS UNIVERSITY

I. General, Personal and Family Information

1. Hometown \_\_\_\_\_

2. Sex (\_\_\_\_) Male (\_\_\_\_) Female

3. Present marital status. (Please check one)

- (\_\_\_\_) single, not engaged  
(\_\_\_\_) single, engaged  
(\_\_\_\_) married  
(\_\_\_\_) divorced  
(\_\_\_\_) widowed

(a) If single, do you plan to marry before graduation?

- (\_\_\_\_) Yes  
(\_\_\_\_) No

(b) If married, is your wife or husband (check one)

- (\_\_\_\_) unemployed  
(\_\_\_\_) employed  
(\_\_\_\_) attending a secondary school, TTC., or university  
(\_\_\_\_) undertaking post-graduate training  
(\_\_\_\_) other (specify) \_\_\_\_\_

4. With regard to your brothers and sisters, please check the following. (Insert the number in the space to your left)

- (\_\_\_\_) number of brothers and sisters in your immediate family.  
(\_\_\_\_) number of brothers and sisters younger than you.  
(\_\_\_\_) number of brothers and sisters who are graduates of any university.

5. Are any of your brothers and sisters employed in any of the following? (Check as many of the following as apply)

- (\_\_\_\_) farming  
(\_\_\_\_) teaching at a secondary school, TTC., or university  
(\_\_\_\_) in private business other than farming  
(\_\_\_\_) employed in government or firm

6. With whom did you spend your last long vacation?  
(Check one of the following)

- with friends  
 with parents  
 with elder brother  
 with elder sister  
 other (please specify) \_\_\_\_\_

7. What did you do during your last long vacation?  
(Check one)

- working at a job, firm, govt., plantation etc.  
 teaching at a school  
 unemployed  
 other (specify) \_\_\_\_\_

8. Name the place where you spent your last long vacation.  
\_\_\_\_\_

9. Do you consider this place to be (Check one)

- village - very near to farms  
 town - with good market, local council, customary court, etc.  
 city - seat of govt., large commercial center, over 500,000.  
 none of the above (specify) \_\_\_\_\_

## II. WORK EXPERIENCE INFORMATION

10. Did you work anywhere before coming to the university? (Check one)

- Yes  
 No

If yes, name the job which you held longest  
\_\_\_\_\_ (Please be specific)

11.. How important was this job to you? (Check one)

- not very important  
 important  
 very important

12. Did this job or any vacation work influence your present choice of occupation? (Check one)

- Yes  
 No

III. SOCIO-ECONOMIC STATUS INFORMATION

13. What is highest grade of school completed by your father? (Please check only the highest attained)

- did not attend school
- attended elementary school
- completed elementary school
- attended secondary school but did not complete
- completed secondary school or TTC. (teacher training coll.)
- received a diploma or bachelor's degree
- received M.SC., L.L.M., Ph.D., medical doctor

14. What is your father's/guardian's present occupational status? (Check one)

- deceased
- unemployed
- employed in govt., firm, teaching, etc.
- self-employed
- retired

(a) If employed, or self-employed, what exactly does he do? (Please be specific: e.g. an electrician at the Shell B.P.)

---

(b) Is your father or guardian still working?

- Yes
- No

15. How many of the following does your father or guardian support, either fully or partially in secondary school or TTC? (Indicate number in the space to the left)

- brothers
- sisters
- distant relatives
- none

16. While attending this University, who pays your school fees?

- (a)  by your father  
 by your mother  
 by your guardian  
 by any scholarship (federal, regional, overseas, mission, university, local council, et.  
 by self - work aid  
 by loan  
 by brother  
 by sister  
 other (specify) \_\_\_\_\_

(b) If not supported at all by any of the above, who supports you fully or partially? (Please specify)  
\_\_\_\_\_

17. Where does your father or guardian live now?

- suburb  
 village  
 town  
 city  
 other (please specify) \_\_\_\_\_

18. Has your father held office in any of the following?  
(Check as many as apply)

- (a)  church group  
 tribal group  
 political party  
 local council  
 customary court  
 government corporation

(b) Is he still holding any of the above offices?

- Yes  
 No

19. Please check up the following information concerning your home in your hometown. Please check only one under each item.

(a) Our home is

- owned  
 rented

(b) Construction of our house is with

- block
- bricks
- layered mud

(c) The roofing of our house is with

- tiles
- iron sheets
- thatched roof

(d) Our house is

- one-story
- two-story

(e) Lighting facility in our house is with

- kerosene lantern
- gas or pressure lamp
- electric

(f) Water is

- piped into our house
- drawn from tap in the compound
- drawn from public system outside the compound

(g) Do you have the following - (Check as many as apply)

- refrigerator
- radiogram
- radio
- television

(h) Does your father own (Check as many as apply)

- a car - any make
- motor vehicle
- motor cycle
- bicycle
- none of these

(i) Does your father take a daily or weekly newspaper regularly or sometime?

- Yes
- No

IV. EDUCATIONAL INFORMATION

20. Name 2 or 3 subjects you liked best at the secondary school or teacher training college.

\_\_\_\_\_

21. Give the main reason why you liked them best.

\_\_\_\_\_

22. Name 2 or 3 subjects you liked least in the secondary school or TTC.

\_\_\_\_\_

23. Give the main reason why you liked them least.

\_\_\_\_\_

24. What was the last examination you passed before entering the University? (Check only one of these)

- West African School Certificate (WASC)
- Higher School Certificate (HSC)
- GCE (Ordinary Level)
- GCE (Advanced Level)

(a) While preparing for this examination, which subjects did you like best (List any three)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) Why did you like these three subjects? (List Your reasons)

\_\_\_\_\_  
\_\_\_\_\_

25. Who is most influential in your decision to go to the University? (Check one of the following)

- father
- brother
- friend
- teacher
- church minister
- school principal
- girl friend
- boy friend
- nobody

26. What was the most influential reason that made you decide to go to the University? (Give one reason)

---

V. OCCUPATIONAL INFORMATION

27. What field (degree program) did you have in mind to take before you entered this University? List one and be specific.

---

28. What degree program were you first registered in during your first year at this University? List one and be specific.

---

29. In what degree program are you registered at the present time? (Check one).

- Agricultural Economics
- Agricultural Engineering
- Animal Science
- Plant/Soil Science
- Home Economics
- Veterinary Science
- Agricultural Education
- Business Education
- Home Economics Education
- Trades & Industrial Education

30. Did you change your degree program since you were first registered in this University?

- Yes
- No

(a) If yes, did any previous work experience influence your decision to change your degree program?

- Yes
- No

(b) If no, why did you change? (Please be specific)

---

---



31. Which of the following was MOST INFLUENTIAL in helping you to decide on your present degree program? Check only one.

- father
- senior brother
- close friends
- school principal
- age group (from same town)
- available scholarship
- teacher in secondary school or TTC
- school influences - magazines, speakers, trips
- University of Nigeria prospectus - departmental program
- any other (list) \_\_\_\_\_

32. To what extent did available financial aid or scholarship influence your decision to take your present degree program? (Check one)

33.  not at all  
 some  
 much

33. Now that you are in the University, what occupation do you plan to follow? (Be specific and indicate particular kind of job, e.g. teaching and research.)

34. Is this the kind of job you have really made up your mind to do?

- Yes  
 No

If no, what do you really want to do? \_\_\_\_\_  
Be specific

35. Which of the following did the MOST to influence you into choosing the occupation you have considered? (Check one)

- school influences (books, magazines, bulletins, activities)
- family (father, mother, brother, sister)
- principal
- teacher or housemaster
- close friend or age group
- relative (uncle, aunt)
- other (please specify) \_\_\_\_\_

36. What do you desire most from this occupation that you have selected? (Check any two items which apply)

- money
- security
- prestige
- opportunity for advancement
- opportunity to do research
- opportunity for overseas training
- other (specify) \_\_\_\_\_

37. What do you hope that your training will qualify you most to be? (Check only one)

- a private businessman
- a civil servant in government
- a teacher at secondary or university level

38. If you checked (teacher), do you plan to teach in a secondary school or teacher training college? (Check one of the following)

- No, I definitely do not plan to teach at all.
- I have tentative plans to teach in the sec. school or TTC.
- Yes, I definitely plan to teach in secondary school or TTC.
- Undecided

39. With regard to when I selected an occupation: (Check one)

- I never seriously considered the matter
- I considered it during my first year in the university
- I considered it in secondary school or teacher training college
- I always had it in mind.

40. Compared with my friends/classmates, I think my chances for succeeding in the occupation I have chosen are: (Check one)

- somewhat below average
- average
- good
- excellent
- don't know

41. Consider the following fields as far as their social standing in your community and rate them as very important, important and not important, regardless of whether such jobs are realistic career possibilities for you (Check an X mark in any of three columns which applies.)

<u>Field</u>	<u>Not Important</u>	<u>Important</u>	<u>Very Important</u>
<u>Accountancy</u>			
<u>Engineering</u>			
<u>Political Science</u>			
<u>Education</u>			
<u>Law</u>			
<u>Agriculture</u>			
<u>Medicine</u>			
<u>Journalism</u>			

VI. FARM INFORMATION (For agriculture and agricultural education students only)

42. Do you expect to get a degree in agriculture or agricultural education?

(  ) Yes  
 (  ) No

- (a) If yes, would you like to be any of the following: (Check one)

- (  ) a part-time farmer after your graduation  
 (  ) a full-time farmer sometime in the future  
 (  ) a teacher of agriculture in sec. school  
 TTC, agricultural institute or university  
 (  ) an extension agent with youth or adult farmerse  
 (  ) an agricultural officer  
 (  ) a research worker  
 (  ) an agricultural salesman

- (b) If you have chosen any of the above, please describe very briefly what specifically you will be doing.

---



---

(c) If you have not chosen any of the above, give the most important reason why you are now taking agriculture.

---

(d) Also give the most important reason why you would not like to be a farmer (either part-time or full-time).

---

43. In what one type of farming are you most interested? Name one e.g. poultry, beef, vegetable, etc.

---

44. What do you like most about farming? Give one reason.

---

45. What are the opportunities for you to become established in farming? (Check one)

- no opportunity
- average opportunity
- very good opportunity

46. If you plan to farm, by what method do you anticipate getting started? (Check the one most likely to you).

- purchase land with government loans
- use village or communal land
- become farm manager first - working for someone
- rent land on some arrangement
- inherit land and use it
- enter into partnership with a friend or relative.

## Appendix B

The chi-square test of significance was used as a measure of the discrepancy or divergence between the observed and independence frequencies. It is defined by the following formula:

$$\begin{aligned} \chi^2 &= \sum \frac{(\text{observed frequency} - \text{theoretical frequency})^2}{\text{theoretical frequency}} \\ &= \sum \frac{(f_o - f_t)^2}{f_t} \end{aligned}$$

The value of the coefficient of contingency, " $\bar{C}$ ", another common measure of the strength of relationship is defined by:

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

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TITLE OF THESIS PERSONAL FACTORS INFLUENCING THE OCCUPATIONAL CHOICE OF  
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