USMANU DANFODIYO UNIVERSITY SOKOTO.

(POSTGRADUATE SCHOOL)

RELATIONSHIP BETWEEN SELF-CONCEPT AND MOTIVATION FOR OCCUPATIONAL PREFERENCE. IMPLICATION FOR COUNSELLING

A Dissertation

Submitted to the

Postgraduate School,

USMANU DANFODIYO UNIVERSITY, SOKOTO, NIGERIA

In partial Fulfillment of the Requirements

For the Award of the Degree of

MASTER OF EDUCATION (GUIDANCE AND COUNSELLING)

BY

ABUBAKAR ABDULLAHI UMAR

ADM. NO. 10/211407002
DEDICATION

This research work is dedicated to my parents Late Malam Abdullahi Alkanchi. May his soul rest in perfect peace Amin and Hajiya Hauwa’u Umar. For the great role they played in making me what I am today. May Allah (S.W.T.) reward them abundantly and grant them His paradise Amin.
CERTIFICATION

This dissertation by Abubakar Abudullahi Umar (10211407002) has been certified as meeting the requirement for the award of the Master of Education in Guidance and Counselling of the Usmanu Danfodiyo University, Sokoto.

________________________  _________________________
Date                      External Examiner
ACKNOWLEDGEMENTS
In the name of Allah the most Beneficent the most Merciful. Thanks are to Almighty Allah the sole creator of the universe may His blessing be upon to His Prophet Muhammad (P.B.U.H.), his companions and, his family members.

I wish to express my sincere appreciation and gratitude to my major supervisor Professor M.U. Tambawal, Dean Faculty of Education and Extension Services, Usman Danfodiyo University Sokoto, for his keen interest and tireless effort in guiding me with useful suggestions and corrections throughout the course of my study. May the Almighty Allah reward him abundantly.

My sincere thanks and appreciation go to my supervisor Head of the Department Educational Foundation Professor Aisha Madawaki Isah, and Dr. A.F. Usman of the Department of History Usmanu Danfodiyo University Sokoto. May Allah reward them with His Paradise Amin. I also thank my lecturers in the Faculty of Education, whose help had aided me throughout the course of my programmed, especially Professor A.A. Salawu, Dr. Mrs. Halima PG. Coordinator, Dr. Yusha’u and Dr. Rabi of Educational Science Usmanu Danfodiyo University Sokoto, Dr. Idris Abdulmalik of Shehu Shagari College of Education Sokoto, and Professor LG. Hassan Gusau, Dean Faculty of Sciences Usmanu Danfodiyo University, Sokoto.

You have provided a great deal of encouragement and supported me.

Special thanks and appreciation also go to my father Professor J.M. Kaura, Department of Islamic Studies Usmanu Danfodiyo University Sokoto, for scholarly advice, financial support and encouragement received from him as he kept on urging me to work hard and not to get discouraged. May Allah reward him abundantly, Amin.

I wish to register my gratitude and appreciation to my parents, Late Malam Abdullahi Alkanchi and Hajiya Hauwa’u Umar , Hajiya Hauwa’u (Yaya), Malama Ummu, and Mama Asma’u J.M. Kaura. My gratitude goes to my entire brothers and sisters Khalipha Mustapha, Mahmud, Alhaji Umar, Malam Murtala, Mujtaba, Aliyu Abdullahi Alkanchi, Hajiya Fadimatu,
Hajiya Safiya Usman Gusau, and A'isha Alhaji Abubakar Minti, for their support and understanding during this endeavor. My admirable recognition goes to my wives Hindatu and Amina for their support, encouragements and understanding, may Allah bless them with Jannatul Firdausi. Amin. My acknowledgement goes to my children Al-Amin, Abdur-Rashid, Ibrahim, Nusaiba, Nana Firdausi and Ahmad Tijjani.

I similarly, extend my thanks to my friends Malam Mustapha Abdullahi Jagaba, of Sultan Muhammadu Maccido Institute for Qur'an and General Studies, Malam Ibrahim Salau of the Department of Biology, Shehu Shagari College of Education Sokoto, Malam Yusuf Abubakar of Al-Hudah, and my humble typist Abdulhamid Idris Abdulmalik for the role they played in making this work a reality. I also, indebted to authors and publishers listed in the references which had been quoted and consulted deliberately. May the Almighty Allah bless all of us and reward us with His paradise, Amin.

Finally, I register my profound gratitude to all Principals of all the participating schools for their cooperation.
TABLE OF CONTENTS

i Title page

ii Dedication

iii Certification

iv Acknowledgements

vi Table of Contents

ix List of Tables

x Abstract

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study 1

1.2 Statement of the Problem 4

1.3 Research Questions 6

1.4 Objectives of the Study 6

1.5 Research Hypotheses 7

1.6 Significance of the Study 7

1.7 Scope and Delimitation of the Study 9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

10 Introduction 2.1

12 Conceptual Framework of Self-Concept 2.2

15 Approaches of Self-Concept 2.3

19 Function and Importance of Self-Concept 2.4
CHAPTER THREE: RESEARCH METHODOLOGY

61

Introduction 3.1
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

70
Introduction 4.1

70
4.2 Data Presentation, Analysis and Discussion

75
4.3 Hypotheses Testing

77
4.4 Summary of the Major Findings

78
4.5 Discussion of the Major Findings

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

84
Introduction 5.1

84
Summary of the Study 5.2

86
Conclusion 5.3

86
The Implications of the Study 5.4

88
Recommendations 5.5

89
Suggestions for Further Researches 5.6

90
References

96
Appendixes

LIST OF TABLES

62 Number of Schools in Three Boards and Private SchoolsTable 3.3.1:

62 Table 3.3.2: Number of Schools According to Gender
Table 3.4.1: SSIII Student's Population and the Sample Size of the Selected Schools

70

Table 4.2.1: Students Responses According to Gender

71

Table 4.2.2: Distribution of Respondents by Age

72

Table 4.2.3: Frequency Distribution of the Students' Responses on the Occupation of their Fathers

73

Table 4.2.4: Students' Responses on their Mother's Occupation

73

Table 4.2.5: Students' (Male) Responses on Having Interest in Father's Occupation

73

Table 4.2.6: Female Respondents on Having Interest in their Mother's Occupation

74

Table 4.2.7: Students' Responses on the Information on the Occupational Choice

74

Table 4.2.8: Scores on the Variables

75

Table 4.3.1: Relationship between Self-Concept and Motivation for Occupational Preference of Secondary School Students

75

Table 4.3.2: Relationship between Self-Concept and Motivation for Occupational Preference of Secondary School Male Students
Abstract

This study is on the relationship among Self-concept and Motivation for Occupational Preference of students in some selected senior secondary schools in Sokoto metropolis. A total number of three hundred and thirty three (333) students were selected as sample for the study; also a total number of nine (9) schools were purposively selected out of forty-three (43) schools in the metropolis. The Two Instruments used for the research were: Adopted version of Akinboye Adolescent Personal Data Inventory (APDI subscale A), was applied to measure self-concept, and Motivation for Occupational Preference Scale (MOPS), was used to measure students Motivation for Occupational respectively. Three hypotheses were generated and tested using Pearson Product Moment Correlation Co-efficient. The formulated hypotheses were tested and the results showed that self-concept is more related to SS III student's motivation for occupational preference in male than in the female within the senior secondary school in the metropolis. This is an indication that self-concept and motivation for occupational preference are cordially related. Some of the recommendations are: Parents should work with Counsellors with a view to helping their wards to improve their effectiveness by guiding them to acquire valid and reliable information on the real world of life and work in our society.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Most secondary school students have only a vague notion of what they would like to do as their life's work. According to various survey studies girls who assume that a large part of their lives will be devoted to raising a family and giving little taught to the kind of work they might do both before marriage and after their children have grown up. But, one particular question which generally borders many secondary schools is: "After secondary school, what next? What to do after secondary school?" is a major concern of students, since many of them seem to know that they would not be able to proceed to College or University. Samuel (2001), according to him various studies has shown that most young students have only a vague notion of what they would like to do as their life's work (careers), a great need exist therefore to motive them to a good plan for and prepare adequately for their life occupation while they are yet pupils or students. We should remember once again that the work each person does to earn a living influence his way of life and it is a major factor of his self-concept. It helps him to satisfy many human needs and motivating young people to plan their life's work and develop effectively. This was supported by Kimbrel and Vineyard as quoted by Samuel (2001) he stated that: How successful you are in life is largely measured by your success in your occupation. Being successful on a job which interests you helps you to develop a sense of pride, it gives self-concept for those who are most interested and successful in their occupation and are most satisfied with life. Job success is the chief way we measure our own usefulness and our value. Naturally this has a great effect upon ones self-concept. Without self-concept, you cannot accept yourself as being a
person of value. If you cannot accept yourself as a meaningful person, you cannot accept others as worthy and be truly concerned about them.

There are several ways in which parents exert influence on the occupational choice of their children as confirmed by the results of some studies conducted within and outside the country. Isaacson (1978), conducted a survey on the work history of group of men in Ohio. And the career pattern followed by these men demonstrated clearly that there is relationship between father's education and son’s education, and between father’s occupation and son’s occupation. Similarly, Okedeji (1973) found that the males showed positive relationship between their father’s occupation and both prestige and ability demand of their occupational choice. And the families where the mother is highly educated precipitated and encouraged the children in choosing occupations that are prestigious. Denga (1986) examined whether student’s choice of occupation had some relationship to parents or guardians income or occupation. He discovered that the student’s choice of career bear very significant relation to father's or mother’s occupation. He used 200 samples of students, and only 25 of them showed positive occupational correlation. And he observed that parents and guardians of his subjects were mostly farmers, but they influenced and encouraged their children to choose more lucrative career than farming. The students' score on motivational factors for occupational preference showed significant of 61% parental pressure on their choice.

For that, forcing students to read either sciences or arts subject by parents and friends has placed many of them jumping from one course to another. Many of the Nigerian students have neither the understanding of themselves nor the diversity of vocations of interest that are available as well as the necessary prerequisites for jobs. A
number of the students manifest lack of interest in the occupation and ability to cope with the courses they are studying.

Hassan (2008) reported that many Nigeria Secondary Schools have incongruent patterns between the aspiration or no vocational interest and subject combinations for the school certificate examination. This is a pointer to the fact that most Nigerian adolescents lack adequate information about their self concept and the information on the world of work available and also manifest lack of interest (Arowolo, 2010). Furthermore, the growing need for vocational guidance in schools is based on the assumption that ‘nobody can choose what he or she is not interested in or knows nothing about’.

However, it was observed that, despite the laudable aims and objectives of secondary school education as outlined in the National Policy of Education (2004) that it is to prepare an individual for living within the list of objectives, yet students failed to have realistic choice of occupation. Abdullahi (2002) quoted in his work on ninety 90 students from four 4 science schools in Sokoto metropolis in which most of the student's did not know the school that offer courses of their vocational aspirations.

Similarly, this study also considered the relationship between self-concept and Motivation for Occupation. It is actually true that, occupational choice, by its very nature, is not just an intellectual and rational process, but it involved a total person, including his feelings, self concept attitude, aptitude, interest, abilities which have to be matched with the requirement of a job.

Also, among the worthwhile roles that people desire and anticipate satisfying during their life time is occupation or job satisfaction. And this is facilitated by the kind of occupation a person chooses to pursue in life. This means that, the occupations people choose and do have important function, not only to the individual but also to the
To this end most students are carried away by fantasy or illusion or the prestige that is attached to professional jobs, which make them to choose vocation that does not relate to their personal construct, training, or that outstrip the available opportunities; thus causing a lot of problems not only to the individuals involved but also to the progress and development of the society which has much to do with productivity of the personnel engaged in various kind of jobs.

1.2 Statement of the Problem

The system of education in Nigeria has failed abysmally to launch the nation to technologically advancement as envisioned by the Education policy makers. Many Nigeria students leaving secondary schools have neither the awareness of the diversity of occupation available nor the one to develop interest in. In most of these schools, there are insufficient counsellors to assist the students make appropriate vocational decisions based on their interest and self-concept. This is because self concept has been proved to affect occupational maturity (Natalie, 2006), occupational aspiration (Hassan, 2008) and motivation for occupation (Meyer, 1995). When learners lack interest or motivation, they may not cope with the courses they wish to read (Ahamadu & Afu, 2010). This study therefore focuses on self concept in relation to Motivation for occupational preference.
The occupation a person chooses to pursue can be an important determinant of
his entire life style therefore decisions which lead to his eventual entry into an
occupation are extremely important, and once made, such decisions are often
irreversible especially where long, expensive and intensive training were made.
However, the psychological and economic result of reversing occupational decision or
choice at a later date is dangerous. Therefore efforts need to be made to avoid its
occurrence.

Researchers like Ahmad and Afu (2010), Brown (2002), have identified that
vocational choice that is not relevant to one’s self-concept could lead to dissatisfaction,
unproductively or even dismissal from job. Secondary school curriculum and national
policy of education aimed at training the students so as to become useful, functional and
acceptable members of their society. The selection of school subjects was set to meet
the national broad goal of education but still there are parents that force their children to
choose a particular area in sciences or arts particularly in gender disparity in order to
make them prepaid for occupation according to their needs (Abdullahi, 2002:40) but yet
these students are not professionally allowed to pursue the career. This can lead them to
become unhappy for the rest of their lives. Oluloye (2005) noted that general life
satisfaction depend heavenly upon the ability of a person to get a job that is congenial to
his personal interest.

This means that compatibility between self-concept and motivation for
occupation is essential. Therefore, the statement of the problem is to identify clearly if
our senior secondary school students relate self-concept with their motivation for
occupation.
The main thrust of this research therefore is to investigate the relationship between self-concept, and motivation for occupational preference among senior secondary school students in Sokoto Metropolis.

1.3 **Research Questions**

The following are the research questions that this research answered:

1. What is the relationship between self-concept and motivation for occupational preference among senior secondary school students in Sokoto Metropolis?

2. What is the relationship between self-concept and motivation for occupational preference of male students among senior secondary school in Sokoto Metropolis?

3. What is the relationship between self-concept and motivation for occupational preference of female students among senior secondary school in Sokoto Metropolis?

1.4 **Objectives of the Study**

The following are the objectives of this study:

1. To find out the relationship between self-concept and motivation for occupational preference among senior secondary school students in Sokoto Metropolis

2. To find out the relationship between self-concept and motivation for occupational preference of male students among senior secondary school in Sokoto Metropolis?

3. To find out the relationship between self-concept and motivation for occupational preference of female students among senior secondary school in Sokoto Metropolis?
1.5 Research Hypotheses

1. There is no significant relationship between self-concept and motivation for occupational preference among senior secondary school students in Sokoto Metropolis?

2. There is no significant relationship between self-concept and motivation for occupational of male students among senior secondary school in Sokoto Metropolis?

3. There is no significant relationship between self-concept and motivation for occupational preference of female students among senior secondary school in Sokoto Metropolis?

1.6 Significance of the Study

Though researches have been conducted on relationship between self-concept with some variables, and also between motivations for occupation with some variables, but very little has been done to explore the relationship between self-concept and motivation for occupational preference among senior secondary schools students in Sokoto State. As such this necessitates a research in this area.

It has been a common practice among parents, guardians, and society in general to make vocational choice for students, and this is very hazardous to both students and even the society. In line with this, the researcher hopes that the information, data and result of this research will enable students, parents, guardians, teachers, school administrators, guidance and counsellors and others to realise the importance of allowing the students and motivate them to choose occupation that commensurate with their interest. This will in turn minimise or even eliminate the problems of dissatisfaction, unproductive and failure in imposed career or occupational choice.
The findings of the study would be also be beneficial to parents in terms of capital investment to the education of their children i.e. there is justification within the resources invested. Moreover, school administrators and the policy makers could find it useful in selecting and assigning properly qualified guidance personnel as well as provision of adequate facilities and materials for guidance programme, and also in defining the objective of the educational programme, it will also assist in identifying the guidance needs of students, to improve their effectiveness by guiding them to acquire valid and reliable information on the real world of life and work in our society.

On the other hand, the findings of the study would equally help counsellors in any secondary school in guiding students on vocational choice. If self-concept is congruent with working environment, there will be job satisfaction with its corresponding high productivity in the nation’s manpower output.

It was also expected that the study would help students and interested readers to recognise the value of self concept in human behaviour and motivation for occupation and how they both contributed to job satisfaction and success in general life.

Similarly, it was hoped that the findings of this study would be of immense use to teachers, career workers, educational planners, policy makers and employment agencies. It would enable them to identify the problems related to student's self concept and vocational choice and find ways of solving them.

The findings of this study would also help federal, state and local governments (particularly Sokoto State) to evolve strategies aimed at enhancing favourable self-concept and motivate students for proper vocational choice that tally with individual capacities and his interest. This would help to promote the state indigenes to fill their employment quota at national or federal level, more especially with the introduced federal character commission.
Finally, this study would serve as additional literature to relatively few existing ones on self concept and motivation for occupational preference among senior secondary school students in Sokoto metropolis.

1.7 **Scope and Delimitation of the Study**

This study was restricted to the nine 9 selected senior secondary schools in Sokoto metropolis. The schools were chosen because of their role in vocational training of students through their various subjects. The subjects were limited to science or arts, because of the limited time and resources available for the conduct of this research work, as a result of these constraints the researcher’s respondents was drawn from nine 9 selected senior secondary schools. Both male and female were used as respondents of this research whom their age ranges from 18 – 22 years. The schools are:

5. Government Day Secondary School 'Yar'akija.
7. Nagarta College Sokoto.

It was also hoped that the choice of these various schools in the state would give room to students in order to have some orientation and motivate them about their life after school. With this, the researcher investigated the relationship between self-concept and motivation for occupational preference among SS three 3 students in Sokoto metropolis.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The main concern of this research was to find out the relationship between self-concept and motivation for occupational preference among senior secondary school students in Sokoto metropolis. The review of related literature therefore, focused on the following subheadings:-

2.2 Conceptual Framework of Self-Concept

2.3 Approaches of Self-Concept

2.4 Function and Importance of Self-Concept

2.5 Determinants of Self-Concept

2.6 Relationship between Self-Concept and Sex

2.7 Conceptual Framework of Motivation for Occupation

2.8 Motivational Approaches

2.9 Theories of Work Motivation

2.10 Content Theories of Work Motivation

2.11 Process theories of Work Motivation

2.12 Occupational Choice

2.13 Types of Occupation

2.14 Theories of Occupational Choice, its Functions and Importance
2.15 Factors Affecting Motivation for Occupation

2.16 Relationship between Self-Concept and Motivation for Occupation

2.17 Relationship between Parents and Occupational Choice of their Children

2.18 Vocational Aspirations of Students and their Parental Motivation

2.19 Common Propose Occupation by Parents and Peer-group in Nigeria

2.20 Empirical Studies Reviewed

2.21 Summary and Uniqueness of the Study
2.2 Conceptual Framework of Self-Concept

Self-concept has been severally defined by experimental, developmental, social and vocational psychologists and other scholars to suit their theoretical frameworks. But despite the differences in the perspectives taken there is also considerable consensus in the definitions offered.

Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. (Myer 1995) Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated (e.g. "I feel good about being a fast runner").

Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behaviour. (Myer 1995).

The perception people have about their past or future selves is related to the perception of their current selves. The temporal self-appraisal theory (Samuel 2001) argues that people have a tendency to maintain a positive self-evaluation by distancing themselves from their negative self and paying more attention to their positive one. In addition, people have a tendency to perceive the past self less favorably (Samuel 2001) (e.g. "I'm better than I used to be") and the future self more positively (e.g. "I will be better than I am now")
However, the terms 'self ' and self-concept used by some theorists to mean the same thing. Cooley cited by Hassan (2008) defined self-concept as our perception of beliefs about one's own nature, unique qualities and typical behaviour. Your self-concept is the mental picture of yourself. It is a collection of self perceptions. For example, a self-concept might include such beliefs as 'I am easygoing or I am pretty or I am hard working. But Samuel (1981), used the two terms to mean different things. They consider self to embrace all attribute of a person and self-concept to mean that part of self which is aware of itself. That is the perception one has of his own image, characteristics, feelings, strength and limitations and the enduring state of readiness to respond in characteristic ways to stimuli and experiences. Okon (1984) defines self-concept as:

\[
A \text{ combination of all thoughts and feelings that a person has about himself or his picture of himself. Both the physical and Psychological dimension make up the self-concept. (Pp 58-59).}
\]

While Mcadam (2009), defined self-concept as the image that we have with regard to our selves This image is formed in a number of ways, but is particularly in influenced by our interactions with important people in our lives Self is the combination of physical and psychological attributes that is unique to each individual (Shatzer, 1981). According to Shetzer, the self and social developments are intertwined. The self-develop through interactions and acquire information among people around the self to form the social self. This self require social cognition which Shaffer described as the thinking that people display about the thoughts, feelings, motives and behaviours of themselves and others. Shaffer agreed that this will lead the self to self-recognition. He added that the ability to recognize oneself coupled with the conscious awareness that “I” represents my own is self-recognition. The self recognition will help the adolescent to
develop physical self-concept, psychological self-concept and academic self-concept, and this in one way or the other, influence the vocational interest of the adolescent and promote the adolescent’s self esteem. To Hattie (2003) self esteem is the evaluation of one’s self worth. Self-concept, according to Rogers (1963), is the perception of one’s self. It develops out of the organism’s interaction within the environment. To Rogers, self concept develops as one’s inherited potentials meet with the experience of everyday life. It may change as a result of maturation and learning. Meyer (1995) described self-concept as how a person view himself (self image) and how one will like others to view him (described self). To Kelly (2004), self concept is the awareness of one’s attributes' judgments, and values in relation to one’s behaviour, abilities and capabilities. This will help the adolescent to feel capable, likeable, adaptable and strong. Self-concept is influenced by environment and significant others. The environment may influence adolescents negatively or positively. When the environments of the home, school and society is conducive for the adolescents develop high, positive and healthy self-concept (Okereke, 2006). In the home, it will attract self worth, self confidence and self-esteem. Good communication, worthwhile experiences, will make adolescents look at adults as role models. To Okereke, lack of all these, couples with poverty, alcoholism, marital problems, size of the family would affect the adolescent’s self-concept negatively.

In the school, good teacher/students relationship, availability of guidance counsellors, organized career talk, seminar, workshop, and accurate vocational information, would vocational interest (Balogun, 2006). But where they are lacking, Marsh (1990) says, will cause the adolescent to be in total darkness. Denga (1998) posited that development of a healthy environment will promote good self-concept of the adolescent at school. Hassan (2008) believes that self-concept stability depends on the perceptual aspect which is organized by the cognitive processes. The Super theory
of self-concept stated that an individual strives to implement the self-concept by choosing a vocation of interest. By expression of their interest, character, feelings and needs are seen on that expected vocation. Conversely, Hattie (2003) investigated the self concept as motivation for vocational interest. Result indicated no significant differences in the opinion of students on motivation for self-concept and vocational interest. Arising from the finding was that students' education has to be enriched and nourished for them to make realistic vocational interest. Marsh (1990) in the study of self concept and vocational choice observed that proper vocational education will equip students to better vocational choice. Dukku (1987) found in his study that there was also relationship of students’ self-esteem and their career desire. Balogun (2006) believes that accurate vocational information, seminar, career talk and workshop will promote high vocational interest.

2.3 Approaches of Self-Concept

The psychological theories which address the nature of self-concept are as follows:

a. Behaviourist Approach
b. Developmental Approach
c. Symbolic Interaction Approach
d. Phenomenological Approach
e. African Approach

a. The Behaviourist Approach

The behaviourist explanation on the nature, development and function of self-concept was based on conditioning theories, which explain the relationship between stimuli and responses, between experience and behaviour and the use of conditioning reflects and various form of reinforcement to either cause, strengthen or extinct
behaviour. This serves as the basis and invariably affects the self-concept of an organism. Olowu (1990) cited Duval and Wicklund who developed behavioural approach to the study of self-concept, known as the study of objective awareness. It also states that how we perceive ourselves is directly related to the feedback we receive regarding how others view our appearance, behaviour and the reinforcement of overt and covert behaviour.

b. Developmental Approach

According to this approach, the various facet of growth, development and maturation (physical, social emotional and mental development) influence the formation and development of self-concept. For instance Encyclopedia (2010) came with theories of cognitive and moral development which explained the gradual acquisition of relatively unified self-concept as a continuous process that occurs throughout one's life span. Accordingly a healthy-positive self-concept is based on mutual interaction between genetic and environmental factors, and also on proper rate and sequence of development, growth and maturational processes. While, the negative self-concept is caused by the impaired growth and unfavourable environmental conditions.

Research findings (Marsh 1990 and Olowu 1990) have supported the presence of multidimensional self-concept in adolescents and adult based on their corresponding level of growth and maturation. Kuppusway cited by Abubakar (1981) investigated the relationship between self-concept and bodily changes at puberty through adolescence, and found early matures are at advantage of having deeper and better self-concept than late matures.

c. Symbolic Interaction Approach

The central core of this theory is 'I and Me' dichotomy pioneered by Cooley (1902). He emphasized on the notion that the self and society are twin born. The society
shapes the individual self as individuals shape the society. Consequently both self and society are product of interaction know as 'symbolic interaction'. Olowu (1990) gives three premises upheld by this theory as:

i. Human beings respond to the environment on the basis of the meanings that element of environment have for them as individuals.

ii. Such meanings are product of social interaction.

iii. These socio-cultural meanings are modified thorough individual interpretation within the ambit of this shared interaction. Thus self and others form an inseparable unit.

d. Psychoanalytic Approach

Psychoanalysts (like Anne 1957 and Adam 1965), emphasized on instincts and emotional conflicts occurring within the mind of a person, referred to as intrapsychic events to be the primary sources and determinants of self-concept, and general behaviour. Freud interprets this intrapsychic event to be the interplay between three components of self, namely: The unconscious self which is 'Id' (being the traditional impulses within the organism). The conscious self- that is the 'Ego' (being a person conscience as derived from demands and restrictions from environment and society).

This approach considers the development of healthy core self (self-concept) to be obtained by either expression of instinct or combination of instincts through synthesis, sublimation, displacement and use of Ego defence to maintain inner consistency.

e. Phenomenological Approach

The central theme in this perspective is 'perception' Rogers as cited in Meyer (1995) specifically adopted self-concept as the core construct in his works. He was analogous to Lewin's space theory of phenomenal field, and the core of this field is
'perception' otherwise known as self-awareness or self-concept. According to this approach, a person's view of his/herself is largely connected to how he/she views the world. This makes the self to be the complex core of human behaviour, it also serves as frame of reference used by individual in making judgment about his total well-being in relation to the physical and social situations.

Similarly, each person has an inborn need called self-actualisation tendency. This is a manifestation of self-concept that causes an individual to strive and at achieving greater congruence between the self, the experiences and phenomenal world.

f. The African Approach

A popular African adage use in self-reference is: "I am, because we are, and we are because I am". According to this approach, the individual does not exist unless in corporate or communal body. He is simply an integral part of collective unity. Abdullahi (1986) observed that the self-concept of Africans is originally derived from innate-inborn tendencies, cultural values, and commanding spirit which is believed to have greater command over an individual than any external force. This spirit-self is regarded as the fore-front and the strength behind any action.

However, in traditional African setting (like Sokoto) even the names given to a person serves as basis of self-concept. Often a child is named after the name of day, situation or person, and is then perceived and expected to behave as his/her name implies. The Muslims believe that name came from God. Thus all human attitudes, attribute and self-concept are spiritually inclined to destiny or will of God.

Olowu (1980) have in his writing described the nature of self-concept as an abstraction like mind, which has no special location, also it consists of several entities like body, social and cognitive images. These include: Likes and dislikes, wishes, hope
and values and all attribution made to self-concept. It is composed of internal and external dimension of self-appraisal and other's appraisal.

Therefore, an individual's self-concept is that invisible part of individual that is consciously aware of its existence. It is our mirror of reality though not absolute reality, because there is often discrepancy between what we are (real-self) and what we want to be (ideal-self). Every person has self-concept been it factual or distorted. The self-concept exists in different categories, varying degrees and continuum and is obtained through inferences, observations, appraisal and measuring instruments. Self-concept is regarded as a multi-dimensional, multifaceted hierarchical structure.

2.4 Function and Importance of Self-Concept

Self-concept plays a vital function in almost all part of human behavior and actions throughout life. Among its role is that it helps in determining human behavior. It aids in maintaining inner consistency in behavior. It determines how experiences are interpreted, it also helps in distinguishing the similarities and differences in human behavior, and it provides a set of expectation imbibe by an individual.

Many writers and researchers have tried to portray the importance of Self-concept in their writing. Salawu (1991) cited Rogers to have viewed Self-concept as the central determinant of human behavior, and centrally involved in learning process either as a contributing cause or as an important outcome, while Olowu (1990) indicated that: Although language has often been classified to be sole attribute that is unique to man, the Self-concept is possibly a stronger claimant for that role of distinguishing man from living matter.

Hamachek (1979) considers Self-concept as a psychological reality that is helpful in distinguishing behavioral similarities and differences among people. While Burn (1982), equates Self-concept with inner filter. Every perception that enter
individual must go through the filter; the perception is then given meaning which manifests into behavior or attitude. And the meaning given is largely determined by the view individual has of himself.

2.5 Determinants of Self-Concept

Some factors outlined by experts as determinant of Self-concept include: Innate inborn characteristics, home factors, and school factors, psychological and social factors. The role of each of these factors is discussed below.

a. The Innate Inborn Characteristics

This refers to biological factors like physical appurtenance and sex, which give a person a considerable impression of who he is and how others view him. For instance the name one bears, and dresses one wears are gender differentiated, likewise one is treated, spoken to either as male or female. This makes sex a strong determinant of self-identity and Self-concept.

b. Home

The home plays an important role in acquisition and development of self-concept. Olowu (1983) cited the most frequently mentioned home variable that is relevant to Self-concept as

i. Parent variable such as parents characteristic, values, self-conceptance, child rearing practice, interparental relationship, absence of parent through death or divorce, never married status of parents, working status of mother (Burn 1982).

ii. Family/role structure and role specialization (Burns 1982).

iii. Family size (Sesay 1986).

Other variables cited by experts include; attitude of blessing or cursing a child, (Abdullahi 1986); parental perception and expectations parent’s tribe and religion (Abdullahi 2002).

c. School Factors

Factors like teaching and non teaching staff, peer groups, curricular and extra-curricular activities play notable role in acquisition and development of self-concept of individual. Infect the school serves as second to home in determining the growth of self-concept. Abdullahi (1986) observed that school can either cripple or enhance self-concept.

Some factors outlined by researchers that have impact on learners' self-concept are: Teacher’s expectation (Trusty & Seriovaran 1966), teacher’s appraisal (Marsh 1990), success or failure induced by teachers (Santrock 2008), negative or positive feedback (child 1981). The school was found to determine and improve academic and general self-concept Ausbel cited by Abubakar (1998). While Hattie (2003), revealed supportive evidence on the positive relationship between self-concept and academic achievement or performance. But Ikeotunye (1978) and Salawu (1991) could not find conclusive support for substantial relationship between self-concept and academic achievement. Whereas Meyer (1995) Marsh (1990), found positive correlation between self-concept and academic achievement.

d. Psychological Factors

The acquisition and development of self-concept have been attributed to some psychological constraints like, perception, sensation, motivation, emotion, maturation, learning and experience. Meyer (1995) indicated that:

“Motivation, perseverance, choice and generalized behavior, each relate to the label a person applies to different aspects of the self,, and the element which comprises
the context or situation with which they do or expect to interact. The self labels represent the pieces making up the composite self-picture or self-concept which causes a particular mode of behavior under specific contingencies.

ej. Social Factors

The self-concept of an individual is essentially a social structure that originates from social experience through purposeful interaction. Adam (1965) state that:

Self-eminate from social intercourse which takes place through the medium of gesture, and language communication which are internalized, interpreted, personalized and manifested into behavior. The self is most likely to be noticed in interaction real or imaginary with others.

According to Nwamuo (2001):

The search for self is a perplexing activity, and all human beings engage in the struggle to discover their identity, that is the person we are or choose to be. This percussive search involved our clothes, our appearance, and our physique and at a more significant level, it includes our choice of values, our stance in relation to parents, others and society, and our whole philosophy of life.

Actually, each society is composed of cultural, tribal, ethnic, geographical and religious groups, and also has certain norms or values which members must subscribe to willingly or unwillingly. The family, mosque, church, clubs, association, schools and other social agencies serve the purpose of indoctrinating these norms and values into young children and adults. These play a vital role in growth, development and shaping the self-concept of individuals.

To this regard, the self-concept of an individual could be summed up to be a by-product of several factors that could be referred to as nature and nurture contingencies.
2.6  Relationship between Self-Concept and Sex

Actually sex or gender identity is one of the foremost aspects of awareness an individual acquire both biologically and socially. Biologically the parent’s chromosomes determine the sex of a child while social orientation fosters the self-awareness of one’s sex. The common impression is that the family and social agencies provide children with model of masculine or feminine behavior. Burn (1982) reaffirmed that when an infant is born, the first question usually asked is ‘is it a boy or girl? Subsequently a child is named, dressed, spoken to, and treated as a boy or a girl. Through this the child acquires sex identify and develops his/her self-concept along the same line. According to Frued cited by Abubakar (1998), shows that human beings are fundamentally bisexual and capable of assuming variety of sex-roles depending on resolution of ‘Oedipus’ or ‘electra’ complex in childhood. Then the boy identifies with his father and girl with the mother as male and female respectively. This enables the self-concept of the child to be more differentiated and leads to sex-typed behavior pattern.

A growing body of research works have shown a consistent pattern of counter balancing sex differences that is apparently consistent with sex-stereotype, such that male have higher self-concept in some areas and female in other areas. For instance; Olowu (1990) discovered that girls register higher correlation between real and ideal self than boys. The reason given for this variance is that an average girl has greater physical maturity when compared with an average boy. Salawu (1991) cited Bledsoe to have found that 4th and 6th grade girls have higher general self-concept than boys. This was attributed to girls' early maturation and more frequent contact with adult women. Contrary to above Burn (1982) and Olowu (1984) found that boys have better self-concept then girls.
Research conducted by Debus, Graven and Marsh (1991) revealed that male have higher self-concept in some specific areas like physical ability and mathematics, while females have higher self-concept in physical appearance and reading ability. Shinco (2003) cited Fasokun in his study with University of Ife students found that males rated themselves higher than women in four out of five aspects of self-concept: (Academic, Social, Physical and Psychological aspects) while women rated themselves higher than men in professional aspect of self-concept. Several other factors that account for sex difference in self-concept are: - Cultural stereotyping, social, biological, physiological and psychological factors (Burn 1982 and Olowu 1983) rearing practice (Abdullahi 1986); as well as religious, tribal and ethnical factors.

2.7 Conceptual Framework of Motivation for Occupation

Motivation

According to encyclopedia (2010), Motivation means forces acting either on or within a person to initiate behaviour. The word is derived from the Latin term motivus (“a moving cause”), which suggests the activating properties of the processes involved in psychological motivation.

Psychologists study motivational forces to help explain observed changes in behaviour that occur in an individual. Thus, for example, the observation that a person is increasingly likely to open the refrigerator door to look for food as the number of hours since the last meal increases can be understood by invoking the concept of motivation. As the above example suggests, motivation is not typically measured directly but rather inferred as the result of behavioral changes in reaction to internal or external stimuli. It is also important to understand that motivation is primarily a performance variable. That is, the effects of changes in motivation are often temporary. An individual, highly motivated to perform a particular task because of a motivational
change, may later show little interest for that task as a result of further change in motivation.

Motives are often categorized into primary, or basic, motives, which are unlearned and common to both animals and humans; and secondary, or learned, motives, which can differ from animal to animal and person to person. Primary motives are thought to include hunger, thirst, sex, avoidance of pain, and perhaps aggression and fear. Secondary motives typically studied in humans include achievement, power motivation, and numerous other specialized motives.

Motives have also sometimes been classified into “pushes” and “pulls.” Push motives concern internal changes that have the effect of triggering specific motive states. Pull motives represent external goals that influence one's behaviour toward them. Most motivational situations are in reality a combination of push and pull conditions. For example, hunger, in part, may be signaled by internal changes in blood glucose or fat stores, but motivation to eat is also heavily influenced by what foods are available. Some foods are more desirable than others and exert an influence on our behaviour toward them. Behaviour is, thus, often a complex blend of internal pushes and external pulls.

2.8 Motivational Approaches

i. Physiological Approach

ii. Psychological Approach

iii. Philosophical approach

i. Physiological Approach

Motivation has been studied in a variety of ways. For instance, it has been analyzed at the physiological level using electrical and chemical stimulation of the brain, the recording of electrical brain-wave activity with the electroencephalograph,
and lesion techniques, where a portion of the brain (usually of a laboratory animal) is destroyed and subsequent changes in motivation are noted. Physiological studies performed primarily on animals other than humans have demonstrated the importance of certain brain structures in the control of basic motives such as hunger, thirst, sex, aggression, and fear.

ii. Psychological Approach

Motivation may also be analyzed at the individual psychological level. Such analyses attempt to understand why people act in particular ways and seek to draw general conclusions from individual cases. Through studies of individuals, for example, it has been found that both men and women proceed through a series of identifiable stages of arousal during behaviours leading to and culminating in sexual intercourse. The finding may be applied to people in general.

Motivation of an individual is also influenced by the presence of other people. Social psychologists have been active in discovering how the presence of others in a given situation influences motivation. For example, students and teachers behave in predictable ways in the classroom. Those behaviours are often quite different, however, from the way students and teachers behave outside the classroom. Studies of conformity, obedience, and helping behaviours (which benefit others without reward) are three areas in this field that have received considerable attention.

iii. Philosophical Approach

Finally, motivation is sometimes also approached from a more philosophical direction. That is, analyses of motivation are understood, at least in part, by examining the particular philosophical point of view espoused by the theorist. For example, some motivational theorists conceive motivation to be an aversive state: one to be avoided. Sigmund Freud's view of motivational processes could be applied within this
framework; his contention that blocked sexual energy could be displaced into acceptable behaviours implies that accumulation of sexual energy (motivation) is aversive. Other theorists see motivation as a much more positive experience. That is, motivation can produce behaviours that lead to increases in future motivation. The American psychologist Abraham H. Maslow's concept of self-actualization could be applied within this framework.

2.9 Theories of Work Motivation

There are so many theories of motivation. It is very necessary that the nature of such theories meets the demand of a fruitful one. The most obvious motivational interpretation is drive reduction (Beck, 1978). The primary drive of a subject is the launch pad on which conditions for an action is based. This primary drive in a hungry animal os hunger-fear. A hungry animal has hunger/fear and a thirsty animal has thirst/fear. A stimulus continually associated with food and hunger reduction could then reduce hunger-fear in anticipation of actual hunger reduction. Such anticipatory fear reduction is positive secondary reinforcement (Beck, 1978).

“In the field of industrial psychology, a distinction is commonly made between intrinsic motivation and extrinsic rewards. The terms intrinsic motivation refers to factors that make certain activities rewarding in and of themselves. This would include such things as games, puzzles, artistic or other endeavors (Beck, 1978). Almost anything could potentially be intrinsically motivation for some individuals. The term extrinsic rewards refer generally to the kinds of reinforcement situations. That is a person makes a response and is reinforced for it by some external agent. This is standard approach of operant conditioning and behavior modification (Beck 1978).

To maximize productivity in a work situation, it would seem reasonable that if (1) a person were doing a job that was interesting to him and (2) were paid well for it
then, (3) he should work harder. In some experimental situations, it has been clearly
demonstrated that providing external reinforcement for an already interesting task may
actually decrease the performance at a task (Beck, 1978).

Within a formidable environment, there should be an interaction of intrinsic
motivation and external rewards, not just an additive effect. This interaction he believed
would be based on the subject’s perception of whether he was the controlling agent or at
the mercy of outside agents in achieving rewards. If the individual sees himself as the
casual factor for desirable outcomes, then the behavior producing those outcomes is
intrinsically motivating and desirable. The individual will then continue to do those
things over which he has some control. On the other hand, if the individual sees his
rewards as being dependent on someone else the activities necessary to get those
rewards will be less intrinsically motivating (Beck, 1978). A person may continue to
work at his job because he needs the money to live, but not find the work intrinsically
motivating.

Okumbe (1998), predicated that the introduction of extrinsic rewards would
decrease intrinsic motivation, because the individual would perceive that the locus of
control is changed from internal to external. Second a withdrawal or reduction in
extrinsic rewards would increase intrinsic motivation, because the perceived laws of
control would change from external to internal.

2.10 Content Theories of Work Motivation

The content theories of work motivation aim at determining what people attach
value to that motivates them at work. These are conceptualized into the needs and drives
that people have and how these needs and drives are prioritized.

These theories are concerned with the kinds of incentives and goals which
people aim at attaching in order to be satisfied so as to improve their performance at
work (Okumbe, 1998). The scientific management school of thought opined that money was the only incentive and therefore, the worker was looked at as a rational, economic man. Human relations movement on the other hand felt that the incentives should include better working conditions which take into account all individual needs (Okumbe, 1998).

The theories of work motivation and job satisfaction have the ideas of scientific management and human relation movements. Five main theories one discussed under the cognitive models. These are the Maslow, the two factor ERG, McGregor’s and McClelland’s theories.

i. Needs – Hierarchy Theory

Of all proposed theories of hierarchy of needs, Maslow’s work has been the most influential (Okumbe, 1998). Maslow’s work is based on a hierarchical model with basic needs at the bottom and higher needs at the top. Physiological needs, safety needs, (are basic needs) love needs, esteem needy and self-actualization needs are secondary or higher needs.
Maslow’s Hierarchy of Needs (adapted from Okumbe, 1998)

The physiological needs are the most basic in the biological functions of the human organism. Biological functions of human organism such as hunger, thirst, sleep and sex are unlearned and form his basic needs. The safety needs which include both emotional and physical (material) needs are secondary needs. Security needs are concerned with desire for peaceful, smoothly run and stable environment. Workers need some assurance that their security needs will be met. Security in a work environment ensures that workers needs will be met now and in the future (Okumbe, 1998). However, these lower order needs are usually fairly satisfied in a work environment and, therefore, they rarely dominate (Okumbe, 1998).

The third level needs of love, belonging, affection, affiliation, or social needs are concerned with affectionate relations with other with people and status within a group.
Most day hours of workers are spent in their working environment; it is therefore most necessary that their needs are satisfied here.

The esteem need which is the fourth level of needs are needs for power, achievement, competence, recognition and status, where an individual aspires for self respect, self esteem and even esteem of others. At this level individual want a sense of belonging, of worthy that others also recognize this and that he individuals likewise reciprocate this to others.

At the fifth level of Maslow hierarchy of needs is the need for self-actualization. The wants of the individual to become what he is actually capable of becoming in his chosen field or responsibility at working place. In other words, what one can be, one must be (Okumbe, 1998). This is a need to achieve fulfillment of one’s life goals and to realize the potential of one’s personality. Self actualization influences nearly all cadres of workers.

According to Maslow a person will be concerned with self actualization needs only if his physiological security, love and esteem needs are well-satisfied (Okumbe, 1998). Maslow’s needs are arranged like a ladder that must be climbed one at a time. A need satisfied is no longer motivating. However, if the satisfaction of a lower – order need is threatened, that need will again become proponent and the efforts to satisfy all higher order needs will be reduced (Okumbe, 1998).

i. The needs hierarchy shows that individuals want creations with needs providing impetus in human behavior.

ii. It also shows that needs are universally arranged in a hierarchy of prepotency. This means that as relative gratification of a given need occurs, it submerges and it activates the next higher need in the hierarchy. It would be expected, therefore, that the kinds of things which will motivate a person may change as
his or her career in an organization processes and as he moves up the need hierarchy ladder (Okumbe, 1998).

In view of the fact that Maslow’s hierarchy needs theory has been widely accepted and the evidence to support it with mixed idea of prepotency. It has also been difficult to verify through research. The reasons for this are:

i. The concepts used are vague and general

ii. The concepts of esteem and self-actualization have multiple definitions because an explicit definition has become exclusive over the years.

However, the research instruments designed to verify this theory have its weakness, for instance the popular needs satisfaction questionnaire (NSQ) does not accurately reflect Maslow’s hierarchy of needs. Also argued that Maslow’s needs paradigm is a philosophical framework to describe typical attitudes of the United States Workers (Okumbe, 1998). Despite the criticism Maslow’s theory continue to enjoy wide acceptance in organizational psychology, management literature, educational research and practice.

This is because it presents some tangible ideas for helping organizations to motivate their workers. Porter (1963), modified the hierarchy needs to include autonomy needs placed between esteem and self-actualization. In his research he found out that actualization was the most critical among students. He also found the esteem security and autonomy needs were more often satisfied in middle rather than in bottom students positions (Porter, 1963).

Trusty and Sergiovanni (1996) adapted the NSQ for the school setting. They found that the largest deficiencies for professionals and educators were esteem, autonomy and self actualization needs. They also found that students, when compared to those that had the information on the choice occupation, had fewer deficiencies of
esteem needs and more of self esteem received from school positions represented the largest source of needs deficiency (Okumbe, 1998). In educational setting, Maslow’s need hierarchy implies that counsellors have a responsibility to create a work climate in which students can satisfy their needs. Most senior secondary school students have not met their basic needs and therefore, counselors at this level should concentrate on the satisfaction of these needs. They should focus on creating a work environment which satisfies the growth of higher order needs. For example, the enabling work environment should provide opportunities for greater variety of jobs opportunity, autonomy in work schedule and increase responsibility so that the maximum potentials of the students can be released. If an enabling environment is not provided for students they will have increased frustration, lower performance and job satisfaction, increased work restriction, tardiness and higher turnover in their future lives. (Okumbe, 1998).

ii. McClelland’s Achievement Motivation

McClelland’s studies showed that people’s motivation patterns reflect their cultural environment including family, the school, the church, mosque and work place (Okumbe, 1998). His research stemmed on three basic needs namely; need for achievement (nAch), need for power (nPaw) and need for affiliation or belonging (nAff).

iii. Need for Achievement

The need for achievement or achievement motivation is a drive that some workers have in order to overcome the challenges and obstacles which they encountered in the process of goal attainment (Okumbe, 1998).

Need for achievement is very important in education organizations because the attainment of quality education requires this drive in order to be successful. Education is highly result-oriented (achievement oriented) discipline in the sense that prospective
employees or candidates are judged by the grade of their certificate. Need for achievement has important implications for enrichment which enhances variety, identifies significance, autonomy and feedback on the job for increased achievement (Okumbe, 1998).

2.11 Process Theories of Work Motivation

The process or cognitive theories are mainly concerned with preceding cognitive factors which go into motivation or effort. The process theories are concerned with the way these variables relate to one another, Okumbe (1998).

i. Expectancy Theory

Vroom (1964), opined that motivation is a conscious process in which decisions lawfully relate to psychological events that occur contemporaneously with behavior and that forces hi the individual and environment combine to determine behaviour. Vroom explained that motivation is a product of three vires, valence, expectancy and instrumentality.

ii. Valence

Refers to the strength of a person’s preference for a particular outcome such as reward. That is informing student procedure of a promotion, which has a high valence for that student (Okumbe, 1998). Valence for a reward is unique to each employee, is conditioned by experience, and may vary substantially over a period of time as old needs become satisfied and new ones emerge. The kind of valence that worker attached to outcomes (rewards) is influenced by such factors as age, education and the type of work. For instance, a young student is likely to give less emphasis to a retirement benefit than older employee likewise; a newly trained student with high qualifications may have a stronger desire for career advancement than older employee with less education (Okumbe, 1998).
Some employers will find intrinsic valence in the work itself, particularly if they have a strong work ethic or competence, motivation. These workers derive their job satisfaction directly from their work through a sense of completing their tasks effectively and efficiently. In this circumstance an employee is in full command of outcomes and he is therefore less subject to the extrinsic reward system of the management. All these information should be given to the students in order to motivate them for a realistic choice of career.

iii. Expectancy

Expectancy is the probability (ranging from 0 to 1) that particular action or effort will lead to a particular performance (first level outcome) (Okumbe, 1998).

The specific outcomes attained by a person are dependent on the choices that the person makes and events beyond his or her control. Expectancy is an effort or performance probability. For instance, a counsellor may not be a hundred percent certain that the success of his or her students in choosing a career will be a hundred percent since this depends on a number of factors beyond his or her control.

Instrumentality: This is the probability (ranging from 0 to 1) that performance (first-level outcome) will lead to a desired reward (second-level outcome). This gives an expected and reward for task performed.

The core of expectancy theory therefore relates to have a person perceive the relationship between effort, performance and rewards. For instance, motivating students to use an effective decision making process and taking into account as part of that process the world of work and knowledge about themselves, there is more chance for an accurate occupational choice.

According to Okumbe (1998) the multiplicative formulation for the relationship between valence, expectancy and instrumentality is that the force of motivation (FM) is

47
the product of expectancy (E) and the sum of the cross products for instrumentality (I) and valence (V) items.

This is expressed as follows:

\[ FM = E(\sum IV) \]

The above formula shows that motivation of a worker to behave in a certain way changes as the level of each variable increases or decreases.

The combination that produces the strongest motivation is high positive valence, high expectancy and high instrumentality. The consequence of this is that employees perform some kind of cost benefit analysis for their own behaviour at work; if the estimated benefits are worth the cost then the employees are likely to apply more effort.

One of the shortcomings of the expectancy theory is that it over intellectualizes the cognitive processes that individual uses when selecting alternative actions. It also lacks power to explain large percentages of variance in criterion variables, such as effort and performance. However, expectancy theory recognizes the complexities of work motivation unlike the content theories of work motivation which oversimplify human motivation.

The expectancy theory provides Professional counsellors with a strong conceptual framework for understanding how motivation and performance can be improved. The student’s belief that their efforts will lead to performance can be enhanced through a number of ways, such as further training, supervision, guidance, counselling and participation in job related decisions in counsellors meeting with the students. By enhancing students’ abilities in this way that will feel that high levels of performance are feasible (Okumbe, 1998). Counsellors should also explain the reward systems which are based on actual performance, so that students are assumed that good work is equitably rewarded. This will motivate them to work hard not only for their
personal growth, but also for the successful achievement of the students educational objectives.

Counsellors should ensure that students are matched to their jobs. They must also be cognizant of student’s abilities and traits so that these are used in job placement in order to enhance performance. counsellors should clarify objectives during the student's induction or orientation. This minimizes wastage of effort in search behaviour and enhances more task related behaviour. The expectancy model provides counsellors with a strategy for integrating student’s needs, desires and goals with those of the educational organizations (Okumbe, 1998).

2.12 Occupational Choice

The review of available literature reveals that the term ‘occupational choice’ has been subjected to so many definitions and interpretations. And most often occupational choice has been used interchangeably with vocational choice or occupational choice (Shinco, 2003). Going by their interpretation occupational choice refers to selection of a job by an individual.

Isaacson (1978) holds the view that work and occupation mean the same thing. That is an activity that sustains individual and society and enhances its livelihood of future maintenance. He was also analogous to Super’s definition of career as sequence of occupations, job, and position occupied during the course of a person’s working life.

Actually in every society, there exist so many work positions that offer an individual variety of opportunities to earn wages and sustain livelihood. This enables a person to resort to selection or choice of career to meet his/her interest, needs, and desire from the available ones. This signifies that career choice is an activity done prior to actual entering into a job. Therefore, career choice could be described as a systematic
and conscious behaviour indulged in by human beings and could be tentative or permanent depending on the stages and development of a person.

Shinco (2003) cited Crites to have offered an operational definition of vocational choice “As an individual expression of his intention to enter a particular occupation. Isaacson (1978) have described career as the totality of meaningful experiences of an individual which typically include some combination of vocation and a vocational involvement. The reward of such activity may be in the activity itself or in the final product (p7).

For the purpose of this research, the operational definition cited by Kayode (1990) is most congenial. So career choice as viewed by this researcher is not necessarily an entry into a job, but rather it is an observable behaviour that involves consideration of many factors (such as desire, interest, preference, capability, and opportunities) which are likely to affect occupational engagement, satisfaction and success. Also it embraces the ability to discriminate and select a career from the available options.

Occupational choice is broadly described as an individual’s life long work pattern; in other words, it stands for the way in which individual expresses self and relates to society through work. Therefore, its function and importance could not be overemphasized. In addition Isaacson (1978) stated that work is seldom, if ever, a means by which an individual sustains life. Work has other functions of equal or sometimes greater importance to both society and individual. It is the only way which the individual relates to society (p7).

Virtually the most crucial issue every individual has to encounter and resolve in life is the decision about Vocation or career. Because it is clearly central to our lives as
substantial amount of time, energy and even life are spent and committed to career. Moreover the occupation we engage in provides an individual, family and society, with status, recognition, affiliation, as well as psychological and sociological products essential for participation in a complex society. As such, people’s choice of occupation is targeted towards obtaining these gratifications secured from jobs. Similarly the satisfaction derived from the work is an important determinant in the total satisfaction incurred by an individual. And job satisfaction often results from right choice of career. Thus it makes the process of career choice to be very important.

Furthermore, one cannot enter into a job abruptly or unconsciously because each job has its own peculiarities, problems and prospects which need to be understood by individuals. This explains why prior choice of job before actual entry is significant, so as to acquire the necessary information, knowledge, skill and training required by the chosen career. In fact our educational programmes and institutions are set up to train individuals to obtain the pre-requisites for different careers available in the work world. So each person is liable to be trained in the occupation of his choice.

Hassan (2008), cited Anwana he observed that the word ‘choice’ involves a decision. It indicates a decision for one thing or the other. When a person has to choose, the idea of preference comes in. He goes in for this and not that thing. Such a person usually has a reason for doing so. Choice is therefore made based on certain considerations. Take for example now, if three clothes of different colour are put before you and you are asked to choose just one of them, you may pause a bit before making your choice. During the pause, you may have to think or even ask for some explanations from any other person you think may know better. Before you reach the actual point of choosing, a decision has been made, such a decision that will guide your choice may be made by you or made for you by another person if the choice is based on the advice of
another person, it may follow that, the person whose advice the actual choice is made, is held in high esteem by the individual who has to make the choice.

The person, who has to choose one of the three dresses may reach his decision after taking the size, texture, colour, design or pattern of each dress into close consideration. Under normal circumstances, he chooses to please and satisfy himself and no one else. He imagines that his choice will be liked or respected by others. He has made up his mind about it and accepts full responsibility for his own action. So this is what is required in any choice, more particularly in counselling process. Sometimes an individual may find the process of choice difficult. He may struggle for a while to make the choice. He then turns to another person—his friend, classmates, mother, father or relation and asks him or her to help in choosing what other person feel is good. That is a person who is confronted by any choice situation may rely solely on another person’s advice. The idea of choice is therefore, not a simple matter as people may sometime feel is.

2.13 Types of Occupation

Occupation is one's regular daily and specific job or work which one earns a living is of different types but the researcher limits himself to a few as divided into groups by Anwana as quoted in Boyi (2011):

1. **Outdoor Occupation**: this type of occupation involves working outside. Examples of occupant include: Agricultural officers, Estate surveyors, Farmers, Foresters, Sailors and Surveyors.

2. **Mechanical Occupation**: This involves handling tools and machines repairing or building of mechanical objects. Those concerns with this type of occupation are: Engineers, motor mechanics, electrical technicians, watch makers and pilots.
3. **Computational Occupation:** This is the type of occupation which involves the use of numbers. Examples of occupation are: Accountants, statisticians, computer operators’ bank workers and book keepers.

4. **Scientific Occupation:** These types of people are concerned with discovering new fact and solving problems. They are professionals in their area. Examples of such people are: Doctors, engineers, pharmacists, chemists, nurses and dieticians.

5. **Persuasive Occupation:** These types of occupants include: Actors, politicians, radio announcers, authors, lawyers, salesmen, public relations officers etc.

6. **Artistic Occupation:** Artist work with their hands, their work involves creativity, design, colour and materials. Examples include: Painters, sculptors, artists, architects, dress designers, hair dressers, interior decorators and cabinet makers.

7. **Library Occupation:** Those interested in reading and writing are involved in this type of occupation. Editors, teachers, novelists, historians, news reporters, book reviewers and dramatists come under this group of occupation.

8. **Musical Occupation:** There are some grouped of people who like singing, playing instruments, going to concerts and displaying their various talents. Musical occupation includes Musicians, music teachers, singers’ dancers, composers and poets.

9. **Social Service:** Social service occupations render various types of services that aid in the protection of lives and property. They include: Teachers, nurses, social
workers, Boy Scout, girls guide, counsellors, tutors ministers priests and personnel workers.

10. **Clerical Occupation:** These occupational groups include all those workers who have various types of clerical duties to perform in their jobs. The majority of the clerical employees serve business and industry by handling the great volume of communication and record keeping necessary for operation. This includes accountants, bank clerks, sales clerk, book keepers, security, typists etc.

Finally, it could be observed that it is often difficult to determine the category into which a given job falls. None of the above terms has a clear-cut definition because an occupation could fall into two or more classification. This is only done for the sake of classification or grouping for the occupants to know the type(s) of occupation he/she may be involved in order to predict his/her occupation.

2.14 **Theories of Occupational Choice, its Functions and Importance**

Abubakar (1998) stated that the importance and function of occupation to the life of individual and society in general, account for the much impetus given by scholars in studying and formulating theories of vocational choice. The theories are actually from different theoretical background, resulting in so many divergent and convergent ideas and propositions. Among them are the followings:

a. **Huppock Composite Theory:**

The core of this theory is that occupations are chosen to meet the need of individual. This need may be psychological, physical or intellectual perceived, or may be vaguely felt as attraction that draws us in certain direction, thus influencing choices of career. He postulated ten theorems which he felt are fundamental in choice of occupation, among which are: As career development progresses so does choice
improve and we become more aware of how a prospective job can help to meet our needs, while information about ourselves and about occupations help us to discover occupation that meet our needs. And job satisfaction depends upon the extent to which the jobs we undertake or choose meet our needs. Then occupational choice is always subject to change when we believe that a change will better meet our needs.

b. Holland Typological theory of Vocational Choice

The central focus of Holland’s theory is that people choose occupations in environments that are congruent with their personality dispositions. He categorizes people into six personality types corresponding with six environments, these are: realistic personality/environment, artistic, investigative, social, enterprising and conventional personality types and environmental conditions. According to him, an individual who is about to choose an occupation seeks out an environment most conducive to his personality attribute, based on the image he builds about himself and occupations. Therefore members of the same occupation have similar personalities and they will respond to many situation and problems in similar ways. He described the characteristic attributes and qualities of the six models and came out with (720) personality patterns. He maintained that personal and occupational satisfaction, ability and achievement are enhanced when an individual enters an occupation in the appropriate environment.

c. Roe’s Need Theory of Occupational Choice

He postulated that there are some primary unconscious needs of individuals which should be satisfied during the early years, so as to facilitate proper career development and vocational choice in adult life. According to him the basic human needs are: physiological needs, need for safety and security, need for self esteem, need for self-actualization. Maslow (1954) added need for knowledge and need for beauty
and they are hierarchical in nature. Roe explained that, those primary needs which are not satisfied in early childhood by parents, become later in life, a strong motivating factor, which drive a person into developing some unique interests, attitudes and also make one to engage in various activities in order to satisfy these needs. It follows therefore that the desire to satisfy those needs determine the type of career a person chooses.

d. **Ginzberg and Associate’s Theory of Vocational Choice**

Ginzberg, Hatt, Axelred and Herman (1951) conducted their study on developmental events that influences vocational choice. Although the total sample used in the study was quite small and cannot be considered representative of the general population, their finding was quite relative. They discovered some important variables that influence vocational choice as: reality factors, educational process, emotional factors and personal values. They also postulated the life stage concept of vocational development, in which they consider vocational choice process as covering three principal periods, namely: fantasy (4 – 12years) tentative (13 – 18 years) and realistic periods (19 – 21 years). According to them the whole process from fantasy to realistic period consists of series of compromise between wishes and opportunities in the choice of occupation. In addition the process is irreversible and consists of clear out periods that vary considerably from person to person, this result in people choosing different careers. However, the whole process involves compromise, substitution, and optimization. Thus there is a kind of dynamic, continuing adjustment and readjustment, in attempt to co-ordinate changing desire with changing circumstance so as to get favourable result.
e. Super’s Theory of Vocational Choice

His theoretical frameworks were written in response to the theory of Ginzberg and associates. He maintained that vocational development rests greatly on life stages as follows: (1)- growth (fantasy 4 – 10 years; interest 11 – 12 years, capacity 13 -14 years (2) Exploration: (tentative 15 -17 years; trial 22 -24 years) (3) Establishment: (trial 25 – 30 years; stabilization 31 – 44 years) (4) maintenance: (44 – 64 years) (5) decline: (declaration 65 -70 years, retirement 70 years and above.

He later combined the idea of three model theory namely: life-stage, life space. And life style approach to career and development to show how various roles played in various aspect of life interact to map out life career of people. He formulated ten propositions, and capitalized that the choice of career and satisfaction depend solely on the degree to which the career permits the use of characteristics and values in a way that is compatible with the mental image held of self. He also postulates that each occupation requires a characteristic pattern of abilities, interest and personality traits, with tolerance wide enough to allow some varieties of occupation for each individual. And that the vocational preferences, competences and situations in which people work, and self-concept all changes with time and experience thus making choices and adjustments in occupational process.

f. Tiedeman and Ohara’s Theory

Just like their predecessors they also consider the process of career development as spanning most of the individual’s life time. They emphasized on the relationship between personality and career as it is developed in the process of making career choice. They used the term ‘Ego Identity’ to refer to the personal meanings, values and relationship on which the individual builds broader integration with society. This ego
identity is formed through interaction of three factors namely: the individual’s biological constitutions, psychological makeup; and the society or subculture in which one lives. According to them, the decisions made by individuals regarding school, work, daily activities and other facet of total life form and also structure vocational development. Each decision includes two periods each with sub stages. These are:


(2) Period of implementation and adjustment (a). Induction (b). Transition (c). Maintenance Unlike their predecessors, Tiedman and Ohara,(1963) see the movement from one stage to another as a reversible process, such that a person can move in either direction at any given moment, such that both advancement and retreat occur in decision making process. But usually advancement dominates so that a person moves ultimately from indecision, to choice, and to action. To sum up, Tiedman and Ohara viewed vocational development as a summation of a complex series of decision made by individuals over a considerable span of time with each previous decision having effect on later choices. And that not all decisions occur longitudinally or sequentially. Thus a person can be at several different stages of choice on related aspect of life. From the above discussions, it could be gathered that several positions have actually been proposed from several different perspectives. Some are based on specific personality theories; others focus on human development throughout life time, while some are concerned with specific period. Due to differences in the approaches, none of theories could be considered sufficient and wholly embracing but rather there is a need to comprehend and converge the ideas in order to yield to intellectual progress.
g. **Developmental Theory:**

The major proponents of this theory were Ginzberg, Hatt, Axelred and Herman (1951) they based their theory on the assumption that an individual reaches his ultimate decision about a certain occupation through a series of related developmental stages over a period of time. They said that “occupational choice is a process that is largely irreversible and compromise is an essential aspect of every choice” (Adams 1965). They believe that in making appropriate choice the individual must measure his opportunities and the limitations of the environment and access the extent to which they will contribute to his securing maximum satisfaction in work and life, they advocated that the span of occupational choice takes place between 8 and 21 years and the process of decision making can be analyzed in three stages: Fantasy, tentative and realistic.

I. The fantasy stage starts from 8 to 10 years. At this stage, the child makes an arbitrary translation of his impulses, starts to show interest in a particular occupation. The child believes that he can become whatever he wants to be based on dreams of make believe plays. As Crites put it “the child’s vocational choice is largely a product of fantasies day-dreams and the desire to grow up”.

II. The tentative period starts from about 11 to 18 years. During this stage an individual translate his vocational plans in terms of subjective factor, for instance, to gain approval of friends and parents. By now these individual have not incorporated the reality factor but rely almost exclusively on their interest, capacities and values.

III. This is the reality stage. During this period (from 18 years to adult hood) the child realizes that he cannot do whatever he wishes but he must seek a compromise between interest, capacities, values, opportunities and limitations of
the environment, the individual first explores all possible alternative and finally crystallizes his plans into specific choice.

This theory is therefore, saying that the individuals' occupational decision making become more and more realistic as he become mature in age. This stage by stage analysis provides the vocational counsellor with battle norms as establishing whether the individual is approaching his occupational choice as befits his maturity. This theory will help to identify students who encounter difficulties with this developmental process and the type of help needed in each stage.

2.15 Factors Affecting Motivation for Occupation

Several factors have been advanced by vocational psychological and career choice theorists that motivation for occupation. Tambawal (2009) cited Anne (1957) emphasized in the influence of needs on career choice, Holland (1959) emphasized the influence of personality disposition on career choice. While Tiedman and Ohara (1963) gave factors like individual biological constitution, psychological make-up, and the society to be the central factors that influenced career choice. The role of personality in career choice was emphasized by Super (1957). According to Achebe, et al. quoted by Abubakar (1998) that gave a comprehensive list of factors that influence choice of occupation, these are:

One’s interest (tested, inventoried and manifest) personality, value, attitudes, aptitude, (academic vocational, work experience, personality, achievement, ego, strength, good study habit, home (size type, rearing practice, atmosphere in family, attitude towards work, education, opportunity, and encouragement for schooling and its experiences), ones age, sex, ethnic group, religion, education, socio-economic, level of individual and his family, availability of information, job requirement, reward and opportunities, physical and psychological factors, handicap, ability to postpone satisfaction of reward, knowledge of decision making skills, self-knowledge of one’s assets and limitations, ability to set achievable goals, parent-
Researches have been conducted to examine how these factors singly or combine influenced career choice of people. Shetzer and Stone (1981) considered payment, income, prestige, security, independence, variety, leadership, helping others, leisure, and interest to be the influencing factors. Deng (1975) who examined the relationship between student’s potentials and career choice. He constructed a measuring instrument containing thirty (30) factors, he classified the factors into two: high school ability, prestige, power, parental expectation and desire while the intrinsic factors are: self – possession, values, humanitarian urge, and physical needs. And the result of the study revealed that students do not actually relate their choices of career to their potentials. Iketunye (1978) found that, prestige, money and independence have positive relationship with career choice.

Also, Santrock (2008) classified the factors that influenced career choice as psychological and physical factors: (aptitudes, interest, personality, temperaments, values, appraisal of psychological characteristics, training time, physical capacities or demands and working conditions). Then the sociological and economic factors: (regulating admission to occupations, regulating behaviour on the job, and away from the job, occupation’s prestige and social status, and occupational mobility). Abdullahi (2002) cited Ikeotunye (1978) conducted his research on the relationships among secondary school student’s aptitude, academic performance and career aspiration. He found that the need for good salary, attractive working conditions, stable and secure future and social status and prestige ranked high as factors influencing student’s academic and career preference and choice.
Samuel (2001) outlined seven factors to be the essential factors that affect occupational choice. These are physical make-up attainments, general intelligence, special aptitudes, interest, dispositions and circumstances. These was conducted, in which the profile of people already in work was matched with the special, intellectual, physical and social challenges of work itself. Dukku (1987) investigated the relationship between vocational aspiration and personality and academic achievement of secondary school students. He posited that different school subjects became increasingly important in determining the adolescent’s vocational interest. While school grades and academic success influenced vocational choice such students with high academic achievement aspire to higher level occupation than those with lower achievement.

Arowolo (2010) investigated some factors that could influence vocational training in the garment industry. Their findings revealed that entry age, and educational background appeared as strong factors, while other factors include socio-economic background, natural endowment and frequent interruption of training.

Gambari (1990) summarized the factors influencing career choice as psychological, chance and economic factors. According to her, in most cases, a number of factors, not one, interplay in determining vocational choice.

Virtually, the factors that could influence career choice of people are numerous, depending on individuals and environmental circumstances. However, some factors could be referred to as general, because they tend to have effect on every individual, while some are specifically inclined to few or specific person.

2.16 Relationship between Self-Concept and Motivation for Occupation

Several researchers have confirmed the influence of sociological and psychological variables on people’s vocational development and interest. The increase
awareness of these factors has given theorists an added impetus in theorizing the dynamics of human nature in relation to the institution of work.

To clarify the relationship between personality and career development, Super (1957) to have stated that:

*In expressing a vocational preference, a person puts into occupational terminology his idea of the kind of person he is, that in entering an occupation, he seek to implement a concept of himself, that in getting established in an occupation he achieves self-actualization. The occupation thus makes possible the playing of a role an appropriate to the personality* (p.123 – 124).

The processes of vocational choice have been characterized as that of the developing vocational identity. Cooley (1902) Ginzberg (1951) Kagu and Muhammad (2007) has viewed vocational development and choice as synonymous as with developing-personality. Similarly, Olowu (1990) contend that failure to adequately relate personality with vocation may result in frustration and lack of job satisfaction. This implies that vocational adjustment and satisfaction depend heavily on the congruence between personality and chosen career. Personality and vocational development interact and affect each other as the individual decides upon a vocation. In line with this, Hayes and Hopson as in Abubakar (1998) maintained that conflict between the self-concept and career could lead to negative effect on the employer in terms of loss in production training cost and recruitment expenditure.

However, several studies have been undertaken to examine the relationship between self-concept and vocational choice or self-concept and other variables. Shinco (2003). using (678) students from five different Nigerian universities examined the nature and structure of the relationship between students vocational on one hand and student’s decision making style on the other hand. She discovered that crystallization
generally bore significant correlation with student’s decision making style. She also identified that 87% of the students’ with higher crystallized self-concept on vocation also exhibit playful decision making poorly crystallized personality on vocation exhibited dependent or intuitive decision making style.

Shetzer and Stone (1981) to have survey the relationship between self-concept and occupational aspiration and choice in order to find out whether people from different social class make occupational choice based on present or future congruence. The result of the findings was that self-concept reduced rather obviates congruence in choice.

In another study Denga (1986) investigates the relationship between vocational choices among sample adolescent black males. He discovered that boys that had decided on their vocational objectives had higher self-esteem and higher self-ideal. So far the mainstream assumption in vocational psychology perception of an occupation, his interest and attitude as related to the world of work. Salawu and Bagudo (2000) in their study found that there was significant positive relationship between personality career choices of students.

Moreover, it is not always possible in the Nigerian society to relate the individual self-concept to vocation. Self-concept has received a boost in the area of research. People charged with the education of children have sensed the significant and positive relationship between self-concept and other environmental and sociological variables

2.16 Relationship between Parents and Occupational Choice of their Children

There are several ways in which parents exert influence on the career choice as confirmed by the result of some studies conducted within Nigeria and abroad.
Isaacson (1978) to have conducted a survey on the work history of group of men in Ohio. And the career pattern followed by these men demonstrated clearly that there is relationship between father's education and son's education, and between father's occupation and son's occupation. Similarly Okedeji (1973) found that the males showed positive relationship between their father's occupation and both prestige and ability demands of their occupational choice. And the family where mother is highly educated precipitates and encourages the children in choosing occupations that are prestigious and in demand of high ability. But the research conducted by Okeke (1973) revealed a contrary result. He studied two generation of secondary school graduates in mid-Eastern state of Nigeria (1956 and 1960). The result shows that 58% of fathers and 9% of mothers had only primary school education, then 8% of fathers, and 2% of mothers had secondary school education. None of the parents had post-secondary education, while 72% of fathers and 82% of mothers were either farmers or traders. And their response to the question, whether they will undertake the occupation of their parents revealed that only 3% of the subjects expressed the need to do so but actually none of the subjects engage in the occupation at the end of their schooling. However 33% of them proclaimed that their parents had influenced them in their choice of occupation. Similarly, Deng'a. (1975) examined whether student's choice of career had some relationship to parents' or guardian's income or occupation. He discovered that the student's choice of career bear very insignificant relation to father's or mother's occupation. He used (200) samples of students, and only twenty five (25) of them showed positive occupational correlation. And he observed that parents and guardians of his subjects were mostly farmers but they influence and encourage their children to choose more lucrative career than farming. While the students' score on motivational factors for occupational preference showed significance of 61% parental pressure on
their choices. From the review of available literature, it is actually clear that though parents do influence career decision of their children by encouraging them to enter into careers that is of similar or higher status than theirs, but hardly do they encourage them to careers that is of lower status than theirs, until and unless where the children cannot be pushed further. This is because of the inherent desire by parents to see that their children supersede them in life.

2.18 Vocational Aspirations of Students and Parental Motivation

Socio-economic status of one's parents influences his vocational choice. A child residing in a town which does not offer facilities for specialization in a particular field will have to seek admission in another town, which obviously involves additional expenditure on boarding and lodging. If the family budget cannot accommodate this extra expenditure, the student has to change his educational and vocational aim and specialize in a different field or compromise by taking up a course of training at a lower level in the same field, if such training is available in his home town, Kochhar (2007) asserted.

Persons who belong to families from the higher socio-economic strata also have better chances of finding employment at a higher level because their parents, and they themselves, have more contacts with people who are well-to-do and influential people who are employers rather than employees. In setting up a professional practice or business, too, individuals from the higher socio-economic strata are at an advantage because of the capital available to them as well as the well-to-do friends and acquaintances who are potential clients.

Literacy level of parents also influences children’s occupational choice. Oladele (2007) stressed the influence of parents on their children’s occupational choice where
he quoted one to have said, regarding a child who was admitted to read veterinary medicine in Nigeria University, “I cannot sponsor my child to study veterinary medicine as anybody who does not go to school can take care of cows and goats”. However, another is reported to have shown similar attitude towards his child, who was placed in the technical stream of senior secondary school based on his continuous assessment of junior secondary school that “technical education is meant for those who are intellectually incapable or backward. I will withdraw my child from school if he cannot read Chemistry, Physics, Biology and Mathematics which would enable him to study medicine or engineering in a university” (Oladele, 2007).

2.19 Common Proposed Occupations by Parents and Peer-Group in Nigeria

Nigeria is a heterogeneous state, comprising different people with different cultures, religions and teachings. Thus one can find different occupational pursuits among the indigenes. Fabunmi (1982:84) has outlined the following as the occupational proposals of parents and peer-group in Nigeria:

- Medicine
- Engineering
- Accountants
- Architecture
- Banking
- Teaching
- Surveying
- Business
- Journalism
- Politics
Religious Service
Law
Nursing
Contractor
Armed Forces
Pilot
Civil Servant
Salesman
Farming
Music
Catering
Administration
Pharmacy

However, in his work, Sesay cited by Boyi (2011:27) has considered and used the following as Nigerians occupations:

Professionals
Senior Civil Servants
Graduate Teachers
Executives
Clerks, non graduate teachers
Trade and Business men
Craftsmen and artisans
Farmers

Abdullahi (2002:54) adopted the following to be the occupations of Nigerians:
– Teaching and related profession
– Health and related profession
– Business

Whatever might be the occupation of parents in Nigeria, one is expected to be found or belong to one of the three classifications made by some authors and researchers which may help the researcher and reader to relate the student's occupational choice and that of his/her parent(s) or guardian(s) to see its influence.

2.20 Empirical Studies Reviewed

This research reviewed some of the empirical studies. For instance, Shetzer and Stone (1981) to have surveyed the relationship between self-concept and occupational aspiration and choice in order to find out whether people from different social class make occupational choice based on present or future congruence. The result of the findings was that self-concept reduced rather obviates congruence in choice.

Also, Sababa (2010) maintained that conflict between self-concept and occupational choice could lead to negative effect such as withdrawal from job, becoming unproductive and dissatisfied worker. And this will affect the employer in terms of loss in production, training cost and recruitment expenditure.

However, Abubakar (1998) investigated the relationship between self-concept and career choice of post-secondary students in Sokoto state and the outcome of the research revealed that there was positive correlation between self-concept and career choice of students. It also showed that the existence of sex difference in self-concept and the career choice of students. The female students had higher correlation coefficient alpha between self-concept and career choice than the male students.
Occupational development for most people is a lifelong process of engaging the work through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including their self-concept that is the context in which they live, their personal aptitude, and parental influence and their educational attainment. (Bandura, 2001).

From the studies cited above, one could deduce that the common impression among scholars is that personality appears to be central to one’s perception of an occupation or one’s interest and attitude as related to the world of works such that people in the same occupation often share similar characteristic traits, self-concept features and needs. Therefore self-concept is among the determinants of motivation for occupation. And capability exists between an individual's motivation for occupation and the kind of person he is. The decision about vocation is one of the most crucial issues every individual has to encounter and resolve in life. (Shinco, 2003) said “vocational choice is a preference, aspiration and interest”. This implies that choice does not necessarily mean actual entry into a job, but one’s intention to engage in a particular occupation. Several theories postulated by vocational psychologists and career counsellors have also tried to explain what happens to an individual when he choose a vocation.

Moreover, despite the fact that, it is not always possible in the Nigerian society to relate the individual personality to vocation, personality has received a boost in the area of research. People charged with the education of children have sensed the significant and positive relationship between personality and other environmental and sociological variables.
Also, parents are believed to influence career choice of their children. Parents often wonder and worry about what their children will do when they grow up. After all those years of investigating into their son's or daughter's formal and informal education, parents hope that their child launches into successful occupation.

2.21 Summary and Uniqueness of the Study

Self-concept has been defined in several ways by experimental, developmental, and vocational psychologist; most of the definitions are built around existing theories of self-concept. Self-concept plays vital function of directing behaviour towards wholeness, integration and perfection. The personality of an individual could be summed up to be a by-product of nature and nurture contingencies.

Several studies conducted within and outside Nigeria have revealed that, parents exert significant influence on the vocational development and interest of their children in many ways. Adolescents tend to enter the occupation of their parents because they certainly know more about them than they do about any other. According to Shetzer and Stone (1981), the type of work that parents do, what they believe about work their values, and socio-economic level may influence a child's vocational development and the desire to work at all. A child's level of occupational preference may also be influenced by the work his father, mother and relation do. (p.46)

Similarly, several theories postulated by vocational psychologists and counsellors have tried to explained what happens to an individual when he chooses a career. Most of the vocational development and choice theories emphasized the same kind of period in vocational development. They also described career behaviour in terms of general concepts of human development, for instance Roe places emphasis on Need, Super on Self-concept and Holland on Personality.
Moreover, despite the fact that, it is not always possible in the Nigerian society to relate the individual self-concept to vocation, self-concept has received a boost in the area of research. People charged with the education of children have sensed the significant and positive relationship between personality and other environmental and sociological variables.

However, from the literature reviewed so far most of the researchers have explored the available literature related to the topic and variables investigated in this study. Surely these various studies cited cannot be considered as ultimately or unanimously conclusive in their findings. Therefore, the researcher would like to address this research to several limitations from the previous studies. For instance, many were conducted using different variables, statistical tools, and sample size which make it very difficult to generalize out of them. The researcher intended to investigate the relationship among self-concept and motivation for occupational preference of SS III students in Sokoto metropolis.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research design, population of the study, sample and sampling techniques, research instrumentation, procedure used for data collection and methods used in analyzing the data.

3.2 Research Design

The research design adopted in this study was a descriptive and correlational survey method. A correlational study as quoted in Salawu (1991) was a frequently used type of research that was concerned with determining the extent of relationship existing between variables. This design was used to ascertain the extent to which variation in one variables were associated with variations in another. In this study, the researcher was interested in finding out if the independent variable was related to the dependent variable. Hence the use of a correlational design.

A correlational design was therefore considered as appropriate method, because it permits one to measure variables and their interrelationship simultaneously. And also provides information concerning the degree of relationship between variables under study.

3.3 Population of the Study

The population for this study was ten thousand two hundred and fifty (10,250) from forty three (43) senior secondary schools students in Sokoto metropolis. This involved students from various schools under Sokoto State Teachers Service Board, Science and Technical Education Board, and those under Arabic and Islamic Education Board. In addition, these three bodies and private schools had the total number of forty three (43) schools in the metropolis.
The following were the breakdown of schools in the metropolis:

**Table 3.3.1: Number of Schools in Three Boards and Private Schools**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Boards / Private</th>
<th>No. of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sokoto State Teachers Service Board</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Science and Technical Education Board</td>
<td>05</td>
</tr>
<tr>
<td>3</td>
<td>Arabic and Islamic Education Board</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>Private Schools</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>


**Table 3.3.2: Number of Schools According to Gender**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Sex</th>
<th>No. of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boys</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Girls</td>
<td>09</td>
</tr>
<tr>
<td>3</td>
<td>Mixed</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>


### 3.4 Sample and Sampling Techniques

The sample for the study was pinched from ten thousand two hundred and fifty (10, 250) population of the students of senior secondary schools in the metropolis from the three bodies including the private schools, in order to obtain the actual representation of the entire population.
Table 3.4.1: SS III Students Population and the Sample Size of the Selected Schools

<table>
<thead>
<tr>
<th>S/No</th>
<th>Name of Schools</th>
<th>SS III Population</th>
<th>Sample Size of the Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government Day Secondary School Arkilla.</td>
<td>542</td>
<td>64%</td>
</tr>
<tr>
<td>2</td>
<td>Government Day Secondary School K/Marke.</td>
<td>256</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Sultan Attahiru Secondary Secondary School Sokoto.</td>
<td>411</td>
<td>49%</td>
</tr>
<tr>
<td>4</td>
<td>Government Technical College R/ Sambo.</td>
<td>150</td>
<td>18%</td>
</tr>
<tr>
<td>5</td>
<td>Government Day Secondary School 'Yar’akija.</td>
<td>130</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>Sheikh Abubakar Gummi Memorial College Sokoto.</td>
<td>302</td>
<td>36%</td>
</tr>
<tr>
<td>7</td>
<td>Hafsat Ahmad Bello Arabic Secondary School Sokoto.</td>
<td>710</td>
<td>84%</td>
</tr>
<tr>
<td>8</td>
<td>Nagarta College Sokoto.</td>
<td>135</td>
<td>16%</td>
</tr>
<tr>
<td>9</td>
<td>Government Girls' College Sokoto.</td>
<td>177</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2813</strong></td>
<td><strong>333</strong></td>
</tr>
</tbody>
</table>

The sampling procedure used was purposive. A total number of nine 9 senior secondary schools out of forty three 43 schools were selected for this study, within the metropolis with total population of two thousand eight hundred and thirteen 2813 students from SS III, in order to obtain an accurate representation of the entire population, as according to Sambo (2005). Also, the researcher felt that, the population of this study was too large to handle. Therefore, the researcher used table for determining the sample size (Krejcie and Morgan 1970) in order to get the representative sample size. And the sample size was three hundred and thirty three (333) respondents. (See appendix A).

In order to determine the sample size of each school from the nine (9) selected senior secondary schools, proportionate sampling technique was applied. Proportionate sampling according to Kerlinger cited in Shinco (2003) is a method of drawing a sample of population so that each number has an equal chance of been selected. However, the random sampling technique was employed using a lucky deep method of "Yes and No"
to select the respondents from each school, as Omolaye cited by Umar (2011) termed it to be used in selecting the sample for the study.

3.5 Instrumentation

The following instruments were used to obtain data for this study:

i. Adopted version of Akinboye’s sub-scale A of adolescent personal data inventory (APDI) which measure self-concept.

ii. Adapted version of C.G. Bakare (1977) motivation for occupational preference scale (MOPS) to measure student's motivation for occupation.

3.5.1 Description of the Instruments

Akinboye (1985) Adolescent Personal Data Inventory (APDI)

The adolescent personal data inventory (APDI) was adopted from Akinboye (1985) in an attempt to develop the course; psychology of Nigerian adolescent at the Department of Guidance and Counselling University of Ibadan.

The section ‘A’ of the inventory scale consisted of 30 items that basically examined the various ways the child perceived himself. According to Akinboye (1985) the items of this section were generated from clinical interviews with some adolescents in some Nigerian secondary schools.

However, in actual sense, this sub-scale deal with the general self perception scale that can be used in relation to academic, social, intellectual ability and perception of students. It is also based with the assumption that human behaviour is often initiated and determined by self concept. It is also in line with this, that Akinboye declares that the section A of APDI can be useful in assessment and management of a growing child. With this in mind the researcher finds it suitable and therefore adopted it, to use in this current research.
3.5.2 Validity of the APDI Sub-Scale A

In validating the instrument the researcher adopted the instrument adopted by Tambawal (2001) on self-concept inventory the 30 items was checked and validated by the group of experts on the quality of the items and the instrument was adjudged to possess content validity and was accepted. Thus, the current researcher adopted it for use in this research.

3.5.3 Reliability of the APDI Sub-Scale A

The reliability of the sub-scale A of the APDI by Tambawal (2001) was obtained through stability method. The result of the test-retest produced a fairly high coefficient Alpha of 0.874. Since the APDI has been found to be reliable and valid, the current researcher considered it adequate for this study, and then adopted it for this study.

3.5.4 Scoring the APDI Sub-Scale A

The scoring of this inventory was done using Likert type five-point scale method. The rating ranges from "Least like me" to "Most like me". So putting 4 against any positive item would indicate that the statement was somehow "Most like me". All the negative items were reversed, for example item 16 (I am unreliable), if the student rated this item as zero (0) in this case will be reversed to 5 before adding the rate. On the other hand, if the respondent put 4 or 5 against any positive item. This would indicate that the statement was "Most like me" and if 1 or 2 was put against any positive items, it would indicate "Least like me". So with the 30 items the highest score obtained was 150 and the least equal to 30. Therefore, the total score obtained by a student in this instrument represents the level of his or her self-concept. The following represented the breakdown of the cut-off points:
a. 30 – 50 = Low self-concept.
b. 51 – 100 = Moderate self-concept.
c. 100 – 150 = High self-concept.

3.5.5 Adapted Version of the Motivation for Occupational Preference Scale (MOPS)

Bakare (1977) Motivation for Occupational Preference Scale (MOPS) was adapted and used to measure the student's vocational interest, after surveying the available literature on vocational choice, the scale was found most suitable for adaptation.

The motivation for Occupational Preference covers statement of occupational preference, which was designed to elicit information about the reasons why students chose their occupation. The scale was classified into three sections.

SECTION A: Is designed to yield information on student's personal data which include sex, age, class, school, town/village, fathers and mothers occupation.

SECTION B: Comprised questions relating to the type of occupation or profession students would like to engage in when they complete their education.

SECTION C: Contained reasons why students chose the occupation they preferred and the factors that influenced their choices.

3.5.6 Validity of the Adapted Version of the Motivation for Occupational Preference Scale (MOPS)

The validity of the instrument was established by using the content validity method, hence, the items in the questionnaire aimed at meeting the content specification set for it, i.e. the items represented the content of the test to which it was designed to measure.
In validating the instrument, the questionnaire contained two sections – section A (personal information) had only two items and three additional items to elicit more information from the respondents which made it five in that section. While section B consisted of 16 reasons why people entered an occupation, an addition of more 4 reasons was made to make them 20 items and elicit more information from the respondents about their occupational preference. In addition, the original instrument (MOPS) was five point Likert Scale which consisted five columns, but in the process of adaptation one column was eliminated to make it four points.

In view of the above changes in its original composition, the researcher took the items to the lecturers in the Department of Educational Foundation Usmanu Danfodiyo University, Sokoto for Validation. The obtained independent judgment from the experts indicated the degree to which the items could actually measure what they were designed to measure, and thus the current researcher adapted it for use.

3.5.7 Reliability of the Adapted Version of the Motivation for Occupational Preference Scale (MOPS)

The reliability estimate of the questionnaire was obtained through a pilot study. It was conducted by using a group of students who had almost similar features of the actual samples of the study. Therefore, Sultan Bello Secondary School Sokoto was chosen for the pilot test in which a set of (50) students' was randomly selected and given the questionnaires to complete.

In establishing the reliability estimate of the instrument, the test re-test method was used. The questionnaire was administered twice to the same group of students with an interval of four weeks. After four weeks of the first administration, the instrument was re-administered after which the scores of the two tests were computed separately.
and then correlate them using Pearson Product Moment Correlation to determine its reliability index. The text yielded (Alpha value) of 0.72 which was found to be high enough to determine the reliability index of the instrument. The current researcher therefore adapted the instrument for use.

3.5.8 Scoring of the Adapted Version of the Motivation for Occupational Preference Scale (MOPS)

The items under demographic data were analyzed using correlational method. The remaining reasons that could influence one's occupation were also scored using modified 4 points Likert scale. The scoring ranges from 4 (Extremely Important) to 1 (No importance) so that final score indicated the level of importance in motivating a student's interest for the occupation, and the score obtained by a student in all the five sections under this instrument were computed to give the total score of the respondent on the questionnaire. The range of scores for the (5) sections was 20 – 80.

3.6 Administration of the Instruments.

The following is the process to be followed to administer the instruments:

The administration of the instruments, The Adolescent Personal Data Inventory APDI sub-scale A, was distributed to the subjects. The subjects were instructed to go through the items carefully so as to find out if there was any area requiring some explanations. After they had done this, they were given one and half-hours to respond to the items in the sub scale. Soon after the one and half hours period allowed, the instrument were collected for scoring. The APDI sub-scale A was administered in-group for each participating school.

Before the questionnaire was administered to the respondents, the researcher and his assistant explained the meaning of the response symbols. The analysis part of the
questionnaire contains (30) items of likert scale. The symbols used were Strongly Disagree (SDA), Disagree (D), Undecided (UN), Agree (A) and Strongly Agree (SA). The respondents were assisted to ensure they provided the expected responses to the items on questionnaire. However, after administration of first questionnaire time was given for the respondents to relax, after that the second instrument that is Motivation for Occupational Preference MOPS was distributed to the subject it for this study.

3.7 Method of Data Collection

Three questionnaires comprising questionnaire for adolescent personal data inventory (APDI) and motivation for occupational preference questionnaire were personally distributed by the researcher to the nine (9) selected senior secondary schools in Sokoto metropolis. The two instruments were given to each respondent and questionnaires were filled and returned by the respondents for data analysis.

3.8 Methods of Data Analysis

In this study, data were collected and analysed by the use of inferential statistics. The hypothesis 1-3 were analysed by the use of Pearson Product Moment Correlation Coefficient signified by the letter “r” because it measured the relationship between two variables.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with results which include interpretation of findings of the study. It contains statistical tests that were selected from inferential and descriptive methods and the data obtained was presented in tabular form.

4.2 Data Analysis

The analysis of the data was made by using both descriptive and inferential statistics. Descriptive statistics of the findings of the study were presented in table 4.2.1.

Table 4.2.1: Students Responses According to Gender

<table>
<thead>
<tr>
<th>Table</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>191</td>
<td>57.3%</td>
</tr>
<tr>
<td>Female</td>
<td>144</td>
<td>43.2%</td>
</tr>
<tr>
<td>Total</td>
<td>333</td>
<td>100%</td>
</tr>
</tbody>
</table>


Looking at the table 4.2.1 one can see that out of 333 respondents the male respondents with total number of 191 with 57.3% happened to participated more in this study. Even with the large percentage of male participants in the study, there is much improvement of girl's participation in western education in Sokoto State.
Table 4.2.2: Distribution of Respondents by Age.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-16</td>
<td>43</td>
<td>12.9%</td>
</tr>
<tr>
<td>17-19</td>
<td>180</td>
<td>54.1%</td>
</tr>
<tr>
<td>20-22</td>
<td>110</td>
<td>33.0%</td>
</tr>
</tbody>
</table>

Total 333 100%


Table 2 above presents the demographic data of the respondents. The table shows that out of the 333 respondents, forty three (43) which is 12.9% of the total sample were between the age of 14 and 16, one hundred and eighty (180) that is 54.1% were between 17 and 19 years, while one hundred and ten (110) that is 33.0% were between the age of 20 and 22 years precisely.
Table 4.2.3: Frequency Distribution of the Students' Responses on the Occupations of their Fathers

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>45</td>
<td>13.5%</td>
</tr>
<tr>
<td>Health Related</td>
<td>22</td>
<td>6.6%</td>
</tr>
<tr>
<td>Business</td>
<td>80</td>
<td>24.0%</td>
</tr>
<tr>
<td>Farmer</td>
<td>15</td>
<td>4.5%</td>
</tr>
<tr>
<td>Journalist</td>
<td>04</td>
<td>1.2%</td>
</tr>
<tr>
<td>Police</td>
<td>05</td>
<td>1.5%</td>
</tr>
<tr>
<td>Civil Servant</td>
<td>140</td>
<td>42.0%</td>
</tr>
<tr>
<td>Plumber</td>
<td>05</td>
<td>1.5%</td>
</tr>
<tr>
<td>Lawyers</td>
<td>05</td>
<td>1.5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>10</td>
<td>3.0%</td>
</tr>
<tr>
<td>Politicians</td>
<td>02</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>333</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>


From the table, it can be understood that the highest percentage of the respondents is those that their fathers are Civil Servants with 42%, followed by Business 24%, then Teaching 13.5%, and other occupations had the following percentages: Health Relation 6.6%, Farmers 4.5%, Journalist 1.2%, Police 1.5%, Plumber 1.5%, Lawyers 1.5%, Engineering 3.0% and lastly Politicians with 0.6% respectively.
Table 4.2.4: Students' Responses on their Mother's Occupation.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time housewife</td>
<td>180</td>
<td>54.0%</td>
</tr>
<tr>
<td>Teaching</td>
<td>65</td>
<td>19.5%</td>
</tr>
<tr>
<td>Health Related</td>
<td>40</td>
<td>12.0%</td>
</tr>
<tr>
<td>Business</td>
<td>16</td>
<td>4.8%</td>
</tr>
<tr>
<td>Journalist</td>
<td>02</td>
<td>0.6%</td>
</tr>
<tr>
<td>Police</td>
<td>02</td>
<td>0.6%</td>
</tr>
<tr>
<td>Civil Servant</td>
<td>20</td>
<td>6.0%</td>
</tr>
<tr>
<td>Lawyers</td>
<td>05</td>
<td>1.5%</td>
</tr>
<tr>
<td>Politicians</td>
<td>03</td>
<td>0.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>333</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Filed Survey, 2013

Table 4.2.4; Shows the distribution based on their mothers occupation. Those that are full time housewives and have a greater proportion with 54.0%, followed by teaching with 19.5%, health related 12.0%, civil servant 6.0%, business 4.8%, journalist and police 0.6% each, lawyers 1.5% and politicians 0.9% respectively.

Table 4.2.5: Students' (Male) Responses on Having Interest in Father's Occupation

<table>
<thead>
<tr>
<th>Interest for Father's Occupation</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>8.1%</td>
</tr>
<tr>
<td>No</td>
<td>164</td>
<td>49.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>191</strong></td>
<td><strong>57.3%</strong></td>
</tr>
</tbody>
</table>

From table 4.2.5 it shown that, the male respondents who do not have interest in their father's occupation is 49.0% out of 57.3% and 8.1% agreed to pursue their father's occupation.

Table 4.2.6: Female Respondents on Having Interest in their Mother's Occupation

<table>
<thead>
<tr>
<th>Interest for Mother's Occupation</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>122</td>
<td>36.6%</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>6.6%</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>43.2%</td>
</tr>
</tbody>
</table>


Table 4.2.6: Indicated the opinion of female respondents with regard to whether they have interest in their mothers occupation or no result shows that 36.6% of the total girl respondents aspired to pursue the occupation of their mothers and only 6.6% do not have interest to pursue their mothers occupation.

Table 4.2.7: Students Responses on the Information on the Occupational Choice

<table>
<thead>
<tr>
<th>Information about chosen Occupation</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well informed</td>
<td>150</td>
<td>45.0%</td>
</tr>
<tr>
<td>Well informed</td>
<td>113</td>
<td>33.9%</td>
</tr>
<tr>
<td>Fairly informed</td>
<td>55</td>
<td>16.5%</td>
</tr>
<tr>
<td>Just little informed</td>
<td>07</td>
<td>2.1%</td>
</tr>
<tr>
<td>No information at all</td>
<td>08</td>
<td>2.4%</td>
</tr>
<tr>
<td>Total</td>
<td>333</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table 4.2.7 the information of the occupation revealed that 45.0% are very well informed, 33.9% are well informed, 16.6% are fairly informed, 2.4% are just little informed and lastly 2.4% no information at all.

The scores on the variables were presented in table 4.2.8.

Table 4.2.8: Scores on the Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>333</td>
<td>102.75</td>
<td>10.39</td>
</tr>
<tr>
<td>MOP</td>
<td>333</td>
<td>56.84</td>
<td>5.22</td>
</tr>
</tbody>
</table>

Table 4.2.8 presents the respondents scores on the instruments. A look at the table revealed that self-concept have a mean of 102.75 (SD=10.39) and motivation for occupational preference recorded a mean of 56.84 (SD=5.22).

4.3 Hypotheses Testing

**H0**: There is no significant relationship between self-concept and motivation for occupational preference of secondary school students in Sokoto Metropolis.

This hypothesis was tested by subjecting the self-concept and motivation for occupational preference scores of the students to Pearson’s correlation analysis as shown in table 4.3.1.

Table 4.3.1: Relationship between Self-Concept and Motivation for Occupational Preference of Secondary School Students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>r-Cal</th>
<th>p-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>333</td>
<td>102.75</td>
<td>10.39</td>
<td>-.013</td>
<td>.813</td>
<td>H_0 Accepted</td>
</tr>
<tr>
<td>MOP</td>
<td>333</td>
<td>56.84</td>
<td>5.22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the result of table 4.3.1, students’ self-concept and motivation for occupational preference were negatively related and non significant, Pearson’s r(331) = -.013, p = .813. This indicates no significant relationship between the students’ self-concept and their motivation for occupational preference because the p-value is more
than the .05 level of significance. Therefore, $H_{01}$ which states that there is no significant relationship between self concept and motivation for occupational preference of secondary school students in Sokoto Metropolis was accepted.

**H02:** There is no significant relationship between self-concept and motivation for occupational preference of male secondary school students in Sokoto Metropolis.

This hypothesis was tested by subjecting the self-concept and motivation for occupational preference scores of the male students to Pearson’s correlation analysis as shown in table 4.3.2.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>r-Cal</th>
<th>p-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>191</td>
<td>100.78</td>
<td>9.94</td>
<td>-.043</td>
<td>.556</td>
<td>$H_0$</td>
</tr>
<tr>
<td>MOP</td>
<td>191</td>
<td>57.06</td>
<td>5.45</td>
<td></td>
<td></td>
<td>Accepted</td>
</tr>
</tbody>
</table>

From the result of table 4.3.2, male students’ self-concept and motivation for occupational preference were negatively related and non significant, Pearson’s $r(189) = -.043$, $p = .556$. This indicates no significant relationship between the male students’ self concept and their motivation for occupational preference because the p-value is more than the .05 level of significance. Therefore, $H_{02}$ which states that there is no significant relationship between self-concept and motivation for occupational preference of secondary school male students in Sokoto Metropolis was accepted.

**H03:** There is no significant relationship between self-concept and motivation for occupational preference of female secondary school students in Sokoto Metropolis.
This hypothesis was tested by subjecting the self-concept and motivation for occupational preference scores of the female students to Pearson’s correlation analysis as shown in table 4.3.3.

**Table 4.3.3: Relationship between Self-Concept and Motivation for Occupational Preference of Secondary School Female Students.**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>r-Cal</th>
<th>p-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>144</td>
<td>105.42</td>
<td>10.37</td>
<td>.191</td>
<td>.022</td>
<td>H0 Rejected</td>
</tr>
<tr>
<td>MOP</td>
<td>144</td>
<td>56.56</td>
<td>4.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the result of table 4.3.3, female students’ self-concept and motivation for occupational preference were positively related and significant, Pearson’s $r(142) = .191, p = .022$. This indicates a significant relationship between the female students’ self-concept and their motivation for occupational preference because the p-value is less than the .05 level of significance. Therefore, $H_{03}$ which states that there is no significant relationship between self-concept and motivation for occupational preference of secondary school female students in Sokoto Metropolis was rejected.

**4.4 Summary of the Major Findings**

The following are the major findings of the study:

1. There is no significant relationship between self-concept and motivation for occupational preference of secondary school students in Sokoto Metropolis. The result shows that the relationship between self-concept and motivation for occupational preference was negative which determined parallel nature of the two concepts. For this reason self-concept cannot influence motivation while each can be independent of itself.

2. There is no significant relationship between self-concept and motivation for occupational preference of secondary school male students in Sokoto Metropolis. Base on the result self-concept of male students highly determined motivation for
occupation and for that are cordially related. This is because the ability of male student's confidence may give him a preference for motivation for occupation. Therefore the hypothesis is accepted.

3. There is significant relationship between self-concept and motivation for occupational preference of secondary school female students in Sokoto Metropolis. Base on this result of non self-actualization from the female with less-confidence in determining motivation for occupational preference, for this reason the hypothesis was rejected.

4.5 Discussion of the Major Findings

From the data obtained from the respondents it can be seen that, senior secondary school students are matured enough to have knowledge and skills that will enable them form an opinion about what type of occupation they would like to engaged in their future. This is evident looking at the percentage of the responsively at adolescent stage which indicate their ability to make decisions by themselves. The findings of this study gave credence to the assertion of Sesay (1986) who found that it is the period which corresponds to the time in which people primarily began to develop occupational identity.

Similarly, with regard to the girls child education, there is much improvement contrary to the situations before as noticed by Deng'a (1986) that the Nigerian girl child is seeing hawking around while her mates are in school, and this study is found that about 43.2% participated in this research despite the fact that, only five (5) schools were involved in the study then the remaining 57.3% were all boys, so girl-child education in the Sokoto metropolis get much recognition and acceptance despite the cultural beliefs of the people in the area.
However, male students in Sokoto have no stereotype attitude toward motivation for occupation, because of the total number of male that participated in the research worked. This indicates students' willingness to pursue career differently from their parents. This collaborated finding of Abdullahi (2002) who found that parent occupation has no relation with career aspiration of the students generally but, contradicted it in one aspect that female students have stereotype attitude to occupation. The research also showed that both males and females were undertaking similar subjects that has direct link in choosing similar careers. This result actually corresponds with the findings of Gambari (1990) in which she discovered that both male and female students in the school of basic studies, She also observed that males out-numbered females in some professional courses, while the female also out-numbered males in others. This portrayed a kind of sex-stereotype in selection of career, since both males and female students were more inclined to different careers.

But from the recent research conducted in relation to this study cited by Umar (2011) that an over whelming majority of pupils and students between the age of 11-20 are largely unrealistic in the sense that they do not generally value the requirements and demand of their wide gap of relationship between the child's school students and occupational choice. This might not be unconnected with the attitude of government, people and students themselves to the guidance and counselling profession. Hence students wouldn’t care to seek for the services.

The hypothesis one stated that the relationship between self-concept and motivation for occupation of senior secondary school students in Sokoto metropolis was not positively related using pearson's $r (31) = - 0.13, p = .813$. This indicates that the self-concept of the students of secondary schools in Sokoto metropolis does not constitute a significant part in their choice of career. Because the correlation co-efficient
of the two variables self-concept and motivation for occupation happened to be a higher calculated value, therefore the null hypothesis is accepted. The result shows that the relationship between self-concept and motivation for occupational preference was negative which determined parallel nature of the two concepts. For this reasons self-concept cannot influence motivation while each can be independent of itself. The finding is consistent with previously examined studies where Self-concept affects Motivation for occupation of students. Olowu (1990) assessed the validity of Holland's theory on secondary school students on the Self Directed Search S.D.S. (Holland 1966) used three hundred and thirty eight 338 secondary school students (181 male and 157 females). The finding showed that the clarification scheme of Holland was upheld. The result of his finding categories themselves distinctly into the following Self-concept type: Realistic, Intellectual, Social, Conventional and Artistic. And result showed that most of the students were of the social self-concept. Moreover, the inconsistency was found in the result.

It is also in line with the finding of Oluloye (2005) they found that self-concept contributed to the vocational interest of students in their choice of occupation. Super (1957) categorized the level; the interest will go in self-concept for it to manifest into the implementation levels. According to Super, there will be stages in which the self will put into words, i.e. express the level where verbal statements of hope are made. This will be followed by the stage of manifestation in action. The action is seen in the direction of academic performance and achievement to the stage of tested interest. Often, it has been inventoried through inventory stage. To Super, the adolescent now, is a master of the vocation of his interest area and will wish to implement his area of interest in the world of work. Ololuye (2005) respectively added that healthy and conducive environment at home in school promote self concept and vocational interest.
such environment create room for good self image and self confidence, congruency and positive self concept and vocational interest; whereas where they are lacking, according to Kagu & Mohammed (2007) respectively, adolescents will suffer maltreatment, abuses, lack of confidence, aggressiveness and such reflections have been caused by unhealthy environment at home and school. Deng a (1975) and Sababa (2010) were of the opinion that school environment influences self concept and vocational interest. to them, improved school library, better and equipped laboratories and counsellors who may assist and motivate the adolescents to increase the awareness to answer the basic questions of life of whom they are, why they are there, where they go from there. The counsellor will give them the adequate information on the available world of works. Sababa (2010) maintained that most parents are illiterates who do not know anything about vocational interest or the vocations available. These create problems to most adolescents. This must have informed American Network (2010) to state that the counsellors and teachers should help to improve adolescents’ self-concept and vocational interest by helping them see how education is connected to vocation during counseling, teaching, workshop or practical work at school. The results of the study show that the subjects offered by students would determine the kind of career engaged by students (Either Sciences or Arts). This result also conform to the earlier studies conducted by Deng a (1975) Okeke (1973).

HO2 which stated that, there is no significant relationship between self-concept and motivation for occupational preference among male students of secondary school in Sokoto Metropolis. This hypothesis was tested by subjecting the self concept and motivation for occupational preference scores of the male students to Pearson’s correlation analysis as shown in table above From the result of table 4.3.2, male students’ self-concept and motivation for occupational preference were negatively
related and non significant, Pearson’s $r(189) = -0.043$, $p = .556$. This indicates no significant relationship between the male students’ self-concept and their motivation for occupational preference because the p-value is more than the .05 level of significance. Therefore, $H_{02}$ which states that there is no significant relationship between self concept and motivation for occupational preference of secondary school male students in Sokoto Metropolis was accepted.

However, $H_{03}$ stated that there is a relationship between self-concept and motivation for occupational preference among female secondary school students in Sokoto Metropolis. Result shows that female students’ self concept and motivation for occupational preference were positively related and significant, Pearson’s $r(142) = .191$, $p = .022$. This indicates a significant relationship between the female students’ self-concept and their motivation for occupational preference because the p-value is less than the .05 level of significance. Therefore, $H_{03}$ which states that there is no significant relationship between self concept and motivation for occupational preference of secondary school female students in Sokoto Metropolis was rejected. The outcome of the research revealed that there was positive relationship between the variables. The female students had higher correlation co-efficient alpha between self-concept and motivation for occupational preference than the male students. This gives additional support to the findings of Abdullahi (1986), Salawu (1991) and Abubakar (1998).

Moreover, self-concept and motivation for occupation of male and female gender. Ukoha (2011) defined gender as cultural functions attached to biological sex. Sex refers to physical aspects of being male or female, but psychologists use it to refer to the entire set of differences commonly attributed to male and female which may be partly or wholly socially determined (Ukoha, 2011). There are no differences in the genders came from the fact that both sexes came from God (Ukoha, 2011).
Furthermore, this is as a result of emancipation of women, many of whom have changed their attitude and accepted domestic roles and at the same seek salaries employment outside their homes Hassan (2008). Arowolo (2010) observed that some women from the present political dispensation seek to be elected into political positions. They have advocated 35% of their involvement in political arena. They preferred positions that have high monetary rewards and gains. That is why many are senators, legislators, ministers and governors. Many females today express interest on male dominated vocations. They are found in athletics, footballing, aviation, piloting, engineering, military and paramilitary professions. Uwa (1999) and Arowolo (2010) studies show significant differences compared to the time their researches where conducted. Many technological and scientific changes have taken place. Whether males or females, if the adolescents are given a conducive environment to operate, they will develop positive and healthy self concept and pursue good vocations in life.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter deals with the Summary, Conclusion and Implications of the Study, Recommendations, and Suggestion for Further Research.

5.2 Summary of the Study

This research work was conducted to investigate the relationship between self-concept, and motivation for occupational preference among secondary school students in Sokoto metropolis. The summary presents the background to the study, statement of the problem, three research questions, and three objectives of the study, three research hypotheses, significance of the study, and scope and limitation of the study.

However, chapter two was drawn from different consultation of literatures reviewed by different researchers and relevant ones were selected by the researcher on self-concept and motivation for occupational preference, summary and uniqueness of the study, lastly empirical studies reviewed.

Chapter three dealt with research design, population of the study, sample and sampling techniques, research instrumentation, procedure used for data collection and methods used in analyzing the data collected from the respondents.

Moreover, chapter four includes interpretation of findings of the study. It contained statistical test that were selected from inferential and descriptive methods and the data was presented in tables. The outcome of the research revealed that there was no significant correlation between self-concept and motivation for occupation of students. The male students had higher correlation coefficient between self-concept and
motivation for occupation then the female students. This contradicts the finding of Abdullahi (1986) and Salawu (1991).

It was also observed that most of the students are highly realistic in their motivation for occupation, since most of them have chosen career that have bearing to the subjects they were taught for. Similarly, majority of the students indicated their desire to remain in their chosen career, with the exception of few who had expressed their desire to change into other profession in future.

The research also observed that, the students whose self-concept correlated highly with their motivation for occupation are more realistic and stable in their occupational choice since they also express their desire to remain in their occupational choice. Therefore the researcher concluded that self-concept plays a vital role in the motivation for occupation of students. Such roles include the ability to conform and remain stable in a career, and ability to choose occupation that commensurate with one's personal desire and needs, which will determine their compatibility, self-satisfaction and productivity in their careers.

However, since success in life is mostly been related to how successful one is in his/her career, and the success in occupation is strongly related to compatibility between self and occupation, then both self-concept and motivation for occupation need to the given proper and adequate attention by educational personnel, educational planners and policy makers. They should also encourage parents to motivate their children to choose occupation that tally with their self-concept. The researcher concludes that students should be encourage and helped to obtained adequate congruence between their self-concept and motivation for occupation so as to minimise or even eliminate the emotional, psychological and social set back caused by incongruence among self-concept and motivation for occupation among students.
5.3 Conclusion

Based on the research finding the following conclusion has been drawn, self-concept is more related to SS III student’s motivation for occupational preference in male than in the female within the senior secondary school in the metropolis. This is an indication that self-concept and motivation for occupational preference are cordially related. In view of this there is need for more planning towards enhancing motivation for occupational preference through building more confidence in self-concept of senior secondary school.

It is also very important to locate current services of information that will bring opportunities within the class subject combination for possible future attainment. More specifically, there is need for more effort from the professional counselors to bridge the gap between the male and their female counter part in order to have self-enhancement and self-actualization in their motivation for occupation after secondary school.

5.4 The Implications of the Study

Self-concept appears to be central to student's perception of occupation. The implication here is that, since the students are to react to occupational information in terms of their individual perception and the meanings and relationship it has with their self-concept, then proper occupational information should be supplied to the students, to know how to get a job, the current employment situation, wages paid, working environment, prospect for promotion, employment opportunities for secondary school graduates, how each graduate can get a future job and other facts related to jobs and employment.

However, once an individual mistakenly falls into an occupation that does not suit his self-concept; he would not be able to perform well, therefore he has to resort to
change for a more suitable one. This would involve re-organising one-self, and reversing back to verification, exploration, and selection phases of motivation for occupation process in order to obtain a more pleasant. This reversibility could be very difficult due to the long duration of training, energy, money and effort that have been committed to the already chosen occupation. Therefore it would not be easy to change from one occupation to other both for the employer and the employee.

Bearing the above implication in mind, efforts need to be made to avoid the discrepancies between student's perception of themselves and the need or requirement of the occupation they want to undertake.

An encouraging development discovered by the study was the high level of exposure due to the level of technology in contemporary world. This could be attributed to the growing awareness among students, parents and the populace that education is vehicle for rapid social and economic development. The implication of this study on the part of the parents, the school authority, school counsellors and all significant others could be that they should provide the guidance which will help their children to clear up self-deceptions and occupational conflict hence the choice of occupation is primarily a matter of finding an appropriate social outlet for one's ability.

This study also discovered that some students have stronger influence on occupational decision. Male students received the first rating and personal decision, while female were rated second. The implication here is that it would be better if both students are allowed and motivated to choose occupation base on personal decision and self-need. Because if they were pushed into occupation that does not suit their personal need and interest, it could result into severe occupational problems like incapability, job dissatisfaction and unproductivity.
5.5 Recommendations

The following are the recommendations of this study:

1. Self-concept has very vital function in overall well-being of human beings. Therefore, it should not be undermined or ignored. As such strategies should be adopted by counselors and teachers like self-concept trait intervention techniques, self enhancement strategies positive feedback, psychotherapies which could be used to enhance, motivate and encourage favourable and positive self-concept among students.

2. Parents should motivate their wards into occupation of their interest; instead of enforcing them to choose occupations that are compatible with their personal interest and capabilities. They should also work with the counsellors with a view to helping their children to improve their effectiveness by guiding them for a realistic choice of occupation.

3. Parents should co-operate with schools and guidance masters that are acquainted with the children's performance and capabilities to assist their children to select appropriate occupation without gender bias. They should also remember that one of the essential occupational planning skills which an individual needs to understand and develop is that of effective decision making on what students has to do after secondary school studies.
5.6 Suggestions for Further Research

Based on the findings of this study, the researcher is suggesting the following areas for further research work.

1. There is need for further research on the relationship between self-concept and motivation for occupational preference among students to be conducted currently in our tertiary institution in the metropolis using different sample of instruments. This will give room for cross comparison between previous findings with subsequent ones.

2. Future researchers should establish into the impact of rural and urban environment in relation to the developments of self-concept and motivation for occupation among students in our secondary school in Sokoto State.
References


# APPENDIX A

## Table for Determining Sample Size from a Given Population

<table>
<thead>
<tr>
<th>N</th>
<th>S</th>
<th>N</th>
<th>S</th>
<th>N</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>220</td>
<td>140</td>
<td>1200</td>
<td>291</td>
</tr>
<tr>
<td>15</td>
<td>14</td>
<td>230</td>
<td>144</td>
<td>1300</td>
<td>297</td>
</tr>
<tr>
<td>20</td>
<td>19</td>
<td>240</td>
<td>148</td>
<td>1400</td>
<td>302</td>
</tr>
<tr>
<td>25</td>
<td>24</td>
<td>250</td>
<td>152</td>
<td>1500</td>
<td>306</td>
</tr>
<tr>
<td>30</td>
<td>28</td>
<td>260</td>
<td>155</td>
<td>1600</td>
<td>310</td>
</tr>
<tr>
<td>35</td>
<td>32</td>
<td>270</td>
<td>159</td>
<td>1700</td>
<td>313</td>
</tr>
<tr>
<td>40</td>
<td>36</td>
<td>280</td>
<td>162</td>
<td>1800</td>
<td>317</td>
</tr>
<tr>
<td>45</td>
<td>40</td>
<td>290</td>
<td>165</td>
<td>1900</td>
<td>320</td>
</tr>
<tr>
<td>50</td>
<td>44</td>
<td>300</td>
<td>169</td>
<td>2000</td>
<td>327</td>
</tr>
<tr>
<td>55</td>
<td>48</td>
<td>320</td>
<td>175</td>
<td>2200</td>
<td>327</td>
</tr>
<tr>
<td>60</td>
<td>52</td>
<td>340</td>
<td>181</td>
<td>2400</td>
<td>331</td>
</tr>
<tr>
<td>65</td>
<td>56</td>
<td>360</td>
<td>186</td>
<td>2600</td>
<td>335</td>
</tr>
<tr>
<td>70</td>
<td>59</td>
<td>380</td>
<td>191</td>
<td>2800</td>
<td>333</td>
</tr>
<tr>
<td>75</td>
<td>63</td>
<td>400</td>
<td>196</td>
<td>3000</td>
<td>341</td>
</tr>
<tr>
<td>80</td>
<td>66</td>
<td>420</td>
<td>201</td>
<td>3500</td>
<td>346</td>
</tr>
<tr>
<td>85</td>
<td>70</td>
<td>440</td>
<td>205</td>
<td>4000</td>
<td>351</td>
</tr>
<tr>
<td>90</td>
<td>73</td>
<td>460</td>
<td>210</td>
<td>4500</td>
<td>354</td>
</tr>
<tr>
<td>95</td>
<td>76</td>
<td>480</td>
<td>214</td>
<td>5000</td>
<td>357</td>
</tr>
<tr>
<td>100</td>
<td>80</td>
<td>500</td>
<td>217</td>
<td>6000</td>
<td>361</td>
</tr>
<tr>
<td>110</td>
<td>86</td>
<td>550</td>
<td>226</td>
<td>7000</td>
<td>364</td>
</tr>
<tr>
<td>120</td>
<td>92</td>
<td>600</td>
<td>234</td>
<td>8000</td>
<td>367</td>
</tr>
<tr>
<td>130</td>
<td>97</td>
<td>650</td>
<td>242</td>
<td>9000</td>
<td>368</td>
</tr>
<tr>
<td>140</td>
<td>703</td>
<td>700</td>
<td>248</td>
<td>10000</td>
<td>370</td>
</tr>
<tr>
<td>150</td>
<td>108</td>
<td>750</td>
<td>254</td>
<td>15000</td>
<td>375</td>
</tr>
<tr>
<td>160</td>
<td>113</td>
<td>800</td>
<td>260</td>
<td>20000</td>
<td>377</td>
</tr>
<tr>
<td>170</td>
<td>118</td>
<td>850</td>
<td>265</td>
<td>30000</td>
<td>379</td>
</tr>
<tr>
<td>180</td>
<td>123</td>
<td>900</td>
<td>269</td>
<td>40000</td>
<td>380</td>
</tr>
<tr>
<td>190</td>
<td>127</td>
<td>950</td>
<td>274</td>
<td>50000</td>
<td>382</td>
</tr>
<tr>
<td>200</td>
<td>132</td>
<td>1000</td>
<td>278</td>
<td>75000</td>
<td>382</td>
</tr>
<tr>
<td>210</td>
<td>136</td>
<td>1100</td>
<td>285</td>
<td>100000</td>
<td>384</td>
</tr>
</tbody>
</table>

* Culled from Kreycie and Morgan (1970)

* Note: N is population size

S is sample size
APPENDIX B
Usmanu Danfodiyo University, Sokoto.

Faculty of Educational Foundation

Adolescent Personal Data Inventory (APDI)

Dear student,

This questionnaire is intended to elicit information from you about the effect of your personality on your career choice. You are kindly requested to respond to the following questions or statements accurately and as honest as possible. All your responses would be treated confidentially and be used for the purpose of this study only. Therefore you may please tick the appropriate responses as applicable.

Yours faithfully

Abubakar Abdullahi Umar

Date ………………. Age ………………….. Sex ………………….

Nationality …………………….. Religion ………………….

State ……………… Town / village ………………………

Direction

The scale below will be used to rate a person on items listed. Please use it to rate yourself accordingly, but it is not, worthy to rate the items that must describe yourself at the high end and those that you are undecided or on sure on such item record the number which represent your response on the blank space on the right hand side of the items.
Thus: Strongly disagree, disagree, undecided, agree, and strongly agree

\[
\begin{array}{cccccc}
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

Example:

I am a happy boy ……4……

Four is put in the blank on the right hand side of the item because this statement is somehow agreed; you can now start with item.
1. I have warm solid attraction for others
2. I am a responsible person
3. My life have great value for me
4. I am afraid of enemies
5. I am a submissive person
6. I am active
7. I am confident about what, other people think about me
8. I am concerned about what other people talk about me
9. I constantly feel in secured
10. I express my feelings freely
11. I am not an optimistic person
12. I usually like people
13. I like to work hard
14. I can face any difficulty in life
15. I am ambitious over attaining mastery of things
16. I am un reliable
17. I may lie in certain situations
18. I fear I would fail on anything I plan to do
19. I am self centered
20. I always agree with my mate on all issues
21. I am dependably reliable
22. I often feel lonely
23. I am original in all ways
24. I am lazy
25. I am shy
26. I am always methodical
27. I like to generate new ideas all the time
28. I am always thirsty for knowledge
29. Life is meaningless
30. I like to be myself always
Dear student,

This questionnaire is intended to elicit information from you about your occupational preference. You are kindly requested to respond to the following questions or statements accurately and as honest as possible. All your responses would be treated confidentially and be used for the purpose of this study only. Therefore you may please tick the appropriate responses as applicable.

Yours faithfully

Abubakar Abdullahi Umar

Personal Information

Village / Town

Age

Sex

School

Class

Father’s Occupation

Mothers’ occupation

Mothers’ occupation before marriage (if known)
1. Which occupation or profession do you like most to engage in (enter) after your education?

2. Which is your second most preferred occupation?

3. How informed are you about the occupation you have chosen

   Very well informed [ ]
   Well informed [ ]
   Fairly informed [ ]

   Just a little information [ ]
   No information at all [ ]

4. (a). Do you have any interest in your father’s occupation?

   Yes [ ]
   No [ ]

4. (b). Do you have any interest in your mother’s occupation?

   Yes [ ]
   No [ ]

**Motivation for Occupational Preference (MOP)**

The table below is a list of possible reasons why some people choose their occupation. Read through the reasons carefully and decide how important each reason is in making you to choose the occupation you wish to enter. Column I below indicates the reason while column II indicates the ratings of each reason. The ratings are:

- Extremely Important – 4
- Fairly Important – 3
- Little Importance – 2
- Not Important – 1
<table>
<thead>
<tr>
<th>S/NO</th>
<th>COLUMN I</th>
<th>COLUMN II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REASONS</td>
<td>No Important</td>
</tr>
<tr>
<td>1</td>
<td>Direct or indirect influence of parents</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Direct or indirect influence of teachers</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Direct or indirect influence of friends</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Direct or indirect influence of the media</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pay good salary</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Provide attractive working conditions (transport allowances, overtime allowance est.)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ensure stable and secure future</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Give an improved social status and prestige</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Fondness for school subjects which bear upon the profession</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Permit the use of my special ability or aptitude.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Permit me to be ordinal and creative (to work with ideas)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Permit me to use my hands extensively (to work with thing)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Give me a chance to exercise leadership</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Give me opportunity to work with people</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Give me the opportunity to serve others</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Permit me to help the less fortunate ones.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>People of my status do well in the occupation</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I was told I can only do well in the occupation</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I heard a lot about the occupation from career talks</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>It was the only occupation my family expected me to enter</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Result output

GET DATA /TYPE=XLSX
/FILE='C:sheiktsagem\Documents\OTHER PEOPLE WORKS\A. Umar Data.xlsx'

CORRELATIONS
/VARIABLES=MOPS APDI MOPSm MOPSf APDIm APDIf
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

Correlations

[DataSet3]

Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOPS</td>
<td>56.84</td>
<td>5.217</td>
<td>333</td>
</tr>
<tr>
<td>APDI</td>
<td>102.75</td>
<td>10.389</td>
<td>333</td>
</tr>
<tr>
<td>MOPSm</td>
<td>57.06</td>
<td>5.447</td>
<td>191</td>
</tr>
<tr>
<td>MOPSf</td>
<td>56.56</td>
<td>4.870</td>
<td>144</td>
</tr>
<tr>
<td>APDIm</td>
<td>100.78</td>
<td>9.942</td>
<td>191</td>
</tr>
<tr>
<td>APDIf</td>
<td>105.42</td>
<td>10.368</td>
<td>144</td>
</tr>
</tbody>
</table>

Correlations

<table>
<thead>
<tr>
<th></th>
<th>MOPS</th>
<th>APDI</th>
<th>MOPSm</th>
<th>MOPSf</th>
<th>APDIm</th>
<th>APDIf</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOPS</td>
<td></td>
<td>-.013</td>
<td>1.000&quot;</td>
<td>-.255&quot;</td>
<td>-.043</td>
<td>-.042</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.813</td>
<td>.000</td>
<td>.002</td>
<td>.556</td>
<td>.620</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>333</td>
<td>333</td>
<td>191</td>
<td>144</td>
<td>191</td>
</tr>
<tr>
<td>APDI</td>
<td>-.013</td>
<td></td>
<td>-.105</td>
<td>.131</td>
<td>.576&quot;</td>
<td>-.063</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.813</td>
<td>.148</td>
<td>.117</td>
<td>.000</td>
<td>.453</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>333</td>
<td>333</td>
<td>191</td>
<td>144</td>
<td>191</td>
</tr>
<tr>
<td>MOPSm</td>
<td>1.000&quot;</td>
<td>-.105</td>
<td></td>
<td>-.255&quot;</td>
<td>-.043</td>
<td>-.042</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.148</td>
<td>.002</td>
<td>.556</td>
<td>.620</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>191</td>
<td>191</td>
<td>191</td>
<td>144</td>
<td>191</td>
</tr>
<tr>
<td>MOPSf</td>
<td>-.255&quot;</td>
<td>.131</td>
<td>-.255&quot;</td>
<td></td>
<td>.093</td>
<td>.191&quot;</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td>.117</td>
<td>.002</td>
<td>.266</td>
<td>.022</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>144</td>
<td>144</td>
<td>144</td>
<td>144</td>
<td>144</td>
</tr>
<tr>
<td>APDIm</td>
<td>-.043</td>
<td>.576&quot;</td>
<td>-.043</td>
<td>.093</td>
<td></td>
<td>.050</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.556</td>
<td>.000</td>
<td>.556</td>
<td>.266</td>
<td>.549</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>191</td>
<td>191</td>
<td>191</td>
<td>144</td>
<td>191</td>
</tr>
<tr>
<td>APDIf</td>
<td>-.042</td>
<td>-.063</td>
<td>-.042</td>
<td>.191&quot;</td>
<td>-.050</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.620</td>
<td>.453</td>
<td>.620</td>
<td>.022</td>
<td>.549</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>144</td>
<td>144</td>
<td>144</td>
<td>144</td>
<td>144</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).