

GENDER, PERSONALITY AND PARENTAL EXPECTATION AS CORRELATES OF OCCUPATIONAL CHOICE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN POTISKUM LOCAL GOVERNMENT AREA, YOBE STATE, NIGERIA

BY

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### Abstract

*This study examined gender, personality and parental expectation as correlates of occupational choice among senior secondary school students in Potiskum L.G.A. Three research questions, objectives and research hypotheses guided the study. The study adopted a correlational research design. A sample of 346 SSII students was drawn from the population through multi-stage sampling technique with the aid of Isreal (2013) table for determining sample size. Three set of instruments were used by the researcher to measure parental expectation, personality and career choice. The results of the finding indicated that: there is no significant relationship between students' personality and parental expectation; there is significant difference between parental expectation and gender; and there is no significant difference between occupational choice and gender. The study concluded that personality was not related to parental expectation among senior secondary school students. Based on the findings, recommendations were made that Counsellors and teachers should assist the students to understand their personality in relation to parental expectation by providing them with information on both personality characteristics and parental expectation, as it is indicated in this study that, personality is not related to students' parental expectation.*

**Keywords:** Gender, Personality, Parental expectation, Occupational choice and Students

### Introduction

In Nigeria, the education process follows the 9-3-4 system of education where a student spends nine years in primary school, three years in senior secondary school and a minimum of four years at the university. At the primary school level, a general curriculum is offered with no options. However at the secondary school level, a student may choose to pursue either science based subjects or art based subjects. This is the first instance when a student is faced with the task of choosing a future career path. This choice is further affirmed through the performance in the West African Examination Council (WAEC). Admission into various university degrees is dependent on the students' performance in the WAEC. Those who perform exceptionally well proceed to pursue professional courses like Engineering, Medicine, Law, Architecture, Finance, Accounting, Radiography, Physiotherapy etc. On the other hand those who do not perform well are enrolled in non-professional general degree courses. From the foregoing, it may be concluded that a Nigerian student's future career is predetermined by the choice of subjects done at secondary school level and the level of achievement at WAEC, NECO and other similar examinations.

To some extent this is true and as a result, many students in Nigeria end up in career that they had not aspired for in the first place. Since the admission into university courses is based on their performance, their interests are never considered and most students end up pursuing careers they just got into by chance. Exploration of career choices should therefore be an important exercise for high school students. A thoughtfully constructed career choice process will provide a meaningful, productive, and satisfying career. A career choice process or outline might provide better answers than making life decisions based upon unexplored procedures (Hirsch, 2012). Career choice and selection is one of many important choices students will make in determining their future plans and this decision will impact them throughout their lives (Borchert, 2010).

It is observed that, a career aspiration which is shared with occupational choice is an important precursor for successful career development across the life span and is closely related to adolescence adjustment and well-being (Skorikov, 2010). Equally, the career aspirations of an adolescence have been viewed as significant determinants of both short term educational and long term career choice (Schoan & Parson, 2012; Patton & Creed, 2010). Therefore, in the process development, some socialization outlets tend to influence the occupational choice of adolescence during their life span.

### Statement of the Problem

Every parents expects a good academic performance from his/her child in order to enable the child build a beautiful carrier in future. In this light parental expectation gender and personality plays an important role in picking a good occupational choice. The study further explores gender differences on types of job, and looks into students of introvert or extrovert ship as factor on types of jobs. The relationship of personality, gender and types of job was

examined. The struggle to meet personal and family demand in the present economic situation Nigeria has subjected adolescences into chaos as significant number found them selecting educational paths that are not consistent with interest, value, aptitude etc. personality variables are no longer considered among the factor that determine entry into a career but the available existing vacancies in tertiary institution as well as value attached to a career in order to meet economic demands. The main thrust of the study is to examine the relationship among gender, personality, parental expectation and occupational choice of senior secondary school students in Potiskum L.G.A of Yobe state.

### Objectives of the Study

The objectives of the study were:

1. To examine the relationship between students' personality and parental expectation.
2. To examine the difference between parental expectation and gender.
3. To examine the difference between occupational choice and gender.

### Research Questions

To guide the study, the following research questions guided the study:

1. Is there any relationship between students' personality and parental expectation?
2. Is there any difference between parental expectation and gender?
3. Is there any difference between occupational choice and gender?

### Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- Ho<sub>1</sub>: There is no significant relationship between students' personality and parental expectation.  
 Ho<sub>2</sub>: There is no significant difference between parental expectation and gender.  
 Ho<sub>3</sub>: There is no significant difference between occupational choice and gender.

### Methodology

A correlational research design was adopted in this study. The population for the study consists of all the five public senior secondary school (SSII) students in Potiskum L.G.A with a total population of 4,124 students (Science and Technical Board & Teaching Service Board). The sample of the study was drawn from the population of the study using multi-stage sampling techniques. Firstly, purposive sampling technique was adopted by using public senior secondary schools. A purposive or judgment sampling is a technique used for the study based on the assumption that with good judgment, one can handpick element of cases in a population, which are satisfactory in relation to one's needs. The sample of 346 students comprising of both male and female students was selected with aid of Isreal (2013) table for determining sample size to simplify and justify the work. Thereafter, the sample of 346 students was proportionately selected across the five schools. The proportionate sampling technique was used to select corresponding number from the various schools to ensure equal or proportional representation (Creswell in Abdulkadir et al. 2021). With proportionate sampling method, the researcher does not leave the representativeness of the sample entirely to chance.

More so, in selecting students to represent the sample in each school, the researchers used simple random sampling technique by writing 'YES' and 'NO' on folded piece of papers. All those students that picked 'YES' were selected to represent students' sample of the population. The sample size for the study is presented in table 1.

**Table 1: Sample Size of the Study**

S/N	School	Population	Sample Size
1.	Gov't Girls Sci. Tech. College Potiskum	901	76
2.	Fika Gov't Sec. Sch. Potiskum	885	74
3.	Gov't Day Sec. Sch. Potiskum	1,282	108
4.	Gov't Sec. Sch. Mamudo	480	40
5.	Gov't Sci. Tech. College	576	48
	<b>Total</b>	<b>4,124</b>	<b>346</b>

Source: Isreal (2013)

### Instrumentation

Three sets of instruments were used by the researcher to measure parental expectation, personality and career choice of students. The following are the instruments: Adopted version of Parental expectation scale (PES) developed by Federal Ministry of Education was used to measure the student's perception of parental expectation in regards to their career choice; Adopted version of Akinboye's Adolescent Personality Data Inventory (APDI) Sub-scale A: to

measure students' personality; and Adopted version of Bakare's (1977) Motivation for Occupational Preference Scale (MOPS) to measure students' Career choice.

The data collected was analyzed using Pearson Product Moment Correlation (PPMC) statistics for  $H_{01}$ . This is because, the tool helps to identify the pattern of relationship that exist between the two variables and measured the strength of the relationship between two variable. And  $H_{02}$  and  $H_{03}$  were analyzed using t-test analysis. This is because t-test is a tool that is used to measure difference in samples.

### Hypotheses Testing

**$H_{01}$ :** There is no significant relationship between students' personality and parental expectation.

**Table 2: Relationship between Students' Personality and Parental Expectation**

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
personality	346	75.49	13.757			
				.087	.108	Not Significant
Parental Expectation	346	65.08	12.503			

From Table 2, it can be seen that the relationship between students' personality and parental expectation was positive but not significant, Pearson's  $r = .087$ ; which was high;  $p > .05$ . Thus, the hypothesis is accepted. This indicates that there is no significant relationship between students' personality and parental expectation because the p-value is greater than .05 level of significance. Thus, hypothesis which states there is no significant relationship between students' personality and parental expectation was retained.

**$H_{02}$ :** There is no significant difference between parental expectation and gender.

**Table 3: t-test Analysis of Parental Expectation and Gender Scores**

Variables	N	Mean	Std. Deviation	Df	P-value	Decision
Male	206	65.68	12.387			
Female	140	62.02	12.657			
				344	.008	Significant

The t- test analysis from the Table 3 shows that df 344 and the p-value obtained is .008, which is less than  $P < 0.05$  levels of significance, Hence the null hypothesis which states that there is no significant difference between parental expectation and gender was rejected. This means that male and female students differ significantly in their parental expectation. This indicates that there is significant difference between parental expectation and gender because the p-value is less than .05 level of significance. Thus, hypothesis which states there is no significant difference between parental expectation and gender was rejected.

**$H_{03}$ :** There is no significant difference between occupational choice and gender.

**Table 4: t-test Analysis of Occupational Choice and Gender Scores**

Variables	N	Mean	Std. Deviation	Df	t-value	P-value	Decision
Male	206	64.48	12.202				
Female	140	66.19	11.418				
				344	.168	.190	Not Significant

The t- test analysis from the Table 4 shows that df 344 and the p-value obtained is .190, which is less than  $P > 0.05$  levels of significance, Hence the null hypothesis which states that there is no significant difference between occupational choice and gender was accepted. This means that male and female students do not differ significantly in their occupational choice. This indicates that there is no significant difference between occupational choice and gender because the p-value is greater than .05 level of significance. Thus, hypothesis which states there is no significant difference between occupational choice and gender was retained.

### Discussion of Findings

Hypothesis one finding revealed that there is no significant relationship between students' personality and parental expectation. This is in line with the study of Durosaro and Nuhu (2012) on an evaluation of the relevance of career choice of students among school going Adolescents in Ondo state. Subjects for the study consisted of 515 male and female senior secondary 2 students drawn from ten mixed students with ages ranging from 16-21 years. Questionnaires were used to collect data. The data were analyzed descriptively using tables and percentages and by statistical method using chi square. The study revealed, among others that students' personality and parental expectation are not related. This was in contrary to the finding of Singer (2016) who found that parental expectation greatly influence students' personality of secondary school students.

Hypothesis two which stated that there is no significant difference between parental expectation and gender was rejected. This means that male and female students differ significantly in their parental expectation. The finding is in line with the study of Osa – Edoh and Alutu (2011) who found significant difference between parental expectation and gender of secondary school students. Also Taylor, Harris and Taylor (2004) found that a significant difference exist between parental expectation of male and female students. According to Adeleke (2005) regardless of whether children are exposed to other factor or not, disclosed that parental influence appears to take upper hand and to be a determining factor in pushing their children whether male or female to certain careers because of the prestige people attached to them without due consideration for the interest and capabilities of their children.

Hypothesis three found significant no difference between occupational choice and gender. The finding affirms the study by Stake in Buah (2016) who interviewed 54 male and 54 female students of two Midwestern Universities and one Nursing school the United State of America. The subjects were first of all matched in their occupational goals and through interview; the bases for their subject selection were explored. Results of Stake's study showed that females expressed expectation for greater intrinsic work enjoyment and fewer for financial responsibilities. Males clearly expected greater financial responsibility than did females. Stake explained the results of the study in terms of the subjects' anticipation of a breadwinner. Since most of the males in the study had earlier expressed their anticipation of a breadwinner role, the males' greater need for financial reward was probably influenced by an awareness of their future role. In their process of occupational selection, the males therefore might have been less focused on possibilities of intrinsic work enjoyment than were the females. According to Onwuka in Christopher (2011) the skill that teachers exhibit in teaching influences the students' enrolment in subject area selection. Christopher (2011) postulated that the method of approach is very vital in teaching/learning situation. The way the teacher presents the subject matter on the learner may stimulate a student to like or dislike a subject area. Nwogugwu in Yaro (2013) pointed out the need for blending theoretical and practical work in teaching of subjects so as to stimulate student's interest more especially on vocational and technical subjects.

### Conclusion

The study concluded that personality was not related to parental expectation among senior secondary school students; male and female students differ in their parental expectation; and male and female students do not differ in their occupational choice.

### Recommendations

Based on the findings of the study, the following recommendations are made:

1. Counsellors and teachers should assist the students to understand their personality in relation to parental expectation by providing them with information on both personality characteristics and parental expectation, as it is indicated in this study that, personality is not related to students' parental expectation.
2. Since male and female students differ significantly in their perception of parental expectation, therefore it is recommended that parent should be involved in the occupational choice pursuance of their female children than that of their male counterparts.
3. Since male and female students do not differ significantly in their occupational choice, therefore it is recommended that both male and female students should be more involved in the choice occupational on the basis of gender.

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