

**SEX AND AGE AS DETERMINANTS OF OCCUPATIONAL
ASPIRATIONS AMONG JSSIII STUDENTS IN ILORIN METROPOLIS**

BY

**ABDULQADIR NIMOTALLAHI IDOWU
KWCOED/IL/ 2021/0083**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
BUSINESS EDUCATION, SCHOOL OF VOCATIONAL AND
TECHNICAL EDUCATION, KWARA STATE COLLEGE OF
EDUCATION, ILORIN, KWARA STATE, NIGERIA**

**IN PARTIAL FULFILMENT OF PART OF THE REQUIREMENTS FOR
THE AWARD OF NATIONAL CERTIFICATE IN EDUCATION, (NCE)**

JULY, 2024

CERTIFICATION

This research work has been read and approved as meeting the requirement for the award of Nigeria Certificate in Education (NCE) in the Business Education Department, Kwara State College of Education, Ilorin.

Dr. Akanni, L.F.
Project Supervisor	Signature	Date

Mr. Adefila J.S.
Head of Department	Signature	Date

Mrs. Aluko K.A
Project Coordinator	Signature	Date

DEDICATION

I dedicate this research project to Almighty Allah the giver of knowledge and endowed of wisdom beyond comprehension. Also, to my parent, Mr and Mrs. Abdulqudir Hamzat and the entire family of Amanke Amahan.

ACKNOWLEDGEMENTS

All praises to Almighty Allah for his blessings upon me not only for the commencement of this program but also for the successful completion of it.

My profound appreciation goes to my project supervisor, DR. AKANNI L.F for his patience, understanding, advice, suggestion and audience given to express myself on the view of this work as he stood by me till work. May Almighty Continue to bless him.

I am highly indebted to my parents Alhaji Abdulqudir Hamzat and Hajia Ajarat Ajoke Abdulqudir for their parental care, love, morally and financially support. May Almighty Allah grant them Al-jannah Fridaous Ameen.

Special thanks goes to my brother, Alhaji Hamzat, Mr. Bolakale, and Hajia Abdulrasheed for moral and spiritual support.

I express my profound gratitude, to my affectionate husband Alhaji Abdulrasheed Aliyu who permit me to finish this course and also

for his patience and understanding during the difficult days of my studies.

I also extend my greetings to my son, Abdulqadir Abdulrasheed for his patience all through my studies. May Almighty Allah bless him.

My special appreciation also goes to the following sibling for their love Lukman, Abdilmumeen, Idiru, Abdulbaki, and Maryam.

I will always remember my lovely friends: Rofiat, Maryam Olowo 1, Rukayat, Khairat and my school daughter Kabirat Taiwo above all, I am most grateful to Almighty Allah the great teacher who taught man by the pen that which he knew not, the sustainer and cherisher of all things in life, for his countless and blessings towards me.

ABSTRACT

This research was designed to investigate sex and age as determinants of occupational aspirations among JSSIII students in Ilorin metropolis.

Five schools were randomly selected out of twenty-seven schools in the study area. The target population was the students of JSS III in five selected secondary schools in the study area Questionnaire was the instrument used for data collection Frequency counts and percentages were the statistical instrument. used for the data analysis.

The result of the findings revealed that as the individual increases his capacity to perform as a result of maturation, he becomes more capable of learning; children of different ages learn at different rates; the sex of a child can influence his learning potentials. After the analysis, it was revealed that sex and age act as the determinants of occupational aspirations of secondary school students in form metropolis. A teacher should take into consideration the children’s sex and age difference before introducing to them any concept; the knowledge of the sex and age of the children in a teacher’s class will make his work easier. Finally, recommendations were given to parents, schools an’ the government to ensure proper education of the school students.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Abstract	vii

Table of contents	viii
CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Statement of the Problem	4
Purpose of the Study	5
Research Questions	5
Significance of the Study	6
Definition of Terms	11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction	11
Occupational Aspiration	17
Steps in Executing Career/Occupational guidance in secondary schools	19
Summary of Literature Reviewed	32

CHAPTER THREE: RESEARCH METHOD

Research Design	37
Population	37
Sample and Sampling Techniques	38
Research Instrument	39
Validity of the Instrument	40
Reliability of the Instrument	40
Administration of the Instrument	41
Data Analysis	42

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction	43
Testing of the Hypothesis	44

**CHAPTER FIVE: SUMMARY, CONCLUSION AND
RECOMMENDATIONS**

Summary	49
Conclusion	50
Recommendations	53
References	54

APPENDIX	60
-----------------	----

CHAPTER ONE

INTRODUCTION

Background to the Study

One of the contributing factors of unemployment and under employment among school leavers in Nigeria and Ilorin metropolis is lack of vocational guidance to students while in or out of school.

Bojuwoye (1996) argued that most Nigerian Youth found it difficult to choose subject combination required for different occupations and they put the blame on the educational system and teachers. Teachers need the services by a vocational guidance in order to be able to collect, analyse, interpret and present relevant information about occupation either below or above their ability as measured by psychological test, (Bojuwoye, 1996).

A vocation is work that an individual does after years of schooling, apprenticeship and trading or educational attainment whereas a job carries a different connotation and borders on lack of continuity or

sometimes refers to a specific type of activities. For educational system of the country to fulfil one of its primary objective (preparing the individual for a useful life), emphasis must be laid on vocational guidance.

From very ancient times, the problem of choosing what kind of job a person does has been at the fore front of the traditional counselling. Scandled and Mustapic (2001) opined that the problem of deciding on a vocation is one of the most critical developmental task of adolescent, young school leavers often face the problems of what work to do and when they make vocational choices are usually based on wrong assumption. For instance, they make choice which involves consideration of varieties of opportunities, alternatives and realities.

Scandled and Mustapic (2001) also pointed out that appropriate vocational choices requires one's interest, abilities and aptitude in the light of realities in the world of work. For example, adolescent who impliedly aspire to take up a medical vocation only to discovers that he

or she possesses very little or no aptitude in the discipline. If in the long run, through parental pressure, the individual finds himself in the medical line may begin to experience vocational continuity.

Choosing a career (vocation) is preparing oneself for adult life. It is a preparation for earning a living. It is a concept for a better living style and for improving oneself students between 14 to 24 years are expected to choose their career. They have to face the period of choice of career or preference which to many is a matter of confusion.

Sex, according to Oxford Dictionary of Current English is the two main categories into which human and most other living things are divided on the basis of their reproductive functions.

Also, the Encyclopaedia Britannica defines a male as an individual that is equipped for

Statement of the Problem

Nigeria and Ilorin metropolis to be specific are said to be mostly populated by adolescents. This is a critical period in terms of decision

making and vocational choices. At the stage of development adolescent make rash decision without taking into cognisance the factors that lead to vocational satisfaction. The consequence of this rash decision results in frustration, maladjustment and vocational dissatisfaction. Some of them suffer from frustration arising from parental wishes and perception pressure which results in poor academic performance.

There is therefore the need to investigate how sex and age determines the occupational aspirations of JSSIII students in Ilorin metropolis.

Purpose of the Study

The purpose of this study is to investigate into the relevance of sex and age to the occupational aspirations among JSSIII students in Ilorin metropolis.

Research Questions

The following research questions will be formulated for the purpose of guiding the focus of the study:

1. What role does age play in determining the occupational aspiration of a child?
2. What role does sex play in determining the occupational aspiration of a child?
3. How does either the sex or age of the child hinder the child's occupational aspiration?
4. Would the occupational aspiration of a child suffer greatly if his age or sex is not taken into consideration?
5. Whether students' attitude and perception towards counselling service influence their choice of career?

Significance of the Study

This study is meant to serve students, counsellors, parents, researchers and policy makers in the field of education. Counsellors are trained people who use a number of psychological instruments to

assess the occupational interest of adolescents. It will also serve as a guide to counsel students' attitude towards counselling services so as to plan the techniques to make guidance and counselling service less tedious and more functional particularly by making students aware of its importance towards their career. They will also be more cooperative with the master in solving their problems.

It is also learnt that parents are one of the factors that influence occupational choice of their children. Hence, when parents know the occupational aspirations and expectations of their children, these elaboration of functional spermatozoa and for the conveyance of these towards the site of fertilization; a female is one effectively equipped for the elaboration of function or a for conveyance of the site of fertilization and often as in mammals for the parental re-natal care of the embryo and foetus and for the nature of the offspring. This division dealt with sex roles but the gender roles is a social construct that establishes and

differentiates, status and roles between men and women particularly in the way they contribute to prevailing social system.

Gender varies from one society to another and is thus affected by class, age, ethnic group and social movement or crisis. Women are often the subordinate in gender relations.

However, gender involves analysis of how the various opportunities and constraints in any society affect men and women (Tahir, 2004).

To this end, the aim of school education in a country like Nigeria can be summarized as the development and enrichment of the personality of the scholar like in the individual life of which it is the expression and in the diverse relationship to others which make up human civilization.

Education is the most effective lasting instrument to change and development. Farrant (1980) in Abdulazeez (2004) defines education as a universal practice engaged in by societies at all ages of the

development. He also sees it as total process of human learning by which learning is important facilities training and skill development.

The following points will support the aims of education as entrenched in the NPE (2004) are:

1. To inculcate permanent numeracy and ability to communicate effectively.
2. To lay a sound basis for scientific and reflective thinking.
3. To give citizenship education as a basis for effective participation and contribution to the life of the society.
4. To mould the life and character and develop sound attitude with moral problem in a child.
5. To give the child the opportunities for developing manipulating skills that will enable the child function effectively in the society within the limits of the child's capacity.

6. To provide the child with the basic tools for further educational advancement including preparation for the trades and crafts in the locality.

In conclusion, education therefore, is the process which systematically builds up the entire self of a child. It gives growth to the body and the mind and fixes a child to his society. It widens his outlook and equip him mentally, physically and morally to face problems of life in their different aspects will make them look into occupational area where they feel their children can fit in.

Since students have been taught types of subjects that they can do that will make them become something or achieve the type of jobs they desire, this will make them choose the right occupation.

Finally, the study will be of tremendous assistance to subsequent researchers on this or other related topics as a secondary source of information or be a foundation stone for further research work.

Definition of Terms

For simplicity and easy comprehension of this write up, terms to be used in this study are hereby defined to throw more lights on how they have been used.

Age: Number of years one has lived.

Sex: A biological characteristic of being either male and female.

Aspiration: These are the highest possible occupation attainment which the youth or people aimed at accomplishing.

Career: Is the sequence of occupation, job and position occupied after the graduation of students in school.

Counsellor: Is a master giving advice and assisting the students to solve their problem.

Choice: This is the act of choosing the preference out of many.

Counselling: Is a direct inter-personal relationship between the counsellor and the counselee in which the principal objective is improvement of the welfare of the counselee.

Education: Is the knowledge that one gains right from the day that one is born as a child till the end of one's life in order to become a useful member of the society.

Guidance: It is the process of helping an individual (students) to solve his/her problems and be free to become a member of the community in which they live.

Occupation: The act of occupying, taking and holding possession.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The function of review of related literature in research is fundamental to researchers. It usually provides researches with some of the benefits such as reviewing previous investigations related to the researchers' problems.

Therefore, an attempt would be made to review literature on various contributions made by educators.

Johnson (1971) has this to say on the education women and girls have against those of the men and boys that education in any country cannot be allowed to remain the exclusive privilege of the male section of its population. In certain parts of the state, there is generally a common tradition of the women being the workers in the home and on the land in spite of other influences she may exercise. This is itself limits the numbers of girls being sent to school.

Girls get matured at an earlier age than boys at the age of fourteen or eighteen the average boys has no sex worries or all the worries attending the reaching of the age of puberty but the girl at that age has had her worries hence learning becomes more difficult.

Moreover, in this country, sex education is rarely given to children at any age by parents and what will the taboos in some societies keeping male and female apart, the first opportunities are misused and girls now fall back into trouble battling with lessons and love.

In mixed classes, girls are often neglected by men-teachers or badly taught by inadequately trained teachers in girls schools and so girls appear less able in many subjects.

In most cases, such subjects may not be useful for girls as alternative courses of comparable standard in more relevant subjects. This can only be rectified by the production of more female teachers for whom girls' subjects are compulsory during training.

According to Adeyemo (1985) “the term maturation refers to the natural process of growing, developing and ripening. It means the changes in behaviour with age depend primarily upon organic growth factors rather than upon prior practice and experience.

It is also used to widely refer to forms of growth other than the physical, for instance, mental maturity, social maturity or emotional maturity.

Maturation refers to a process of ripening or moving forward completely or maturity of development. Maturation may denote not only changes in physical characteristics but changes in function in only capacity to perform or behave.

As the individual increases his capacity to perform as a result of maturation, he becomes more capable of learning. Thus learning represents a modification of behaviour that has come about by virtue of experience, use or exercise. Through maturation and learning, there is change in behaviour or a new pattern of action emerges.

Maturation is growth that proceeds regularly within a wide range of environment conditions that takes special condition of stimulation such as training a practice, maturation is physiological.

Maturation is growth that proceeds regularly within a wide range of environment conditions that takes special condition of stimulation, such as training or practice; etc. Maturation also tells us that some kinds of performance may be tried to the level of development of the child.

We must properly assess the development level of the child so that we can select suitable learning experience (Lecture Notes B.Ed 1991)

Occupational Aspiration

Havinghurst, R.J. an educator, as well as psychologist devoted his time and effort in the area of various factors affecting the educational aspiration of students. One of the items which had come under focus in the effect of family concern of the teachers which are

traditionally been regarded as career guidance, they have worked for various ways of facilitating the achievement of these subjects.

Most parents want their children to attain an academic secondary schools course because this course leads to the best opportunities as the neighbours. He does not like his child to be looked down upon such that he struggles desperately to get him educated.

Perhaps, one of the least focus aspect of development is in the field of career guidance and counselling which helps human beings to be more aware of them.

Nigeria could have been highly developed today if the earlier educators had exposed her citizens to career education. Developed countries are those in which their citizens are doing what they want to do for a living and they are doing it well because they get satisfaction and sense of fulfilment in what they do.

In the light of the above stated circumstances, counselling which is the process in which an individual is helped to recognize his needs

and values, it is the first of all problems for a man to find out what kind of work he is to do in this universe. This can be tough problems for anybody who believes in making an effective vocational decision.

Almost everybody who chooses an occupation looks at the various opportunities which he thinks are open to him. He may do this thoroughly, systematically and realistically or he may choose impulsive, casually and financially.

Therefore, for effective career guidance and counselling detailed information on the family background of the counselee becomes important for a proper understanding of career aspirations.

Steps in Executing Career/Occupational Guidance in Secondary Schools

Children should be divided into groups to describe parents' type of work role.

Oyinloye (2002) suggested the following:

1. There should be occupational counselling session in every school.
2. Film shows on jobs like nursing, pilot for realistic and existing discussions are displayed by councillors.
3. Students should be allowed to visit industries, business centres to see occupational operations or seminars on career guidance and choice of occupation at regular interval in schools.
4. The counsellor should organize a workshop or seminar on career guidance and choice of occupation at regular intervals in schools.
5. Vocational guidance at junior secondary schools level should involve explanation on these vocations for students to be informed on occupational classification and make right choice based on their ability and interest.
6. Entry qualification information for the various occupational opportunities should be made available to students in their

group. This is also applicable to various programme entry qualification requirements.

7. Group discussion should focus on working condition for different occupations, the physical aspects of it and such as working with others or working alone and the nature of work supervision.
8. Counsellors in schools of study should involve students' teachers and parents by organizing regular career day.
9. Counsellors in school of study should also help young people or students with the subjects, study or training decisions.
10. The school curriculum should provide work place training and apprenticeships.

Education have 50% greater chance of receiving training that is to say training in specific skills is more effective when trainees have strong literacy, numeracy and problem solving skills which by implication, it is expected that lower secondary education can provide this foundation.

General education provides the society with values, communicative and manipulative skills on which effective vocational education is based. Without knowledge of reading, writing and arithmetic, good vocational education cannot be imparted vocational education builds on a foundation of good general education (Okoro, 1993). World Bank (1991) reports that 70% of the proprietors in Ibadan, Nigeria who engaged in radio and television repairs have secondary education, that is to say general education teaches those values, skills and knowledge which each student should know.

Citizen should have in order to understand the society in which he lives and play an intelligent part in its affairs. For example, electricity can be taught as general education and as vocational education. As general education, the emphasis is on helping students understand the principles of electricity and to become intelligent users of electrical appliances.

Okoro (1993) defines vocational education as any form of education whose primary purpose is to prepare persons for employment in recognized occupations, that is to say vocational education provides skills, knowledge and attitudes necessary for effective employment in specific occupations. To further buttress the definition given above, vocational education can be conceived as a comprehensive terms referring to those aspects of educational process involving in addition to general, the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. The Nigeria National Policy on education (NPE 2004) highlighted aspects of vocational education as follows:

- (a) An integral part of general education
- (b) A means of preparing for occupational fields and effective participation in the world of work.
- (c) Preparation for responsible citizenship

- (d) An instrument for promoting environmentally sound sustainable development
- (e) A method of facilitating poverty alleviation

These are consistent with those found in (UNESCO and ILRO) reports, the provision of vocational education starts at the junior secondary school in Nigeria where students or youths are exposed to vocational aspects such as business studies and introductory technology. Introductory technology comprises of some theoretical knowledge and practical skills in electricity and electronic, wood work, metal work, and building trades, i.e. is expected that at the end of the three year junior secondary school, the youths must have been equipped to either pursue higher education or opt out into the world of work.

Abdullahi (1993) states that vocational education is expected among things to assist students to acquire relevant occupational and

technical skills preparing for future occupations and make successful transition from school to world of work.

However, it has been observed that the present practice in vocational education curriculum development in Nigeria encourages lack of harmony between the educational practice and the world of work (Oranu, 1990).

To buttress the above points (NESCO, 1979) has earlier reported that the institutions responsible for manpower training are rarely in close contact with industries.

Okoro (2003) categorizes into three the vocational needs that Nigeria in particular may dwell into so as to reduce the rate of unemployment taking into cognizance the cost implications as follows:

- (i) **Production of Artisans:** This includes vocations like mechanics, furniture making and electrician.
- (ii) **Production Agriculturalist:** This includes vocations like poultry farming, horticulture and animal husbandry.

(iii) **Production of Fashion Designers:** This includes vocations like tailoring, dyers and barbing

He also interviewed teachers, young school leavers and students of pre-vocational subjects in Nigeria on the problems militating against proper impacting of vocational skills in schools and revealed that lack of cooperation from principals among others.

Akubudike (2003) also reports other problems such as inadequate staffing, poor attitude of students, lack of proper guidance and counselling, un-co-ordination of career oriented school clubs or association, lack of exposure to public lecturers.

Suffice it to say that these problems might have contributed to the increasing high rates of school drop-outs in most cities and villages in Nigeria which became the problems for their immediate society and the governments in Nigeria have brought in youth empowerment programmes of recent the National Economic Empowerment and

development Strategy (NEEDS) which was aimed at creating a new Nigeria citizen who values hard work and who realizes that one cannot have something for nothing (NEEDS 2005) Obiefuna (2003) reports that most of the Nigerian youths want to have good things in life but are not ready to be subjected to the world of work.

As the world of work is further changing most of the employers require certain skills from school leavers before being employed. This change in employers' expectation has resulted from the changing nature of workers roles in the work place.

Although employers are still interested in hiring individuals who have received occupationally specific training they also want individuals with a solid grounding in basic academic skills, the types of basic skills employers expect their employees to possess have been listed in a number of publication e.g. (College Entrance Examination, 1984) (Carnevale Gainer)

The main purpose of the study was to explore and describe the vocational training needs of (15 – 25) years old out of school youths in Ilorin Metropolis of Kwara state Nigeria.

Specifically, the researchers sought to describe the demographic characteristics, examine their vocational needs and also identify problems associated in their vocational training needs. The design for the study was survey that involved 128, 15-25 years old out of school youths.

Since the study population frame did not exist a cluster sampling technique was employed in the study. The cluster sample was drawn from eight wards that constitutes Ilorin metropolis.

Each ward as a cluster, of the instrument used for the study was a 16 items.

Questionnaire which was constructed by the researchers and validated by experts from vocational and technology education

programme of Abubakar Tafawa Balewa University, data collected were analyzed using frequency and percentage statistical tools.

Finally, conclusions were reached and recommendations made.

Youths represent the future and hope of every country. The high returns on resources invested in youths today have both immediate and long term benefits where they existed an important role in building life skills of individual young people, strengthening families and communities and working towards sustainable development as a major contributor to the over all progress of a country. Many countries have realized that the development and harnessing the potential of the youths can best be achieved through a sound educational system. In Nigeria for instance, the training given to youths at the secondary school level is both pre-vocational and academic.

According to the National Policy on education (NPE 2004). The aim of secondary school is to make a person to be productive to himself and the society.

Academic and vocational courses are offered at the junior secondary school (JSS) level.

These courses are supposed to provide definite purpose and meaning to education by relating to occupation goals, provide technical knowledge and work skills necessary for employment and develop abilities, attitudes work habits and appreciation which contributes to a satisfying and productive life.

Abdullahi (1993) states that vocational education is expected among other things to assist students to acquire relevant occupation and make successful transition from school to world of work.

However, it is very disturbing to observe that most of our graduates at both the JSS and SSS levels that have not further their studies stay without job and further education.

Despite the fact that the training at JSS level was targeted at preparing the group of youths with both academic and vocational skills

that would make them become self-reliant and also prepare them for further studies, what then was the problem?

Was it that these youths have not been given the adequate training that would enable them identifying their needs so that they can initiate and pursue available vocation.

What are the problems that are militating against the efforts being made to help the youths become self reliant and useful to the society?

This study attempts to find out answers to some of the questions.

Summary of Literature Reviewed

United Nations (1985) described youths as those persons falling between the ages of 15 – 24 years. By this definition, therefore, children are those persons under the age of 14.

According to World Bank (2006) the term ‘Youth’ in general refers to those who are between the ages of 15 – 25.

However, it is worth noting that Article of the United Nations defines children as persons up to the age of 18 through by that

explanation many countries also draw a line on youth at the age at which a person is given equal treatment under the law often referred to as the “age” of maturity.

This age is often 18 in many countries and once a person passes this age he is considered to be an adult. An enshrined Nigeria, it is expected that when a child attained the ages of 18 he or she must have acquired a skill that will make a person to be productive to himself and the society (NPE 2004) which by implication can fend for himself with minimum supervision from elders.

However, the operational definition and meaning of the term ‘youth’ often varies from country to country, depending on the specific socio-cultural, institutional, economic and political factors for example, Botswana, the National Youth Policy adopted in 1996 defined youth as a proportion of the population falling within the age range of 12 to 29 years (Squire, 2000).

Education, the common property to everyone, the prime creator and convey or of knowledge in any facet is the most complex human endeavour. (Galadima, 2003) in other words, it is the only means by which a society can become for better or for worse.

That is to say strengthening general education at the primary and secondary school levels are the first priority for public policies to improve productivity and flexibility of the work force in addition to generating broad benefits to society, general education directly increases worker mobility and productivity and increase the access (chance) of the poor an socially disadvantaged groups to training and wage employment (World Bank, 1991) for example in Peru workers with complete secondary school and Meltzer 1988) for example, (Holleriback 1987) in South Dakota and what employers say about vocational education in South Carolina (1986) in their researchers highlighted some grey areas which need to be mended in order to achieve a

purposeful objective in order to deliver the expectations of employers. The areas highlighted includes basic skills, etc.

The literature reviewed so far identifies various importance of career guidance in the choice of occupations in junior secondary schools and the variables that can predict the career choice of an individual have been analysed.

According to Odediran (1995) occupational guidance is the process of helping a person match his personal attribute. Herr (1994) pointed out that occupational guidance is process whereby each individual person has certain abilities, interest, personality traits and other characteristics and that these characteristics are known together with their potential values.

Furthermore, Yahaya (1991) and Meyers (1991) were of the view “that occupational guidance and career choice are made up of experimental activities and procedure which span over time and that occupational guidance in school will provide children the opportunity of

awareness of various openings in the world of work and such will reduce the influence of parents on the choice of career.

The effect of parents and ignorant of students were considered. The primary responsibility of not only according to his needs, interest and values but also to recognize the life time consequences his right or wrong choice might bear on his personality.

CHAPTER THREE

RESEARH METHOD

Research Design

The design for this research work is basically a descriptive survey. The design is chosen because it helps to describe, record, analyze and interpret the conditions that exist in the study.

It is expected to real current conditions, point out the acceptability of status quo and shows the need for change. This type of survey is also valid, reliable and accurate and will help to provide acceptable data for interpretation and generalization process.

Population

The target population for this study involved all the twenty seven (27) secondary schools in Ilorin West Local Government Area of Kwara State (21 Private Secondary Schools and 30 Public secondary Schools).

Sample and Sampling Techniques

Due to time and fund constraints, a total of one hundred (100) questionnaires forms were prepared and administered to randomly selected students in JSSIII using stratified random sampling techniques. This implies that the respondents were drawn from students in JSSIII in five selected secondary schools in Ilorin West Local Government Area of Kwara State. The name of the selected secondary schools and corresponding sample size (number of respondents) are stated in the table below:

Table 1: Sample size drawn from the selected secondary schools in the study area.

S/N	NAME OF SCHOOL	SEX	NUMBER OF RESPONDENTS
1.	Babako Community school, Ilorin	Mixed	10
2.	Government Day Secondary School, Ilorin	Mixed	10
3.	Icons	Private	10
4.	Mount Carmel College, Ilorin	Male	10
5.	Government Girls Day Secondary School, Oko-Erin, Ilorin	Female	10

Research Instrument

The instrument used to collect data for this study was the structural questionnaire. Daramola (1999) noted that questionnaire was a series o relevant questions which were usually used to elicit information from respondents who were normally drawn from target population of a given study. The questionnaire was adopted version of Oyinloye (2002) and Amusa (2006) with few modifications by the researcher.

The instrument consisted of two sections Section A contained information on the respondents personal data while Section B consisted of items which measure students' perception of the career aspiration of JSSIII students in Ilorin West Local Government Area of Kwara State.

Validity of the Instrument

To establish the content validity of the instrument the researcher sought for the project supervisor's advice when constructing the questionnaire and the necessary corrections and suggestion by the supervisor were effected before the questionnaire was administrated on the respondents.

Reliability of the Instrument

Reliability is the degree to which scores are consistent over time. The test-re-test method of reliability was employed in this study to test the consistency of the instrument in an interval of three weeks. That is, ten copies of the instruments were administered to ten students. After three weeks of the first administered the same instrument was administered to the same set of the students. The scores in both administrations were obtained and correlated using Pearson Product Moment Correlation formula yielding 0.87. This was considered high enough to rate the questionnaire as reliable.

Administration of Instrument

The questionnaire was administered to the respondents in each of the selected secondary schools in Ilorin West Local Government Area of Kwara State with the permission sought from the principals of the schools. The respondents were enlightened on the purpose of the study.

The one hundred copies of the questionnaire produced was distributed and administered to students of JSSIII in the five selected secondary schools on the spot after the researcher had given necessary information to guide them in filling and eliciting responses to the items. Students were given enough time to fill the questionnaire appropriately later, all the questionnaire forms were collected after the completion.

Data Analysis

The method used to analyse the data collected was percentages and tables in analyzing the data collected, the respondents were expected to respond by ticking each item on the determinants of occupational aspirations among JSSIII students which the researcher later presented in tables.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussion of data obtained in this study. In this chapter, attempt has been made by the researchers through the use of questionnaire to investigate how sex and age act as the determinants of occupational aspiration among JSSIII students in Ilorin metropolis.

It also presents results in tables obtained through a critical analysis of data.

Introduction

This chapter focuses its attention on analyzing the various findings collected in the five selected secondary schools. These schools are:

1. Baboko Community Secondary School, Baboko, Ilorin
2. Government Day Secondary School, Ilorin
3. Ilorin Comprehensive High School, (ICOHS), Ilorin
4. Mount Carmel College, Ilorin.

5. Government Girls Day Junior Secondary School, Oko-Erin,
Ilorin

Testing of the Hypothesis

Table 1:

What roles do the age of a child play in determining his occupational aspiration?

S/N	Response	No of Res-pondent	Perce-ntage
1.	What roles do the age of a child play in determining his occupational aspiration?		
2.	Creates Role	30	60%
3.	No significant role	8	16%
4.	Not much	12	24%
5.	Total	50	100%

Researcher field survey 2024

The table 1 above indicates that 60% of the respondents feel that the age plays a significant role in determining the occupational

aspiration of a child while 16% think that the role of age in the determination of occupation aspiration is not significant

Also 24% of the respondents are not sure whether age has relative role to play in the aspiration of a child or not.

Table 2

What role does the sex of a child play in his occupational aspiration?

S/N	Response	No of Res-pondent	Percen-tage
1.	What role does the sex of a child play in his occupational aspiration?		
2.	Creates Role	30	60%
3.	No significant role	10	20%
4.	Not much	10	20%
5.	Total	50	100%

The table 2 above indicates that 60% of the respondents think that sex plays a dominant role in the occupational aspiration of students while 20% feel that the sex has no significant role to play in a child's occupational aspiration.

Also 20% of the respondents said that sex has not much impact on the occupational aspiration of the child.

Table 3

How does either the lack of knowledge of sex or age of he child hinders the child’s occupational aspiration?

S/N	Response	No of Res-Pondent	Percen-tage
1.	How does either the lack of knowledge of sex or age of the child hinders the child’s occupational aspiration?		
2.	Much	25	50%
3.	Fairly well	15	30%
4.	Not much	10	20%
5.	Total	50	100%

Researcher field survey 2024

Researcher field survey 2024

From the respondent’s answers as contained in table 3 above, 50% of the respondents agreed that lack of knowledge of either the child’s age

or sex hinders the child occupational aspiration while 30% says lack of knowledge affects the child’s occupational aspiration to a certain extent.

Also 20% of the respondents think that not much difference is made.

Table 4

Would the occupational aspiration of a child suffer greatly if his age and sex are not taken into consideration.

S/N	Responses	No of Res-Pondents	Percentage
1.	Would the occupational aspiration of a child suffer greatly if his age and sex are not taken into consideration		
2.	Yes	30	60%
3.	No	12	24%
4.	Not sure	8	16%
5.	Total	50	100%

Researcher field survey 2024

From table 4 above, it can be seen that 60% of the respondents agree that the occupational aspiration of the students will suffer while 24% said it will not suffer. Also 16% of the respondents are not sure.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

It can be inferred from these findings that age and sex of children are determinants of occupational aspirations from the contributions of various authors, sex and age are principal agents that at teacher must

not brush aside. A careful and cautious teacher must take into consideration such peculiarities from the findings, it was observed that the ages at which children learn affect their occupational aspirations, and there must be physical and mental maturation.

The effect of age on the choice of career was such that young students preferred law profession while the middle age chose medicine, accounting and pharmacy

Finally, one can also infer from the findings that age and sex play a predominant role in the occupation aspirations of a child.

The teacher in an attempt to impart knowledge to the child must take a critical work at the factors.

Conclusion

From the findings of this same study, it could be concluded that many adolescents just develop interest in certain career involvement e.g. physique, personality, characteristics, intellectual abilities and attitude or behaviour etc school must support the attainment of

development tasks of adolescents are to completely adjust and behave successfully in their adult life for example, it is important for schools to incorporate things like career counselling and preparation for family life I school curricula.

It is hoped that this study will serve as a working tool to the guidance and counsellors that would be involved in assisting the secondary school students in choosing their future career because proper understanding of the students circumstances are very vital in this process.

The career services and those involved in he vocational guidance have an important role to play in functional terms by providing information and help to the students and linking together education and work to also providing more adequate information that will help students in various work in school. They therefore have additional functions of keeping up to data with changes in the patterns of employment so that students can be accurately informed and advised. This ensures that

they are helped in terms of finding suitable jobs and employers are able to get suitable employees or workers.

Recommendations

On the basis of the findings of the results of this study, the following recommendations are made:

1. Career education should be introduced into secondary curriculum in order to prepare some adolescents for the work i.e. self-awareness, awareness of the world of work and decision making process.
2. More guidance counsellors be trained and posted to schools to perform the following functions:
 - (i) Guide students in the selections of school subjects which are related to their ambition.
 - (ii) Provide the students with occupational information

- (iii) Help identify the interest, capabilities and abilities of the students.
 - (iv) Prepare individual student for self-actualization and to help them to know the importance of engaging and choosing career that commensurate with one's personality.
3. School administrators should provide enabling environment and materials for the school counsellors to effectively disseminate their services. Counsellors should not be saddled with administrative or teaching activities that can jeopardize their primary assignments.
 4. Subject and class teachers should see the counsellors as partners in progress and there is the need for them to work together to bring about the desired impacts on the students.

Finally, if all the recommendations are judiciously implemented, it is the believe of the researcher that it will boost the performance of

school counsellors and aid students interest towards patronizing school counsellors for problem solving, career selection and development.

REFERENCES

- Adeyemo, P. O. (1955). Principle of Education and Practice Of Education. Ibadan: Omolayo Standard Press & Bookshops Co (Nig.) Ltd
- Gathard, W. P. (1985). Vocational Guidance Theory and Practice, New York: Groom Helm
- Johnson, A. (197]). Principles & Practice of Education; Past Exam. Q&A. Ibadan: Onibonoje Press.
- Odediran, N. O. (1995). Guidance and counselling for Nigeria schools counsellors, Ilorin: Mato Publicity and Printing Company.
- Oyinloye, E. O. (2002). Importance of career guidance in the choice of vocations of the secondary school students in Ilorin metropolis. Unpublished B.ED. project submitted to Faculty of Education, University of Ado-Ekiti, Nigeria.

STUDENTS' QUESTIONNAIRE

SEX AND AGE AS DETERMINANTS OF OCCUPATIONAL ASPIRATIONS AMONG JSSIII STUDENTS IN ILORIN METROPOLIS

Dear Respondent,

The questionnaire is written in order to find out how sex and age act as determinants of occupational aspirations among JSSIII students in Ilorin metropolis.

This information is necessary for a research study. Please indicate your responses in the spaces provided. The information given will be treated confidentially.

Thanks.

Please tick (√) the appropriate option.

SECTION A

DEMOGRAPHIC INFORMATION

1. Name of the school
2. Sex: (a) Male () (b) Female ()
3. Age: (a) 15-20yrs () (b) 10-15yrs ()
4. Religion: (a) Christianity () (b) Islam () (c) African
Traditional religion
5. Parents' Educational Background:
(a) Illiterate () (b) Primary education () (c) Secondary
Education () (d) OND/NCE/HND ()
6. Parents' Monthly income level:
(a) Below N5,000 () (b) N5,000 – N10,000 ()
(c) N10,000 – N15,000 () (d) N15,000 and above ()

SECTION B

QUESTIONNAIRE ITEMS

Key:

SA = Strongly Agreed

A = Agreed

D = Disagreed

SD = Strongly Disagreed

Please tick (✓) the appropriate option

S/N	QUESTIONNAIRE ITEMS	S A	A	D	SD
1.	You should always contact counsellor When you have choice of career problem for you to have effective subject combination.				
2.	The counsellor can solve all your problems.				

3.	There could be consideration for JSS III students on their past results for entering science or art subjects combination into SS class				
4.	My subject teachers assist me in career choice and choice of course in JSS III.				
5.	My subject teacher discouraged me from taking guidance services for my career choice at JSS III.				
6.	Students from poor family usually feel shy in presenting their problems to counsellors.				
7.	Students from educated parents usually patronize the counsellor for problem solving.				
8.	Students from affluence family are found to be cooperative, while those from poor background feel inferior with counsellors.				
9.	My parents are aware of the roles of school counsellors as relates to my career choice.				
10.	My parents enforce their wishes on me for my choice of course/career in JSS III.				

11.	My parents discourage me from abiding with the guidance counsellor's advice on my career.				
12.	My parents prefer me for a career other than that of the guidance counsellor's for my choice of course.				
13.	Male students usually prove stubborn when dealing with career master.				
14.	Female students are found more cooperative in response to the questions of the counsellor for their problem solving.				
	Hardened mind of the male students discouraged them from patronizing counsellor, while soft minded female often go to solve their problem.				
16.	Students from private schools usually patronize the career master for their problem.				
17.	Students from private schools usually patronize the career master for their problem.				

18.	Students from public schools prefer to discuss their problems with their mates than counsellors.				
19.	There is good orientation for student in private schools about counselling services than public schools.				
20.	Population explosion in public schools hinders the functions of counsellor in that school				
21.	Some parents prefer counselling their children personally than that of school counsellor.				