

RELATIONSHIP BETWEEN PARENTAL SOCIO-ECONOMIC STATUS AND VOCATIONAL ASPIRATION OF SENIOR SECONDARY SCHOOL STUDENTS IN SOKOTO STATE

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ABSTRACT

This study discusses the relationship between parental, socio-economic status and vocational aspiration of male and female senior secondary school students in Sokoto state. All SS3 students of senior secondary schools in Sokoto state, under ministry of education were considered as population of the study. 52 senior secondary schools were drawn as sample of the study. Deliberate sampling technique was used in choosing the schools, and proportionate for the sample. The research studied 336 students using Krejcie and Morgan table for Determine sample size. Two instruments were administered: self developed socio-economic status instrument to measure socio-economic status of the parents, and self developed vocational aspiration inventory to measure student's vocational aspiration. Pearson product moment correlation coefficient was used for hypothesis testing. Result revealed significant relationship between socio-economic status and vocational aspiration of senior secondary school students, and significant relationship was found between male and female vocational aspiration. For these parents, teachers, government and the entire community have a stake in helping the adolescent toward achieving life goals through. Good use of parent's socio-economic status and understanding the sex roles in aspiring vocation.

Introduction

Education is a process which is continuous throughout life, bringing about positive and remarkable changes in the totality of all life experiences that a learner (person) acquires in form of skills, knowledge, attitudes, values, knowledge competences and other forms of behaviours which fit the individual into the society in which

he lives. In Nigeria there is a clear recognition of the fact that education is the greatest instrument for man's economic progress and political survival. Hence successive civilian and military governments have over the years, given priority to the education sector, especially secondary education.

The emphasis given to secondary education was perhaps because of its strategic position in any nation's educational system. Secondary Education, is seen as having both consumer and producer status with ability not only to determine the fate but also the pace of education at the primary and tertiary levels. Despite the remarkable expansion of secondary education, over the years, majority of the secondary schools students in Nigeria, are between the ages of thirteen and nineteen years, this implies that most of the students at this stage are within the adolescence period which is a period of transition from childhood to adulthood. It is the period that stands out as a fascinating, stressful and stormy in the child's development, it is a period of great physical, emotional and physiological changes, that need the intervention of education and experts in education such as counselors, psychologist, Sociologist and others to help in molding and directing behaviours of adolescent toward educational achievement, e.g. their aspiration in vocation and good utilization of the socio-economic status available.

Socio-economic status can be referred to ones position in relation to the social and economic position of the individual's parents. This mean that parents occupy various social or economic positions among the groups in the society. These positions are sometimes being

looked at in relationship to effective educational goal achievement, and other needs in life. On the other hand, gender can be defined as masculinity or femininity, taking into consideration biological, social and cultural norms. A person's self image as a male or female and the roles the person is attached to can be used as gender identity. It is a common assumption that, society and cultural factors exert influence on gender identity by defining roles for males and females and reinforcing appropriate behaviours. Though gender roles is level inappropriate, gender has effect on student vocational behaviors, and play a great role in their vocational interest / aspiration.

Children with low socio-economic status parent often lack, the financial, social, and educational support that characterized high socio-economic status. Due to their poverty level these groups of parents may have inadequate or limited access to community resources that can promote and support children's development and school readiness. Socio-economic status therefore, can be referred to such a position in relation to the social and economic stand of the individual's parents occupying various positions among the groups in the society. Those positions are sometimes times looked at in relationship to vocational aspiration. Vocational aspiration therefore, can take its

cue from the application of rational and systematic analysis to the aim of making vocational aspiration more effective and efficient in responding to the needs and goals of the students and society. Hurking (1972) studied a sample of 182 black and white adolescent from the working class to find out whether there was significance association between socio-economic, structure and level of occupational aspirations he found that there were no such significant associations between the social variables.

Generally and specifically children from high and middle socio-economic status parents are better exposed to learning environment at home because of the provision of educational facilities to the various socio-economic groups in the society. On the contrary a believe holds that, students from low socio-economic status parents do not have enough access to extra learning facilities, hence the opportunity to get to the top of their vocational aspiration may not be very easy. Therefore belonging to this class sometimes and indeed most of the times affect their vocational aspiration/interest. On gender in relation to vocational aspiration, gender can be defined as masculinity or femininity, taking into consideration biological, social and cultural norms. A persons' self image as a male or female and the

role the person is attached to can be used as gender identity. It is also one of the universal dimension on which status differences are based. Gender is a social construct which socially and culturally prescribed roles that men and women should follow. According to Bello (2006), Marsh, (1990) gender is the "costume a mask or a straightjacket in which men and women dance their unequal dance. Gender has always continued to be a topic of considerable research interest, as it influences the human behavioral pattern, particularly on choice and aspiration for vocation. Samuel (1990), in his study on the impacts of gender on occupational distribution, among Koro people of Plateau state, using seven (7) schools as his samples, and found that:

- a. perception of gender-role have a significance effect on female student vocational aspiration.
- b. both male and female students believe that there is equality of career opportunity for them and.
- c. cultural factors have influence on the student's vocational interest. Nwoye (1990) narrated several factors related to gender role in student vocational interest. Among them were parental expectations,

bases number of brothers and sisters, rivalries, and the parental socio-economic status. Nwoye (1990), in the same view, and Osuagwu (1980), in his study of factors associated with occupational aspirations of students, among group of students in Nigerian secondary schools, came up with a finding confirming the Holland's theory of vocational interest which suggested for male have preferences to take up mechanical activities, while females like to take up persuasive, artistic, literary, music, social work and clerical occupations.

In similar study Nwezeh (1988) conducted an investigation to determine factors that influence student selection of vocations. Using one hundred and fifty (150) students at Oyo state College of Arts and Sciences and discovered that factors such as, subject offered, status or prestige of career are some of the determinants of student aspiration. He also reported that boys' and girls differ significantly in their vocational aspirations. Ibukun (1986) found that there were significant statistical differences between male and female student's aspiration in job. He reported that female students appeared to be more

sharply interested in jobs of wage earning and clinical sectors.

Another study was conducted in the state (Sokoto state) by Fabunmi (1983) to find out the level of student vocational aspiration in Sokoto local government area, using 280 students as the target sample using percentage as statistical analysis. The finding suggested a significant relationship between student's occupational aspiration and their respective sexes. He noted that male preferred professional vocations such as engineering while their female counter parts wanted to go for occupations such as teaching, personnel services etc. He went further and stated that the parental socio-economic status unlike sex has no effect on their vocational aspirations.

Yah (1980), in her study of the correlations of vocational orientation of some selected secondary school student discovered significance relationship between the student sexes and their vocational preferences. She noted that male students preferred realistic, investigative and enterprising vocations to their female colleagues. Okonko (1980), in his effort to determine the determinants of Nigerian secondary school student's vocational preferences, observed that sex has a great role to play. He went further to state that, medicine, engineering and agriculture as the

popular interest of male while nursing and teaching is for female students.

Okonko (1980) discovered that significant statistical differences existed between the choice of female and male school leavers. He pointed out that while female school leavers prefer social and enterprising occupations such as journalism, teaching nursing and petty trading, their male counterparts opted for occupations such as engineering. However the most interesting part of this finding was that, female school leavers have changed their interest from early marriage and mothering to other occupations.

In a study on the relationship between student's occupational aspiration and the ability, internal and external control ego-strength and occupational knowledge, Fielding (1973), using 332 high school students as his subjects and occupational aspirations questionnaires as instrument of data collection, found that there was significant relationship between occupational knowledge and vocational aspiration

Statement of the problem

Left unguided it has been observed that quite a number of students in secondary schools are ill informed of the labour market. They become nervous worried and anxious. They

finish secondary school with feeling of inadequacy and frustration, they do not have in mind the jobs they want to do, based on this, they lack knowledge that the employers requires as entry qualification, and they may not know that, there is a method of application for the job they wish to apply for. This is common because they do not possess the necessary educational and vocational information. Some people like to work in team, others preferred to work alone, vocational guidance must therefore, take full account of all these, likes and dislikes. Hence a person's vocation should match his interest as well as his abilities.

Inadequate vocational information in secondary schools in Sokoto state, have left students to decide and pursue any course or job they could find whether or not it is in consonance with their interest, aptitude and ability. Some secondary schools in Sokoto state find it very difficult to organize or administer guidance and counseling programme for students due to lack of professional counsellors. The school management which includes the Principal and the heads of departments are not motivating or educating the students to make use of the career masters where available.

Moreover Sokoto state government in particular shows little effort

towards recognition and establishment of guidance and counselling at professional level. even in the few schools that possess career masters, their expertise is not fully utilized. In the state today, jobs do not necessarily match well with the interest and ability of the individuals. Some parents do channel their children towards the occupation that only agree with their culture, religion and tradition, sometimes students choose career like their parents occupations, meanwhile some individual students prefer to take-up certain jobs mainly because it is sex determined, that is to say female tend to prefer and pursue feminine type of jobs like teaching, nursing and several jobs, while male are for masculine jobs such as engineering, armed forces, agriculture and the like.

The main focus of this study is to examine the relationship between parental, socio-economic status and vocational aspiration of male and female senior secondary school students in Sokoto state.

Research hypotheses

These null hypotheses were raised:

- a. There is no significant relationship between parental socio-economic status and vocational aspiration of male and female senior secondary

school students in Sokoto state.

- b. There is no significant relationship between vocational aspirations of male and female senior secondary school students in Sokoto state,

RESEARCH METHODOLOGY

Research Design:

The research design for this study is correlational survey, which is concerned with measuring the degree of relationship between two or more variables, so as to determine, if a relation exist between the variables but does not indicate causation.

Population of the study

The population covers all the SS3 students in senior secondary schools in secondary schools in sokoto state there are total number of 52 Senior Secondary Schools under Ministry of education in the state (in the five educational zones):

Sample and sampling techniques

The samples of this study were drawn from the 52 senior secondary schools in the state under the Ministry of education. Ten senior secondary schools were used as sample, in the five educational zone of Sokoto state. (Sokoto.

Bodinga, Goronyo, Gwadabawa and Yabo zones), from each zone two senior secondary schools were selected, one of each was purely boys school, and one was purely Girls school, SS3 students of these ten schools are the target population and their total number was 2690.

A purposive sampling technique was used in the choice of schools; using the Krejcie and Morgan (1970) table for determining sample size from a given population, a total of 336 respondents were used as sample for the study and they were randomly picked from their various schools through the proportionate selection of the students.

Instrumentation

Two major instruments were used to collect data for this study:

- i. Self-designed socio-economic status instruments to measure parental socio-economic status (SEI)
- ii. Self-designed instrument to measure students vocational interest (VII)

Validity of the Socio-economic status instrument (SEI)

The instrument was given to expert in the department of educational foundations, Usmanu Danfodiyo University Sokoto, to obtain independent judgment to ascertain if the instrument is worthy of

measuring the socio-economic variables of parents. The responses collected on the test items were adjudged to measure the variables in question.

Reliability of the parental socio-economic Instrument (SEI)

Using a population 50 students from Government Day Secondary School Bodinga a test re-test was conducted with an interval of three weeks between the first and second administration of the instrument. The pearson product moment correlation coefficient statistic was used to correlate the two scores, a reliability coefficient 0.88 was obtained. This was considered good enough to use the instrument.

Validity of the vocational interest inventory (VII)

In validating the test items, the instrument was exposed to experts in the department of educational foundations, Usmanu Danfodiyo University Sokoto for independent judgment. The experts unanimously agreed that the instrument was adjudged to measure a lot it purports to measure. This gives the content validation of instrument.

Reliability of vocational interest inventory (VII)

To estimate the reliability of the instrument, a test re-test was

conducted on a population of 50 students of Government Day Secondary School Sifawa. The interval between the first administration of test and second was three weeks. Using the Pearson product moment correlation coefficient statistical method, a reliability coefficient of 0.78 was obtained which was considered good enough to use the instrument.

Administration of the instrument

The administration of the instrument was carried out by the researcher and with the help two research assistants on the population of 336 students who were selected by proportionate sampling from the total population before the two instrument were administered, the researcher and his assistants went through the instruments with the respondents and were encouraged to seek clarification before responding to the test items. The two instrument were administered simultaneously, a break of fifteen minutes was

given in between the administration.

Method of data analysis

The pearson product moment correlation coefficient statistics was used to analysis data from the administered instruments.

Data analysis discussion, results

The results and interpretation of the finding are presented. Developed Parental Socio-economic status instruments to measure parents socio-economic status and developed instruments for vocational aspiration, to measure student's vocational interest, using Pearson, Product Moment Correlation Coefficient.

Hypothesis Testing

Hypothesis one

There is no significant relationship between socioeconomic status and vocational aspiration of male and female senior secondary students in Sokoto State.

Table 1: Correlation between parental socio-economic status and vocational aspiration of male and female students

Variables	Gender	N	Mean	S.D	r-cal
Male	Socio economic status	168	43.93	9.322	0.75
Female	Vocational Aspiration	168	45.46	9.029	4.133

*Correlation is significant at the 0.05 level

Table 1 shows the calculated value of "r" which is 0.75, 4.133 for

socio-economic status and vocational aspiration respectively

more than the table value which is 0.195 this means that there is significant relationship between parental socio-economic status vocational aspiration of male and female among senior secondary school student in Sokoto state. The hypothesis is not accepted.

Hypothesis two

There is no significant relationship between vocational aspiration of male and female senior secondary students in Sokoto State.

Table 2: Significant relationship between vocational aspiration of male and female students of senior secondary schools in Sokoto state

Variable	Gender	N	Mean	SD	r-cal
Vocational aspiration	Male	168	37.70	19.036	0.941
	female	168	37.55	19.483	

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

Table 2 showed that the calculated value of "r" which 0.941 is more than the table value which is 0.195 this mean that there is significant relationship between vocational aspirations of male and of female students in Sokoto state. Hypothesis is not accepted.

Discussion

Many studies have been conducted in respect of identifying the problems affecting the adolescent especially those in secondary schools. This study also was an effort toward correlating some variables that do affect adolescents especially those in senior secondary schools in Sokoto state.

Hypothesis one states that there is no significant relationship between parental socio-economic status, vocational aspiration of

male and female students The result shows that there is no significant difference between socio-economic status, vocational aspiration of male and female students. The result agree with the finding of Hurking (1975), Ender (1975), Okonko (1980), Ibukim (1986), Salawu and Bagudo (2000) and Atta (2006). In his study Hurking (1975) found positive relationship between socio-economic status, male and female vocational aspiration of black and white adolescent in New York, United state of America. Ender (1975) discovered no significant difference between male and female senior secondary school students, socio-economic status and other variable involved the study. Okonko (1980) studied to find out the determinant factors of Nigerian secondary school

student's vocational preference observed that, gender has a great role to play on parent socio-economic status. Ibukun (1986) discovered that gender has positive relationship with socio-economic status. Atta (2006) in his study found a significant relationship between the socio-economic status and other variables with male and female among senior secondary school students in Islamabad Pakistan.

Hypothesis two which proposed that "there is no significant relationship between vocational Aspirations of male and female senior secondary school students in Sokoto state The finding revealed that there significant relationship between vocational aspiration of senior secondary school students male and female. The finding was supportive by the earlier studies such as Bitney (1975), who conducted his research in Columbia United state of America, Fabunmi (1982), conducted his study in Sokoto state Nigeria, Nwezeh (1988), and carried out his research in Oyo state Nigeria. Samuel (1990) carried out his study in Jos Plateau state Nigeria. Since these studies were conducted in different part of the country and at different period of time, here one can say that gender is not a predictor vocational aspiration of senior secondary school students. Bitney (1975), found that gender was

significantly related to students vocational aspiration, and asserted that male students has high vocational aspiration than female students. Cockwell (1973) found male with high score on occupation that commensurate with their tested ability while female aspired occupation of lower level of skills more often than their male counterpart.

Conclusion

From the findings of the study the following conclusions were reached:

1. There is no significant relationship between parental socio-economic status and vocational aspirations of senior secondary school male and female students in Sokoto state.
2. There is significant relationship between vocational aspirations of male and female students of senior secondary school students in Sokoto state

Recommendations

The result emphasized the relationship between socio-economic status and vocational aspiration of male and female students of senior secondary schools in Sokoto state. Therefore, parents, teachers,

Governments and the entire community have a stake in helping the adolescent their wards achieving life goals through a better self-concept, and good use of socio-economic status available, understanding the sex roles in aspiring vocation. Therefore.

1. Education and income of the parent found to be meaningful in enhancing students learning process, therefore government at this juncture make UBE program real and other programme that related to poverty alleviations, at least to improve the economic stand of the poor parents so that they can have easy access to send their children to schools.
2. Teachers should have a balance view of students from various background so that they can blend their teaching in such a way that all students benefit equally.

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