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# IDENTIFICATION AND COMPARISON OF THE MAJOR FACTORS THAT INFLUENCE THE OCCUPATIONAL CHOICE OF MALE AND FEMALE BUSINESS STUDIES TEACHERS IN AKWA IBOM STATE

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## **Background of the Study**

Work is an activity as old as the society of man. The work that man performs influences his environment, his associates, his status and most importantly his self-identity. All of man's activities tend to be organized around the social act of work. The relationship of work and self-identity appears to be taking on enhanced significance in Nigeria. (Osuala and Osuala, 1982).

The problem of occupational choice emanates solely from the fact that individuals are endowed with different interests, abilities, aptitudes, capabilities and have different aspirations. The factors that influence the occupational choice of an individual can be classified into two elements namely, intrinsic and extrinsic elements. Extrinsic elements border on financial or economic and interpersonal relationships while intrinsic elements manifest in individual's interests and abilities (Swinhoe, 1987).

Certain factors are normally considered in the occupational choice of the individual. They include interest in the work, opportunities to meet people, value of work to the community, job security, freedom from supervision and undue strain as well as availability of time. Ahman (1977) identified the following job characteristics as necessary in the occupational choice of individuals; working conditions, interests, status, prestige, opportunity for advancement, qualifications that one has for the job, personal abilities or constraints, availability of the job, responsibility and challenges of the job. Other proven factors include maturity, childhood experiences, parental wishes, schools subject offerings, peer groups, marital aspirations and models.

The teaching of business studies as an occupation is equally influenced by both intrinsic and extrinsic factors. The extrinsic factors are usually manifested in the occupational choice of business educators. This manifestation appears due to various influences such as prestige, job security, occupational and educational mobility, and good working conditions. Others include accommodation, travel and transport allowances.

Individuals who choose business teaching as their occupation based on intrinsic factors manifest the following qualities listed by Holland (1968): tendency to inform, train, develop or enlighten, the need to understand others, perceives himself as liking others and having teaching abilities.

Women educators tend to be generally influenced by parental wish, marriage aspirations, husbands occupation, sex, societal expectations, traditional and religious beliefs. According to Osuala (1985), women are more apt to select an occupation on the basis of accident, marriage or general economic situation, rather than on their psychological dynamics. Since most Nigerian women marry or may eventually marry, teaching in business affords them the time and opportunity to care for their families. One aspect of this choice is the long vacation periods that teaching often provides annually. Already, there seems to be many women in teaching which portrays stereotyped traits. Female business educators may have been influenced into the occupation by the idea that teaching is better handled by women. Despite the inherent extrinsic elements, there is still the desire to contribute to the educational advancement of Nigerians and humanity coupled with the desire of the women to help in the training of future Nigerian leaders. Although women education seems to be greatly influenced by the dual role of professionalism and motherhood, it is clear that women often excel in skill-oriented vocations and business education seems to offer this opportunity.

According to Weishaar, Green and Craighead (1981) women are influenced into jobs by role models and a choice in business education is no exception. Women who have successfully integrated the home-making role and office role have become another strong motivating factor to their admirers.

### **Statement of the Problem**

An insight into the possible factors that influence occupational choice has generally been useful in guiding the individual's occupational choice. Such factors as interests, personality traits, values, attitudes and aptitudes have been found to produce satisfactory and well-balanced occupational career (Achebe, 1983).

In Nigeria, however, where such factors as prestige, parental wish, economic rewards or status tend to combine to influence an individual's occupational choice, the problem of occupational choice becomes more complex.

There is a growing dissatisfaction today in teaching which is affecting the Business Studies Department. This trend is causing many business studies teachers to leave the classroom for the office occupations. It then raises the issue of what actually motivated business teachers into the field. Male and female business studies teachers, like other workers in Nigeria, suffer from low morale, frustration, incompetence and a lack of job satisfaction. Their choice of business teaching-----

### **Purpose of the Study**

To identify the factors that specifically influenced the occupational choice of male business studies teachers in secondary schools.

To identify those factors that influenced the occupational choice of female business studies teachers in secondary schools.

To compare those factors that influenced the occupational choice of male business studies teachers with those that influenced the female business studies teachers in the secondary schools.

### **Research Questions**

In order to attain the purposes of this study, the following research questions were considered.

What are the factors that specifically influenced the occupational choice of male business studies teachers in the secondary schools?

What are those factors that influenced the occupational choice of female business Studies teachers in the secondary schools?

### **Hypothesis**

HO<sub>1</sub> There is no significant difference ( $P < .05$ ) between the factors that influenced the occupational choice of male and female Business studies teachers in the secondary schools.

### **Population and sample**

The population for this study comprised a total of 221 Business Studies Teachers from the 31 Local Government Areas of Akwa Ibom State. The teachers were drawn from the 51 secondary schools that operate Business Studies curricula. The population comprised the sample.

### **Instrument Development**

The questionnaire was made up of 54 statements that influenced the choice of teaching business studies. The statements were divided into four sections labelled A, B, C, and D. The A section was designed for the purpose of seeking information on the background of the respondents. Section B sought information on the general factors that influenced the decision to teach business studies. Section C sought information on the factors that influenced men in choosing business teaching as an occupation while section D sought information on the specific factors that influenced women in choosing business teaching as their occupation.

The instrument was administered to the respondents in person to ensure a hundred per cent return of the completed questionnaire. A total of two hundred and twenty-one questionnaire were administered, but only two hundred and fifteen were retrieved out of which three were improperly filled.

A response rating with a mean score of 2.5 and above indicated the extent to which a corresponding factor influenced the choice of business teaching as an occupation. Any response rating with a mean score below 2.5 did not indicate a corresponding factor as influencing the choice of business teaching.

**Research Question 1**

What are the factors that specifically influenced the occupational choice of male business studies teachers in the secondary schools in Akwa Ibom State?

To answer this Research Question, the Grand mean Ratings of the male Respondents to the occupational choice statements in section C of the Research instrument were used.

Table 1 below shows the mean ratings.

**Table 1:**  
**Mean Ratings (X) and Grand Mean Ratings (X) of the Factors that Influence the Occupational Choice of Male Business Studies Teachers**

Factor Statement Code No.	NCE $\bar{X}_1$	HND $\bar{X}_2$	B.Ed/B.Sc $\bar{X}_3$	M.Ed/M.Sc. $\bar{X}_4$	Grand Mean $\bar{X}$
F.1	1.05	2.11	1.87	1.89	1.73
F.2	1.82	3.80	2.81	2.83	2.82
F.3	2.00	1.79	1.97	1.28	1.76
F.4	2.12	2.56	2.63	1.37	2.17
F.5	3.41	2.18	2.57	3.04	2.80
F.6	2.65	2.31	3.17	2.19	2.58
F.7	2.32	2.75	2.32	2.49	2.47
F.8	3.36	3.17	1.98	2.21	2.68
F.9	2.55	2.31	3.29	2.93	2.77
F.10	2.85	2.92	2.53	2.98	2.82
F.11	1.09	1.43	2.96	2.28	2.10
F.12	2.87	1.76	2.17	1.28	2.02
F.13	3.32	3.72	2.55	3.49	3.27

**Results**

From Table 1, statements with code number 2, 5, 6, 8, 9, 10 and 13 received grand mean ratings greater than or equal to 2.5

( $X=2.5$ ) and were, therefore, accepted as factors that influenced occupational choice of male business studies teachers in the secondary schools in Akwa Ibom State. These included among others acquisition of a vocational skill, conference privileges, prestige, preparation for an occupation in business. Statements which

received grand mean ratings less than 2.5 ( $X=2.5$ ) were rejected as factors that influenced occupational choice of male business studies teachers.

The identified factors were further arranged in rank order degree of influence as follows:

**Specific Factors that influenced the Occupational choice of male business studies teachers**

Factors statements identified as influence the Occupational choice of male business studies teachers	Grand mean ratings in Rank Order
The Acquisition of a vocational skill influenced your choice	3.27
Teaching business studies prepares one for a future occupation in business	2.82
Teaching business studies provides opportunities for guiding the occupational preferences of the boys	2.82
The success of businessmen influenced your choice of teaching	2.80
Teaching business studies provides opportunities to meet with businessmen in conferences and seminars	2.77
You choose business studies because you felt it was the best choice	2.68
Teaching business studies is prestigious	2.58

Culled from Table 1.

**Research Question 2**

What are those factors that influenced the occupational choice of female business studies teachers in the secondary schools in Akwa Ibom State?

To answer the above research question, the same principle adopted in answering research question 2 was used.

**Table II:**  
**Mean Ratings ( $\bar{X}$ ) and Grand Mean Ratings ( $\bar{X}$ ) of Factors that Influence the Occupational Choice of female Business Studies Teachers**

Factor Statement Code No.	NCE $\bar{X}_1$	HND $\bar{X}_2$	B.Ed/ B.Sc $\bar{X}_3$	M.Ed/M.S c. $\bar{X}_4$	Total	Grand Mean $\bar{X}$
F.1	2.34	2.83	2.44	2.43	10.04	2.51
F.2	2.88	3.10	3.25	2.7	11.96	2.99
F.3	2.57	2.60	1.89	1.98	9.04	2.26
F.4	3.40	2.37	2.53	3.58	11.88	2.97
F.5	2.47	2.12	2.93	3.32	10.84	2.71
F.6	3.68	2.17	3.96	2.55	12.36	3.09
F.7	3.54	2.45	2.46	0.87	9.32	2.33
F.8	2.09	3.17	2.35	2.11	9.72	2.43
F.9	2.57	2.99	3.17	2.39	11.12	2.78
F.10	3.33	2.10	3.54	2.63	11.60	2.90
F.11	3.46	2.10	3.20	1.80	10.56	2.64
F.12	2.92	2.15	2.68	2.05	9.80	2.45
F.13	2.64	1.79	2.73	2.48	9.64	2.41
F.14	1.67	2.14	2.85	2.68	9.52	2.38

**Result**

From the result in Table 2, statements with code numbers 1, 2, 4, 5, 6, 9, 10 and 11 received grand mean ratings greater than or

equal to 2.5 ( $\bar{X}-2.5$ ) and were, therefore, accepted as factors which influenced the occupational choice of female business studies teachers in the secondary schools in Akwa Ibom State.

The identified factors were subsequently arranged in rank order by degree of influence as follows:

**Specific Factors that influenced the Occupational choice of female business studies teachers**

Factor statements identified as factors influencing the Occupational choice of female business studies teachers	Grand Mean Ratings by Rank Order
Teaching business studies prepares one for a future opportunity to guide the occupational preference of girls	3.09
Teaching business studies prepares one for a future occupation in business	2.99
Teaching business studies gives job satisfaction	2.97
Teaching business studies offers ample time to cater for domestic affairs	2.90
Women have greater aptitude for business studies skills	2.78
Teaching business studies offers opportunity to meet with businessmen in conferences and seminars	2.71
Teaching business studies enhances family togetherness	2.64
Teaching business studies is better handled by women	2.51

Culled from Table II

HO<sub>1</sub> There is no significant difference (P<.05) between the factors that influenced the occupational choice of male and female business studies teachers in the secondary schools.

Table III  
t-table of HO<sub>1</sub>

Factor Statement Code No.	Grand Mean Ratings Males	Grand Mean Ratings Female
F.1	2.57	2.68
F.2	2.60	2.71
F.3	2.51	2.60
F.4	3.02	2.99
F.6	2.71	2.62
F.7	2.64	2.55
F.9	2.77	2.83
F.10	*(2.25)	2.51
F.12	*(2.41)	2.91
F.13	2.99	2.71
F.18	2.52	2.59
$\bar{X}_1 = 2.703$		$\bar{X}_2 = 2.708$
$n_1 = 9$		$n_2 = 11$
$df = 9-1 = 8$		$df = 11-1 = 10$
$S_1 = 0.191$		$S_2 = 0.158$

\*Not included since it is below the accepted mean of 2.5

**Decision Rule**

Accept H<sub>0</sub> if t-calculated is less than t-tabulated otherwise reject.

## CONCLUSION

From the computation done and results obtained,  $t$  calculated (-0.06) was less than  $t$  tabulated (1.77) thus,  $H_{O1}$  was accepted. This means that factors which influenced occupational choice of male business studies teachers were found not to be significantly different from the factors which actually affected or influenced the occupational choice of female business studies teachers. It could be concluded, therefore, that there is no significant difference between the factors that influenced the occupational choice of male and female business studies teachers in Akwa Ibom State secondary schools.

## DISCUSSION

### Factors that Influenced Male Business Studies Teachers

Male business studies teachers rated the acquisition of a vocational skill highest in their choice. Men were more interested in acquiring accounting and marketing (distributive) skills. This was based on the subjects they taught in schools. Another major factor(s) was the training or preparation of the teachers for the world of work in the private sector. The mean responses of the respondents for these factors indicated a strong inclination to the business section. This shows a possible indication that male business studies teachers chose the programme with the view to either entering the business sector in later years or participating actively in business while teaching.

The other factor that influenced these teachers was career guidance purposes. Business teachers had the desire to guide the career preferences of their students. It was also noted that male teachers were not satisfied with their jobs. Job dissatisfaction, as earlier explained by Odetola (1977); is instrumental for teachers going into the private sector.

### Factors that Influenced Female Business Studies Teachers

Female business studies teachers were influenced by quite a number of factors. Among them were the opportunity for career guidance of girls in their classes, and the opportunity and training that are available in business. Other factors were job satisfaction and the ample time for attending to domestic affairs. In line with this was the fact that teaching afforded them more time for family togetherness and feminine aptitude for vocational skills. This indicates that although marriage plans and husbands influence is waning, women still choose to teach (business studies) as a way of meeting family needs and for contributing to business, community and home affairs. Although still concerned about their homes, women are also becoming interested in being satisfied in the jobs they do and in taking active parts in the private sector of the national economy. This confirms Evetts' (1987) findings that women are more interested in raising their families. It also confirms Kravetz and Jones' (1982) findings that women are more concerned with job satisfaction in their choice of careers, than their male counterparts. The low mean score of husband's influence disagrees with Wogar's (1980) study. Though it could be seen that husbands greatly influenced their spouses in their choice of occupations, this study indicates that women are becoming a little independent in their choice of occupations.

## SUMMARY OF FINDINGS

The summary of findings were as follows:

1. The major factors that influenced occupational choice of business teachers were opportunities for further training with a grand mean rating of (2.9); the possession of aptitude needed to undergo the training carried a grand mean rating of 3.24 while the fact that teaching commands prestige had a grand mean of 2.99. Other factors were increased employment opportunities (2.96); personal interest in teaching (2.90); job satisfaction (2.95); personality characteristics (2.56); subject combination (2.82) and the active nature of the business studies programme with a grand mean rating of 2.92.
2. It was also found that teachers were no longer influenced by parents; family background; parents occupation; scholarship/bursary awards; and peer groups (friends). This was confirmed by the grand mean of 1.91 which is far below the accepted mean of 2.5.
3. Male business teachers were found to be greatly influenced by the desire to acquire a vocational skill. This seemed to have been uppermost in the minds of these male teachers as it had a grand mean rating of



3.27. The other most important factor that influenced the male business teachers was the opportunity to use the business studies teaching as a preparation to enter the private business sector. This factor again recorded a grand mean of 2.82.

4. However, it was found that men, as well as women, also had the desire to use the teaching occupation to guide the vocational preferences of their students. This factor had a grand mean of 2.82 for male business teachers and 3.09 for female business teachers.
5. Female business teachers were influenced into teaching because of the availability of extra time to attend to domestic affairs. Teaching in secondary schools leaves the teachers with extra time for family matters. This factor was evidenced by a grand mean of 2.90.
6. To the female business teachers, the desire for job satisfaction was also a major factor. This factor was found reliable with a mean rating of 2.97. Men, on the other hand, were not quite satisfied with their jobs. This was true based on the grand mean of 2.4 by the male teachers. It, therefore, explains the desire of male teachers towards a possible future change of occupation into the private business sector of the economy.
7. Like their male counterparts, female business teachers saw the teaching occupation as a training ground for a possible future occupation in business.

## RECOMMENDATIONS

On the basis of the findings made and subsequent conclusions reached, the following recommendations were made:

1. The Government of Akwa Ibom State through the Ministry of Education should ensure that the business studies curricula of the post-primary and higher institutions embodies more of skill acquisition activities in order to enable the Business Teachers maximize professional satisfaction through training.
2. The Business Teacher Education programme should be comprehensive enough to cater for those wishing to go into business as well as those wishing to teach. This is with particular reference to the University of Uyo which is greatly involved in training teachers for Akwa Ibom State Schools.
3. Business exhibitions should occasionally be mounted by School Administrators to enable the business teachers exhibit their business skills and business products. Also conferences and seminars should be planned for the teachers in the occupation.

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