

Education And Teaching Profession: Gender Preferential Or Socio-Economic Background Differential?

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ABSTRACT: Gender and socio-economic factors have been contributing significantly to the education and career choice of the young people in developed and developing countries. Nigeria is among the top countries in Africa which deeply embraced socio-cultural and religious beliefs that militate against sustainable educational development. This study aimed at evaluating the influence of gender and socio-economic indices on the youths' choice of education and teaching as career after graduation. In addition to geographical inequalities, the influence of parents' economic and educational attainment were the key factors mediating between the youths' education and choice of career. The survey research methods including the stratified- random sampling procedure were adopted in collecting data for this study. Both the quantitative and qualitative statistical analyses were also employed for analysing the data and results. The findings further revealed that: the result of both the correlation ($r = -0.999$; $p < 0.000196$) and regression ($p < 0.00000$) showed that significant relationship existed among the six geo-political zones regarding the young people's responses to choice of education/teaching as career after graduation. The geo-political zones and states in the southern region recorded more female students into education than as found in the northern region. It was also discovered that the choice of education/teaching field of study by the students was influenced by parents' economic and educational background. There should be a further research to evaluate if other factors such as teachers role, peer groups and some other socio-environmental parameters have significant influence too in the youth's education and choice of career in the country.

Keywords: gender preferences, socio-economic differences, educational attainment, Teaching profession, geo-political zones.

INTRODUCTION:

Several studies have been conducted lately on the role of gender and socio-economic background on education of the youths and choice of career (Shavit and Muller 1998; Iannelli and Smyth, 2008). However, most of these studies concentrated in the developing countries instead. The developing countries have fewer of these studies notwithstanding; little attention has been given to investigating if gender and socioeconomic background differences vary in regional, states or zonal levels. Moreso, most of the previous studies to a large extent focused on educational attainment levels thus, neglecting other vital dimensions such as the young people's choice and field of study as well as parental influences. Differences in gender educational attainment have either ceased or changed lately (Iannelli and Smyth, 2008). Contrast to the past records, the decline in the number of male youths who have the zeal to attain high education has in recent years become a thing of concern to many countries (Epstein et al, 1998; Buchamann & Diprete, 2006). One would be tempted to think that this scenario is primarily applicable to the developed countries based on the available statistics (Eurostat 2003; OECD, 2007), the developing countries are not exempted. Although in some developing countries in Africa such as Nigeria, field of study and socio-economic factors have greater influence. Male youths especially from the privileged families tend to offer the science oriented subject fields (Engineering, Biological/Physical sciences) than the educational disciplines (Davies and Guppy, 1997). The less financially privileged youths in most cases are left with no other choice options than to choose subjects in the field of Education and Arts (Van de Werfhorst et al, 2000). Studies have also revealed that girls found the education or Art courses easier compared to the sciences (Ayalon and Yogevev, 2005). Meanwhile, other researchers have

revealed that the influence of social class and economic background is more significant on education attainment level than on the field of study engaged at (Reimer and Pollak, 2005). This paper aimed at investigating the influence of gender and socio-economic factors on education and choice of teaching as career by the young people across the six-geopolitical zones in Nigeria. It is very rare to find detailed studies in this area that focused on the differences in states and geo-political zones.

MATERIALS AND METHODS:

Study Area

The six geo-political zones with Eighteen (18) states out of the thirty-six (36) states of Nigeria formed the study site(s). Geographically, Nigeria is located in between 4°N and 14°N of the Equator and between 3°E and 15°E of the Greenwich meridian. Therefore, the latitudinal extent (stretch) of Nigeria is about 10° ($14^{\circ}\text{N} - 4^{\circ}\text{N}$) while the longitudinal extent is 12° ($15^{\circ}\text{E} - 3^{\circ}\text{E}$). She is located in West Africa. The Republic of Cameroun, Niger Republic, Chad Republic, and Benin Republic bordered Nigeria Eastward, Northward, North-East and Westward respectively while the Atlantic Ocean in the south (Figure 1). She has a landmass of $923,768\text{km}^2$. Nigeria is the most populous country in Africa with the population of ca. 160 million people (NPC, 2006). Nigeria is among the top 20 oil producing and exporting countries in the world with her oil deposits found in the south region called the 'Niger-Delta Region'. Nigeria came into existence in 1914 after amalgamation of North and South protectorates, and became independent in 1960 with three regions (North, East and West) while the 4th region-the Mid-West was created in 1963 after her Republic. She has got 12, 19, 21, and 36 states in 1967, 1976, 1987 and 1991 respectively. Nigeria has lowland and highland areas. The lowest altitude is in the Niger-Delta/Coastal plain

regions(0-100m) while the highest altitude is found in Adamawa Mountain(1800-2400m) and coldest place is Jos Plateau(200-1500m). Two climatic seasons namely, wet season(March-November) and dry season with Harmattan (November – February) characterized Nigeria. Temperature ranges between about 23–40°C(from the South to the Northern part). Average annual rainfall

ranges between ca. 500mm-3000mm(from the North to the South). She has six vegetation types(mangrove, Fresh-water swamp, Rainforest, Guinea Savanna, Sudan Savanna and Sahel Savanna which are grouped into three major zones(Forest, Savanna and Montane(Highland) Vegetation.(Iwena, 2000).

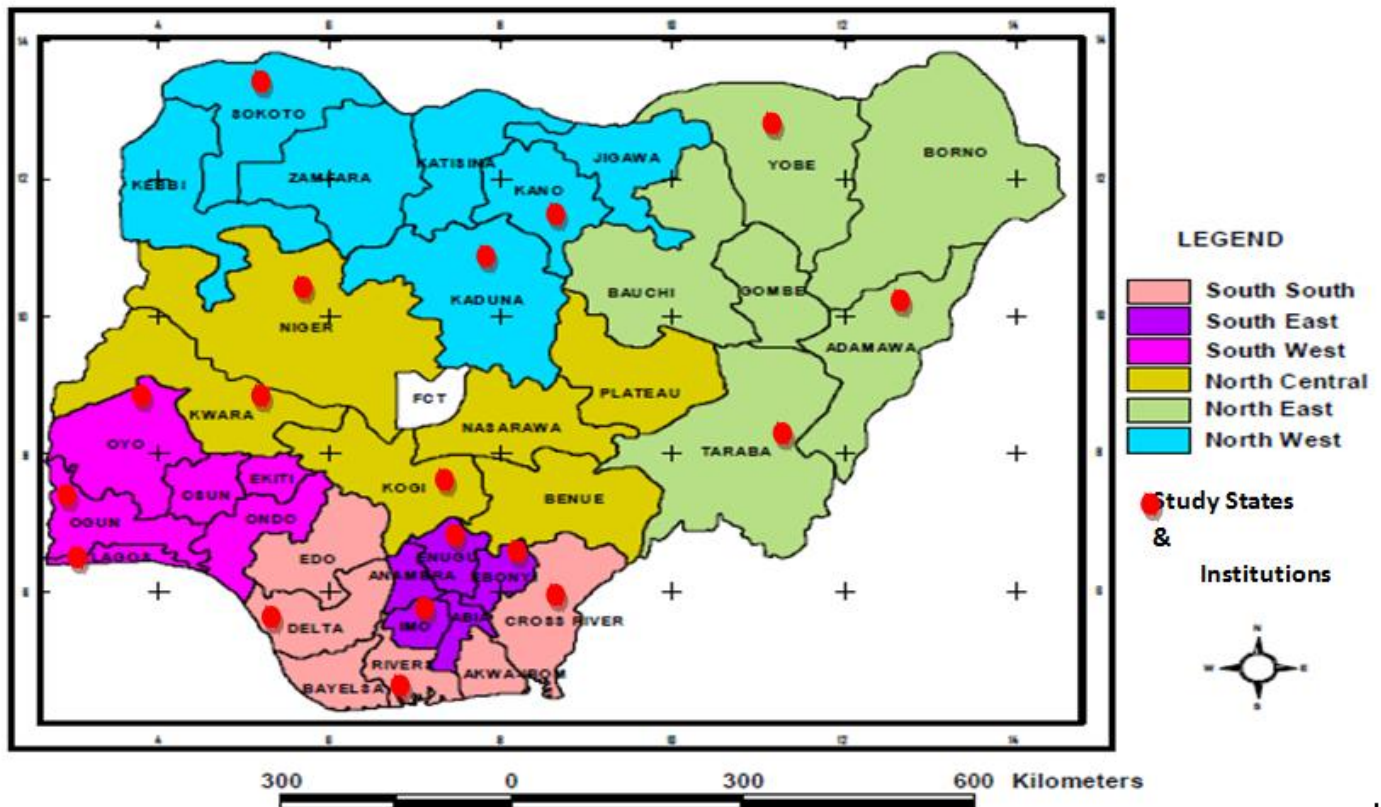


Figure 1: Map of Nigeria showing the six geo-political zones and the states for this study

Hypotheses: The following hypotheses were formulated for this study:

First Hypothesis (H0): No relationship existed among the geo-political zones on the youths' choice of education as a career after graduation.

Second Hypothesis (H0): Education/teaching careers are not gender preferential.

Third Hypothesis (H0): Students Choice of education/teaching as career was not influenced by parents' economic background.

Fourth Hypothesis (H0): Parents' level of education and/or profession have no influence on the young people's(students) choice of educational profession.

This study adopted a survey research method including the stratified- random sampling procedure was adopted in data collection in collecting data to test the stated hypotheses. Among which included use of questionnaires, interviews and observations as well as documentations. Selection of the most suitable research technique has ever been one of the challenges for researchers and evaluators in almost every study. However, there has been no known best and most appropriate research method for every and any research and evaluations, though the quantitative-qualitative research argument continues (Ololube, 2009). Different research purposes require the use of different research methods separately or in concert with each other.

Quantitative and qualitative methods though have different yet complimentary functions towards achieving valid research management and result. This study integrated the qualitative and quantitative research methods, because people's knowledge, ideas, perceptions and attitudes were involved. These could only be achieved based on responses to survey questions. Researchers may find that they gravitate towards qualitative research because such methods provide a descriptive glimpse into which issues are of importance and offer more solutions to pressing national concern. According to Richardson (2006), survey research methodology is probably valuable because it is the most efficient, cheaper and anonymous way of acquiring data from representative samples. Therefore, the stratified-random sampling procedure was adopted in data collection. This gave every young citizen of Nigeria who is into educational field an equal opportunity to be selected. In stratified sampling, the country is divided into the six geo-political zones(GPZ) namely; South-South(SS), South West(SW), South-East(SE), North-West(NW), North-East(NE), and North- Central(NC). Three states out of the total number of states that formed each zone were randomly selected totalling 18 states. In addition, every state has atleast a college of education(state or federal). Therefore, an institution was also selected randomly from each of the chosen 18 states. In the end 18 colleges of education formed the sampling institutions with 50

respondents from each of the colleges. This summed upto 900 participants sampled. Other primary sources of data collection for this study included descriptive observation where the number and percentage of young males and females were observed in each of the COE campuses studied. Similarly, to consolidate the information gathered, few oral interviews were conducted which were used for validation purposes. The questionnaire included two major sections: A and B. Section A focused on participants' demographic information: gender, age, marital status, educational qualification, and state of origin. This section was used to correlate the relationship and also find the level of significant between characteristics of the respondents and their opinions on gender differences and their choice of education/teaching as a career after graduation. In section B, respondents were asked to give their reasons on what influenced their choice of career given the research variables such as parents' economic status, parents' educational levels, geographical location and others. However, some respondents (especially the males) remained sceptical and reluctant in providing data (Cunningham, 2006). On the other hand, secondary data were also collected from government and previous research publications including National Bureau of Statistics and maps.

Data analysis techniques

Both qualitative and quantitative analyses were employed in this study. The qualitative included percentages, mean/number, while the quantitative was conducted using several features of SPSS Version 18 including correlation (person's product moment), t-test, ANOVA and the regression. One-way-analysis of variance (ANOVA), regression and correlation were employed to test the relationship between variables and respondents' demographic information especially regarding the 'yes' responses to choice of education as career, gender differences, parents' educational/economic status and geo-political zones. The t-test statistics was used to find statistically significant differences among the variables. Statistical significance was set at $p < 0.05$ to assess if the researchers level was significant or not.

RESULT AND DISCUSSION:

Influence of geographical location on the choice of education/teaching as career among the youths:

Both the qualitative statistics (descriptive, percentages, mean, averages, standard deviations and variances) and the quantitative statistics (regression and ANOVA, correlation, t-test) were employed to measure or test the relationships and significance between the variables as

hypothesized. Results on the participants report regarding their choice of career after graduation has the following documentations: records from the six geo-political zones revealed that most of the youths said 'YES' across all the geo-political zones studied. However, some geo-political zones accounted for almost twice the number of others. North-West (99%) and North Central (99%) have the highest number of respondents who affirmed 'yes' to choice of education/teaching as profession after graduation. However, South west (SW), North East (NE) and South-South (SS) geo-political zones recorded 98%, 97%, and 91% respectively. South-East (53%) has the lowest percentage of those who said 'yes'. In terms of states and institutions, 100% was recorded in the College of Education (COE) situated in Kwara State (NC GPZ), Federal College of Education (FCE)-Kaduna (NW), COE-Sokoto (NW), FCE-Adamawa (NE) and Tai Solarin COE-Ogun State (SW). FCE-Oyo State (SW), COE-Taraba State (NC), FCE-Kano State (NW), FCE-Kogi State (NC) and COE-Niger State (NC) recorded 49 respondents each out of 50 youths who said 'yes' representing 98% for each of the interviewed states studied. Others with high percentages were FCE-Lagos State (96%), FCE-Cross River State (94%), FCE-Yobe State (92%), COE-Delta State (90%) and FCE-Rivers State (88%) (Table 1). On the other hand, the South East Geopolitical Zone (SE GPZ) recorded the lowest number and percentage of students who affirmed 'yes' to choosing education/teaching as career after graduation. For instance, Imo State (SE) accounted for just 48% while, Abia and Enugu have 605 and 50% respectively. The result of both the correlation ($r = -0.999$; $p < 0.000196$) and regression statistical analyses ($p < 0.00000$) revealed that significant relationship existed among the six geo-political zones regarding the young people's responses to choice of education/teaching as career after graduation (Table 7 and 8). Gender differences at all levels of education (Primary, Secondary and Tertiary) have been reported in Europe. At secondary schools, Engineering subjects were male-intensive while at the tertiary level education, social sciences and Arts were Female-intensive (Smyth 2005). Educational and career development of the youths relatively differ based on the continents. In Nigeria and all the countries of Africa, gender stratification has been heightened because of beliefs (socio-cultural and religious including traditional, Christian and Islamic) (FMWAYD, 2000). Continental, regional and individual beliefs and principles can never cease from forming a powerful influence over gender and youth education, roles and choice of career especially in the developing countries (Gifford, 1998; Nweze and Takaya 2001).

Table1: Summary of responses to choice of education/teaching as a career after graduation

GPZ	Inst.	State	Participants responses		
			Y	N	NI
SS	FCE,Omoku	RIVERS	44 (88%) F=40;M=4	5 (10%) F=0;M=5	1 (2%) F=0;M=1
SS	FCE,Obudu	CROSSRIVER	47 (94%) F=44;M=3	3 (6%) F=0;M=3	0 F=M=0
SS	COE,Warri	DELTA	45 (90%) F=44;M=1	4 (8%) F=0;M=3	1 (2%) F=0;M=1
Summary for SS Geo Pol Zone			136 (91%) *F=128(94%);M=8(6%)	12 (8%)	2 (1%)
SW	FCE,Akoka	LAGOS	48 (96%) F=32;M=16	2 (4%) F=0;M=2	0 F=M=0
SW	FCE,Ibadan	OYO	49 (98%) F=30;M=19	1 (2%) F=0;M=1	0 F=M=0
SW	TSCOE,Ijebu	OGUN	50 (100%) F=39;M=11	0 F=M=0	0 F=M=0
Summary for SW Geo Pol Zone			147(98%) *F=101(69%);M=46(31%)	3 (2%)	0
SE	AICOE,Owerri	IMO	24(48%) F=21;M=3	20(40%) F=5;M=15	6(22%) F=0;M=5
SE	COE,Arochuku	ABIA	30(60%) F=30;M=0	17 (34%) F=0;M=17	3 (6%) F=0;M=3
SE	COE,Maru	EBONYI	25 (50%) F=24;M=1	15 (30%) F=0;M=15	10 (20%) F=0;M=10
Summary for SE Geo Pol Zone			79 (53%) *F=75(95%);M=4(5%)	52 (35%)	19 (12%)
NE	FCE, Yola	ADAMAWA	50 (100%) F=30;M=20	0 F=M=0	0 F=M=0
NE	FCE,Pokiskum	YOBE	46 (92%) F=28;M=18	2 (4%) F=0;M=2	2 (4%) F=0;M=2
NE	COE,Jalingo	TARABA	49 (98%) F=28;M=21	1 (2%) F=0;M=1	0 F=M=0
Summary for NE Geo Pol Zone			145(97%) *F=86(59%);M=59(41%)	3 (2%)	2 (1%)
NW	FCE,Zaria	KADUNA	50 (100%) F=29;M=21	0 F=M=0	0 F=M=0
NW	FCE,Bichi	KANO	49 (98%) F=30;M=19	1 (2%) F=0;M=1	0 F=M=0
NW	SCOE,Sokoto	SOKOTO	50 (100%) F=24;M=26	0 F=M=0	0 F=M=0
Summary for NW Geo Pol Zone			149(99%) *F=85(57%);M=64(43%)	1 (1%)	0
NC	COE,Ilorin	KWARA	50 (100%) F=41;M=9	0 F=M=0	0 F=M=0
NC	FCE,Okene	KOGI	49 (98%) F=41;M=8	1 (2%) F=M=0	0 F=M=0
NC	COE,Minna	NIGER	49(98%) F=39;M=11	1 (2%) F=0;M=1	0 F=M=0
Summary for NC Geo Pol Zone			148(98%)	2 (2%)	*F=121(81%);M=28(19%)

*Gender number and percentage that affirmed YES; GPZ=Geopolitical Zone;SS=SouthSouth;SW=SouthWest;SE=SouthEast;NW=NorthWest;NE=NorthEast; NC=NorthCentral; Inst.=Institution; FCE=Federal College of Education; COE=College of Education; Y=Yes; N=No; NI=No Idea; F=Female; M=Male;

Gender Differences regarding number of affirmation to choice of education/teaching as career after graduation:

On the average, more than 80% of the students who said yes to education/teaching as career choice after graduation were females. Rivers, CrossRivers, Delta and Ogun States recorded 90%, 94%, 98% and 78% respectively. Similarly, Abia, Enugu, Rivers, Delta, CrossRivers, Imo, Kwara and Kogi States recorded 100%, 99%, 90%, 94%, 88%, 82% and 83% respectively (Table 1). The lowest percentage of female youths who affirmed to education/teaching after graduation were found in majorly North-West and NorthEast geo-political Zones. This was primarily because most of the female students in these zones were

already married or betrothed thus, might just be acquiring the certificate to become full time house wives. The ratio of female to male youths in these Northern regions also declined to 2:3 because of the following reasons:

- (i) Early girl-child marriages (Adeniran, 2000)
- (ii) Confinement by husbands in marriages (Salami and Aviomoh, 2000)
- (iii) Early pregnancies/child births and lactations (Ige, 2013)
- (iv) Lack of zeal to train the female children (Dauda 2007)
- (v) Women as adjunct to men and inadequate income as compared to their southern counterparts (Pittin, 1991; Okome 2000).

Table 2: Descriptive Statistics on Youths enrolment into colleges of education across the six-GeoPolitical Zones

GPZ STATE	2005		2006		2007		2008		2005-2008	
	Male	Female	Male	Female	Male	Female	Male	Female	MALE	FEMALE
SS RIVERS	1,194	1,103	1,463	1,605	137	416	1,467	1,535		
SS CROSRIVER	4,285	4,491	4,628	4,752	4,595	5,070	4,937	5,827		
SS DELTA	1,368	1,851	5,936	15,576	5,069	14,261	5,712	14,127		
Σ for SS GPZ	6,847	7,445	12,027	21,933	9,801	19,747	12,116	21,489	40791(37%)	70614(63%)*
SW LAGOS	894	289	786	1,615	1,239	2,352	1,359	2,370		
SW OYO	431	1,439	5,378	7,830	6,130	10,243	7,845	13,196		
SW OGUN	416	4,225	3,833	8,685	2,830	6,072	3,638	7,235		
Σ for NE GPZ	1741	5,953	9,997	18,130	10,199	18,667	12,842	22,801	34779(35%)	65551(65%)*
SE IMO	2,631	4,778	1,331	5,585	1,623	9,686	1,526	5,816		
SE ABIA	346	975	1,282	2,385	1,454	2,795	1,238	3,071		
SE ENUGU	3,394	4,319	1,275	6,297	1,453	6,255	1,995	10,686		
Σ for SE GPZ	6,371	10,072	3,888	14,264	4,530	18,736	4,759	19,574	19548(24%)	62646(76%)*
NE ADAMAWA	1,172	894	5,298	2,797	3,866	2,159	6,947	4,053		
NE YOBE	1,955	1,017	3,076	1,084	2,510	902	2,634	1,223		
NE TARABA	178	184	5,760	2,438	6,763	3,011	10,011	3,592		
Σ for NE GPZ	3,305	2,095	14,134	6,319	13,139	6,072	19,592	8,868	50170(68%)	23354(32%)*
NW KADUNA	3,726	3,355	7,113	5,928	8,917	6,666	3,898	2,824		
NW KANO	1,278	2,226	12,944	3,809	13,304	3,679	12,818	5,495		
NW SOKOTO	15	27	3,888	1,303	736	6,837	8,807	1,476		
Σ for NW GPZ	5019	5608	23,945	11,040	22,957	17,182	25,523	19,795	77444(59%)	53625(41%)*
NC KOGI	2,046	4,628	6,896	8,423	6,704	7,038	7,138	9,737		
NC KWARA	1,014	867	5,480	6,473	7,931	10,700	8,927	9,511		
NC NIGER	192	954	6,727	3,961	6,265	3,660	6,604	3,884		
Σ for NC GPZ	3,252	6,449	19,103	18,857	20,900	21,398	22,669	23,132	65924(49%)	69836(51%)*
ALL GPZ YEAR TOTAL	26,535	37,622	83,094	90,543	81,526	101,802	97,501	115,659		
	41%	59%*	48%	52%*	44%	56%*	46%	54%*		

*% of Female students more than males: indicating that in almost all the Geopol zones female enrolment exceeded those male students. Gender inequality existed in educational profession. Σ= Sum; GPZ=Geopolitical Zone; SS=SouthSouth; SW=SouthWest; SE=SouthEast; NW=NorthWest; NE=NorthEast; NC=NorthCentral;

In addition, the descriptive statistical analyses (table 2) also revealed that education/teaching as careers are gender preferential. It is remarkable to discover that in almost all the tertiary educational institutions/colleges studied, the ratio of female to male was approximately 10:1. Large gaps have been revealed between the sexes because of the following reasons. Firstly, a number of the male students found in the various campuses during the research were either reluctant or refused to attend to the interviews/questions. Secondly, it was discovered that unlike their female counterparts, the males felt shy and ashamed to be addressed as students of in the educational field. This is because educationalists and teachers are often being tagged as citizens of lower class. Besides, their salaries are relatively below that of employees of other disciplines such as medical or engineering professions. Furthermore, the society seldom regards educational field as a discipline for the average and below average students. Therefore the females seemed to be more favoured in this profession. Most husbands want their wives to be teachers or work in the education ministries. According to men, 'it gives their partners the desired opportunity and time to attend to the family needs as well as inculcate sound morals/intellectual success to their offspring and wards (Sammons, 2008). Thus, parents have been revealed to having strong influence on the education of their children.

Gender inequality on youths' enrolment into colleges of education:

The percentage of female students in two-third of all the geo-political zones (GPZ) and states exceeded those of their male folks. South-East GPZ has 76% which was 52% higher than that of the males. Others were South-West GPZ (65%), South-South GPZ (63%) and North-Central GPZ (51%). (Table 2). Similarly, yearly results between 2005-2008 revealed that female youths who were admitted into the Colleges of Education (COE) outnumbered the males in all the years studied. For instance in 2005 the females recorded 37,622 (59%), and 90,543 (52%) in 2006. On the other hand, 2007 and 2008 indicated that the females were 101,802 (56%) and 115,659 (54%) respectively while, the male students accounted for only 26,535 (41%), 83,094 (48%), 81,526 (44%) and 97,501 (46%) in 2005, 2006, 2007 and 2008 respectively (Table 2). The highest number of females' enrolment was recorded in Delta State in 2006, 2007 and 2008 which ranged between 14,127 – 15,576 students. The lowest were depicted in Sokoto State in 2005 and 2008 with just 27 and 1,476 female students respectively. The Northern regions especially the North-East (NE) and the North-West (NW) have relatively lower number of female students on the enrolment records. Moreover, statistics have revealed that the male youths dominated in the NE and NW with 68% and 59% respectively. (Table 2). As earlier mentioned, reasons for this lower educational enrolment of the females in the north included early girl-child marriages; early female child pregnancy; confinement by the husbands as a result of some traditional and religious beliefs (Ityayyar and Obiajunwa, 1992).

Table 3 : Quantitative Analyses on male/female youths enrolment into Colleges of Education in the six-GeoPol Zones, 2005-2008

	<i>Male*</i>	<i>Female*</i>	<i>Male**</i>	<i>Female**</i>	<i>Male***</i>	<i>Female***</i>	<i>Male****</i>	<i>Female****</i>
Mean	1474.17	2090.11	4616.33	5030.33	4529.22	5655.67	5416.72	5869.89
Variance	1662087.8	2927980.5	8898994.1	13117500.8	11922846.3	14014523.4	11895136.2	16279584
Observations	18	18	18	18	18	18	18	18
Pearson Correlation	0.7141135		0.23374		0.20789892		0.20412606	
Df	17		17		17		17	
t Stat	-2.178		-0.426		-1.054		-0.405	
P(T<=t) one-tail	0.0218803		0.3375717		0.15333486		0.3451263	
t Critical one-tail	1.7396067		1.7396067		1.73960672		1.73960672	
P(T<=t) two-tail	0.0437605		0.6751434		0.30666971		0.69025259	
t Critical two-tail	2.1098156		2.1098156		2.10981556		2.10981556	

*2005; **2006; ***2007;****2008

Table 4 : Multi- correlation matrix for students' enrolment into Colleges of education in the six-geopol zones including gender and years

	<i>M 2005</i>	<i>F 2005</i>	<i>M 2006</i>	<i>F 2006</i>	<i>M 2007</i>	<i>F 2007</i>	<i>M 2008</i>	<i>F 2008</i>
M 2005	1							
F 2005	0.7141	1						
M 2006	-0.0397	0.0205	1					
F 2006	0.1611	0.4571	0.2337	1				
M 2007	0.0671	0.0701	0.9329	0.2554	1			
F 2007	0.1073	0.3069	0.1496	0.8309	0.2079	1		
M 2008	-0.3262	-0.2552	0.8301	0.0836	0.7432	0.1951	1	
F 2008	0.1072	0.3803	0.1928	0.8685	0.2585	0.7977	0.2041	1

M=Male; F=Female

In addition, girls dominated the education field of study in the southern part of Nigeria especially the South-East because the male youths prefer trading and studying science courses that would support them work in the oil/gas sectors instead of educational sector. The result of the quantitative/correlation analyses showed a correlation coefficient of 0.714, 0.234, and 0.204 between male and female youth's enrolment into the colleges of education across the six geo-political zones in 2005, 2006, 2007, and 2008 respectively. However, a significant relation between the male and the female enrolment was only recorded in in 2005 ($p < 0.02$). (Table 3 and Table 4).

Family/Parents income and influence on the young people's education/career decision:

Information gathered on the parents' average monthly income on the number of students who responded 'yes' to choice of education as their career after graduation was summarized in table 6 and table 7. On the average, more than 90% of the parents earned just between \$90 - 500 (i.e. ca. ₦18,000 – 100,000) per month. Though in few of the states of the south-south such as Rivers, CrossRivers and Delta about 18%, 10% and 15% respectively have income level greater than \$500/month. These states form the major oil producing region of Nigeria. It could be deduced that these categories of parents who earn above \$500/month work in either educational institution owned by the oil companies or are employees of the oil and gas industries. In the NW, NE and North-Central Geo-political Zones results indicated that between 10 – 18% of the parents earn less than the monthly minimum wage of \$90 (i.e. ca. ₦18,000). This pathetic situation was recorded in states such as Sokoto, Kogi, Niger and Kano. This study also revealed that

narrowly between 2-4% of the parents earn upto \$1000 (₦200,000) per month in five out of the six geo-political zones namely SW, SE, NE, NW and North-Central. According to the record, only in South-South region including Rivers, Cross River and Delta states where parents of the youths interviewed received more than \$1000 (i.e. above ₦200,000) monthly. (Table 5). Further statistical analysis on the relationship between the students' choice of education/teacher profession and their parents' income showed a very high correlation coefficient of 0.9434. The test on the level of significance was $p < 0.0000007$ which was less than the 5% level of confidence. Therefore, the Null hypothesis is rejected. (Table 6). This proved that choice of education/teaching field of study was influenced by parents' economic background. The first volume of the Oxford Review of Education Jerome Bruner (1975) was among the first who revealed how the culture of poverty have affected the child's development especially in education. In the USA, Evans (2004), and Evans and Kim (2013) have reported that poor children in the region were given low quality education than their counterparts in the wealthy caucus. A research conducted in the UK also supported that the parents' monetary status influences the wards choice in education and career (Sammons, 2008). Economic factors to a large extent affect lots of human decisions, education and every activity in Life. Several studies focusing on Nigeria and elsewhere have been conducted on these issues (Owolabi, 1998; Fafunwa, 1974; Adesina 1977; Hamsa and Mohammed, 2011, and Ukeje, 1991). Educational qualification, skills and professional/human development had in the past been known to have significant relationship with finance (Ige 2013; Otaigbe, 2002; Bello, 2000; Adiuku 2009 and Igusi, 2002).

Table 5: Summary on the respondents report about their parents' average monthly income

GPZ	State	NYCE*	Parents Ave Monthly Income(\$**)			
			<90	90-500	500-1000	>1000
SS	RIVERS	44(88%)	0	34(77%)	6(14%)	4(9%)
SS	CROSSRIVER	47 (94%)	1(2%)	42(89%)	4(8%)	2(4%)
SS	DELTA	45 (90%)	0	38(84%)	5(11%)	2(4%)
Summary for SS Geo Pol Zone		136 (91%)				
SW	LAGOS	48 (96%)	1(2%)	45(94%)	1(2%)	1(2%)
SW	OYO	49 (98%)	3 (6%)	46(94%)	0	0
SW	OGUN	50 (100%)	2(4%)	48(96%)	0	0
Summary for SW Geo Pol Zone		147(98%)				
SE	IMO	24(48%)	1(4%)	21(88%)	1(4%)	1(4%)
SE	ABIA	30(60%)	1(3%)	29(97%)	0	0
SE	EBONYI	25 (50%)	2(8%)	23(92%)	0	0
Summary for SE Geo Pol Zone		79 (53%)				
NE	ADAMAWA	50 (100%)	2(4%)	45(90%)	2(4%)	1(2%)
NE	YOBE	46 (92%)	1(2%)	44(96%)	1(2%)	0
NE	TARABA	49 (98%)	3 (6%)	46(94%)	0	0
Summary for NE Geo Pol Zone		145(97%)				
NW	KADUNA	50 (100%)	4(8%)	46(92%)	0	0
NW	KANO	49 (98%)	7(14%)	40(81%)	1(2%)	1(2%)
NW	SOKOTO	50 (100%)	9(18%)	41(82%)	0	0
Summary for NW Geo PolZone		149(99%)				

NC	KWARA	50(100%)	4(8%)	46(92%)	0	0
NC	KOGI	49 (98%)	6(12%)	42(86%)	1(2%)	0
NC	NIGER	49(98%)	8(16%)	40(82%)	0	1(2%)
Summary for NC Geo Pol Zone		148(98%)				

*NYEC=Number who affirmed YES to choice of Education/teaching as career after graduation

**@1\$=N200

Table 6: Relationship between Number who said YES to Choice of Education/Teaching (NYEC) as Career and Parents Ave Monthly Income*

	NYEC	Income*
Mean	44.66667	39.77778
Variance	75.52941	64.30065
Observations	18	18
Pearson Correlation	0.943404	
df	17	
t Stat	7.182354	
P(T<=t) one-tail	7.67E-07	
t Critical one-tail	1.739607	
P(T<=t) two-tail	1.53E-06	
t Critical two-tail	2.109816	

*\$90 -\$500 range with the highest number of responses of above 90% on the average(N:B. 1\$=N200)

Parents’ educational levels and influence on the young people’s choice of career in education:

Measures were taken as to ascertain if parents educational attainment have impact on their children’s decision of choosing education/teaching career. This was analysed using the number/percentage of those students who affirmed ‘yes’ across the states and geo-political zones. Parents’ levels of education were determined using criteria such as non-formal education, primary, secondary/vocational, and tertiary education(including certificates, diplomas, bachelor’s degrees, masters and PhD). The result revealed that on the average more than 60% of the parents have tertiary levels of education whereas, about 20% secondary/vocational education. For instance, North-West has 149(99%) of NYEC(Number who said YES to Choice of Education as Career) and accounted for 108(72%) for parents with tertiary education. Similarly, South-East, South-South, South-West, North East and North Central got 80%, 74%, 71%, 63% and 68% respectively for parents with tertiary education attainment(Table 9). In addition, the t-test was employed to determine the correlation and significance of the result. A very high correlation coefficient (r = 0.9917) was discovered. This gave the interpretation that not only a strong relationship existed between parents education levels and youths (students) choice of career but that this relationship was significant (P<0.00000)(Table 10). Therefore, it could be concluded that the choice of the youths were highly influenced by their parents’ level of education.

Table 7: Correlation Analysis on the relationship between the six-GeopolZones regarding YES and NO responses using Weighted average

	YES	NO
Mean	268	12.16667
Variance	2992	396.5667
Observations	6	6
Pearson Correlation	-0.99919	
df	5	
t Stat	8.400127	
P(T<=t) one-tail	0.000196*	
t Critical one-tail	2.015048	

Table 8: Regression Statistics and Anova Analyses on the relationship between the six-GeopolZones regarding YES and NO responses using weighted average

Model	DF	SS	MS	Multiple R	R2	Adjusted R2	Calculated F-value	P Value	Decision
Regression	1	14935.88	14935.88	0.99919	0.99839	0.998	1E-06	1.54E-09	H0
Residual	4	24.11835	6.029587						Rejected
Total	6-1=5	14960							

Table 9: Summary on the respondents results about their parents' Educational Levels

GPZ	State	NYEC	Parents highest Educational Level			
			NFE	Prim	Sec/Voc	Tert
SS	RIVERS	44(88%)	0	2(4%)	10(23%)	32(73%)
SS	CROSSRIVER	47 (94%)	0	1(2%)	8(17%)	38(81%)
SS	DELTA	45 (90%)	0	3(6%)	12(27%)	30(67%)
Summary for SS Geo Pol Zone		136 (91%)	0	6(4%)	30(13%)	100(74%)
SW	LAGOS	48 (96%)	0	1(2%)	13(27%)	34(71%)
SW	OYO	49 (98%)	0	3(6%)	15(30%)	31(63%)
SW	OGUN	50 (100%)	0	1(2%)	10(20%)	39(78%)
Summary for SW Geo Pol Zone		147(98%)	0	5(3%)	38(26%)	104(71%)
SE	IMO	24(48%)	0	0	4(17%)	20(83%)
SE	ABIA	30(60%)	0	0	6(20%)	24(80%)
SE	EBONYI	25 (50%)	0	1(4%)	5(20%)	19(76%)
Summary for SE Geo Pol Zone		79 (53%)	0	1(1%)	15(19%)	63(80%)
NE	ADAMAWA	50 (100%)	1(2%)	4(8%)	13(26%)	32(64%)
NE	YOBE	46 (92%)	2(4%)	6(13%)	8(17%)	30(65%)
NE	TARABA	49 (98%)	1(2%)	2(4%)	16(33%)	30(61%)
Summary for NE Geo Pol Zone		145(97%)	4(3%)	12(5%)	37(26%)	93(63%)
NW	KADUNA	50 (100%)	0	5(10%)	12(24%)	33(66%)
NW	KANO	49 (98%)	1(2%)	3(6%)	10(20%)	35(71%)
NW	SOKOTO	50 (100%)	0	1(2%)	10(20%)	40(80%)
Summary for NW Geo Pol Zone		149(99%)	1(0.1%)	9(6%)	32(21%)	108(72%)
NC	KWARA	50(100%)	1(2%)	3(6%)	8(16%)	38(76%)
NC	KOGI	49 (98%)	1(2%)	4(8%)	14(29%)	30(61%)
NC	NIGER	49(98%)	0	2(3%)	13(27%)	34(69%)
Summary for NC Geo Pol Zone		148(98%)	2(1%)	9(6%)	35(23%)	102(68%)

NYEC=Number who affirmed YES to choice of Education/teaching as Career after graduation
 GPZ=GeoPolitical Zone; SS=South-South; SW=SouthWest;SE=SouthEast;NW=NorthWest;NE=NorthEast;
 NC=NorthCentral;NFE=None Formal Education; Prim=Primary; Sec/Voc=Secondary/Vocational; Tert=Tertiary

Table 10: Test of relationship and significance on parents' educational level and youths' choice of education/teaching as career

	NYEC	PEL
Mean	67	47.45833
Variance	1779.826	870.7808
Observations	24	24
Pearson Correlation	0.991713	
df	23	
t Stat	7.108225	
P(T<=t) one-tail	1.53E-07	
t Critical one-tail	1.713872	
P(T<=t) two-tail	3.06E-07	
t Critical two-tail	2.068658	

NYEC=Number who affirmed YES to choice of Education/teaching as Career after graduation

PEL= Parents Educational Level

SUMMARY AND CONCLUSION:

This paper has evaluated how gender and socio-economic background influenced young people's choice of education and teaching as careers after graduation. It has also examined the magnitude at which these variables differ across different geo-political zones, states and institutions. Further analyses were conducted on whether 'relationships' and 'trade-off' existed among gender, youths' education and choice of career and socio-economic class inequality across the various geo-political zones/states or whether some zones/states were more uneven than others across both dimensions of differentiation. This research discovered that several factors such as gender differences, parental socio-economic status, geographical location and religious and cultural beliefs affect young people's education and choice of career in Nigeria.

The study hypothesised that:

- No relationship existed among the geo-political zones on the youths' choice of education as a career after graduation.
- Education/teaching careers are not gender preferential.
- Students Choice of education/teaching as career was not influenced by parents' economic background.
- Parents' level of education and/or profession have no influence on the young people's (students) choice of educational profession.

The findings further revealed that:

- significant relationship existed among the six geo-political zones regarding the young people's responses to choice of education/teaching as career after graduation;
- a positive correlation existed between male and female youths enrolment into the colleges of education across the six geo-political zones in all the years of study. However, a significant relation between the sexes' enrolment was only recorded in 2005 (the first year of the study);
- the choice of education/teaching field of study by the students was influenced by parents' economic background;
- the youths' decision were highly influenced by their parents' level of education.

In summary, parents have been revealed to having strong influence on the education of their wards. The geo-

political zones and states in the southern region recorded more female students into education than as found in the northern region. And gender and class differences among young people were observed to operate through different mechanisms: parents' financial and educational level play a stronger role in shaping social class differences, while field of study plays a part in reproducing gender differences. Furthermore, geographical settings exposed gender and socio-economic class inequalities which consequently surfaced in education.

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