The main objective of this research was to find out the relationship between Self-concept and Motivation for Occupational Preference among students in selected senior secondary schools in Sokoto metropolis. Nine (9) schools were purposively selected out of forty-three (43) senior secondary schools in the metropolis. Also, three hundred and thirty-three (333) students were selected as sample for the study; The Two Instruments used for the research were: Adopted version of Adolescent Personal Data Inventory (APDI subscale A), used to measure self-concept, and Motivation for Occupational Preference Scale (MOPS), was used to measure students Motivation for Occupational Preference. The formulated hypotheses were tested and the results showed that self-concept is more related to SS III student's motivation for occupational preference in male than in the female within the senior secondary school students in the metropolis. This is an indication that self-concept and motivation for occupational preference is cordially related. It was recommended that: Parents should work with Counselors with a view to helping their wards to improve their efficacy by guiding them to acquire valid and reliable information on the real world of life and work in our society.

Keywords: Relationship, Self-concept, Motivation, Occupational Preference and Secondary Schools

INTRODUCTION

Self-concept is an idea of the self constructed from the beliefs one holds about oneself and the responses of others." self-concept is largely a reflection of the reactions of others towards the individual" while Motivation is the psychological feature that arouses an organism to action toward a desired goal, the reason for the action, that which gives purpose and direction to behavior. Self-concept has been severally defined by experimental, developmental, social and vocational psychologists and other scholars to suit their theoretical frame works. But despite the differences in the perspectives taken, there is also considerable consensus in the definitions offered.

Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions, (Meyers, 2009). Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated (e.g. "I feel good about being a fast runner"). Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as a whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behavior (Meyers, 2009). According to Essays (2013), Motivation means forces acting either on or within a person to initiate behaviour. The word is derived from the Latin term motives ("a moving cause"), which suggests the activating properties of the processes involved in psychological motivation.
Psychologists study motivational forces to help explain observed changes in behaviour that occur in an individual. Thus, for example, the observation that a person is increasingly likely to open the refrigerator door to look for food as the number of hours since the last meal increases can be understood by invoking the concept of motivation. As the above example suggests, motivation is not typically measured directly but rather inferred as the result of behavioral changes in reaction to internal or external stimuli. It is also important to understand that motivation is primarily a performance variable (Essays, 2013). That is, the effects of changes in motivation are often temporary. An individual, highly motivated to perform a particular task because of a motivational change, may later show little interest for that task as a result of further change in motivation (Meyers, 2009).

Most secondary school students have only a vague notion of what they would like to do as their life’s work. According to Samuel (2001), girls who assume that a large part of their lives will be devoted to raising a family and giving little taught to the kind of work they might do both before marriage and after their children have grown up. But, one particular question which generally borders many secondary schools is: “After secondary school, what next? What do I do after secondary school?” Is a major concern of students, since many of them seem to know that they would not be able to proceed to tertiary institutions. According to Samuel (2001), Research studies had shown that most young students have only a future dream of what they term to be realistic but does not suit their life’s work (careers), a great need, therefore, exist to motivate them to a good plan and prepare adequately for their life occupation while they are still in schools. It has been noted that the work each person does to earn a living influence his way of life and it is a major factor of his self-concept. It helps him to satisfy many human needs and motivating him to plan his life’s work and develop effectively. This was supported by Samuel cited by Tambuwal and Umar, (2014). He affirmed that, how successful one is in life is largely measured by his success in his occupation. Being successful on a job which interests one helps him to develop a sense of pride. It also, gives self-esteem and satisfaction for those who are most interested in their occupation and are most satisfied with their life. Job success is the chief way that measures his usefulness and value. Naturally, this has a great effect upon one’s self-concept. Without positive self-concept, one cannot accept himself as being a person of value. If one cannot accept himself as a meaningful person, he cannot accept others as worthy and be truly concerned about them (Meyers, 2009).

Also, among the worthwhile roles that people desire and anticipate satisfying during their life time is occupation or job satisfaction. And this is facilitated by the kind of occupation a person chooses to pursue in life. This means that, the occupations people choose and do have important function, not only to the individual but also to the society. And each person is bound to spend a considerable part of his life time which is attributed to how successful one is in his career. This explained why people need to give serious thought and action to making adequate plan and preparation while choosing a particular occupation.

Brown (1995) blames the society because it places demands and responsibilities on the parents and expect students to choose their occupational career. To this, most students and in choosing vocation that does not relate to their training, because they are carried away by fantasy or luxuries. Thus, causing a lot of problems to the people involved and challenges to the progress and development of the society.

Vocational choice decision-making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. The choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one’s happiness in life as this could result to vocational maladjustment. Inappropriate career-decision, made may spell doom not only for the individual but also the entire society. In view of the foregoing, the need to equip our students with appropriate career-decision making skills becomes highly imperative. It has been recognized recently that for a person to make realistic decision his level of self-efficacy can indeed be very influential. It is one thing to demonstrate interest in a particular occupational field and it is another thing to have confidence in one’s ability to successfully undertake the task involved. Oluloye cited in Arowolo (2010) observed that the vocational development of youths, the preparation and guidance they receive for the globally world of work, it should be of interest to all of them. They convinced that a better job of career guidance in the schools will help to solve some of the problems of alienation and relevance which face the school today. According to Bandura cited by Abdullahi (2014) occupation has to do with people’s judgment of their capabilities to organize and execute courses of action required to attain designed type of performances. Before you can choose the right career, you must learn about yourself. Your values, interests, soft skills, and aptitudes, in combination with your personality type, make some occupations a good fit for you and others completely inappropriate. Use self-assessment tools, often called career tests, to gather information about your traits and, subsequently generate a list of occupations that are a good fit based on them. Some people choose to work with a career counselor or other career development professionals who can help them navigate this process (Hassan, 2008).

Statement of the Problem

The system of education in Nigeria has failed abysmally to launch the nation into technologically advancement as envisioned by the Education policy makers. Many Nigeria students leaving secondary schools have neither the
awareness of the diversity of occupation available nor the one to develop interest in. In most of these schools, there are insufficient counsellors to assist the students make appropriate vocational decisions based on their interest and self-concept. This is because self-concept has been proved to affect occupational maturity (Natalie, 2006), occupational aspiration (Hassan, 2008) and motivation for occupation (Meyers, 1995). When learners lack interest or motivation, they may not cope with the courses they wish to read (Ahmadu and Afu, 2010). The main thrust of the present study therefore, is to examine the relationship between self-concept and motivation for occupational preference among students in some selected secondary schools in Sokoto metropolis.

**Research Questions**

The following are the research questions that this research answered:

1. Is there any relationship between self-concept and motivation for occupational preference of male students among senior secondary school in Sokoto Metropolis?
2. Is there any relationship between self-concept and motivation for occupational preference of female students among senior secondary school in Sokoto Metropolis?
3. Is there any relationship between self-concept and motivation for occupational preference among senior secondary school students in Sokoto Metropolis?

**Research Hypotheses**

1. There is no significant relationship between self-concept and motivation for occupational of male students among senior secondary school in Sokoto Metropolis.
2. There is no significant relationship between self-concept and motivation for occupational preference of female students among senior secondary school in Sokoto Metropolis.
3. There is no significant relationship between self-concept and motivation for occupational preference among senior secondary school students in Sokoto Metropolis.

**RESEARCH METHODOLOGY**

The research design adopted in this study was a correlational survey method. A correlational study as quoted in Salawu (1991) was a frequently used type of research that was concerned with determining the extent of relationship existing between variables. The design was used to ascertain the extent to which variation in one variable were associated with variations in another. In this study, the researcher was interested in finding out if the independent variable was related to the dependent variable. Hence, the use of correlational design.

The Populations for this study were SS III students from forty-three (43) public senior secondary schools in Sokoto metropolis with the total population of ten thousand two hundred and fifty (10,250). These include students from three Boards: Sokoto State Teachers Service Board, Science and Technical Education Board, and those under Arabic and Islamic Education Board.

**Sample and Sampling Techniques**

The sampling procedure used was purposive. Nine (9) senior secondary schools out of forty three (43) schools were selected for this study within the metropolis with the total population of two thousand eight hundred and thirteen (2813) students from SS III, in order to obtain an accurate representation of the entire population, as according to Sambo (2005). Also, the researchers felt that, the population of this study was too large to handle. Therefore, the researchers used table for determining the sample size (Krejcie and Morgan 1970) in order to get the representative sample size. The sample size was three hundred and thirty three (333) respondents.

In order to determine the sample size of each school from nine (9) selected schools proportionate sampling technique was applied. Proportionate sampling according to Kerlinger cited in Umar (2011) is a method of drawing a sample of population so that each number has an equal chance of been selected. However, random sampling technique was applied to select respondents from each selected school, as Omolaye cited by Umar (2011) termed it to be used in selecting samples for the study.

**Table 1**: SS III Students Population and the Sample Size of the Selected Schools

<table>
<thead>
<tr>
<th>S/No</th>
<th>Name of Schools</th>
<th>SS III Population</th>
<th>Sample Size of the Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government Day Secondary School Arkilla</td>
<td>542</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Government Day Secondary School K/Marke</td>
<td>256</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Sultan Attahiru Secondary Secondary School Sokoto.</td>
<td>411</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>Government Technical College R/ Sambo.</td>
<td>150</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Government Day Secondary School ‘Yar’akija.</td>
<td>130</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Sheikh Abubakar Gummi Memorial College Sokoto.</td>
<td>302</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>Hafsat Ahmad Bello Arabic Secondary School Sokoto.</td>
<td>710</td>
<td>84</td>
</tr>
<tr>
<td>8</td>
<td>Nagarta College Sokoto.</td>
<td>135</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Government Girls’ College Sokoto.</td>
<td>177</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>2813</strong></td>
<td><strong>333</strong></td>
</tr>
</tbody>
</table>
INSTRUMENTATION

The following instruments were used to obtain data for this study:

i. Adopted version of Akinboye's sub-scale A of Adolescent Personal Data Inventory (APDI) was used to measure self-concept.

ii. Adapted version of C.G.M. Bakare (1977)'s Motivation for Occupational Preference Scale (MOPS) to measure student's motivation for occupation.

Validity of the APDI Sub-Scale A

In validating the instrument, the researcher adopted the instrument adopted by Tambawal (2001) on self-concept inventory the 30 items was checked and validated by the group of experts on the quality of the items and the instrument was adjudged to possess content validity and was accepted. Thus, the current researcher adopted it for use in this research.

Reliability of the APDI Sub-Scale A

The reliability of the sub-scale A of the APDI by Tambawal (2001) was obtained through stability method. The result of the test-retest produced a fairly high coefficient Alpha of 0.874. Since the APDI has been found to be reliable and valid, the current researcher considered it adequate for this study, and then adopted it for this study.

Adapted Version of the Motivation for Occupational Preference Scale (MOPS)

Bakare (1977) Motivation for Occupational Preference Scale (MOPS) was adapted and used to measure the student's vocational interest, after surveying the available literature on vocational choice, the scale was found most suitable for adaptation.

Validity of the Adapted Version of the Motivation for Occupational Preference Scale (MOPS)

The validity of the instrument was established using content validity method, hence, the items in the questionnaire aimed at meeting the content specification set for it, i.e. the items represented the content of the test to which it was designed to measure.

In validating the instrument, the questionnaire contained two sections – section A (personal information) had only two items and three additional items to elicit more information from the respondents which made it five in that section. While section B consisted 16 reasons why they entered an occupation, an addition of more 4 reasons was made to make them 20 items and elicit more information from the respondents about their occupational preference. The researchers took it to lecturers in the Department of Educational Foundations UsmanuDanfodiyo University, Sokoto for validation. The obtained independent judgment from the experts indicated the degree to which the items could actually measure what they were designed to measure, and thus the current researcher adopted it for use.

Reliability of the Adapted Version of the Motivation for Occupational Preference Scale (MOPS)

The researcher adapted the reliability index 0.72 of Bakare's version by Boyi (2011). The reliability estimate of the questionnaire was obtained through a pilot study. It was conducted by using a group of students who had almost similar features of the actual samples of the study. Therefore, Sultan Bello Secondary School Sokoto was chosen for the pilot test in which a set of 50 students was randomly selected and given the questionnaires to complete.

In establishing the reliability estimate of the instrument, the test re-test method was obtained through stability method. The result of the test-retest produced a fairly high coefficient Alpha value 0.72 which was found to be high enough to determine the reliability of the instrument. The current researcher therefore adapted the method by Tambawal and Umar used.

Method of Data Collection

Two questionnaires comprising questionnaire for Adolescent Personal Data Inventory (APDI) and Motivation for Occupational Preference Scale questionnaires were distributed by the researcher to the nine (9) selected senior secondary schools in Sokoto metropolis. The two instruments were given to each respondent and questionnaires were filled and returned by the respondents for data analysis.

Methods of Data Analysis

In this study, data were collected and analysed by the use of inferential statistics. The hypothesis 1-3 were analysed by the use of Pearson Product Moment Correlation Coefficient signifies by the letter r because it measured the relationship between two variables.

RESULT AND DISCUSSION

Data Analysis

The analysis of the data was made by using Pearson Product Moment Correlation Coefficient, and the findings of the study were presented.

H01: There is no significant relationship between self-concept and motivation for occupational preference of male secondary school students in Sokoto Metropolis. This hypothesis was tested by subjecting the self-concept and motivation for occupational preference.
Table 2: Relationship between Self-Concept and Motivation for Occupational Preference of Secondary School Male Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>r-Cal</th>
<th>p-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>191</td>
<td>100.78</td>
<td>9.94</td>
<td>-.043</td>
<td>.556</td>
<td>H₀ Accepted</td>
</tr>
<tr>
<td>MOP of Male</td>
<td>191</td>
<td>57.06</td>
<td>5.45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scores of the male students to Pearson’s correlation analysis as shown in table.

From the result of table 2, male students’ self-concept and motivation for occupational preference were negatively related and non significant, Pearson’s r(189) = -.043, p = .556. This indicates no significant relationship between the male students’ self-concept and their motivation for occupational preference because the p-value is more than the .05 level of significance. Therefore, H₀:2 which states that there is no significant relationship between self-concept and motivation for occupational preference of secondary school male students in Sokoto Metropolis was accepted.

H₀:2: There is no significant relationship between self-concept and motivation for occupational preference of female secondary school students in Sokoto Metropolis.

Table 3: Relationship between Self-Concept and Motivation for Occupational Preference of Secondary School Female Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>r-Cal</th>
<th>p-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>144</td>
<td>105.42</td>
<td>10.37</td>
<td>.191</td>
<td>.022</td>
<td>H₀ Rejected</td>
</tr>
<tr>
<td>MOP of Female</td>
<td>144</td>
<td>56.56</td>
<td>4.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This hypothesis was tested by subjecting the self-concept and motivation for occupational preference scale of the female students to Pearson’s correlation analysis as shown in table. From the result of table 3, female students’ self-concept and motivation for occupational preference were positively related and significant, Pearson’s r(144) = .191, p = .022. This indicates a significant relationship between the female students’ self-concept and their motivation for occupational preference because the p-value is less than the .05 level of significance. Therefore, H₀:2 which states that there is no significant relationship between self-concept and motivation for occupational preference of secondary school female students in Sokoto Metropolis was rejected.

There is no significant relationship between self concept and motivation for occupational preference of secondary school students in Sokoto Metropolis.

Table 4: Relationship between Self-Concept and Motivation for Occupational Preference of Secondary School Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>r-Cal</th>
<th>p-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>333</td>
<td>102.75</td>
<td>10.39</td>
<td>-.013</td>
<td>.813</td>
<td>H₀ Accepted</td>
</tr>
<tr>
<td>MOP of Female</td>
<td>333</td>
<td>56.84</td>
<td>5.22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This hypothesis was tested by subjecting the self concept and motivation for occupational preference scores of the students to Pearson’s correlation analysis as shown in table.

From the result of table 4, students’ self-concept and motivation for occupational preference were negatively related and non significant, Pearson’s r(333) = -.013, p = .813. This indicates no significant relationship between the students’ self-concept and their motivation for occupational preference because the p-value is more than the .05 level of significance. Therefore, H₀:3 which states that there is no significant relationship between self-concept and motivation for occupational preference of secondary school students in Sokoto Metropolis was accepted.

The hypothesis three stated that the relationship between self-concept and motivation for occupation of senior secondary school students in Sokoto metropolis was not positively related using Pearson’s r. This indicates that the self-concept of the students of secondary schools in Sokoto metropolis does not constitute a significant part in their motivation for occupation. Because the correlation coefficient of the two variables self-concept and motivation for occupation happened to be a higher calculated value, therefore the null hypothesis is accepted. The result shows that the relationship between self-concept and motivation for occupational preference was negative which determined parallel nature of the two concepts. For this reason self-concept cannot influence motivation while each can being dependent of itself. The finding is consistent with previously examined studies where Self-concept affects Motivation for occupation of students. Tambawal (2001) assessed the validity of Holland’s theory on secondary school students on the Self Directed Search S.D.S. (Holland 1963) used three hundred and thirty eight 338 secondary school students (181 male and 157 females). The finding showed that the clarification scheme of Holland was upheld. The result of his finding categories themselves distinctly into the following Self-concept type: Realistic, Intellectual, Social, Conventional and Artistic. And result showed that most of the students were of the social self-concept. Moreover, the inconsistency was found in the result. It is also in line with the finding of Hattie (2003) they found that self-concept contributed to the educational interest of students in their choice of occupation. Super (1957) in Nwamu (2001) categorized the level the interest will go in self-concept for it to manifest into the implementation levels. According to
Wavour, the conclusion stage the self will verbalize it, i.e. express level where verbal statements of hope are made. This will be followed by the stage of manifestation in action. The action is seen in the direction of academic performance and achievement to the stage of tested interest. Often, it has been inventoried through inventory stage. To super, the adolescent now, is a master of the vocation of his interest area and will wish to implement his area of interest in the world of work. Nwamuo (2001) added that, the healthy and conducive environment at home in school promote self-concept and vocational interest. Such environment create room for good self-image and self-confidence, congruency and positive self concept and vocational interest; whereas where they are lacking, according to Kagu and Mohammad (2007) respectively, adolescent will suffer maltreatment, abuses, lack of confidence, aggressiveness and such reflections have been caused by unhealthy environment at home and school. Sababa(2010) were of the opinion that school environment influences self concept and vocational interest. to them, improved school library, better and equipped laboratories and counsellors who may assist and motivate the adolescents to increase the awareness to answer the basic questions of life of whom they are, why they are there, where they go from there. The counsellor will give them the adequate information on the available world of works. Sababa (2010) maintained that most parents are illiterates who do not know anything about vocational interest or the vocations available. These create problems to most adolescents. This must have informed American Network (2010) to state that the counsellors and teachers should help to improve adolescents’ self concept and vocational interest by helping them see how education is connected to vocation during counseling, teaching, workshop or practical work at school. The results of the study show that the subjects offered by students would determine the kind of career engaged by students (Either Sciences or Arts). This result alsoconforms to the earlier studies conducted by Deng (1986) and Hattie (2003).

H02 which stated that, there is no significant relationship between self concept and motivation for occupational preference among male students of secondary school in Sokoto Metropolis, indicates no significant relationship between the male students’ self concept and their motivation for occupational preference because the p-value is more than the .05 level of significance. Therefore, H02 was accepted. H03 which states that there is no significant relationship between self concept and motivation for occupational preference of secondary school female students in Sokoto Metropolis was rejected. The outcome of the research revealed that there was positive relationship between the variables. The female students had higher correlation co-efficient alpha between self-concept and motivation for occupational preference than the male students. This gives additional support to the findings of Abdullahi (1986), Salawu (1991) and Abubakar (1998). Moreover, self-concept and motivation for occupation male and female gender, Ukoha (2011) defined gender as cultural functions attached to biological sex. Sex refers to physical aspects of being male or female, but psychologists use it to refer to the entire set of differences commonly attributed to male and female which may be partly or wholly socially determined (Ukoha, 2011). There are no differences in the genders came from the fact that both sexes came from God (Ukoha, 2011). Furthermore, this is as a result of emancipation of women, many of whom have changed their attitude and accepted domestic roles and at the same seek salaries employment outside their homes (Hassan, 2008). Arowolo (2010) observed that some women from the present political dispensation seek to be elected into political positions. They have advocated 35%of their involvement in political arena. They preferred positions that have high monetary rewards and gains. That is why many are senators, legislators, ministers and governors. Many females today express interest on male dominated vocations. They are found in athletics, footballing, aviation, piloting, engineering, military and paramilitary professions. Arowolo (2010) and Uwa (1999) studies show significant differences compared to the time their researches where conducted. Many technological and scientific changes have taken place. Whether males or females, if the adolescents are given a conducive environment to operate, they will develop positive and healthy self concept and pursue good vocations in life.

RECOMMENDATIONS

The following are the recommendations of this study:

1. Self-concept has very vital function in overall well-being of human beings. Therefore, it should not be undermined or ignored. As such strategies should be adopted by counsellors and teachers like self-concept trait intervention techniques, self enhancement strategies positive feedback, psychotherapies which could be used to enhance, motivate and encourage favorable and positive self-concept among students.

2. Parents should motivate their wards into occupation of their interest; instead of enforcing them to choose occupations that are compatible with their personal interest and capabilities. They should also work with the counsellors with a view to helping their children to improve their effectiveness by guiding them for a realistic choice of occupation. Parents should cooperate with schools and guidance masters that are acquainted with the children's performance and capabilities to assist their children to select appropriate occupation without gender bias. They should also remember that one of the essential occupational planning skills which an individual needs to understand and develop is that of effective decision making on what students has to do after secondary school studies.

Relationship between Self-Concept and Motivation for Occupation among Students in Selected Secondary Schools in Sokoto Metropolis

Umar and Imam 081
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