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ILORIN JOURNAL OF EDUCATION

ISSN: 0189-6636


VOLUME 34 JUNE, 2015

AINA, MICHAEL G.

HUMAN KINETICS

FACULTY OF EDUCATION

UNIVERSITY OF ILORIN

 16/02/2016

ILORIN JOURNAL OF EDUCATION

ISSN: 0189-6636

VOLUME 34, JUNE 2015

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**CONSTRAINTS ON CAREER CHOICE IN PHYSICAL EDUCATION AMONG
SECONDARY SCHOOL STUDENTS IN ILORIN SOUTH LOCAL GOVERNMENT
AREA, KWARA STATE.**

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Abstract

This research work examined constraints on career choice in physical education among secondary school students in Ilorin South Local Government Area of Kwara State. Over the years, career choice in physical education has been faced with so many constraints, such as career opportunities in physical education, parental influence and non-implementation of physical education in the senior secondary school curriculum. Five research questions and three hypotheses were formulated to guide this study. The research design used for this study was a descriptive research design of survey type. The population of the study consisted of all the senior secondary school students in SSS 2 in Ilorin South Local Government Area of Kwara State. Multi-stage sampling techniques consisting of balloting and simple random techniques were used. The sample of the study was made up of three hundred and forty-six (346) respondents consisting of both male and female students. A researcher structured Questionnaire which was validated and tested for reliability at 0.68r was used to collect the data for this study. A descriptive statistic of frequency counts and percentages were used to analyze the demographic data while inferential statistic of Chi-square was used to test the hypotheses set for the study at .05 alpha level of significance. The study found that career opportunities have significant positive influence on career choice (cal. value=30.56> crit.val. =12.59); inadequate provision of learning and instructional materials will significantly influence career choice (cal. value=15.29> crit.val. =12.59); non-implementation of P.E in the senior secondary school curriculum has significant influence on career choice (cal. value=21.61> crit.val. =12.59) in secondary school. It was concluded that constraints in physical education influenced the career choice of students in the course. It was therefore recommended that; proper orientation should be given to students on career opportunities in physical education so as to make a wise choice in choosing their career, government and school administrators should provide the needed learning and instructional resources needed for the teaching of physical education in schools and so on.

Keywords: *Career choice; Parental influence; Physical education; Industrialisation;
Occupational opportunities*

Introduction

Career choice has become a complex phenomenon with the advent of information technology, the emergence of post industrial revolution and job competition. It was a common practice in the olden days to find feudalism converting it into a family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader (Wattles, 2009). Industrialization and post industrialization has made it

possible for a common person to be richer as long as she or he has due skills and knowledge. Today, one has not only to make career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009).

Most secondary school students do not have accurate information about occupational opportunities to help them make appropriate career choice. According to Kerka (2000) career choice is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and finance. Bandura, Barbaranelli, Caprara and Pastorelli (2001) stated that each individual undertaking the process is influenced by several factors including the context in which they live in, their personal aptitudes, social contacts and educational attainment.

According to Hewitt (2010), factors influencing career choice can either be intrinsic, extrinsic or both. He further explained that most people are influenced by careers that their parents favour while others follow the careers that their educational choices have opened for them. Some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. Students' perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics (McQuaid & Bond, 2003).

Statement of the Problem

One of the researchers observed from some graduating pupils of a private primary school in Ilorin South Local Government, who were told by their teacher to write about what they would like to become in future. It is saddening to note that none of the pupils are willing to become a physical educator while only few of them are willing to become teachers. These pupils are willing to become Lawyers, Doctors, Engineers, Architect and so on. None selection of physical education as a professional course could be as a result of their limited knowledge as a multidisciplinary career with diverse prospects.

Researchers and Educationalists have carried out various researches on career choices among Secondary School students. Kochung and Migunde (2011) worked on factors influencing students' career choices among Secondary School students in Kisumu Municipality, Kenya and found that availability of advancement opportunities and learning experiences were the most influential factors affecting career choices among students. This implies that unless students are exposed to these, they will always have wrong concept of P.E.

From observation, during physical education practical classes in the primary and junior secondary schools, students used to be happy and eager to participate in physical activity but on getting to senior secondary schools where decisions are made on their various career choices they would choose other courses rather than physical education

which they have shown interest in during their primary and junior secondary school days. This can be attributed to the following problems such as: people's perspective about the course; lack of qualified physical education teachers; inadequate supply of teaching resources needed to teach the subject; non-implementation of physical education in the senior secondary school curriculum and so on. However, there is the need to establish facts rather than assumption. Hence, the study of constraints on career choice in physical education among secondary school students in Ilorin South Local Government, Kwara State, Nigeria.

Research Questions

1. Will career opportunities in physical education have any influence on the constraints on career choice in physical education among secondary school students in Ilorin South Local Government Area of Kwara State?
2. Will inadequate provision of learning and instructional resources have any influence on career choice in physical education among Secondary School Students in Ilorin South Local Government Area of Kwara State?
3. Will non-implementation of physical education in the senior secondary school curriculum have significant influence on the constraints on career choice in physical education among secondary school students in Ilorin South Local Government Area of Kwara State?

Hypotheses

The following hypotheses will be postulated to direct the course of the study:

1. Career opportunities in physical education will not have significant influence on career choice in physical education among secondary school students in Ilorin South Local Government.
2. Inadequate provision of learning and instructional resources will not have significant influence on career choice in physical education among secondary school students in Ilorin South Local Government.
3. Non-implementation of physical education in the senior secondary school curriculum will not have significant influence on career choice in physical education among secondary school students in Ilorin South Local Government.

Methodology

The research design adopted for this study was descriptive research design of survey type. The population for this study comprised all the Three Thousand Four Hundred and Sixty (3,460) Senior Secondary School Students in year two (SSS 2) in Ilorin South Local Government Area in Kwara State (Kwara State Universal Basic Education Board, 2015). Multi-stage sampling technique was used for the sampling process. In the first stage, four (4) wards in Ilorin South Local Government Area were selected randomly through balloting method namely: Akanbi ward III; Akanbi ward IV; ward V and Okaka ward I. In the second stage, balloting method was used to select two

Constraints on Career Choice in Physical Education among Secondary School Students in Ilorin

(2) schools each from the four (4) wards making a total of eight (8) schools. In the third stage, twenty percent (10%) of the students in each of these schools were selected through systematic random sampling technique. A total of three hundred and forty-six (346) respondents were used for this study which is equivalent to ten percent (10%) of the whole population.

Table I: Sample Distribution selected for the Study

Wards	Names of Schools	Total Number in Schools	Percentage (20%)	
Akanbi Ward III	Government Day Senior Secondary School	235	47	
	Agbabiaka Senior Secondary School Opolo	195	39	
Akanbi Ward IV	Senior Secondary School Fate	210	42	
	Senior Secondary School Oke-Adini	225	45	
Akanbi Ward V	Government Day Secondary School Kulende	220	44	
	Muhyideen Arabic Senior Secondary School Kulende	215	43	
Okaka Ward I	Government Day Senior Secondary School Oke-Aluko	225	45	
	United Community Senior Secondary School FolawiyoRoad, UnityIlorin	205	41	
Total	4	8	1730	346

A researcher-structured Questionnaire that had been validated by three experts in the field of Human kinetics Education and one expert in the Guidance and Counseling Department was used for this study. The reliability of the instrument was established through the use of split-half method. The correlational analysis data generated was done using Spearman Rank Order coefficient. A reliability co-efficient of 0.68r was obtained. The researcher with the help of three (3) research Assistants administered the instrument. The three postulated hypotheses were tested using inferential statistics of Chi-square (X^2) at 0.05 alpha level of significance. The results are presented below.

Hypotheses Testing

Hypothesis 1: Career opportunities in physical education will not have significant influence on career choice in physical education among secondary school students in Ilorin South Local Government.

Table 2: Frequency, Percentage and Chi-Square Results of Response on Career Opportunities and Career Choice in Physical Education.

S/N	Items	Yes (%)	No (%)	Undecided (%)	Total (%)	df	Table Value	Cal Value (X^2)	Remark
1	Lack of knowledge on job opportunity in Physical Education influences low enrolment in the course	230 (66.5)	86 (24.9)	30 (8.6)	346 (100)				
2	Most people believe that the only career opportunity in Physical Education is teaching	172 (49.7)	148 (42.8)	26 (7.5)	346 (100)	6	12.59	30.56	Rejected
3	Majority of the people are of the opinion that job opportunities in Physical Education are low compared to other areas of specialization	205 (59.2)	109 (31.5)	32 (9.3)	346 (100)				
4	There is little income to earn in physical education as a career	223 (71.67)	97 (27.08)	26 (1.25)	346 (100)				

Significant at 0.05 alpha level ($p < .05$)

Table 2 showed that the calculated value (X^2) of 30.56 was greater than ($>$) the table value of 12.59 at degree of freedom 6 and at 0.05 alpha level of significance. Therefore, the hypothesis was rejected. This implies that career opportunities in physical education have a positive significant influence on career choice in physical education among secondary school students in Ilorin South Local Government Area of Kwara state.

Hypothesis 2: Inadequate Provision of Learning and Instructional Materials will not have significant influence on career choice in physical education among secondary school students in Ilorin South Local Government.

Table 3: Frequency, Percentage and Chi-Square Results of response on Inadequate Provision of Learning/Instructional Resources in Physical Education and Career Choice in Physical Education

S/N	Items	Yes (%)	No (%)	Undecided (%)	Total (%)	df	Table Value	Cal Value (X^2)	Remark
1	Over used learning and instructional resources in physical education influence the students' interest in the selection of the course	200 (57.8)	116 (33.5)	30 (8.7)	346 (100)	6	12.59	15.29	Rejected
2	Inadequate provision of learning resources influence the interest of the students in selecting physical education as a career choice	214 (61.8)	98 (28.3)	34 (9.9)	346 (100)				
3	Non-availability of adequate learning resources prevent students from participating in practical classes	221 (63.8)	95 (27.5)	30 (8.7)	346 (100)				
4	Availability of teachers to utilize learning/instructional resources in physical education motivate students to select the course as their career choices	241 (69.6)	71 (20.5)	34 (9.9)	346 (100)				

Significant at 0.05 alpha level ($p < .05$)

Table 3 showed that the calculated value (X^2) of 15.29 was greater than ($>$) the table value of 12.59 at degree of freedom 6 at 0.05 alpha level of significance. Therefore, the hypothesis was rejected. This implies that inadequate provision of learning and instructional resources have negative significant influence on career choice in physical education among secondary school students in Ilorin South Local Government Area of Kwara State.

Hypothesis 3: Non-implementation of physical education in the senior secondary school Curriculum will not have significant influence on career choice in physical education among secondary school students in Ilorin South Local Government.

Table 4: Frequency, Percentage and Chi-Square Results of Response on Non-implementation of Physical Education in the Senior Secondary School Curriculum and Career Choice in Physical Education.

S / N	Items	Yes (%)	No (%)	Undecided (%)	Total (%)	DF	Table Value	Cal Value (X ²)	Remark
1	There is no physical education in the senior secondary section of my school	261 (75.4)	62 (17.9)	23 (6.7)	346 (100)				
2	Non-implementation of physical education in the senior secondary school curriculum influence career choice in physical education	207 (59.8)	99 (28.6)	40 (11.6)	346 (100)				
3	Proper monitoring of the curriculum will help in the implementation of physical education in the senior secondary school curriculum	244 (70.5)	68 (19.6)	34 (9.9)	346 (100)	6	12.59	21.61	Rejected
4	Adequate implementation of physical education in the senior secondary school curriculum will influence career choice in physical education	241 (69.6)	73 (21.1)	32 (9.3)	346 (100)				

Significant at 0.05 alpha level ($p < .05$)

Table 4 revealed that the calculated value (X²) of 21.61 was greater than (>) the table value of 12.59 at degree of freedom 6 and at 0.05 alpha level of significance. Therefore, the hypothesis was rejected. This implies that non-implementation of physical education in the senior secondary school curriculum have negative significant influence on career choice in physical education among secondary school students in Ilorin South Local Government Area of Kwara State.

Discussion of Findings

Three hypotheses were formulated and tested at 0.05 alpha level of significance on constraints on career choice in physical education among secondary school students in Ilorin South Local Government.

The first hypothesis, Career Opportunities in Physical Education will not have positive significant influence on career choice in physical education among secondary school students in Ilorin South Local Government, was rejected, implying that career opportunities in physical education significantly influenced career choice in physical education. This means that if people are aware of the job opportunities in physical education, more people will want to study the course. Majority of the people are of the opinion that physical educators end up in classroom as a teacher. This is supported by

Umeakuka (2001), who stated that many people who thought those physical educators only end up in classroom were surprised that they (graduate of physical education) never returned to the classroom job.

Therefore, proper orientation should be given to students on career opportunities in physical education such as: biomechanics; exercise physiology; sports medicine and so on, so as to make a wise choice in choosing their career. This will also help in reducing the number of students who venture into a course without knowing what the course entails.

The second hypothesis, inadequate provision of learning and instructional resources will not have significant influence on career choice in physical education among secondary school students in Ilorin South Local Government, was also rejected by the respondents implying that inadequate provision of learning and instructional resources significantly influence career choice in physical education. This is also supported by Ishola, (2010), who conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE) in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student's achievement in each of the subjects.

Therefore, government and school administrators should provide the needed learning and instructional resources needed for the teaching of physical education in schools. There should also be improvisation of learning and instructional resources when the available resources will not be sufficient for the learners. This is very important in order to engage all the students at the same time so that they will all concentrate and focus their attention on the teacher.

The third and last hypothesis, non-implementation of physical education in the senior secondary school curriculum will not have significant influence on career choice in physical education among secondary school students in Ilorin South Local Government, was rejected by the respondents implying that non-implementation of physical education in the senior secondary school curriculum significantly influence their career choice. This is in line with Alla and Olorunsola (2008) who opined that making physical education elective is that the subject is optional. It is likely that greater percentage of the students would drop any subject which is made optional. This will have a great impact on the numbers of students offering the course in the secondary school thereby leading to a low number of students choosing the course as their career choices. This will also not encourage the position of the government that physical education will be emphasized at all levels of the education system.

Therefore, there should be the implementation of physical education in the senior secondary schools especially with worldwide threat of sedentary lifestyle been a new public health issue.

Conclusion

Based on the findings, the following conclusions were drawn that

1. This implies that career opportunities in physical education have a positive significant influence on career choice in physical education among secondary school students in Ilorin South Local Government Area of Kwara state.
2. inadequate learning and instructional materials in physical education influenced career choice in physical education
3. Non-implementation of physical education in the senior secondary school curriculum had a negative influence on career choice in physical education among students.

Recommendation

Results of the research study revealed several remarkable findings. Based on the findings, the following recommendations are made:

1. Proper orientation should be given to students on career opportunities in physical education so as to make a wise choice in choosing their career.
2. Government and school administrators should provide the needed learning and instructional resources needed for the teaching of physical education in schools.
3. Government should monitor the implementation of physical education in schools most especially, the senior secondary school sections in order to achieve the aims and objectives of education that has been stated in the Nigeria Policy of Education.

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