




INTRINSIC AND EXTRINSIC FACTORS AS PREDICTORS OF CHOICE OF EDUCATION PROGRAMMES AMONG UNDERGRADUATES IN ORO, NIGERIA

BY

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Abstract

This study examined the intrinsic and extrinsic factors that predicts choice of education programmes among undergraduates in Oro, Nigeria. Employing a descriptive research of the survey type, 283 undergraduates were randomly selected to participate. Data was collected through a researcher-designed questionnaire with a reliability coefficient of 0.78, and analyzed using mean and standard deviation. The findings revealed that among various factors, undergraduates' perception of education as a last option exerted the greatest influence ($M = 3.08$, $SD = 1.09$). Furthermore, intrinsic factors such as intelligence, interest, ability/performance, and motivation played significant roles in influencing undergraduates' choice of education programmes, with interest being the most influential factor ($M = 2.68$, $SD = 0.48$). Additionally, among the extrinsic factors examined, parental influence emerged as the most significant ($M = 2.52$, $SD = 0.85$). Consequently, the study concludes that undergraduates' choice of education programmes is shaped by a complex interplay between intrinsic and extrinsic factors. It is recommended that efforts should be made to enhance the status of teachers to mitigate the perception of education programmes as a last resort among undergraduates.

Keywords: predictors, pre-service teachers, choice, colleges of education, intrinsic and extrinsic factors

Introduction

Nigeria students' reactions, especially at the secondary school level, to their aspiration of becoming teachers is usually amazing to teachers and educational stakeholders. There is no gainsay that only few senior secondary school students are positively disposed toward teaching or choosing the profession as their future career. Adamu and Sani (2014) noted a decline in the status of teaching as a profession in Nigeria, resulting in fewer individuals opting for it as a career path



during university admissions. In the Nigerian context, a career encompasses an individual's journey and growth throughout life, particularly within the realm of employment or occupation, aimed at fulfilling lifelong aspirations and objectives (Abga & Bello, 2023). Various factors contribute to shaping one's career trajectory, including the socioeconomic background of parents, personal interests, religious convictions, influence of role models, parental or guardian expectations, gender, and inherent academic capabilities, all of which are influenced by past decisions and choices (Adeoye, 2023). Decisions and choices serve as pivotal elements in assessing the actions and inactions of every individual, as all life activities stem from thoughts that lead to filtered choices and subsequent decisions. Among these critical decisions lies the imperative for individuals to thoughtfully chart the course of their future careers (Adeoye, 2023; Baglama & Uzunboylyu, 2017). In the Nigerian education system, the process of selecting a career path commences at the Junior Secondary School (JSS) level. Here, students who successfully complete and pass the Junior School Certificate Examinations (JSCE) are presented with the option to be placed in or choose among science, arts, or social science (commercial) classes – a decision that significantly affects their future careers and course of study in higher institutions.

Table 1 provides a summary of common career paths or fields of study at tertiary institutions and the corresponding class to which students must belong at the senior secondary school level in Nigeria. A glance at Table 1 reveals that education emerges as a versatile career field that transcends class categorization at the senior secondary school level, as students at higher institutions regardless of their chosen stream can pursue it.

Table 1

Summary of Common Career Path and Class Categorization

Classes	Related Fields of Career at the University
Science	Medicine and Surgery, Agricultural Engineering, Computer Science, Biochemistry, Biological Sciences, Mathematics, Chemistry, Nursing, Food, Pharmacy, Industrial Chemistry, Geology, Surveying and Geo-informatics, Statistics, Building, Science and Technology, Microbiology, Botany, Zoology, Pure and Applied Mathematics, Agriculture, Agricultural Economics and Extension, Agronomy, Animal Production and Science, Crop Production and Science, Soil Science, Veterinary Science, Forestry, Civil Engineering, Chemical, Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Marine Engineering, Metallurgical and Material Engineering, Petroleum and Gas Engineering, System Engineering, Structural Engineering, Production and Industrial Engineering, Architecture, Quantity Surveying, Urban and Regional Planning, Estate Management, Anatomy, Dentistry, Medical



	Laboratory Services, Medical Rehabilitation, Physiology, Physiotherapy, Radiography, Veterinary Medicine, Science Education, etc.
Arts	Law, Arabic and Islamic Studies, Christian Religious Studies, Fine and Applied Arts, Theatre Arts, Linguistics, English and International Studies, French, English Language, Hausa, History and International Studies, Islamic Studies, Igbo, Mass Communication, Music, Philosophy, Religious Studies, Yoruba, Anthropology, Criminology and Security Studies, Civil Law, Islamic/Sharia Law, Social Sciences Education, etc.
Social Sciences	Accountancy, Business Administration, Public Administration, Banking and Finance, Economics, Demography and Social Statistics, Geography, Library Science, Mass Communication, Sociology, Political Science, Philosophy, Psychology, Religious Studies, Social Works, Sociology and Anthropology, Industrial Relations, Human Relations, Human Resources Management, International Relations, Business Management, Cooperative and Rural Development, Tourism, Marketing, Insurance, Arts Education, etc.

Individuals aspiring for admission to higher institutions who opt for education as their field of study often lean towards a career in teaching, having being equipped with the necessary expertise required to impart knowledge and guide future generations (Uralovna, 2024). Teaching, as described by Munna and Kalam (2021), involves the transformative process of imparting knowledge, skills, attitudes, values, and beliefs to learners by utilizing a prepared curriculum alongside relevant pedagogical methods. In Nigeria, prospective teachers undergo training and preparation for the teaching profession in various institutions, including faculties/institutes of education within universities, colleges of education, the National Teachers' Institute (NTI), schools of education in polytechnics, the National Mathematical Centre, and the National Institutes of Nigerian Languages (Adeosun, 2014). However, existing literature has shed light on a concerning trend: a decline in the preference for education courses among admission seekers at tertiary institutions that might lead to a shortage of teachers (Idoko, 2023; Olatunde-Aiyedun & Ogunode, 2021). In alignment with this observation, Apata (2024) highlighted that the dwindling enrollment in education courses could impede Nigeria's efforts to address the existing shortfall of 300,000 teachers. Furthermore, the data from the 2022 Unified Tertiary Matriculation Examinations (UTME) registration, as presented in Table 2 reveals that the field of education recorded the lowest application rates, with only 53,612 applicants compared to an available quota of 111,601.

**Table 2***Summary of 2022 Unified Tertiary Matriculation Examinations Registration by Faculties*

Courses	2022		
	Quota Available	Total Applied	Differences
Law	8,529	81,653	-73,124
Medicine Departments	43,717	367,499	-323,782
Social Science	93,277	231,907	-138,630
Technology related courses	60,199	103,891	-43,692
Sciences	132,796	204,734	-71,938
Arts and Humanities	48,744	72,014	-23,270
Agriculture	31,217	21,568	9,649
Education	111,601	53,612	57,989

Note: Adapted from “367,499 applied for 43,717 Medicine Slots – JAMB report,” by D. Tolu-Kolawole, 2022, <https://punchng.com/367499-applied-for-43717-medicine-slots-jamb-report/>

Various stakeholders within the education sector have made efforts to identify the factors contributing to the diminishing enthusiasm and declining interest in pursuing education programmes among prospective applicants to tertiary institutions. This is because, as asserted by (Okoli, 2011, p. 24), “no nation can be great or rise above the quality of its educational system, and no educational system can rise above the level of its teachers.” For instance, Oyeleke (2022) pinpointed factors such as the poor state of the educational system in the country, inadequate teachers’ salaries and remuneration, the prevalence of the “get rich quickly” mentality, the preference of many youths for ‘easy’ work, discouraging remarks from in-service teachers, and the low societal status attributed to teaching profession as key contributors to the lack of interest among young people in pursuing a career in teaching. Adeniyi and Akanmu (2023) conducted a study to explore the predisposition of teacher-trainees towards the teaching profession among undergraduates in Lagos State, Nigeria. The sample for the study comprised 360 respondents, with data collected using questionnaires. The findings revealed that majority of teacher-trainees are enrolled in teacher education programmes not out of genuine interest, but rather due to the lack of alternative options, largely influenced by the poor standard of living and the low societal status attributed to teachers. Additionally, literature has established a causal relationship between remuneration, teaching anxiety, and occupational stress concerning undergraduates’ interest in the teaching profession (Akingbade et al., 2022). In addition to students’ lack of interest in the teaching profession, family support in conjunction with academic reason have been recognized as significant factors shaping undergraduates’ career decisions (Obiyai, 2024; Sanni, et al., 2024; Yunusa, et al., 2022). Similarly, Mtemeri (2019) uncovered the significant influence of parents,

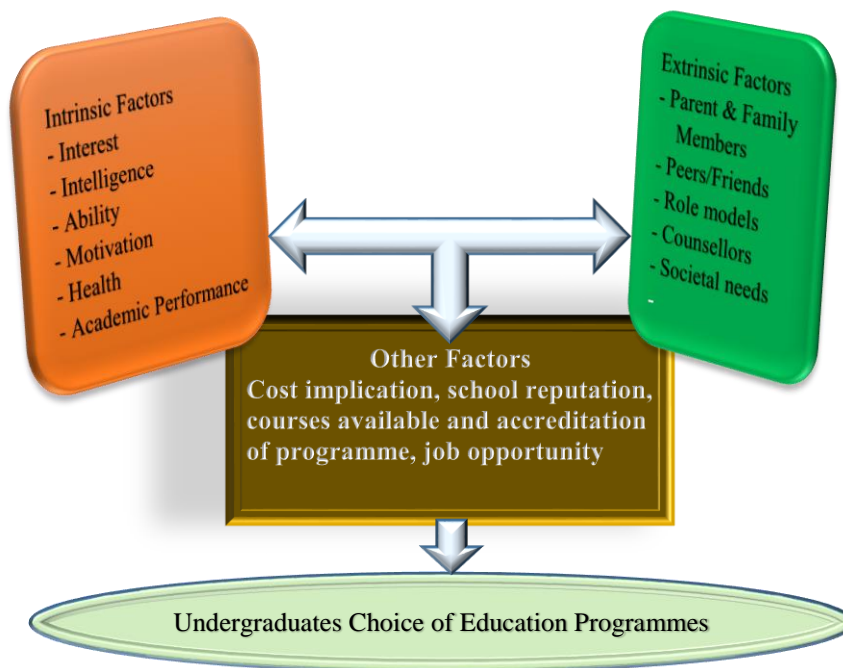
siblings, and other extended family members on children's career paths in the Midlands Province of Zimbabwe. The role of peer on decision-making and choices of young adolescents cannot be overstated. Peer groups, as defined by Spadafora et al. (2019), consist of individuals "of approximately the same age who have similar interests, backgrounds, or social status" (p. 1). Consequently, peer groups have remained a crucial determinant of career decisions among students (Filade, et al., 2019; Oparaduru & Chiroma, 2023). Given the documented significance of these factors and many more on students' career choices the present study investigated the intrinsic and extrinsic factors that predicts choice of education programmes among undergraduates in Kwara State College of Education, Oro, Nigeria.

Conceptual and Theoretical Framework

The conceptual framework depicted in Figure 1 provides a thorough comprehension of the complex dynamics influencing undergraduates' choices of educational programmes. It highlights the interaction between intrinsic factors such as students' interests, intelligence, abilities, motivations, health, and academic performance, as well as extrinsic factors including parental and familial influence, peer relationships, role models, counseling, and societal demands. Additionally, considerations such as cost implications, school reputation, available courses, programme accreditation, and job prospects are pivotal in guiding informed decision-making among undergraduates regarding educational programmes.

Figure 1

Conceptual Model of Undergraduate Choice of Education Programmes





Source: Author's representation and description

For this study, the social learning theory of career selection proposed by Krumboltz et al. (1976) served as the theoretical framework to elucidate how individuals navigate their career choices. According to this theory, at each juncture of decision-making, individuals encounter various internal and external factors, which act as either constraints or facilitators, influencing the range and nature of available options. Krumboltz et al. (1976) posit that genetic predispositions, environmental circumstances, learning experiences, cognitive and emotional responses, as well as performance capabilities, collectively shape individuals' progression along diverse career trajectories. The interplay of these factors determines the decisions individuals make regarding their careers. This theory aligns closely with the focus of the present study, which investigates the process through which undergraduates at Kwara State College of Education, Oro, Nigeria, sift through various factors, both intrinsic (personal) and extrinsic (non-personal) to ultimately determine their choice of educational programmes.

Literature Review

Amani and Mkumbo (2016) explored the determinants of career intentions among undergraduate students in Tanzania. A cross-sectional survey using a quantitative research methodology was employed while random sampling technique was utilized to select 1043 students from four universities in Tanzania. To determine students' perspectives on their future careers, an attitudes questionnaire was administered. Data analysis was done utilizing multiple regression analysis and one-way ANOVA. The results highlighted that students' attitudes emerged as the most influential predictor of career intentions, with subjective norms, career knowledge, and career self-efficacy following suit in importance.

Olalomi (2018) conducted a study to unravel the factors that influence career choice among vocational and technical education students in colleges of education in Oyo State, Nigeria. Descriptive survey research design was adopted for the study. The population of the study was 3,557 students in Government owned Colleges of Education. A proportionate stratified sampling procedure was adopted in selecting the sample of 239. A structured questionnaire was used for data collection. The data collected were analysed using mean, standard deviation and t-test. The findings of the study revealed among others that parents, peer, gender and environmental factors had positive influence on the career choice of Vocational and Technical Education Students in Colleges of Education in Oyo State.

Mtemeri (2020) conducted research focusing on the role of peer pressure in shaping career decision-making among high school students in the Midlands Province of Zimbabwe. The study adopted a quantitative research approach and utilized a survey design, employing questionnaires as the primary data collection tool. A total of one thousand and ten student participants, along with 20 randomly selected career guidance teachers, took part in the study. The findings revealed various ways



in which students are influenced by their peers when making career decisions. Notably, peer advice, encouragement, and peer education emerged as significant predictors in this regard. However, contrary to expectations, students indicated that they do not seek validation of their career decisions from their peers.

Ebeh et al. (2023) investigated the influence of social media modeling, mentoring, and parental support on the career choices of undergraduates. The study involved 225 undergraduates selected from Alvan Ikoku Federal College of Education, Owerri, utilizing the convenience sampling method. Three assessment tools—the Social Media Modeling Inventory (SMMI), Mentoring Functions Questionnaire (MFQ), and Parental Career Related Support Scale (PCRSS)—were employed to collect data. The research employed a cross-sectional survey design, and data analysis was conducted using hierarchical multiple regression analysis. The findings revealed that social media modeling exhibited a negative correlation with undergraduates' career choices, while mentoring demonstrated a positive correlation. Conversely, parental support did not yield a significant impact on career choice according to the analysis.

In a study conducted by Obiyai (2024) in Yenagoa LGA, Bayelsa State, which examined parental influence on their children's career choices. Employing a survey design, the study involved a sample size of two hundred (200) individuals, selected through a random sampling technique. Data collection was facilitated through designed structured questionnaire while percentages and chi-square was used for data analysis. The findings of the study revealed that influential families or parents displayed a reluctance towards endorsing vocational education as a career option for their children. Furthermore, the level of education attained by parents emerged as a significant factor influencing their children's career decisions. Additionally, the study highlighted a trend where affluent parents exhibited a disinclination towards encouraging their children to pursue vocational education as a career path.

Research Questions

The study was guided by the following research questions:

1. What are the factors influencing the choice of education programmes among undergraduates in Kwara State College of Education, Oro, Nigeria?
2. What are the intrinsic factors influencing the choice of education programmes among undergraduates in Kwara State College of Education, Oro, Nigeria?
3. What are the extrinsic factors influencing the choice of education programmes among undergraduates in Kwara State College of Education, Oro, Nigeria?

Methodology

The research type adopted for this study is the descriptive research of the survey type. The target population of this study comprised all the undergraduate students in Kwara State College of Education, Oro in affiliation with Ekiti State University,



Ado-Ekiti, Nigeria. Specifically, 283 pre-service teachers were drawn using simple random sampling technique from the 12 departments in the College. Table 3 shows the number of participants randomly selected and that participated in the study.

Table 3*Distribution of Respondents based on Levels and Departments*

Characteristics	Groupings	Frequency	Percentage (%)
Level	100	79	27.92
	200	70	24.73
	300	61	21.55
	400	73	25.80
	Total	283	100
Department	Biology Education	55	19.43
	English Education	50	17.67
	Economics Education	47	16.61
	Social Studies Education	29	10.25
	Chemistry Education	20	7.08
	Computer Education	20	7.08
	Agricultural Science Education	16	5.65
	Mathematics Education	10	3.53
	Nursery and Primary Education	10	3.53
	Integrated Science Education	9	3.18
	French Education	9	3.18
	Physics Education	8	2.83
Total	283	100	

A researcher-designed questionnaire entitled “predictors of choice of education programme among undergraduates” was used for data collection. The questionnaire had two sections A and B; section A solicited information on the demographic characteristics of respondents while section B was designed to gather data based on the research questions. Three experts from Ekiti State University, Ado-Ekiti Oro Campus, determined the face, content and construct validity of the instrument. The responsibility of the three experts was to scrutinize, criticise, and make corrections where necessary to the questionnaire. Test and re-test reliability method was used while Pearson product-moment correlation statistical tool was used to analyze the resultant data which gave an index of 0.78. The researcher first sought the permission of the Head of the 12 Departments and pleaded with the lecturers who assisted by allowing the researcher to use few minutes out of their lesson period to



administer the research instrument to the respondents. Since, the exercise is under a classroom setting, the researcher waited to collect the instrument on the spot. In this study, answers were provided to the three research questions using descriptive statistics of mean and standard deviation. The mean benchmark for accepting or rejecting factors that influence the choice of education programmes among undergraduates was 2.50 and 2.0 respectively. All statistical analysis was carried out using the Microsoft Excel Package of 2010 version.

Results

Research Question One: What are the factors influencing the choice of education programmes among undergraduates in Kwara State College of Education, Oro, Nigeria?

Table 4 revealed that eight factors which include education as last option, parents' choice, tuition fee, other costs and sundry, UTME and Post JAMB scores, reputation of the institution, availability of learners' course of choice, institution location, school teachers and counselors influenced the choice of education programmes among undergraduates in Kwara State College of Education, Oro, Nigeria. This is because their mean values were above the mean benchmark of 2.50 while four factors, which include infrastructural facilities available in the institution, peer influence, information about the institution and quality of secondary school attended, had their mean values below the benchmark and were rejected. The most prominent among the factors is education as last option of undergraduates ($M = 3.08$, $SD = 1.09$).

Table 4

Mean Analysis of Factors that Influence the Choice of Education Programmes among Undergraduates

S/N	Factors	SA 4	A 3	D 2	SD 1	Su m	M	SD	Ran k	Decisio n
1	Quality of secondary school attended	18	23	117	125	283	1.77	1.1	12th	Reject
2	Parents' choice	75	161	30	17	283	3.04	0.9	2nd	Accept
3	Information about the institution	50	14	89	130	283	1.94	1.2	11th	Reject
4	Education as last option	115	94	57	17	283	3.08	1.0	1st	Accept
5	School teachers and counselors	66	77	111	29	283	2.64	0.9	8th	Accept
6	Location of the institution	127	11	78	67	283	2.70	1.2	7th	Accept
7	Availability of learners' course of choice	114	66	29	74	283	2.78	1.2	6th	Accept
8	The reputation of the institution	70	122	60	31	283	2.82	0.9	4th	Accept
9	Infrastructural facilities available in the institution	43	57	75	108	283	2.12	1.1	9th	Reject



10	peer influence	29	58	72	124	283	1.97	1.1	10th	Reject
11	Tuition fee, other costs and sundry	124	58	72	29	283	2.98	1.1	3rd	Accept
12	UTME and Post JAMB score	93	89	58	43	283	2.82	1.1	4th	Accept

Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

Notes: mean benchmark = 2.50

Research Question Two: What are the intrinsic factors influencing the choice of education programmes among undergraduates in Kwara State College of Education, Oro, Nigeria?

Table 5 revealed that all the intrinsic factors considered in the study that is intelligence, interest, ability/performance and motivation influenced undergraduates choice of education programmes in Kwara State College of Education, Oro, Nigeria. However, students interest exerted the greatest influence (M = 2.68, SD = 0.48) having being ranked first.

Table 5

Mean Analysis of Extent at which Intrinsic Factors Influences the Choice of Education Programmes among Undergraduates

S/N	Intrinsic Factors	HI	LI	NI	SUM	M	SD	Rank	Decision
		3	2	1					
1	Intelligence	77	176	30	283	2.17	0.615	4 th	Accept
2	Interest	218	40	25	283	2.68	0.479	1 st	Accept
3	Ability/performance	140	125	18	283	2.43	0.747	2 nd	Accept
4	Motivation	118	116	49	283	2.24	0.768	3 rd	Accept

Key: HI = High Influence; LI = Low Influence; NI = No Influence

Notes: mean benchmark = 2.0

Research Question Three: What are the extrinsic factors influencing the choice of education programmes among undergraduates in Kwara State College of Education, Oro, Nigeria?

Table 6 revealed that extrinsic factors such as the influences of parents, other family members, prevailing social circumstances, motivation, secondary school teachers, successful professional, and societal needs affects undergraduates choice of education programmes while the influence of school counselors and spiritual leaders is negligible. The greatest influence was exerted by parental influence (M = 2.52, SD = 0.85) having been ranked first.

Table 6

Mean Analysis of Extent at which Extrinsic Factors Influences the Choice of Education Programmes among Undergraduates

S/N	Extrinsic Factors	HI	LI	NI	SUM	M	SD	Rank	Decision
		3	2	1					
1	Influence of parents	176	77	30	283	2.52	0.853	1 st	Accepted
2	Spiritual leaders	48	181	54	283	1.98	0.632	9 th	Rejected
3	Other family members	109	143	31	283	2.28	0.703	2 nd	Accepted



4	Secondary school teachers	100	135	48	283	2.18	0.723	5 th	Accepted
5	School Counselors	100	128	55	283	1.99	0.573	8 th	Rejected
6	Successful professionals	45	190	48	283	2.14	0.745	6 th	Accepted
7	Societal needs	98	126	59	283	2.07	0.711	7 th	Accepted
8	Prevailing social circumstances	81	140	62	283	2.24	0.809	3 rd	Accepted
9	Extrinsic motivation	127	98	58	283	2.24	2.293	3 rd	Accepted

Key: HI = High Influence; LI = Low Influence; NI = No Influence Notes: mean benchmark = 2.0

Discussion

The present study delved into the factors influencing the selection of education programmes among undergraduates at Kwara State College of Education, Oro, Nigeria. The findings unveiled several predictors, including the perception of education as a last resort, parental preferences, financial considerations such as tuition fees and additional expenses, UTME and Post JAMB scores, the institution's reputation, the availability of desired courses, the geographical location of the institution, and the guidance provided by school teachers and counselors. Remarkably, the research pinpointed that the perception of education as a last resort wielded the most significant influence on undergraduate choices of education programmes. This implies that most undergraduates admitted to education programmes were not fully interested in pursuing faculty of education courses at the university. This outcome aligns with the assertion made by Adeniyi and Akanmu (2023), who suggested that a substantial portion of teacher-trainees opt for education programmes not out of genuine passion but rather due to the absence of alternative paths. This finding contrasts with the perspectives of Mtemeri (2019) and Obiyai (2024), which underscored the paramount role of parental influence, alongside the observations of Oparaduru and Chiroma (2023), who emphasized peer pressure as the primary determinant of students' career decisions. The second finding highlighted that intrinsic factors such as intelligence, interest, ability/performance, and motivation significantly shape the choices of education programmes among undergraduates at Kwara State College of Education, Oro, Nigeria. Notably, among these factors, students' interest emerged as the most influential. This inclination may stem from the acceptance of many pre-service teachers towards their destined teaching careers. This observation resonates with the findings of Amani and Mkumbo (2016), who emphasized that students' attitudes strongly predict their career intentions. However, it contrasts with the observations of Oyeleke (2022), who noted a lack of interest among young individuals in pursuing teaching careers. The third finding indicated that extrinsic factors such as parental influence, guidance from other family members, prevailing social circumstances, motivation, input from secondary school teachers, the influence of successful professionals, and societal demands play pivotal roles in shaping undergraduates' choices of education programmes. Conversely, the impact



of school counselors and spiritual leaders was found to be negligible in this study. Notably, the most significant influence observed was attributed to factors related to parents, likely due to the enduring and intimate relationship between children and their parents, who often have a say in decisions concerning their offspring's future careers. This finding aligns with the discoveries of Obiyai (2024), who highlighted the impact of parental influence on students' choices of vocational education as a career path. However, it contrasts with the findings of Ebeh et al. (2023), who found that parental support did not significantly predict undergraduate career choices.

Conclusion

Based on the comprehensive findings of the study, it can be deduced that a significant portion of undergraduates select education programmes not out of a genuine passion for the teaching profession, but rather as a fallback option. Moreover, the research elucidated the intricate interplay between intrinsic and extrinsic factors in influencing the decision-making process of undergraduates when selecting education programmes. This dynamic interaction highlights the multifaceted nature of the decision-making process and underscores the complexity involved in choosing an educational pathway.

Recommendations

The following recommendations were advanced:

1. In tertiary institutions, it is imperative to promptly reorient pre-service teachers to ignite and cultivate their enthusiasm for the teaching profession, thereby ending the saying that "I picked teacher education programme because I have no choice", while at the secondary school level, government and proprietors should employ counselors to guide students in making appropriate choices of course of study.
2. Despite the importance of desire and interest, Students, including admission seekers, should actively seek essential guidance when selecting their courses, avoiding the sole reliance on intrinsic influences in their decision-making process.
3. Parents and other family members are expected to guide their children in making appropriate choice of course and not coerce them against their will and interest.

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