



Motivation and Locus of Control as Predictors of Secondary School Students' Career Choice in Nursing in Ughelli North Local Government Area of Delta State, Nigeria

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Abstract: The study investigated motivation and locus of control as predictors of secondary school students' career choice in nursing in Ughelli North Local Government Area of Delta State. Two research questions and two null hypotheses were generated to guide the study at 0.05 level of significance. Correlational research design was adopted for the study using a sample of 387 senior secondary school (SSS) III students in secondary schools in Ughelli North Local Government Area of Delta State. Two instruments were used for the study, they are: Bakare's (1977) Vocational Interest Inventory (VII) and Motivation, Locus of Control Questionnaire (MLQ). The validity of the instruments was established using the expert panel approach, while reliabilities of both instruments were determined using the test-retest technique which yielded a correlational coefficient of 0.67, 0.69 and 0.72 for motivation, locus of control, vocational interest inventory respectively. The instruments were administered using the direct panel approach and retrieved immediately on the spot. Correlation coefficient (r) was used to answer the research questions while t -test associated with simple regression analysis was used to test the hypotheses at 0.05 level of significance. The findings of the study showed that there was a significant relationship between motivation and locus of control as predictors of secondary school students career choice in nursing in Ughelli North Local Government Area of Delta State among others. Based on the findings, conclusions were drawn and the researchers recommended that more motivating factors towards making diverse career choices be made available to secondary school students, such as establishing an engineering company or a factory in Ughelli North Local Government Area will make students zealously anticipate for other career choices just like they do with nursing.

Keywords: Career, Career Choice, Motivation, Locus of Control, Students, Nursing.

1. INTRODUCTION

The choice of career is one of the most difficult decisions in a person's life and yet one of the most important decisions which every student in secondary school irrespective of his or her class must make in accordance with their academic pursuits. Career involves a person's profession, which include a number of occupations, profession, vocation or jobs one engages in during his lifetime. Kinance (2004) sees career as the sum total of an individual's vocation or job or work a person does in life. Therefore, career is a dynamic vocation or a job which an individual has interest in and finds himself qualified to do in his life time. This implies that an individual's choice of career should be in line with the area of interest where he/she has a focus on.

Career development, for most people, is a lifelong process of engaging the world of work through choosing among employment opportunities made available to them. It is a process of getting ready to choose, choosing, and continuing to make choices (Brown, Brooks, & Associates, as cited in Lazarus & Chinwe, 2011). Each individual undertaking the process is influenced by many factors including the context in which they live, their personal aptitudes and educational attainment (Peter, 2016).

Career decision-making can be defined as a process that describes or explains the choices that a person makes when selecting a particular career. It also helps to identify different factors involved in a person's career decision making and provides an understanding of the way these factors have impact on their career decision and choices (Sharf, 2006). Career choice and development are the experiences of the total personality and the satisfaction thus derived from a career depends on the compatibility of a person's work situation and personality type.

To be “ready” to choose means more than simply arriving at a point when a choice is necessary. Just as emoting in an advanced programme requires prior mastery of basic elementary concepts, making a decision involves prerequisites. The concept of ‘readiness’ emerged from the basic notion that vocational choices should not be seen as single point-in-line events but rather as the result of previous processes (Dominico and Jones as cited in Durosaro & Adebanye, 2012).

According to Durosaro (2010) career choice is a process in which one not only chooses but also eliminates and consequently stifles some interests and talents. One of the problems of adolescents in secondary schools as Unachukwu and Ebenebe (2009) put it is problem of choosing a vocation. This bothers the students a lot. In a developing country like Nigeria which is at the verge of changing from a traditionally agricultural country to an industrial one, the career choice is a complex task. The long years of apprenticeship to the family trade such as weaving, carving and fishing are now being replaced by years of formal education in primary and secondary school with resultant effect that the children may not take up their parents’ trade. Career can be said to reflect one’s calling to a particular business or profession. It is an occupation to which an individual’s life is committed to and has inherent liking and feeling for the work (Eze, 2010).

For the purpose of this study career is a profession, occupation, employment by which one earns his living especially one for which he has a period of training in an institution or through apprenticeship. Career choice determines satisfaction one expects to get from his work and the opportunities he has for promotion and advancement. Individual’s social status, income, life style, choice of friends, mental and physical health is influenced by the type of work he or she does. In other words, a person’s career choice or preference plays an important role in his entire life.

It has been observed that most students have insufficient information about different jobs, courses of study and other activities. Thus, they are unable to judge whether their choices are reasonable or not (Kemjika, 2013). Kemjika also observed that in Nigeria a large proportion of students make unrealistic vocational preferences and appear to fail in their job fields after school, since knowledge of their individual characteristics like interest, aptitude, intellectual ability and values were not considered before vocational choice was made.

The Federal Government of Nigeria (FGN, 2004:18) documented in her National Policy on Education that secondary education is the education children receive after primary school and before the tertiary stage. The broad goal of secondary education shall be to prepare the individual for useful living within the society and higher education.

Motivation as a determinant of career, according to Badu as cited in Wairimu (2014) can be defined as a human psychological characteristic that adds to a person’s degree of commitment. It is the management process of influencing employee’s behaviour. Motivation is a process governing choice made by persons... among alternative forms of voluntary activity (Steers, Mowday, & Shapiro, 2004).

In the same vein Kreitner and Kinicki as cited in Wairimu (2014) elucidates that motivation incorporate those psychological processes that create the arousal, direction and persistence of voluntary actions that are goal oriented. According to the authors, motivation refers to the intrinsic factors that impel actions and the extrinsic factors that act as inducement to actions. Therefore, motivation can affect both the acquisition of people’s skills and abilities and also the extent to which they utilize their abilities (Locke and Latham as cited in Wairimu, 2014). A person maybe motivated by extrinsic factors such as parents, teachers, counsellors and a few significant others, high salary, societal influence, environmental pressures, chance, and mass media. It could also be that predictor of the choice of career is internal such as interest, ability utilization, altruistic reasons, values, physique and gender.

In Nigeria, it is unfortunate to notice that many inappropriate career choices have been made by youngsters because of ignorance and illiteracy on their part on one hand; and that of their parents on the other. Motivational factors affecting vocational preference was classified into four broad categories by Bakare as cited in Kemjika (2013). Bakare in his motivation for occupation preference scale (MOPS), classified motivation or factors and choice into four broad categories namely, external influence, extrinsic reward-oriented values, self-expression values and people- oriented values. According to him, external influence refers to the source of motivation which are external to the individual such as that of significant persons, mass media, socio-economic background, school, and

cultural background, whereas, extrinsic reward-oriented values deals with reasons associated with economic or material benefits (Prestige and working conditions) also, self-expression values consist of reasons connected with individuals desire to express one's special skills or aptitudes and creative potentialities. People oriented values deal with reasons associated with the opportunities which their preferred occupation offers for social, interpersonal relations and interactions. He also stated that what could motivate students' vocational preference are what would satisfy basic psychological needs, what an individual hope to derive from the vocation and what he holds very dear. This implies that the effect of working conditions on an individual can encourage or discourage him from choosing the vocation or from continuing with the job.

Another variable examined in this study is Locus of control. Nwankwo (2005) opines that Locus of control is the personality trait which explains how individuals attribute their actions, usually failures or successes to either internal or external factors. This implies that people actually attribute events in their lives such as successes or failures to either their own making or things within their environment. When someone takes responsibility for his actions, he is said to have internal locus of control, but when he shifts blames or praises someone for something outside as the cause of his fortune or misfortune, he is said to have external locus of control. Hence secondary school student's choice of career can be based on the direction of their attributes or otherwise.

This study will pay attention to Motivation and Locus of control as predictors of secondary school students' career choice in Nursing in Ughelli North Local Government Area of Delta State.

The current mass unemployment in Nigeria is threatening the career preference of secondary school students and as much as secondary school students are expected to choose their careers in the senior secondary school. More often they rush to their parents or guidance counselors for guidance as to which subject and career to choose. In some other cases, they resort to careers that they heard of even when they do not have the potentials for such careers. Based on personal experience and interactions the researchers had with students in Ughelli North Local Government area of Delta state, it has been gathered that the students choose careers that are mainly what they believe will be of great benefits to them in the future. In the same vein, it is uncertain what stirs the students into choosing nursing; whether it is the fact that a Nursing school is in the locality or the fact that it is easy to secure a job as a nurse or the fact that Nursing is perceived favorable for its ability to provide job security and a steady income. Hence, it is against this background that the researchers conceived the idea of carrying out research on Motivation and Locus of control as predictors of secondary school students' career choice in Nursing in Ughelli North Local Government Area of Delta State.

The aim of the study was to examine Motivation and Locus of control as predictors of secondary school students' career choice in Nursing in Ughelli North local government area of Delta State. The study specifically seeks to:

- Determine the extent to which motivation relates to career choice in Nursing in Ughelli North Local Government Area of Delta State.
- Investigate the extent to which Locus of control relates to career choice in Nursing in Ughelli North Local Government Area of Delta State.

The following research questions guided the study:

- To what extent does motivation relate to career choice in Nursing in Ughelli North local government area of Delta state?
- To what extent does Locus of control relate to career choice in Nursing in Ughelli North local government area of Delta state?

The following null hypotheses tested at 0.05 level of significance were also formulated to guide the study.

Ho1 - There is no significant relationship between motivation and career choice of secondary school students in nursing in Ughelli North Local Government Area of Delta State.

Ho2 - There is no significant relationship between Locus of control and career choice of secondary school students in nursing in Ughelli North Local Government Area of Delta State.

2. METHOD

The design for the study was correlational design. Nwankwo (2013) defines correlational design as the study that involves the determination of relationship between two or more variables and the design normally indicates the direction and magnitude of the relationship. The two sets of data came from motivation and locus of control and these set of scores were correlated using Pearson product moment statistic to determine the relationship between motivation and locus of control as predictors of career choice of secondary school students in nursing in Ughelli North Local Government Area of Delta State.

The population of the study consisted of all the senior secondary students (SSS III) in Ughelli North Local Government Area which is 3970 (Delta State Ministry of Education Ughelli North Local Government Area, 2016).

A sample of 397 students was drawn from the population. The instruments for data collection are Bakare's vocational interest inventory (VII) which was adapted (From Section A-J only item number 9 was used) and the motivation, locus of control questionnaire (MLQ) was developed by the researchers. The motivation, locus of control questionnaire has sub instruments known as motivation questionnaire (MQ) and locus of control questionnaire (LOCQ) based on nursing career. The variables used for the questionnaire had 10 items each totalling 20 items in all.

The students were asked to respond to each of the items on a 4-point likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The categories were coded as follows: SA = 4; A = 3; D = 2; SD = 1.

The instruments were validated by two experts in educational psychology, measurement and evaluation. The reliability of the instruments were determined through test retest technique which yielded a correlation coefficient of 0.67, 0.69 and 0.72 for motivation, locus of control and vocational interest inventory respectively.

Correlation coefficient (r) was used to answer the research questions. For the hypothesis testing, t-test associated with simple regression analysis was used at 0.05 level of significance.

3. RESULTS

The results of the data analysis are shown in the tables below.

In analysing the tables, research questions are presented side by side with the hypotheses.

Research Question 1: To what extent does motivation relate to career choice in Nursing in Ughelli North Local Government Area of Delta State?

Table 1a. Correlation summary for relationship between motivation and students' career choice in nursing in Ughelli North Local Government Area of Delta State

Correlations

		Career_Choice_In Nursing	Motivation	
Pearson Correlation	CAREER_CHOICE_IN-NURSING	1.000	.225	
	MOTIVATION	.225	1.000	
Sig. (1-tailed)	CAREER_CHOICE_IN_NURSING	.	.000	
	MOTIVATION	.000	.	
N	CAREER_CHOICE_IN_NURSING	384	384	
	MOTIVATION	384	384	
Correlation Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.225*	.051	.048	.88904

a. Predictors: (Constant), MOTIVATION

To answer the research question, results from Table 1a produced a correlation coefficient, 'r' of 0.225 between motivation and students' career choice in nursing in Ughelli North Local Government Area of Delta State. This means there is a low positive relationship between motivation and students' career choice in nursing in Ughelli North Local Government Area of Delta State.

Hypothesis 1: There is no significant relationship between motivation and career choice of secondary school students in nursing in Ughelli North Local Government Area of Delta State.

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Table1b. Regression summary for relationship between motivation and students' career choice in Nursing in Ughelli North Local Government Area of Delta State

Model		Unstandardized Coefficients		Standardized coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.676	.425		3.941	.000	.840	2.513
	MOTIVATION	.454	.100	.225	4.517	.000	.256	.651

a. Dependent Variable: CAREER_CHOICE_IN_NURSING

To test the hypothesis, results from Table 1b with a regression coefficient or Beta (β) value (same as 'r') of 0.225 produced a t-value of 4.52 which is significant at $P < 0.05$. The result is significant and the null hypothesis is rejected. Thus, there is a significant relationship between motivation and career choice of secondary school students in nursing.

Research Question 2: To what extent does locus of control relate to career choice in Nursing in Ughelli North Local Government Area of Delta State?

Table2a. Correlation summary for relationship between locus of control and students' career choice in nursing in Ughelli North Local Government Area of Delta State

a)Correlations

		Career_Choice_In Nursing	Motivation	
Pearson Correlation	CAREER_CHOICE_IN-NURSING	1.000	.131	
	MOTIVATION	.131	1.000	
Sig. (1-tailed)	CAREER_CHOICE_IN_NURSING	.	.005	
	MOTIVATION	.005	.	
N	CAREER_CHOICE_IN_NURSING	384	384	
	MOTIVATION	384	384	
Correlation Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.131*	.017	.015	.90464

a. Predictors: (Constant), LOCUS_OF_CONTROL

To answer the research question, results from Table 2a produced an 'r' of 0.131 between locus of control and secondary school students' career choice in nursing in Ughelli North Local Government Area of Delta State. This means there is a very low positive relationship between locus of control and students' career choice in nursing in Ughelli North Local government area of Delta State.

Hypothesis 2: There is no significant relationship between locus of control and career choice of secondary school students in nursing in Ughelli North Local Government Area of Delta State.

Table2b. Regression summary for relationship between locus of control and students' career choice in Nursing in Ughelli North Local Government Area of Delta State

Model		Unstandardized Coefficients		Standardized coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.869	.283		10.153	.000	2.313	3.424
	Locus Of Control	.190	.074	.131	2.577	.010	.045	.334

a. Dependent Variable: CAREER_CHOICE_IN_NURSING

To test the hypothesis, results from Table 2b with a Beta (β) value of 0.131 produced a t-value of 2.577 which is significant at $P < 0.05$. The result is significant and the null hypothesis is rejected. Thus, there is a significant relationship between locus of control and career choice of secondary school students in nursing.

4. DISCUSSION

4.1. Relationship between Motivation and Students' Career Choice in Nursing in Ughelli North Local Government Area of Delta State

The first result of the study states that there is a significant relationship between motivation and career choice of secondary school students in nursing. Also, the result revealed that a low positive

relationship exists between motivation and secondary school students' career choice in nursing in Ughelli North local government area of Delta state. The result of this study was not too surprising because motivation is a vital component of decision-making such as the choice of one's career. Luthans as cited in Ajie, Soyemi, & Omotunde, (2015), defined motivation as an energetic, driving factor in behaviour which induces employees to do their jobs and achieve identified goals. He asserted that motivation is the process that arouses, energizes, directs, and sustains behavior and performance and it is the process of stimulating individual to action and to achieve a desired task. Here, motivation can be seen as what push, propel, move or drive a person to action.

The finding of this study is similar to the studies of Ishfaq and Talat (2011) and Muogbo (2013). Their result showed that a relationship existed between motivation and the career performance of employees. Furthermore, motivated employees were found to be satisfied with their job or career path. Also, Farid, Zouhair, Zineb, Samir, & Mohammed (2014) carried out a study on motivational factors influencing career choices of Moroccan dental students. The study was carried out to investigate the factors that motivate dental students to choose dentistry as a career. Results indicate that dentistry has a noble function; the "desire to help people" and 'job opportunities" determines career choice among Moroccan dental students. Thus, motivation remains a driving force in students' career choice.

4.2. Relationship between Locus of Control and Students' Career Choice in Nursing in Ughelli North Local Government Area of Delta State

The second result of the study shows that there is a significant relationship between Locus of control and career choice of secondary school students in nursing. Also, the result revealed that a very low positive relationship exists between locus of control and secondary school students' career choice in nursing in Ughelli North local government area of Delta state. The result implies that locus of control is a determinant factor in students' career choice in nursing in Ughelli North local government area of Delta state. This is so because, Lever, Pinol and Urlade as cited in Heimlich & Ardoin (2012) explains that, from the individual's perspective, locus of control is the motivating force that leads the individual to act in a particular manner. The outcomes of the selected actions will be determined either as a consequence of behavior (internal) or as a result of circumstances unrelated to actions (external), and thus, it can be seen as the location of control one has over his/her life. For instance, a student who chooses a career and believes he has little or no control over the outcome of his choice possesses "external locus of control" but where the student has the belief that he is in control of what his choices will turn out to be, he is said to have "internal locus of control."

The result of this study is similar to the findings of Jovielyn and Elna (2014), who carried out a study on Locus of control and career interest of Sophomore accountancy students. The computed values indicate slight positive correlation, however, careers on government services, manufacturing, public administration, health science, human services showed significant correlation to locus of control. Also, Susan (2005) and Shabbir et al. (2016) support the result of the work.

5. CONCLUSION

The study revealed that motivation and locus of control were the main predictors of secondary school students' career choice in nursing. This implies that nursing is a career that is all encompassing. Majority of the students are attracted to the benefits of nursing career. In as much as the beneficial aspect of the profession comes up so much in the study, the feeling of satisfaction, caring, helping, fulfilled dreams came up too and it shows that the students understand what the career is all about.

RECOMMENDATIONS

Based on the findings of this study the following recommendations were made by the researchers:

- The researchers recommend that more motivating factors towards making diverse career choices be made available. Establishing an engineering company or a factory in Ughelli North Local Government Area will make students zealously anticipate for other career choices just like they do with nursing.
- The researchers also recommend the introduction of seminars with already graduated and working nurses to enlighten male students that nursing is not a career for only the female gender because during the research process in most schools, gender bias was evident in choosing nursing as a career.

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Citation: Mary-Rose N. Izuchi, Ph.D, Onomakpome Eromedoghene. "Motivation and Locus of Control as Predictors of Secondary School Students' Career Choice in Nursing in Ughelli North Local Government Area of Delta State, Nigeria" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 5, no. 10, 2018, pp. 159-166. doi: <http://dx.doi.org/10.20431/2349-0381.0510014>.

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