

1 Teacher, Parent, Student Factors and Job Opportunities as
2 Determinants of Students' Choice of History of Education in
3 Selected Universities in Nigeria

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7

8 **Abstract**

9 This paper examined teacher, parent, student factors and job opportunities as determinants of
10 students' choice of History of Education in selected universities in Nigeria. An expo facto
11 research design was adopted. 108 respondents were sampled from the 3 selected universities
12 from Northern, Western and Earthen Nigerian. A self-designed questionnaire was used to
13 elicit information from the sampled respondents and data collected were coded and analyzed
14 in line with the four generated research hypotheses using Person Product Moment Correlation
15 Co-efficient. The findings show that teacher, parent, student factors and job opportunities are
16 determinants of students' choice of History of Education in the Nigerian Universities. At last,
17 recommendation such as the need for National Universities Commission to enforce law for all
18 the universities in Nigeria offering teacher education programme to employ experts in History
19 of Education to teach the course, as this will improve the students' interest in the course and
20 provide for the experts in the field.

21

22 **Index terms**— Examined teacher, parent, student factors and job opportunities.
23 Nigeria. An expo facto research design was adopted. 108 respondents were sampled from the 3 selected
24 universities from Northern, Western and Earthen Nigerian. A self-designed questionnaire was used to elicit
25 in formation from the sampled respondents and data collected were coded and analyzed in line with the four
26 generated research hypotheses using Person Product Moment Correlation Co-efficient. The findings show that
27 teacher, parent, student factors and job opportunities are determinants of students' choice of History of Education
28 in the Nigerian Universities. At last, recommendation such as the need for National Universities Commission to
29 enforce law for all the universities in Nigeria offering teacher education programme to employ experts in History
30 of Education to teach the course, as this will improve the students' interest in the course and provide for the
31 experts in the field.

32 **1 I.**

33 Background to the Study he history of Western Education has been documented by Fafunwa (1974), Osokoya
34 (1987), Taiwo (1980), Boyd (1960) and a host of others. All the historians of Education agreed that the history
35 of Western Education in Nigeria dates back to 24th September, 1842, with the arrival of Revd. Birch Freeman
36 and Mr. and Mrs. De Graft of Wesleyan Methodist Church at Badagry. Other Missions who later joined in
37 educational provisions included the Church Missionary Society, the Roman Catholic and Presbyterian Mission.
38 However, their efforts had great educational impact on Nigeria. Since the inception of formal Western Education
39 in Nigeria, Education has been the only instrument for effecting national growth and reduction of poverty.
40 Perhaps, the publication of the National policy on Education in Nigeria in March 1977 further strengthened the
41 relevance of Western Education for sustainable national development.

42 No wonder the Federal Government of Nigeria in National Policy on Education (2004), stipulates that
43 Education has been adopted as an instrument per excellent for effecting national development. Thus, investment
44 in education is notified by optimistic assumptions. The first being that an educated population contributed to the
45 socio-economic development of the society as a whole and the second that education contributes to the well being
46 of the individuals within the society ??Schultz, 1980). This widespread belief that education is a major means
47 of achieving industrialization permeates the world and both technologically developed and developing countries
48 attempt to design educational programmes to achieve their economic goals (Osokoya, 2008). The enhanced
49 education of its population has been the goal of every country seeking to enhance the productivity of its people.

50 In Nigeria therefore, the importance of education made the government to adopt the system of education which
51 is broad enough to give the citizens ample opportunities to choose courses of their choice. At the University level,
52 the curriculum cut across sciences, social sciences, management science, Arts, Education, etc. Therefore, the
53 students' choice of the above areas is determined and hampered by one factor or the other. Similarly, the
54 students' academic performance, achievement and learning outcome in the mentioned disciplines is connected to
55 vast factors, such as teachers factors (qualifications, experience personal characteristics), students factors (ability
56 level, selfconcept, maturity), parents factors to mention but a few. Therefore, history of education as one of the
57 general education courses and an area of specialization at post graduate level is scarcely or rarely being offered
58 by the students. This perhaps is connected to the small number of students specializing in the area as well as
59 absolutely small personnel in the area, compared to other disciplines. It is in the light of the above that the
60 researchers deem it fit to examine Teacher, Parent, Students factors and Job opportunities as determinants of
61 students' choice of history of education in selected universities in Nigeria.

62 2 Statement of the Problem

63 A cursory look at the students' enrolment at Post Graduate level in Nigeria Universities revealed low number
64 of students specializing in History of Education. Similarly, there are speculations that Teacher, parent, student
65 factors and job opportunities are determinants of students' choice of History of Education. There is however,
66 the need to ascertain the extent to which the above assumptions are true. It is in this regard that this study
67 examines Teacher, parent, student factors and job opportunities as determinants of students' choice of History
68 of Education in selected Universities in Nigeria.

69 3 III.

70 4 Research Hypotheses

71 For the purpose of this study, the following null hypotheses are formulated: H0 1 : There is no significant
72 relationship between parent factors and students' choice of History of Education in Nigerian Universities. H0
73 2 : There is no significant relationship between teacher factors and students' choice of History of Education
74 in Nigeria Universities. H0 3 : There is no significant relationship between student factors and their choice of
75 History of Education in Nigeria Universities. The study ought to have considered all the universities in Nigeria
76 but because of time and financial constraints; it is limited to selected universities in Nigeria. The universities
77 selected are: V.

78 5 The Meaning of History of Education

79 According to Osokoya (1989), the field of Educational history is a very wide area of history. He furthered that it
80 is concerned with the study of how societies have transmitted culture from one generation to another. It is also
81 the study of how Education became a tool of problem solving activity and its evolution down the ages. History
82 of Education is a subdiscipline, focussing on the historical aspects of the educational system of a society. In
83 his own submission, Abrahams (2004) defined history of Education as the systematic study of record of all the
84 policies, efforts and their consequences with particular reference to the way and manner societal culture is being
85 transmitted from one generation to another.

86 It also refers to the sequence of events designed by a society for the socialization of its young ones.

87 According to ??aiwo (2003), history of Education in Nigeria embodies the development of Education at various
88 levels and the growth of knowledge and ideas that have been serving as bases for that development in Nigerian
89 educational system. It takes into account the knowledge of the traditional or indigenous educational system, the
90 Islamic system of Education and the Western system of Education. It also distinguishes between formal, informal
91 and non-formal types of Education.

92 6 VI . Some Categories of Historians of Education

93 Without necessary falling into the excess of a rigid typology, there is the propensity for historians of Education
94 to prefer one approach, one kind of subject matter, as, one particular way of managing and interpreting data
95 that concern their calling. This leads to the categorization of these historians of education into the following,
96 depending on their orientation: a) The Scholar :

97 This one Historians of Education has been activity research into both hold but especially new sources of
98 documentation. His ambition is either to provide working instruments or collections of intellectual picture as

99 precise and complete as possible of some doctrine work, institutions or educational practice. He funds a treasure,
100 race documents rich with premises, but does not take even a broad remain like the parachutist.

101 The scholar historian of Education synthesizes, basing his analysis on the work of scholarship in painting broad
102 canalises whether synchronic or diaphonic of suns educational institutions are in certain cases outline the laws
103 underlining their trends.

104 b) The philosophical Historian of Education :

105 Basic to the precincts of his scope is the analysis of the work of major educational writers. He does this in order
106 to extract for intelligible discuss the evolution of the goals of Education to follow the changes which have occurred
107 in the understanding of an attitude to learners. The heritage of Plato, Aristotle, Socrates, Evasmels, etc. become
108 significant. Many historians are rather interested in the study and analysis of the working of a particular sectors
109 of the Education system such could for example be aspects of education relating to the recruitment, curriculum
110 etc. expressed interims of the functions fulfilled by the school, the conclusion of such sociological Historians of
111 Education serve to feed the couturiers regarding the 'new history'. Sociological historians may also be interested
112 in the statistics of educational growth and development viz the level of Education among Farmers, the Police,
113 army, etc. prevalence of adult Education and correspondence, out of school opportunities, gender issues into a
114 particular epoch, etc.

115 VII.

116 7 Qualities of Historians of Education

117 As with other professional like medical doctors, engineers, lawyers, etc, Historians of Education need to passes
118 certain qualities.

119 According to Abraham (2004). A few of these are listed below: i. A profound knowledge, an the basis of
120 original sources, of at least one sector of the history of Education. ii. A good knowledge of world history form
121 an ancient time to the present day. iii. An extensive knowledge of the history of Education with respect to
122 ideals, institutions, individuals, practises, and results. iv. A liberal Education including literature, aesthetics,
123 philosophy, the psychology of Education, mathematics, etc. v. A mastery of historical research methods. vi.
124 Acknowledge of the history of historiography. vii. The ability to read easily the languages used in the writing
125 of history. viii. The possessions of the knowledge and capacity needed to carry on a dialogue implied by the
126 strengthening at links between history of education and other human sciences.

127 V III.

128 8 Research Methodology a) Research Design

129 Ex-post facto research design was employed in this study. According to Kerlinger (1976), descriptive research
130 is the collection of data in order to answer research questions (hypotheses) on the subject matter of research
131 project.

132 9 b) Population

133 The population for this study includes parents, teachers, students and the stakeholders in Education.

134 10 c) Sample and Sampling Techniques

135 Of all the universities in Nigeria, three (3) universities were selected, one each form Northern, Western and Eastern
136 region. 8 teachers (lecturers) and 50 students of Faculty of Education were selected form the 3 universities. Also,
137 50 parents were sampled by means of purposive sampling technique. On a whole, 108 respondents were sampled
138 for his study.

139 11 d) Research Instrument

140 Questionnaire was used to elicit information from the sample respondents.

141 12 e) Validity of the Instrument

142 Face and content validity was employed. In that, copies of the questionnaires were given to experts for comments,
143 suggestions and corrections. Their corrections were incorporated into the final copies before the instruments were
144 finally and subsequently administered.

145 13 f) Reliability of the Instrument

146 Cronbach Alpha analysis was adopted. In that, the questionnaires were administered on the sampled of
147 respondents which were not part of the respondents used in the main study twice. Hence, scores from the
148 first and second administration were correlated using Pearson Product Moment Correlation Co-efficient.

149 **14 g) Procedure for Data Collection**

150 The researchers personally went to the sample schools and administered the questionnaires. The questionnaire
151 for the parents was administered with the help of the students. This personal effort of the researchers enabled
152 them to interpret and explain part of the items of the questionnaire to the respondents and this yielded high rate
153 of return of the questionnaire.

154 **15 h) Method of Data Analysis**

155 Data collected from the respondents were collated and coded. Hence, Pearson Product Moment Correlation
156 Co-efficient was used to analyse the data in line with the earlier formulated research hypotheses at 0.05 level of
157 significance.

158 IX . As indicated in table 2 above, the r-calculated value of 1.366 is greater than the r-critical value of 0.196 at
159 0.05 level of significance and for 99 degree of freedom. Hence, the Null hypothesis is rejected. As shown in table
160 ?? above, the r-calculated value of 0.268 is greater than the r-critical value of 0.196 at 0.05 level of significance
161 and for 0.99 degree of freedom. Therefore, the null hypothesis is rejected.

162 **16 Results and Discussion**

163 **17 Research Hypothesis Four (HO):**

164 There is no significant relationship between student's interests and their choice of History of Education in Nigerian
165 Universities. Research Hypothesis Three (HO) : There is no significant relationship between students factors
166 and their choice of History of Education in Nigerian Universities.

167 As indicated in table 4 above, the r-calculated value of 0.757 is greater than the r-critical value of 0.196 at
168 0.05 level of significance and for 99 degree of freedom. Hence, the Null hypothesis is rejected. a) Discussion of
169 Findings The tables presented above are hereby discussed as follows:

170 It was discovered form research hypothesis one that there is significant relationship between parent factors
171 and students' choice of History of Education in Nigerian Universities. This means that parents dictate, choices,
172 etc influence the students' choice of History of Education. Some parents see History as inferior subject compared
173 to other science and management related courses. Some prefer their children to offer uncreative courses like
174 Banking and Finance, Accounting and others instead of History. Hence, all these beliefs of the parents influence
175 their children choice of History of Education. This therefore make some children not to specialize in History of
176 Education at higher Degree level because they belief their parents will vehemently frown at such a discipline.

177 The research hypothesis two was also rejected. It means that there is a significant relationship between teacher
178 factors and students choice of History of Education in Nigerian Universities. This follows that the qualification,
179 experiences and the methodological approaches of the teachers in teaching History of Education go along way
180 in influencing the students choice of History of Education. For example, if History of Education as a course is
181 taught by competent lecturers with good and adequate methodology to facilitate the interest of the students, it
182 helps to improve their choice of the course. However, if otherwise, the students' choice of History of Education
183 will be negatively affected and hampered. Hence, there is need to encourage teachers at higher degree level to use
184 various approaches that can facilitates the students' choice of History of Education at that level of Education.
185 Research hypothesis three was also rejected by implication; it follows that significant relationships exist between
186 students' factors and their choice of History of Education. This ranging from the perceptions of the students
187 towards teaching and learning of History of Education to their opinions on the employability after offering such
188 a course. Thus, if all the aforementioned are negative, it affects their choice of History of Education and vice
189 versa.

190 Similarly, research hypothesis four was rejected, meaning that there is a significant relationship between
191 students' interests and their choice of History of Education. This means that the interests of the students, whether
192 positive or negative go along way in influencing their choice of History of Education. It is therefore, important
193 to note that the positive interests of the students positively influence their choice of History of Education while
194 their negative interests hamper the choice of the course, History of Education.

195 **18 X. Conclusion**

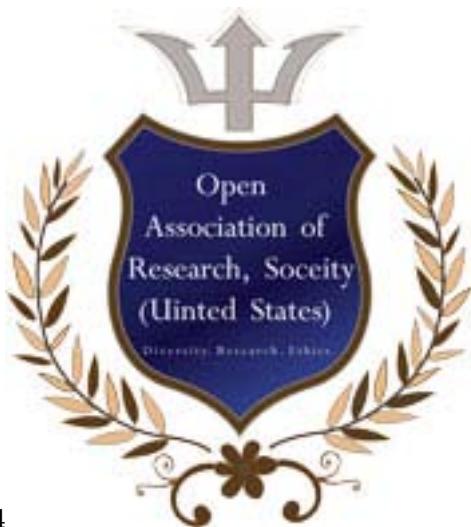
196 There is no gain saying the fact that various factors jeopardize the choice of History of Education at higher
197 degree level. However, based on the outcomes of this study, it can be concluded that there was a significant
198 relationship between teacher factors and students' choice of History of Education, parent factors and students'
199 choice of History of Education, students factors and their choice of History of Education and students' interest
200 and their choice of History of Education. Thus, teacher, parents, students factors and job opportunities are
201 determinants of students' choice of History of Education in Nigerian Universities.

202 **19 X I. Recommendations**

203 Teachers of History of Education in Nigerian Universities should ensure that appropriate and relevant teaching
204 methods are employed to arouse the interests of the students on the course.

205 Parents should be sensitized on the benefits of making their children to specialize on History of Education in
206 the universities.

207 The appropriate body like National Universities Commission (NUC) should enforce law that will make all the
208 Nigerian universities having programme in teacher education to employ experts in History of Education to teach
209 the course. This undoubtedly will help to create more job opportunities and prospects for the students offering
the course at Higher Degree Level. ^{1 2 3 4 5 6}



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Figure 1: H0 4 :

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Abstract -This paper examined teacher, parent, student factors and job opportunities as determinants of students' choice of History of Education in selected universities in

Figure 2:

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19 X I. RECOMMENDATIONS

1

Variables	N	X	Df	Universities.		r-critical	value	Decision
				value	r-calculated			
Parent factors	50	18.7						
Students'	50	18.7						
Choice	of		99	0.946		0.196		HO 1 : re- jected
History	of							
Education								

[Note: 2]

Figure 3: Table 1 :

2

Variables	N	X	Df	Nigerian Universities.		r- calculated	r-critical	value	Decision
				value	r- calculated				
Teachers	50	23.8							
factors									
Students'	50	17.5	99		1.366		0.196		HO 2 : re- jected
Choice	of								
History	of								
Education									

Figure 4: Table 2 :

4

2012	Research Hypothesis Two (HO) : There is no significant relationship between
Year	students' choice of History of Education in Nigerian Universities.
4	
D D D D) E	
(
Variables	Universities.
Students'	N X Df value r-calculated
factors	50 20.2
Choice	of 50 19.8 99 0.757
	0.196 HO
	4 : re- jected
History	of
Education	

Figure 5: Table 4 :

211 [Issues in Nigerian Education. Ilorin: Kewulere Publisher] , *Issues in Nigerian Education. Ilorin: Kewulere*
212 *Publisher*

213 [Abdulkareem ()] , A Y Abdulkareem . 1991.

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