

COMPARE GENDER DIFFERENCES IN VOCATIONAL ASPIRATIONS OF SS2 STUDENTS IN JOS NORTH LOCAL GOVERNMENT OF PLATEAU STATE

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ABSTRACT

This study investigated the compare gender differences in vocational aspirations of SS2 students in Jos North Local Government of Plateau State, Nigeria. Guided by two research objectives and corresponding questions, the study tested two null hypotheses. Adopting a descriptive survey design; specifically, the cross-sectional survey. The total population of 1,607 SS 2 students., made of 790 males and 817 females. The sample for the present study consisted of 321 SS 2 students selected from GSS in Jos North LGA of the study. The sample consisted of 151 boys and 170 girls. The average age of the sample is 18 years. Data was collected using a structured questionnaire designed by the researcher. The questionnaire was tagged; Gender Differences in Career Aspirations Questionnaire for Students (GDCAQS). Data for the study was analyzed using the Mean and Standard Deviation while t-test was used to analyse the hypotheses at 0.05 level of significant. Analysis was analyzed using descriptive statistics (means, standard deviations) and inferential statistics (independent samples t-test and chi-square), revealing that that Medical, Artisan, technical, fashion/Design and Business professions are the preferred vocational aspirations of male and female senior SS2 students in Jos North, but engineering and Secretarial professions are not the preferred vocational aspirations of male and female senior SS2 students in Jos North. The study recommends that scope of the education should concentrate on the problems, which arises due to social maladies and malpractices, such as, gender discrimination, society stratification on caste lines, ethnicity conflicts, religious minorities problems, rural-urban disparities, poor-rich inequalities and migrant issues.

Keywords: Vocational Aspirations, Comparison, Secondary Education, Gender Differences.

Introduction

Education is a dynamic process that brings change in the behavior of a student by raising the level of social education and vocational awareness of youths and enabling them to adapt a realistic attitude towards the world of work. Nowadays, students are more conscious of their future and aware of different types of professions. In terms of family education, diversification of information and the use of technology, wide advertisement plays a vital role in collecting information regarding the professions. They prefer their career according to their interest,

capability, aptitude and family status. The right choice of vocations will give the person more happiness and there are greater chances of his adjustment. Its effect doesn't stop here. It also has great social and national importance.

Vocational interest can be identified by an individual's preferences for a number of vocations and are often stable through adulthood. Vocational interests are primarily a development task that typically occurs during adolescence. Interest, aptitude, personality characteristics, family background, social skills and vocational needs have been considered to be an important factor that determines one's occupational choice. There are some environmental factors that influence the vocational interest of the students.

Vocational guidance should be provided to the child at a very early stage when the child enters school and continue even after a suitable choice has been made. In this regard, students need a great variety of guidance activities and opportunities to explore their personal characteristics and vocational options. Secondary school is a good time to begin encouraging students to participate in a range of experiences. Students who have explored all their educational and career options make more informed career decisions and thus are happy with their professions. Education and occupation should therefore be related to the interest of students. Only education without occupation and occupation without education is of no use. The education should relate to them and help students achieve their goals in life, be successful, satisfied and after all, enjoy a fruitful life. A system must be developed to protect human resources at any cost by way of early identification, encouragement and providing opportunities for their upward mobility.

Vocational guidance is the process of assisting a student in choosing a profession, preparing for it, entering upon and progress in it. It is a concern primarily with helping a student to make decisions and choices involved in planning a future and building a career decision. The main aim of vocationalist of education is to provide education and training of students, enabling them to contribute their best to the country's development. Vocational guidance is an integral part of education. Guidance by counselor is required for adolescent to have a clear sex role perceptions, occupational choices and course selections. Career development refers to the many jobs a person holds, and it should represent progress, whether through increased recognition or salary, or the respect one receives from colleagues. The more a person's career progresses in this manner, the more he or she will be judged successful (Van Tilburg, & Igou, 2017).

When a young adult is looking at a path of study that leads to a specific vocational outcome, at first it may seem like a relief for both students and parent. if a young adult has a sound understanding of self, the world of work and their career and life influencers, then they will make informed and positive decision therefore, vocational aspiration developed at school stage are mostly unrealistic because of two reasons first immaturity second sex stereotype. But still the adolescence stage i.e. school stage is an ideal time to study the career development of young men and women, as many changes occur during this time that strongly influence information of career aspirations and preferences. Watson, Quatman, & Edler, (2018).

Ogbodo (2017), opines that Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints. Aspiration means a strong desire to

achieve something high or great. This also addresses both present and future perspectives. Vocational aspiration is a major aspect of human development; it is the process through which an individual's work identity is formed. It spans one's entire lifetime. It begins with a person's earliest awareness of the ways in which people make a living, continues as he or she explores occupations and ultimately decides what career to pursue, prepares for it, applies for, enters into and advances in it. It may and probably include changing careers and jobs, gender notwithstanding.

In view of the importance of appropriate occupational aspirations and the ultimate occupational choice, career counseling is indispensable in the vocational choice behavior of students regardless of their gender differences. Vocational aspiration is the thinking of the type of job or career one will take on later in life. All students have different levels of aspirations about career in life. However, there seems to be a difference between the aspirations of male and female students, perhaps due to social stereotype as against genetic differences. Career choices remain strongly segregated by gender for reasons not yet fully understood. The term gender in itself, according to the Longman Dictionary of Contemporary English (2020), is 'the fact of being a male or a female' and choice of careers are mostly based on whether one is a male or female. The differences in occupational choice show up in women's underrepresentation in Sciences, Technology, Engineering and Mathematics (STEM) jobs and this has led to shortage of labour supply in the field of Science.

In various cultures, certain occupations are designed for either males or females alone. In some of these cultures, right from birth the roles expected of males and females become clearly defined, that in later adult life, these contribute to influence career choice and development. Even in an occupation that is jointly carried out by both sexes each has his or her own specific job or work activities. For instance, females have been found to dominate in occupations like Secretary ship, Receptionist, Hair dressing, Cosmology, Air Hostess, Nursing/Midwifery, Catering, Teaching, Weaving and Childcare. While on the other hand males are found to be more interested in the following occupations: Mechanical, Electrical, Civil Engineering, Military services, Architect, Pharmacy, Medical Profession, Politics, Automobile services, Farming and Law. This gender related bias seems often to affect the career aspirations of secondary school students as the female students appear to do apathy against occupations where physical activities are well pronounced, over and above other consideration as interest, ability and intelligence (Nkpa 2013).

The consequences of the evident gender disparity in vocational aspiration are grave and inimical to national development. Comparing the aspirations, the situation is seen to have created gender bias in employment and participation in different sectors of the labour force. This no doubt, results to shortage of both male and female workers in some Vocations. Any action that encourages gender disparity in vocational aspiration of students is Undemocratic. It restricts students from realizing their potentials and contribution to national development. Against this backdrop, students need to be guided properly by professionally trained Counsellors in their choice of career and career prospects. Vocational counselling is necessarily to equip students with demands, problems and benefits including health risk involved in many vocations for both boys and girls (Chibuogwu and Anakwe 2001)

Statement to the Problem

The choice of subjects that are career based is a hard task. The choice of Vocational based subjects is a difficult decision because of self-doubt, feeling of unworthiness, and fear of failure. This problem of career choice may be increased if an individual student is not given any help or guide in making the choice. In Nigeria, jobs have been ranked, by considering some jobs better than others, and also by tagging some jobs "male" and others "female". Some students simply choose vocational subjects only because it will lead to a job meant for their gender. Boys and girls have learnt their gender stereotype very well to the extent that the traditional cultural expectation of maleness and femaleness are reflected in their job value and preferences. Boys are seen to aspire to technology-based vocations while girls choose mostly the social career type. This situation is not only inimical to national development, but also frustrates the attainment of self - actualization, a man's highest need. In view of this fact if this trend is left unmitigated, it will result to uneven distribution of already service work force and/or underemployment of youths.

Male and female students can do well in all vocations so long as such vocations match with their interest, traits and abilities. There is no room for gender discrimination in vocation. This can be buttressed by the life and times of legendary Queen Amina of Zazau kingdom. She excelled in a career that today is seen as the exclusive right of the male-military. The same can be said of Deborah in the Old Testament and the like of late Margret Thatcher of Great Britain politics. However, studies have proven that one of the major causes of the present gender disparity in vocational choice is that of inadequate guidance of students on vocational aspirations. There is need for better prepared able person whose talents will be used for the advancement of this nation and which can only be achieved if students, both male and female, are given proper vocational guidance to help them in choosing their future career. In the National Policy of Education, the need for guidance and counselling services in every school is emphasized. Therefore, without adequate vocational counselling, students who have ambition to move up will just fix themselves in places that have barely little or no relation to their capabilities. As a result, some can become misfits, failures or dropouts, ready-made militants in the hands of unpatriotic rich and highly placed people, who use these youths to unleash terror on Nigeria and Nigerians. The future economic and social development of Nigeria is threatened and is greatly jeopardized if gender disparity in vocational aspirations is left unchecked.

Aim and Objectives

The aim of this study is to compare gender differences in vocational aspirations of SS2 students in Jos North Local Government of Plateau State. The specific objectives were to:

1. Identify the factors that influence vocational aspirations of male and female senior secondary school students.
2. Find out the causes of gender differences in vocational aspirations of SS2 students

Research Questions

The following research questions were formulated to guide the study;

- 1 What factors influence the vocational aspirations of male and female SS2 students?
1. What are the causes of gender differences in vocational aspirations of SS2 students?

Hypotheses

The following hypotheses were formulated:

1. There is no significant mean score difference between the vocational aspirations of male and female SS2 students.
2. The vocational aspirations of male and female SS2 students will not differ significantly due to location

Literature Review

Career development as an aspect of vocational guidance can be seen as a remedial development measure as well as a stimulating instrument for unsolved problems uncounted by an individual in his or her response to the World of work. This view of career development is concerned with individual vocational and career problems and how to solve them. Choosing a vocation is an important decision because one's vocation is somewhat like his life as the chosen vocation is meant to cater for the person throughout his work-life.

According to Ogbodo(2017), it is essential for Counselling Psychologist to acquire an insight into the several factors that have impact on career decisions so that they can cooperate them into their vocational counselling. Effective vocational counselling will be marked by lack of awareness and appreciation of pressure that exert on vocational decision making. The following factors are generally recognized as influencing career decisions: External Pressures (Extrinsic Factor) and Internal Pressures (Intrinsic Factor)

Extrinsic Factors

These are the extrinsic factors that influence career decisions among students.

- **Adult Models:** Parents, teachers and others who occupy a significant place in the life of a child may exert pressure on the child to want to become like them. Some parents encourage what is known as a family occupation by shaping up the interest of their children to take after their profession or other "better" ones. Teachers also encourage students who are doing well in their subjects to take after them. Role Models have a way of influencing children's vocational aspiration. This is because such role models are always close to the children. Such closeness makes the children to copy and will try to pattern their life after such role models. The interest of the role models tends to overshadow that of the admirers most times. That is one of reason why Akinade (2006), suggested that vocational guidance should be based on student's skill, traits and or abilities.
- **High Salary:** Some people choose jobs based on fact of salaries or remuneration. It has been argued that nobody in Nigeria at present goes to school for the sole purpose of becoming literate. The ultimate aim is to earn an income. It then means that a majority of youth are vulnerable to the attraction and temptation dangled by fact salaries.
- **Social Influence:** Human communities consciously or unconsciously rank order occupations and accordingly accord, higher prestige status to some occupations than to others. The status of a Medical Doctor, Lawyer, Banker, a High Court Judge and an Engineer is definitely higher than that of a teacher. Many children, carried away by the prestige values decide to choose their occupations on that basis of course, prestige and high salary add up to influence in the society.
- **Environmental Pressures:** This factor refers to vocational opportunities that are created by geographical and ecological realities i.e. what is obtained within an

environment. For instance, Occupational opportunities in fishing and boat building (for people living in the riverine area), plumbing, rice farming, mining, tanning, poultry, weaving etc. have linkage with environmental influences. Furthermore, the availability of jobs in a particular environmental setting can influence the selection of those jobs.

- **Chance:** Accidental or situation factors such as a person's personal presence when a job is advertised, or knowing somebody close to the employment agency may situationally or accidentally exert pressure or influence career choice. The accident of birth in a poor family can influence a person educational attainment and subsequently the type of occupation he/she can fit in.
- **Mass Media:** Some children may develop interest in a particular occupation as a result of advertisement propaganda through the mass media.
- **Influence of Schooling:** This has to do with the type of school an individual attended. Here the educational qualification or preparation by the individual can influence his/her choice of career. For example, an education from College of Education takes to teaching due to the nature of his/her studies. While a student from the School of Health will take to the medical field.

Intrinsic Factors

- **Interest:** Strong interest in doing a particular activity lures a person to enter an occupation.
- **Educational Qualification/Ability:** An individual may possess certain physical abilities required in a particular occupation. Thus, a strong child may look for a job that offer him/her an opportunity to vent out the bottled energy in him/her, likewise, children with high intellectual ability, may look out for occupations that demand high ability.
- **Altruistic Reasons:** Some individuals possess a natural tendency to assist others and to become concerned about their (others) welfare. They are thus attracted to people-oriented occupation as against object-oriented occupations where they exhibit their skills, love, hospitality and desire to serve others and help them out of their difficulties.
- **Value System:** A good number of individuals refuse entering certain occupations due to their personal values which they regard as liable to being violated if they choose and enter such occupations. A job hunter was reported to have ruled out the possibility of taking up a job with the Nigerian Police Force because according to him, the temptation to take bribe at road check-points was not good enough for his religious tenets. Some have declined working in brewing and tobacco industries for the same reason.
- **Physique and Sex:** A person's 'physique or sex may be an asset or handicap in choosing and entering occupation. For instance, a very short person may not be eligible for certain jobs as Police and Army or even play Basketball. Some occupations are more suited to females e.g. midwife, while others are more suited for male.
- **Personality Type:** It is believed among some psychologists that there is an interaction between personality characteristics and work environment in such a way that a person is attracted to the environment that is in harmony with his/her personal characteristics.

The counsellor needs to be aware of all these factors so as to be in a better position to guide the students on how to choose the right vocation that they will find satisfaction in and our

nation will benefit more from it in terms of productivity and people who will behave normal because they are happy with what they are doing.

There has been a general difference in the vocational aspirations of male and female students. These differences are caused by some factors one of such factors is employment pattern. The employment patterns of female gender in both private and public sectors shows that most employers of labour do not place women (female workers) in high positions as the men. This situation tends to send a wrong signal to the younger generation. Female students who are prospective workers tend to aspire for jobs or vocations that are known to be done by like gender. For example, majority of female work force take up jobs as Secretaries, Clerks, Typist, Messengers and Cleaners while men are Executive Directors and Managers. This prevailing employment pattern somehow stereotype students to follow the pattern of job even in their vocational aspiration.

According to Khallad (2000), Socio-economic status of the family is among the factors that influence career aspirations. Mau and Bikos (2000), cited previous finding showing a positive association between a family's Socio-economic status and aspirations. Youth from higher Socio-economic statuses were more likely to be knowledgeable of and choose professional occupations. Herr and Cramer (2017), indicated that Socio-economic status affects information about work, work experience; and occupational stereotypes, which influences vocational interests. Students show a positive association between high school students' aspirations and their family's Socio- economic status, which is frequently related to parental education levels (Mau & Bikos, 2000). Trusty (2022), indicated that a low Socio-economic status resulted in reduced and unrealized aspirations. Additionally, Socio- economic status had a direct effect on unequal aspirations and expectations. Compared with middle class and upper-class individuals, lower class individuals faced more obstacles that limited their career aspiration levels. Regardless of Socio-economic status, Stiff-Gabdes (2017), stressed that the career aspirations of all individuals are important in the career development process.

Cultural factors have an impact on career aspirations not only on girls but for boys alike. Socio-cultural beliefs, customs, practices, girls, expectations and other traditions play a significant role in decisions by parents to withdraw girls from school and girls' own career aspirations. Early marriages represent one cultural factor that hinders girls from advancing in education. Agyepong (2011), indicates that in countries such as Ghana, Nigeria and Sierra Leone, some girls (some as young as ten years old) are betrothed in marriage and taken out of school to ensure their "protection" and to prepare them for the event. This practice is usually common in Muslim communities. Others leave their families to live with the family of the betrothed until they are of a marriageable age. There are only few instances when such girls get the opportunity to further their education.

Another cause of gender disparity is occupational segregation (Bisong, 2016). There is gender division of labour in Nigeria, the Nigeria society has come to believe and practice that most jobs are only for male gender while some others are ideal for the female gender. The reason for this gender division of labour is attributed to certain physiological and psychological differences between men and women.

Female gender is viewed as weaker vessels and are believed to be inferior to, the male gender, hence their working conditions are based on their sex roles. This situation has resulted in a working environment where women are treated differently and less favorably than men Hadjiotiou, (2013). This situation affects the vocational aspirations of students. Most students tend to direct their vocational aspirations towards sex ideology of the cultural group they belong to.

Methodology

The researchers adopted the survey design; specifically, the cross-sectional survey. This design is most appropriate for the study because it is vulnerable to some sources of invalidity, like maturation, history, experimental mortality and statistical regression. The population for this study consists of all SS 2 students presently enrolled in all the Government Secondary Schools in Jos North LGA. There are a total of 22 Government Secondary Schools (GSS) in Jos North LGA, with a total of 1,607SS 2 students. The population is made of 790 males and 817 females. The sample for the present study consisted of 321 SS 2 students selected from GSS in Jos north LG-area of the study. The sample consisted of 151 boys and 170girls. The average age of the sample is 18 years. Data was collected using a structured questionnaire designed by the researcher. The questionnaire was tagged; Gender Differences in Career Aspirations Questionnaire for Students (GDCAQS).The researcher presented the initial draft of the research instrument to the scrutiny of three experts from the Faculty of Education, University of Jos. The reliability of the instrument was established using the test-retest method a pilot study at a coefficient of 0.72. the researcher went personally to the schools and administered the questionnaire and collected the questionnaires from the students. Data for the study was analyzed using the Mean and Standard Deviation while t-test was used to analyse the hypotheses at 0.05 level of significant

Results and Discussion

Research Question One

What factors influence the vocational aspirations of male and female SS2 students?

Table 1

Factors that Influence the Vocational Aspirations of Male and Female SS2 Students

S/N		SA	A	D	SD	N	Mean	Std	Decision
1	Personal interest in the profession	182	120	0	19	321	3.45	.777	Agree
2	Parents' socio-economic background	26	78	140	77	321	2.17	.884	Disagree
3	The Resources available to me	140	110	36	35	321	3.11	.988	Agree
4	Value attached to the profession	74	121	42	84	321	2.68	1.004	Agree
5	Reward and remuneration	78	122	74	47	321	2.72	.992	Agree
6	The risk involved in the profession	48	48	125	100	321	2.14	1.022	Disagree

Table 1 shows the result of analysis on factors influencing the vocational aspirations of male and female SS2 students. From the result items 1, 3, 4, and 5 have mean scores ($X^2 = 3.45, 3.11, 2.68 \text{ \& } 2.72$) above criterion mean of 2.50, indicating that personal interest in the profession, resources available, value attached to the profession, reward and remuneration are factors influencing the vocational aspirations of male and female SS2 students. Item 2 and 6 have mean scores below the criterion mean, which means that parents' socio- economic background and the risk involved in the profession are not influencing the vocational aspirations of male and female SS2 students.

Research Question Two

What are the causes of gender differences in vocational aspirations of SS2 students?

Table 2

Causes of Gender Differences in Vocational Aspirations of SS2 Students

S/N		SA	A	U	D	SD	N	Mean	Std	Decision
1	Lack of role models in some vocations	100	190	15	16	7	321	3.17	.729	Agree
2	Societal value attached in the job	158	140	12	11	2	321	3.39	.720	Agree
3	The demands and risks involved	46	182	78	15	10	321	2.81	.733	Agree
4	Gender-bias nature of some parents	110	52	150	9	10	321	2.82	.945	Agree
5	Prestige attached to the profession	58	131	58	74	5	321	2.54	1.036	Agree
6	Job security	49	49	123	100		321	2.15	1.028	Disagree

Table 2 shows the result of analysis on the causes of gender differences in vocational aspirations of SS2 students. From the result items 1, 2, 3, 4, and 5 have mean scores ($X^2 = 3.17, 3.39, 2.81, 2.82 \text{ \& } 2.54$) above criterion mean of 2.50, indicating that lack of role models in some vocations, societal value attached in the job, the demands and risks involved, gender-bias nature of some parents and prestige attached to the profession are causes of gender differences in vocational aspirations of SS2 students. Item 6 has mean score below the criterion mean, which means that job security is not a cause of gender differences in vocational aspirations of SS2 students.

Test of Hypotheses

Hypothesis One

There is no significant mean score difference between the vocational aspirations of male and female SS2 students

Table 3

Difference between the vocational aspirations of male and female SS2 students.

Gender	N	X ²	SD	df	T	P-value	Decision
Male	151	19.26	5.261	319	11.47	.000	Significant
Female	170	13.58	3.545				

Table 3 presents the result on significant mean score difference between the vocational aspirations of male and female SS2 students. The mean score for male is 19.26 with a standard deviation of 5.26, while female students have a mean score of 13.58 and standard deviation of 3.55. The result further yielded $t(319) = 11.47$, $P < 0.05$, since the P-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. Indicating that there is a significant difference between the vocational aspirations of male and female SS2 students.

Hypothesis Two

The vocational aspirations of male and female SS2 students will not differ significantly due to location.

Table 4

Difference between the vocational aspirations of SS2 students due to Location

Location	N	x ²	SD	df	T	P-value	Decision
Urban	162	20.49	2.532	319	25.10	.000	Significant
Rural	159	11.93	3.510				

Table 4 presents the result on significant mean score difference between the vocational aspirations of SS2 students due to location. The mean score for urban students is 20.49 with a standard deviation of 2.53, while rural students have a mean score of 11.93 and standard deviation of 3.51. The result further yielded $t(319) = 25.10$, $P < 0.05$, since the P-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. Indicating that there is a significant difference between the vocational aspirations of urban and rural SS2 students.

DISCUSSION

The study shows that Personal interest in the profession, resources available, value attached to the profession, reward and remuneration are factors influencing the vocational aspirations of male and female SS2 students. Item 2 and 6 have mean scores below the criterion mean, which means that parents' socio- economic background and the risk involved in the profession are not influencing the vocational aspirations of male and female SS2 students. The finding is similar to that of Lee and Rojewski (2012) who examined the complex phenomenon of intra-individual and inter-individual differences in the development of occupational aspirations and factors influencing this development. A downward trajectory of occupational aspirations from junior high school to the first year of high school was found. Rate of change

in expressed aspirations was different for men and women. Potentially important initial differences in occupational aspirations development, based on curriculum track, were also detected that lack of role models in some vocations, societal value attached in the job, the demands and risks involved, gender-bias nature of some parents and prestige attached to the profession are causes of gender differences in vocational aspirations of SS2 students. Item 6 has mean score below the criterion mean, which means that job security is not a cause of gender differences in vocational aspirations of SS2 students.

The findings on the preferred vocational aspirations of male and female senior SS2 students in Jos North LGA. revealed that Medical, Artisan, technical, fashion/Design and Business professions are the preferred vocational aspirations of male and female senior SS2 students in Jos North. Item 1 and 6 have mean scores ($X^2 = 2.35$ & 2.28) below the criterion mean, which means that engineering and Secretarial professions are not the preferred vocational aspirations of male and female senior SS2 students in Jos North LGA.

The findings on appropriate counselling technique are the strategies of bridging the gap between gender differences in vocational aspirations of SS2 students revealed that adequate career counseling, bringing role models of mixed gender speak to the students, encouraging all students to choose career based on abilities and interest not by gender, giving every student equal opportunity to enroll in any choice career and using appropriate counselling technique are the strategies of bridging the gap between gender differences in vocational aspirations of SS2 students. Also, that counselor should be knowledgeable about different professions, give time for career counseling of students, identify the personality traits of students and advise them, organize career days to help clear students doubts, liaise with parents to see that students are properly placed and should be a confidant.

Conclusion

The study concluded that personal interest in the profession, resources available, value attached to the profession, reward and remuneration are factors influencing the vocational aspirations of SS2 students, while parents' socio- economic background and the risk involved in the profession are not influencing the vocational aspirations of students. It further found that lack of role models in some vocations, societal value attached in the job, the demands and risks involved, gender-bias nature of some parents and prestige attached to the profession are causes of gender differences in vocational aspirations of SS2 students. Job security is not a cause of gender differences in vocational aspirations of SS2 students. it was discovered that Medical, Artisan, technical, fashion/Design and Business professions are the preferred vocational aspirations of male and female senior SS2 students in Jos North, but engineering and Secretarial professions are not the preferred vocational aspirations of male and female senior SS2 students in Jos North

Again, that adequate career counselling, bringing role models of mixed gender speak to the students, encouraging all students to choose career based on abilities and interest not by gender, giving every student equal opportunity to enroll in any choice career and using appropriate counselling technique are the strategies of bridging the gap between gender differences in vocational aspirations of SS2 students. The study highlighted that, counsellors should be knowledgeable about different professions, give time for career counselling of students, identify the personality traits of students and advise them, organize career days to

help clear students doubts, liaise with parents to see that students are properly placed and should be a confidant.

Recommendations

1. The scope of the education should concentrate on the problems, which arises due to social maladies and malpractices, such as, gender discrimination, society stratification on caste lines, ethnicity conflicts, religious minorities problems, rural-urban disparities, poor-rich inequalities, migrant issues etc.
2. The research initiatives need to be established to address the inclusion of socially segregated groups into mainstream effectively.
3. Disadvantaged Children are found to be lower than their counterpart, which is indicating that the central and state governmental efforts to raise the educational and vocational standards of disadvantaged students have not yet achieved the targeted goals. Governmental efforts in this regard should be continued and refined in order to pin pointedly laying the clear-cut objectives to be achieved in timely manner.

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