Socio-Cultural Factors as Motivation for Career Choice among Mass Communication Students in Nigeria

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Abstract
The study investigated the socio-cultural factors that influence career choice among students of mass communication in Nigerian universities and polytechnics. The study adopted quantitative survey research method to gather data from 11 sampled public higher institutions from the six geo-political zones across Nigeria. It focused on the final year BSc and HND students of mass communication in Nigerian pioneer public universities and polytechnics that started mass communication academic programmes. The Statistical Package for Social Sciences (SPSS) was used in analyzing the data. The findings indicated that personal interests, fulfilling self-esteem, and concern for public needs are the major socio-cultural factors that motivate career choice among mass communication students. The study concluded that both intrinsic (autonomous) and extrinsic (controlled) types of human motivation are significant in influencing the career choice of the students.

***Keywords**:*

Introduction

The study examines the various socio cultural factors that motivate career choice ofmass communication students in Nigeria. The study was focused on the final year students of BSc and HND mass communication in Nigerian universities and polytechnics in the six geo-political zones of the country.

Motivation is one of the most important elements that determine higher education student's performance and career decision. "Motivation is a pervasive and important determinant of behaviour

for students, teachers and administrators at all educational levels" (Pintrich & Schunk, 1996, cited in Elliot &Covington, 2001, p.73). Ryan and Deci (2000, p.3) note that "To be motivated means to be moved to do something". Motivation has been categorized into two major classes: the intrinsic and extrinsic motivation. The process of human motivation begins from the stage of amotivation, "which is the state of lacking an intention to act; when amotivated, a person's behavior lacks intentionality and a sense of personal causation" (Ryan & Deci, 2000, p.61). Intrinsic motivation "refers to doing a task for the sake of doing it – for pleasure and satisfaction derivedfrom the task", while extrinsic motivation "refers to a range of behaviours which are not engaged for their own sake but for instrumental purposes" (Deci & Ryan, 1985, cited in Ahmed & Bruishima, 2006, p.555). Intrinsic motivation is the most autonomous and self-determined type of motivation (Kusurkar, Ten Cate, Van Asperen & Croiset, 2011). Students who are intrinsically motivated to carry out a task give more attention and they withstand any challenges (Nilsen, 2009).

According to Ryan andDeci (2000), extrinsic motivation is divided into four different categories: External regulation, Introjections, Identification and Integration. External regulation refers to behaviours "performed to satisfy an external demand or obtain an externally imposed reward contingency" (p.61). The action is taken as a result of external reward or regulation. Introjections refer to an "internal type of regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego – enhancements or pride" (p.62). This action is taken to enhance self-esteem and recognition in the society. Identification refers to a situation where an individual "identified with the personal importance of a behavior and has thus accepted its regulation as his or her own" (p.62). This action is taken because of the personal benefits that individual will gain from the activity. Integrated regulation is a type of extrinsic motivation that "occurs when identified regulations have been fully assimilated to the self" (p.62). The action is carried out as a result of reconciliation between regulations and the needs and values of individual. These

four stages constituted the different levels of self-determination of extrinsic motivation. External regulation is regarded as the least while integrated regulation is the most self-determined control of extrinsic motivation (Kusurkar et al., 2011). Student's motivation to learn and choose a career is associated with some challenges and it is determined by complex factors.

According to William and Williams (2011), "The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment" (p.1). Psychology scholars have indicated that human motivation is not emanating from a single source. Ryan and Deci (2000, p.54) note that:

> People have not only different amounts, but also different kinds of motivation. That is, they vary not only in the level of motivation (i.e. how much motivation), but also in the orientation of that motivation (i.e. what type of motivation). Orientation of motivation concerns with underlying attitudes and goals that give rise to action – that is, it concerns the why of actions.

This formsthe basis of variation in the way people choose or reject particular phenomena from the various alternatives or options provided.

The aim of the study is to examine the influence of socio cultural factors in motivating career choice of the students of mass communication in Nigerian universities. These comprisevariables such as: personal interest, self-esteem, parents, family, gender, age, friends, social status.

Statement of the Problem

Career interest of students and youth around the world is motivated by various socio-cultural factors that co-exist from beginning to the terminal stage of educational orientation of individual in the society. Available literature (McDevitt, 2006, cited in Pew, 2007;Van den Broeck, Vansteenkiste & De Whitte, 2008) has established that these

complex motivational elements are divided into two main categories: intrinsic (autonomous) motivation and extrinsic (controlled) types of human motivation. This study attemptsto examine the manifestation of motivational types in influencing the career decision of the students of mass communication in Nigeria.

Aim and Objectives of the Study

The study intends to examine the influence of socio-cultural factors in motivating career choice among students of mass communication in Nigeria. It is objectively set:

- To find out the socio-cultural factors motivating career choice of mass communication students in Nigeria.

Research Question

This study is set to answer the research question:

- What are the socio-cultural factors that motivate career choice among students of mass communication in Nigeria?

Methodology

This study used a quantitative survey research method of communication research. Gunter (2000, p.23) defines survey method "as a form of quantitative research that involves asking large number of people questions about their behaviors, attitude, beliefs, personality characteristics and other personal details". Questionnaire was adopted as a primary instrument of collecting data for the study. The population for this study is the entire final year students of BSc and HND mass communication in Nigerian pioneer public universities and polytechnics that are offering mass communication academic programmes in the six geo-political zones across Nigeria. The study adopted purposive non-probability sampling technique to select the pioneeruniversity in each geo-political zone; equally,

systematic probability sampling was used to select the sample population from each university.

Literature Review and Theoretical Framework

The geographical location where an individual is residing can also be a factor that influences career choice. A qualitative study was conducted by Diab, Flack, Mabuza and Reid (2012) on the career aspirations of rural origin health science students in South Africa. The study was conducted on the students of two South African universities to identify the motivations and factors influencing their career choice. The findings revealed that a majority of the respondents stated that role models such as teachers and principals are very instrumental to their choice of tertiary area of study as well as the career. They noted that they encouraged them to build career in health science, assist them during university application and continued support throughout their studies. Also, some of the respondents stated that their motivation to study health science was based on personal experience of the situation of the health system in their communities.

Also, the respondents identified some of the unique challenges faced by tertiary students of rural origin. Thesei nclude poor academically-related skills, language of instruction, technical issues like using computer and other devices for learning. Therefore, family, friends, religion, university mentors and financial aid play a significant role in alleviating these problems on the rural students. On their future career aspirations, a majority of the respondents expressed their intention to return to their locality, so that they can serve their community. Although, the students mention job satisfaction, lifestyle options and career development as discouraging factors to returning to work in rural community. However, they are motivated by their strong desire to bring positive change totheir communities. The study concluded that, in order to encourage students of rural origin in their studies, Universities should assistthrough support programmes that will help in addressing the challenges faced by the students.

Equally, Kinanee (2009) examined factors in career decision-making of nurses in Rivers State of Nigeria. The findings showed that there was no significant relationship between external influence (parents, friends, rewards) and the choice of the nursing career, as the result showed that the X2 – critical (3.84) was greater than X2-cal. (0.086) at ($p < 0.05$). There was a significant relationship between internal influence (personal interest) and the choice of the nursing career, as the result showed that the X2 – cal. (8.2) is greater than X2 – crit. (3.84). Also, there was no significant difference between male and female nurses in the factors influencing the choice of the nursing career, as the result showed that the computed Z (0.35) was less than the critical value (1.96). The study concluded that internal factors played more significant roles than external factors in influencing the career decision of nurses.

Another study was conducted by Tan- Kuick and Ngee Ng (2011) on the mediating effects of peer and parental encouragement on student's choice of a nursing education in Singapore. The findings indicated that the composite mean for education and career aspiration was 1.91, representing a high level of reliability showing that on average students considered factors as acceptable tertiary education (m = 196), positive education and career advancement (m = 1.99 and 1.98 respectively). The composite mean for socio-economic status factor was (1.8) representing high level of reliability, showing that the students believe positive socio-economic status such as the fact that nursing is a profession that exercisesgreat autonomy (m= 1.96), commands respect and recognition (m = 1.99) and provides opportunity growth (m =1.89) as important factors they consider in choosing nursing as their tertiary choice.

Moreover, on the peer and parental encouragement the following factors were identified as important influence of student's choice: Parents believe that nursing is a reliable and rewarding career (m = 4.13); friends consider it as appealing (m = 4.11); and participants' friends believe that nursing is a female profession (m = 2.49). The

study supported the hypothesis that education and career aspirations are positively correlated with student's choice and socio-economic status is positively correlated with student's choice. Also, peers and parental encouragement is positively correlated with student's choice. The paper concluded that peer and parental encouragement is a significant factor that should be utilized by the health care industry to enhance the existing enrollment into nursing education programmes.

In another study, Mudhovozi and Chireshe (2012) investigated the socio-demographic factors influencing career decision-making among undergraduate psychology students in South Africa. The findings indicated that several factors played significant role in determining the career choice of the students. Majority (22.1%) of the respondents stated that they were influenced by teachers, followed by those influenced by friends (17.4%), mothers (16.3%), fathers (14.7%), media (12.1%), other relatives (6.3%), members of community (5.8%), brothers (3.2%), sisters (1.6%) and foster parents (0.5%). On the time of making the career decision to study psychology, the findings indicated that a majority of the respondents (43.2%) stated that they chose to study psychology during secondary school, followed by those who decided at the university with (34.2%), then those that decided after secondary school (34.2%), those that decided after primaryschool (18.1%). The study concluded that factors like teacher, friend, family and media influenced career decision among the students. Also, a majority of the respondents made their career choice decision at secondary schools, followed by those that made it during registration at university.

A study was conducted by David (2011) on the disposition of students towards sociology as a career in selected secondary schools in Abeokuta. The findings indicated that there is equal proportion of the gender: the distribution of the respondents wasmales (50.3%) and females (49.7%). The majority (62.8%) stated that parents are the most significant factor influencing their career choice. Also, the

majority (84.7%) of the respondents were ignorant of the sociology discipline against only (14.3%) that was aware. The majority (63.7%) of the respondents showed no disposition toward sociology, while 35.5% showed interest in the discipline. The study concluded that the students were ignorant of the sociology discipline as a result of lack of publicity and awareness about the discipline.

Similarly, factors influencing students' career choice and aspirations in South Africa was investigated by Shumba and Naong (2012). The findings indicated that a majority of the respondents stated that family and personal ability of the students were the major factors affecting their career choice with (30.83%) and (30.08%) respectively, followed by teachers with (20.30%) of the respondents. Also the majority (36.84%) related their career choice at universities to the subject choices in post primary schools. The study concluded that the family, teachers and personal interest were the significant factors that influence career choice of students in South Africa.

Another study was conducted by Saleem, Hanan and Saleem (2014) on the role of parents' profession, the mass media and personal choice among university students in Pakistan. The findings indicated that parents' profession, the mass media and personal choice have significant role on career choice of students, as they exercise mutual influence in career choice of students. However, the mass media and personal choice exercise more influence in career choice than parents' profession on students' career choice in Pakistan. The study concluded that this outcome may perhaps be as a result of students' exposition to varieties of information they receive through the ICTs and the multimedia communication systems, and clear understanding of their parent's profession. Also, the mass media plays a vital role in influencing student's perception and decision on various professions.

The study was anchored in two motivational and three career learning theories. Rotters Social Learning Theory is a process motivation theory that was propounded by Julian Rotter in 1954. Self-Determination Theory (SDT) is a macro theory of human

motivation propounded by Edward L. Deci and Richard M. Ryan in 1985. Social Cognitive Career Theory (SCCT) is career development theory that was propounded by Lent, Brown and Hackett in 2002. The Social Learning Theory of Career Decision Making (SLTCDM) is a theory of career choice and development that was propounded by Krumboltz, Michelli and Jones in 1976. Theory of Work Adjustment (TWA) or Person Environment Correspondent Theory was propounded by George England and Lloyd Lofguist in 1964.

Findings and Discussions

Socio-Cultural Factors that Motivate Career Choice of Mass Communication Students

S/n	Items	Response categories					MEAN	STD	Rankings
		SA	A	N	D	SD			
1	Interest in the profession	596	198	6	27	19	4.576	0.839	1
2	Desire to fulfill self esteem	357	346	59	54	30	3.994	1.029	2
3	Concern for public needs in the profession	337	261	119	86	43	3.794	1.146	3
4	Gender	119	158	134	222	213	2.737	1.307	5
5	Age	75	109	95	307	260	2.408	1.216	7
6	Parents	98	84	67	287	310	2.347	1.288	8
7	Relatives	75	10	35	25	37	2.227	1.28	13

			8		6	2		2	
8	Cultural norms and values	68	69	75	245	389	2.148	1.227	14
9	Location of your institution	62	72	90	307	315	2.228	1.770	12
10	Course mate in campus	64	104	49	309	320	2.253	1.213	10
11	Friends	90	92	40	276	348	2.271	1.295	9
12	Spouse	79	63	84	283	337	2.234	1.227	11
13	Social status	106	131	95	231	283	2.527	1.332	6
14	Message from communication media	176	375	43	138	114	3.375	1.265	4
	Cumulative mean						2.794		

Decision mean= 3.000

Data in the*table indicates the fourteen socio-cultural factors that motivate career choice of mass communication students.* The findings show that out of the 846 respondents, a majority stated that the career they preferred was mainly motivated by personal interest. The detail of the response indicates that 70.5% of the respondents strongly agreed and 23.4% agreed as against 0.71% respondents that neither agreed nor disagreed, while 3.2% respondents disagreed and 2.3% strongly disagreed with personal interest as a factor that motivates their career choice. The need to fulfill self-esteem is the second socio cultural factor. The detail of the responses indicates that 42.2% respondents strongly agreed and 40.9% agreed, against

7.0% that neither agreed nor disagreed, while 6.4% respondents disagreed and the rest 3.6% strongly disagreed that the need to fulfill self-esteemisa factor that motivates their career choice. Moreover, concern for public needs in the profession is the third socio-cultural factor. The detail of the responses indicates that 39.8% respondents strongly agreed and 30.9% agreed, against 14.1% that neither agreed nor disagreed, while 10.2% respondents disagreed and 5.1% strongly disagreed that concern for public needs is a factor that motivates their career choice.

The message from communication media is the fourth socio-cultural factor that motivates the career choice of the students. The detail of the responses indicates that 20.8% strongly agreed and 44.3% agreed against 5.1% that neither agreed nor disagreed, while 16.3% respondents disagreed and 13.5% strongly disagreed with mass media messages as a factor that motivates their career choice. Gender is the fifth socio-cultural factor. The detail of the responses indicates that 14.1% strongly agreed and 18.7% agreed against 15.8% that neither agreed nor disagreed, while 26.2% respondents disagreed and 25.2% strongly disagreed with gender as a factor that motivates their career choice. Financial status is the sixth socio-cultural factor that motivates the career choice of the students. The detail of the responses indicates that 12.5% strongly agreed and 15.5% agreed against 11.2% that neither agreed nor disagreed, while 27.3% respondents disagreed and 33.5% strongly disagreed with financial status as a factor that motivates their career choice.

Age of the respondents is the seventh socio-cultural factor that motivates the career choice of the students. The detail of the responses shows that 8.9% strongly agreed and 12.9% agreed against 11.3% that neither agreed nor disagreed, while 36.3% respondents disagreed and 24.4% strongly disagreed to age as a factor that motivates their career choice. Parents of the respondents are the eight socio-cultural factor. The detail of the responses indicates that 11.6% strongly agreed and 10.0% agreed against 7.9% that neither agreed nor disagreed, while 33.4% respondents disagreed and 36.6% strongly disagreed to parents as a factor that

motivates their career choice. Friends of the respondents is the ninth socio-cultural factor that motivates the career choice of the students. The detail of the responses indicates that 10.6% strongly agreed and 10.9% agreed against 4.7% that neither agreed nor disagreed, while 32.6% respondents disagreed and 41.1% strongly disagreed to friends as a factor that motivates their career choice. Course mates of the respondents are the tenth socio-cultural factor that motivates the career choice of the students. The detail of the responses indicates that 7.6% strongly agreed and 12.3% agreed against 5.8% that neither agreed nor disagreed, while 36.5% respondents disagreed and 37.8% strongly disagreed to course mate as a factor that motivates their career choice.

Spouses of the respondents are the eleventh socio-cultural factor that motivates the career choice of the students. The detail of the responses indicates that 9.3% strongly agreed and 7.5% agreed against 10.0% that neither agreed nor disagreed, while 33.5% respondents disagreed and 39.8% strongly disagreed to spouse as a factor that motivates their career choice. Location of institution of the respondents is the twelfth socio-cultural factor. The detail of the responses indicates that 7.3% strongly agreed and 8.5% agreed against 10.6% that neither agreed nor disagreed, while 36.3% respondents disagreed and 37.8% strongly disagreed to institution location as a factor that motivates their career choice. Relatives of the respondents are the thirteenth socio-cultural factor. The detail of the responses indicates that 8.9% strongly agreed and 12.8% agreed against 4.1% that neither agreed nor disagreed, while 30.3% respondents disagreed and 44.0% strongly disagreed to relatives as a factor that motivates their career choice. Cultural norms and values of the respondents is the fourteenth socio-cultural factor. The detail of the responses indicates that 8.0% strongly agreed and 8.2% agreed against 8.9% that neither agreed nor disagreed, while 29.0% respondents disagreed and 46.0% strongly disagreed to cultural norms and values as a factor that motivates their career choice.

All the findings above are in line with the findings of Shumba and Naong (2012), Kinanee (2009), and Diab et al. (2012) that personal

interest, internal factors, need for self-actualization and concern for the community needs by the students are very relevant in their career choice. However, these findings are contrary to the findings of Tan Kuick and Ngee Ng (2011), David (2011), Shumba and Naong (2012), and Mudhovozi, Chireshe (2012) that peer group, parents and family have strong influence in the career choice of the students. Similarly, the study's findings on the vital role of personal interest and mass media in motivating student's career choice are in accordance with the findings of Saleem, Hanan andSaleem (2014) as discussed in the literature review.

Moreover, the responses by the students of mass communication on the influence of various socio-cultural factors that motivate their career choice are the indication of the Self Determination Theory argument on autonomous and controlled types of motivation. Thus, personal interest, fulfilling self-esteem and concern for public needs are all forms of autonomous motivation, while the remaining eleven socio-cultural factors were forms of controlled motivation. Similarly, the indication of autonomy and competence in the mass communication student's career choice as postulated by SDT was identified by the influence of personal interest, fulfilling self-esteem and concern for public needs. Equally, the arguments of Supers self-concept theory of career development and theory of work adjustment (TWA) as discussed in the literature review have providedrelevant explanations on the significance of personal interest, fulfilling self-esteem and concern for the public needs of the students in the process of career choice. The findings on significance of personal interest, fulfilling self-esteem and concern for public needs as factors that motivate career choice of the students arean indication of the function of internal locus of control as postulated by Rotters social learning theory.

Equally, the findings on socio-cultural factors are an indication of expectancy and reinforcement components of Rotters social learning theory. The indication of high self-efficacy through verbal persuasion source of information as postulated by SCCT was identified by the study's findings on media and gender socio-cultural

factors. However, the findings on parents, course mates, friends and spouse are indications of very low self-efficacy through verbal persuasion as it was postulated by SCCT. The findings on gender, age, fulfilling self-esteem and concern for public needs are indications of influential factors under genetic endowment and special abilities as it was postulated by social learning theory of career decision making (SLTCDM). Similarly, the findings on parents, relatives, cultural norms and values, location of institution, spouse and social status are indication of influential factors under environmental condition and events class as postulated by SLTCDM theory.

Therefore, based on the above findings it is evident that personal interest, self-esteem, concern for public needs (altruism), mass media and gender are the main socio-cultural factors that motivate career choice of the students of mass communication in Nigeria. The first three factors: personal interest, self-esteem and concern for public needs are elements of intrinsic type of human motivation. Thus, the fourth factor, mass media, is an element of extrinsic type of human motivationwhile the fifth factor, gender, is an element of extrinsic type of human motivation. Moreover, the student's rate of disagreement is higher than agreement with the socio-cultural factors influence on their career choice, because the cumulative mean (2.794) is less than the decision mean (3.000).This shows that the level of disagreement is higher than the level of agreement with the factors by the respondents.

The study's findings on influence of socio-cultural factors in motivating career choice of the students of mass communication in Nigeria implied that personal interest, need to fulfill self-esteem, concern for public need and messages from mass media have a high influence in motivating the career choice of the students. This is because the rate of agreement is higher than that of disagreement on their influence in motivating career choice of mass communication students in Nigeria. The remaining 10 socio-cultural factors have very low influence in motivating career choice of the students.This is because the rate of disagreement is higher than that of agreement

with their influence in motivating career choice of the students. These factors can be attributed to the influence of modernisation and globalisation that transformed the social system in contemporary society.

Conclusion and Recommendations

The findings of this study indicate that there are several socio cultural factors that are motivating the career choice of the students of mass communication in Nigeria.These factors are categorized as intrinsic (autonomous) and extrinsic (controlled) types of human motivation. Also, the major factors are personal interest, fulfilling self-esteem, concern for general public needs, mass media messages and gender of the students. However, the influence of these socio cultural factors is not significant as the rate of disagreement is higher than agreement among the respondents regarding their influence on their career choice.Therefore, it was recommended that the stake holders of mass communication education and guidance and counselling service providers, in both universities and polytechnics, should take note of this trend and develop a strategy for exploiting the relevance of these socio cultural factors in providing career guidance information to the students of mass communication in Nigeria.

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