International Journal of Scientific Research in Education (IJSRE)

ISSN: 1117-3259

The Influence of Goal setting, Motivation, Job demand, Parental support, Unemployment and Peer influence on Scrambling for Postgraduate studies among Nigerian Youths

R. A. Animasahun[i]
Department of Counselling and Human Development Studies
University of Ibadan, Nigeria.
animarotimi@yahoo.com

…………….....…………………………………………………………………………………………………...

Abstract

The need to fully engage the youths so as to reduce the rate of crime and insecurity has posed a great challenge to many societies, Nigeria in particular. With the rapid spread of universities in the country, candidates seeking enrolment into postgraduate programmes is also on increase year by year. This study investigates factors that influence candidates scrambling for postgraduate programmes in the University of Ibadan. The study makes use of survey research design to select 300 participants. Seven validated instruments constructed on likert format were used, while two research questions were formulated to find the composite and relative influence of goal setting, motivation, job demands, parental support, unemployment and peer influence on candidates scrambling for postgraduate programmes. The result showed that there was significant composite influence of goal setting, motivation, job demands, parental support, unemployment and peer influence on candidates scrambling for postgraduate programmes (Adj. R square = 0.96 = 96% of the total variance for the criterion measure, and the F-ratio shows ($F_{(6,293)}$ = 1574.813, P<0.005). Also, the result showed that the most potent factor for scrambling for postgraduate studies was unemployment (Beta = .973, t = 55.253, P<0.001); followed by goal setting (Beta =.117, t = 8.647, P<0.001), job demands (Beta =.064, t = 3.479, P<0.005) and peer influence (Beta =.028, t = 2.381, P<0.05) while motivation and parental support made no significant contribution. It was recommended that all undergraduate programmes should accommodate the following trainings: skills acquisition, creativity and innovation, entrepreneurship, agricultural-reengineering and development of individuals innate potentials that will make graduates to be self- employed and less dependent on the government for job. It was concluded that a re-ordering of priorities must be ensured so that education can truly be a means to an end.

Keywords: Scrambling, PG. Programmes, Goal setting, Motivation, Job demand, Parental support, Unemployment, Peer influence.

……

INTRODUCTION

It is becoming increasingly difficult to distinguish between postgraduate students and undergraduates. Age and number are some of the factors that once ensured that both categories of students remained distinct. But a cursory look at postgraduate programmes today shows that the situation has indeed changed dramatically as large number of students turn in for postgraduate studies. Large classes are typically associated with undergraduate studies but now, an average postgraduate class in Nigeria is ridiculously overcrowded.

With the number of students increasing radically by the day in postgraduate classes, students who looked forward to closer teacher-to-student interaction in postgraduate programmes would be in for a rude shock. The rising demand for university education by Nigerians should be intended to create more job opportunities and expertise for the workplace but the increasingly competitive global unemployment and information technology-driven environment make the dream a mirage.

One of the major problems facing postgraduate university education in the country is that increasing demands are not matched with expansion in infrastructures to make learning conducive. Students' enrolment into postgraduate programmes seems to have being on increase since the last two decades in spite of increasing joblessness in the employment market. However, thrilling this development may be, it raises some key questions. Is it truly the desire to acquire more knowledge that propels students to pursue postgraduate degrees? Or is it the need to gain better employment? Are employers dissatisfied with the level of knowledge attainable in first degree programmes and are now in search of holders of higher degrees, or is it just a method to make recruitment exercises swifter, more manageable and more entertaining? Or possibly, it is just meant to while away the time and just not to be idle? A number of factors could be responsible for the drastic increase in candidates clamouring for postgraduate programme. This study investigates the following factors: goal setting, motivation, job demand, parental support, unemployment and peer influence scrambling for postgraduate studies.

Goal setting is the process of deciding what one want to accomplish and devising a plan to achieve desire result. It involves the development of an action plan designed to motivate and guide a person or group toward n achievement. Goal setting is a powerful process for thinking about ideal future, and for motivation to turn vision of this future into reality. The process of setting goals helps choose where to go as they jointly and relatively influence life. By knowing precisely what to achieve, definitely one will know where to concentrate his/her efforts. A goal is a specific idea that one forms consciously, as opposed to motives or desires, which more often occur on a subconscious level. This makes goal-setting an interesting hybrid of the internal/external motivator. It could almost be said that a goal is an extrinsic manifestation of intrinsic motivation. However, students lacking intrinsic academic motivation may be incapable of setting their own goals but if they are helped to set goals, they may be able to establish motivation and boost their achievement. Researchers such as Dabalen, Oni and Adekola (2000), and National University Commission (2004) have revealed that apart from the qualifications that graduates possess, there are other attributes (non-academic skill requirements) which employers of labour emphasize. According to them, these attributes include analytical skills, good communication skills, good personal and social skills, technical and managerial skills among others. Boeteng and Ofori-Sarpong (2002), in relating these attributes to experience, stress that experience requirements are now stated in terms of competencies and skills rather than years. Employers of labour force are not only interested in those having higher education but also

practical skills appropriate for job fulfillment (Abiodun, 2010). Mackinnon (2004) summarizes the influences on the graduate experience as personal, professional and organizational factors. Graduate studies therefore have both an intellectual and a psychological component that need to be acknowledged. Mackinnon (2004) and McAlpine and Norton (2006) therefore argue that graduate students' needs need to be addressed at institutional, departmental and individual levels. The question now is whether these students actually set their goals to pursue postgraduate studies or environmental circumstances impose this on them?

Motivation is another factor responsible for candidates scrambling for postgraduate programmes. Why would a mature person decide to continue schooling? Motivation literally is the desire to do things. Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviours. It is the crucial element in setting and attaining goals. Motivation can depend on internal or external factors that stimulate desire and energy in people to be continually interested and committed to a certain thing, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving in a certain way. Motivation is the process that initiates, guides, and maintains goal-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social, and cognitive forces that activate behaviour. In everyday usage, the term motivation is frequently used to describe why a person does something. Different types of motivation are frequently described as being either extrinsic or intrinsic. The most basic distinction between them is that intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. The desire to pursue higher education is constantly increasing. School leavers recognize that higher educational qualifications result in more job options, lower rates of unemployment, and, in most cases, a higher salary than those with a lower qualification. Not only are school leavers entering colleges and universities, but working and mature adults are also entering or returning to higher education (Safahieh & Singh, 2006). These adults hope to use the higher educational qualification to play a more ambitious role in their organization or society, to fulfill a personal desire to acquire new knowledge and abilities, or respond to a need to develop intellectually. We need to ask therefore whether the current postgraduate students are motivated to go for the programme or find themselves there accidentally.

Job demand refers to the degree to which the working environment contains stimuli that require some efforts to achieve work goals (Jones & Fletcher, 1996; Demerouti, Bakker, Nachreiner & Schaufeli, 2001). Job demand is physical, psychological, social, or organizational aspects of the job, that require sustained physical and/or psychological effort or skills. Job demand is what a particular job requires for progress and productivity. The need to evaluate job demand is prompted by the fact that the nature of work is changing. Environmental, political, and socio-cultural forces have contributed to the restructuring of work over the last half century (Cooper, Dewe & O'Driscoll, 2001). For instance, new technologies and ideas are major reasons for the emergence of new forms of working, and consequently, new form of mental job demands. In some organizations, workers are compelled to have additional qualifications in order to stay in the organization or for promotion. For instance, Ajayi (1990) examined the state of graduate training in economics for Africans, with particular reference to Nigeria and Ghana. The study looked at the conditions affecting the quality and relevance of graduate training, overall numbers

and output of MA and PhD graduates in Nigeria and Ghana, and revealed an implicit demand for graduates for the purposes of economic research, training and management from both the public and the private sectors. Current concern on candidates seeking admission for postgraduate programmes is that: is it their job demand that put them in line to compulsorily get admission for postgraduate programmes or something else? We even need to ask whether they are currently employed or still searching for a job.

Part of the parental commitment to their offspring is to be a source of support to depend upon. In cases of abandonment, young people can wrestle with such issues as anxiety, insecurity, and basic distrust, fear of commitment, low self-esteem, or high need for control. In cases of over-pampering, young people can wrestle with such issues as dependency, lack of confidence, low self-reliance, immaturity, or irresponsibility. Parents strive to cultivate personal characteristics in their offspring that will enable them to function successfully and independently once they leave the parental home. This cultivation must occur throughout the child's life if he or she is to develop the self-confidence and skills required to meet the challenges of adult life. Studies also confirmed that family, peers, and agents have an impact on education choice and affect the persistence of students in the education system (Joseph & Joseph, 2000; Mazzarol & Soutar, 2002), especially in the area of information, recommendation and financial support. Encouragement and support from parents, parents' educational attainment, and student achievement have been described as the strongest predictors of postsecondary aspirations and college enrollment (NPEC, 2007). Meanwhile, before a student who does not have any source of income aside of the one coming from the parents put in for postgraduate programme he/she must have the support of the parents in order to meet the financial implication of the postgraduate programme.

Unemployment which is a major problem Nigerian youths are facing can be defined as what occurs when people are without work and actively seeking for one. It is a condition where qualified citizens of many nations who are supposed to engage in one function or the other and have them paid by the employers are not employed. According to Nigeria's National Youth Development Policy (2001), the youth comprises all young persons between the end of childhood and entry into the world of work. People in this age bracket definitely constitute a sizeable chunk of a nations population on which the burden of nation building falls. Many governments of different countries are treating unemployment without kid gloves, yet the rates keep growing day after day. According to National Bureau Statistics of Nigeria, more than 200,000 graduates graduate from Nigeria tertiary institution yearly. The question is: how many of these graduates secure jobs after their graduation? The growing rate of unemployment in Nigeria is one of the factors that is actually responsible for candidates scrambling for postgraduate programme as they want to be up to date in their different specialty as the world keep changing every day. Had it been that many graduates that were turned out by Nigerian universities are gainfully employed there may be decrease in the number of candidates seeking admission into the University for Postgraduate Programmes.

Peer influence refers to the pressure that a group of colleagues exerts that encourages others to change their attitudes, values, or behaviours to conform to group norms. Children and adults alike are influenced by their peers. Peers become an important influence on behavior during adolescence, and peer pressure has been called a hallmark of adolescent experience (Brown, 2004; Steinberg &Monahan, 2007). Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours and reckless driving) because these activities commonly occur in the company of peers (Steinberg &

Monahan, 2007). Peer pressure can be positive when youths are pressed by their peers toward positive behaviour, such as volunteering for charity or excelling in academics (Brown, Eicher & Petrie, 1986). The importance of peers declines upon entering adulthood (Allen, Porter, McFarland, Marsh & McElhaney, 2005). Peer influence on behaviour gradually becomes more dominant and have an even stronger influence than that of parents. Peer conformity in young people is most pronounced with respect to style, taste, appearance, ideology, and values (Kevin, 1996). The perspectives of others will affect how they feel about their own families. Research has found that adolescents' peer relationships are related to their educational attainment outcomes, however, to a lesser degree than parents' relationships (Steinberg, Brown, Cider, Kaczmark & Laaro, 1998). Further research has suggested that students who spend a great deal of their time with peers form aspirations and values based on the manner in which peer groups define success (MacLeod, 1995). Many youths seek admission into postgraduate programmes simply because their peers are also doing the same.

The concern of every society about their youths is not only on being morally upright that has been on the decline and consequently detrimental to the development of any society, but also on what they stand to achieve in all their activities. The need to fully engage the youths has posed an alarming challenge to many societies, Nigeria in particular. Many of Nigerian undergraduates struggle for Postgraduate education in order not to be idle. However, it is like postponing evil days because they finish the programme and return to the society with nothing to do again, which now becomes more painful, and could make them to be too desperate because they have advanced in age and should settle down for their own family life. However, when there is nothing to do, many of them could engage in various kinds of antisocial and criminal behaviours. In fact, the current insecurity saga, kidnapping, ritual killings, abduction, gangsterism, terrorism, insurgencies etc in Nigeria could not be divulged from the youths and adolescent idleness in the society.

The purpose of this study therefore, is to observe the predicting factors of goal setting, motivation, job demand, parental support, unemployment and peer influence on candidates clamouring for postgraduate programme in University of Ibadan.

Research Questions

- What is the composite influence of goal setting, motivation, job demands, parental support, unemployment and peer influence on candidates scrambling for postgraduate programmes in Nigeria?
- What are the relative influences of goal setting, motivation, job demands, parental support, unemployment and peer influence on candidates scrambling for postgraduate programmes in Nigeria?

METHODOLOGY

The study adopted a survey research design of the expost-facto type using a self-report questionnaire in collecting data from the participants. While the population includes all postgraduate students in Nigeria, Postgraduate students of the University of Ibadan were purposively selected for the study because it is the University where the rate of struggling for postgraduate admission is high; it is the first National University in Nigeria, where students also pay less; and also consists of candidates cutting across all states, ethnic and religious groups in

Nigeria. The sample consists of 300 students randomly selected at the registration point at the University Postgraduate School, based on consent, interest and convenience.

Instrumentation

Seven instruments constructed on 5-point likert scale, each of them having 10 iteme, constructed and validated by the author were used for the study. Test- re-test reliability of each of the scale revealed: Goal setting (r=.86), Motivation (r= .77), Peer influence (r= .89), Job demand (r=.67), Parental support (r=.79), Unemployment (r= .68), and Ambition for Postgraduate studies (r= .73).

Procedure for Data Collection

The researcher obtained permission from the authority of the Postgraduate School, sought the consent of the prospective participants before administration, and were briefed on the research purpose and assured of confidentiality of their responses to the questionnaires. The retrieved questionnaires were sorted and only the completed ones were used for data analysis.

Data Analysis

Data collected were analysed using the Linear Multiple regression analysis to find the composite and relative influences of the independent variables on scrambling for postgraduate studies.

RESULT

Research Question 1

What is the composite influence of goal setting, motivation, job demand, parental support, unemployment and peer influence on candidates scrambling for postgraduate studies?

Table 1: Summary of regression showing the joint contribution of independent variables to the influence on scrambling for postgraduate studies

R =.980
R Square =.960
Adjusted R square =.960
Std. Error =2.75443

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	71687.309	6	11947.885	1574.813	.000[b]
	Residual	2966.462	293	7.587		
	Total	74653.771	299			

Table 1 reveals a significant combined contribution of the independent variables (job demand, unemployment, goal setting, motivation, parental support and peer influence) to the influence of scrambling for postgraduate studies. The result yielded a coefficient of multiple regressions R= 0.980, multiple R^2 = 0.960 and Adjusted R^2 =.960. This suggests that the six independent variables combined accounted for 96% (Adj. R^2= .960) variation in the influence of scrambling for postgraduate studies. The other variables accounting for the remaining percentage are

beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant joint influence of the independent variables on scrambling for postgraduate studies (F (6,293) = 1574.813, P<0.005). This implies that all the variables in the model had contributions to the influence of scrambling for postgraduate studies.

Research Question 2

What are the relative influences of the independent variables (job demand, unemployment, goal setting, motivation, parental support and peer influence) to the prediction of the dependent variable (scrambling for postgraduate studies)?

Table 2: Summary of regression for the relative contributions of the independent variables to the prediction of scrambling for postgraduate studies

Model		Unstandardized Coefficients		Standard Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constance	24.260	1.011		24.002	.000
	Job Demand	.105	.030	.064	3.479	.001
	Unemployment	1.211	.022	.973	55.253	.000
	Goal Setting	.249	.029	.117	8.647	.000
	Motivation	-.017	.010	-.021	-1.680	.094
	Peer Influence	042	.018	.028	2.381	.018
	Parental Support	-.024	.020	-.013	-1.156	.248

Table 2 shows that four out of the six predictor variables (job demand, unemployment, goal setting and peer influence) are potent predictors of scrambling for postgraduate studies. The most potent factor was unemployment (Beta = .973, t = 55.253, P<0.001), followed by goal setting (Beta =.117, t = 8.647, P<0.001), job demands (Beta =.064, t = 3.479, P<0.005) and peer influence (Beta =.028, t = 2.381, P<0.05) except motivation and parental support with beta weight of -.021 and -.013 respectively. This implies that an increase in the influence of unemployment, goal setting, peer influence and job demands will increase the tendency for scrambling for postgraduate programme.

DISCUSSION
The findings in this study indicated that goal setting, motivation, job demand, peer influence, unemployment and parental support jointly influence candidates scrambling for postgraduate programme. The factors jointly accounted for 96% of the variance in the prediction of candidates scrambling for postgraduate programme while the remaining 4% can be attributed to other variables not considered in the present study. This finding corroborates the assertion of Mackinnon (2004), Safahieh and Singh (2006) that those adults hope to use the higher educational qualification to play a more ambitious role in their organization or society, to fulfill a personal desire to acquire new knowledge and abilities, or respond to a need to develop intellectually.

Also, all the factors except motivation and parental influence independently influenced candidates scrambling for postgraduate programme. Unemployment was found to be the highest influence, followed by goal setting in this study. This may not be unconnected with the prevalent poverty and economic hardship in Nigeria. The economy of the country is such that a greater percentage of the population lives below poverty line and the middle class has almost gone into

extinction. The labour market is saturated with unemployed people and the inability on the part of government to generate and sustain power supply has forced many companies and industries to fold up thereby compounding the unemployment problem. This finding corroborates the submission of Phillips and Pugh (2000); Spear (2000); Mavondo & Zaman, (2000); and Safahieh & Singh (2006) who concluded that not only are school leavers entering colleges and universities, but working and mature adults are also entering or returning to higher education based on lack of satisfaction with present condition. In corroborating this study further, Oviawe (2010) found that the Nigerian youths will learn to be happy and fulfilled, as they will be productive and committed as employees or employers of labour rather than looking for the white collar job that is not there again. They will allow their unique abilities to be used for the development of the national and global goals rather than becoming wanderers in major cities of the country or abandoning their country for greener pastures (Oviawe, 2010).

Lin and Cranton (2005) also submitted that the process of graduate study was growing from a scholarship student to becoming a responsible scholar while Lovitts (2005) believed that graduate students are often ill prepared to deal with the challenges graduate studies pose to them, and often face daily series of problems, ranging from poverty, unemployment, conflicts and diseases. However, the study opposed to the findings of Kuppens, Grietens, Onghena and Michiels (2009); and Latendresse et al. (2009) who stressed that parental encouragement was a deciding factor in postgraduate plans.

CONCLUSION

The reasons to pursue a postgraduate programme emanate from several external factors rather than internally planned motives. This study has used some factors to evaluate the source of interest and motivation to obtain postgraduate programme. The motivating factors used cannot be said to be all inclusive but unemployment has proved to be the main reason for the current mad rush for the programme. However, this trend is very dangerous because it is like the affected candidates are postponing evil days. If they fail to secure a job after the programme, they become more desperate and could become criminals overnight. Honestly, the search for university education as an end in itself should be discouraged.

Recommendations

- The current undergraduate curriculum in Nigerian Universities tailoring towards preparing candidates for white collar jobs is moribund, inappropriate, irrelevant, and should be jettisoned and completely overhauled.
- University undergraduate programmes should accommodate skills acquisition trainings, creativity and innovation, entrepreneurship development, agricultural re-engineering, development of innate potentials etc.
- Every course taught at the University should focus on the dimension of self-employment, utilizing creativity and innovation for better exploration of the field.
- The quality of university's academic activities in Nigeria should be improved and standardardized to meet the educational requirements by the labour market in Nigeria rather than the proliferation of universities.

- All final year undergraduate students of the universities and youth corps members should be well alerted and tutored to acquire knowledge about the existing small scale artisan jobs that they could decide to employ.
- Young graduates should be taught to re-order their priorities to meet the demand of the current challenges rather than postponing evil days.
- Graduate unemployment can also be reduced by reviewing the present admission policy in Nigerian Universities. Manpower planners should ensure that only the number that is needed by the economy is admitted by the universities.

REFERENCES

Abiodun, S. O. (2010): *Analysis of mismatch between demand and supply of skills and university graduate unemployment in Nigeria.* Unpublished M.Ed. Dissertation, Lagos State University.

Ajayi, S. I. (1990). *Graduate training in economics in Nigeria and Ghana.* African Economic Research Consortium, Special Paper 6. Nairobi: Initiatives Publisher.

Allen, J. P., Porter, M. R., McFarland, F. C., Marsh, P., & McElhaney, K. B. (2005). The two faces of adolescents' success with peers: adolescent popularity, social adaptation, and deviant behavior. *Child Development, 73*(3), 747–760. doi:10.1111/j.1467-8624.2005.00875.x.

Boeteng, K., & Ofori-Sarpong, E. (2002). *An analytical study of the labour market for tertiary graduates in Ghana.* World Bank / National Council for Teriary Education/ National Accreditation Board Project, Ghana.

Brown, E. E., Eicher, S. A., & Petrie, S. (1986). The importance of peer group ("crowd") affiliation in adolescence. *Journal of Adolescence, 9*(1): 73–96. doi:10.1016/S0140-1971(86)80029-X.

Brown, B. B. (2004), Adolescents' relationships with peers. In R. M. Lerner & L. Steinburg (Eds.), *Handbook of adolescent psychology, 2nd ed*, New York: Wiley, p 363-394.

Cooper, C., Dewe, P. J., & O'Driscoll, M. P. (2001). *Organizational stress: A review and critique of theory, research and applications.* Thousand Oaks, CA: Sage.

Dabalen, A., Oni, B., & Adekola, O. A. (2000): *Labour market prospects for university graduates in Nigeria.* The Nigeria University system Innovation Project Study.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands resources model of burnout. *Journal of Applied Psychology, 86,* 499–512.

Jones, F., & Fletcher, B. (1996). Job control and health. In M. J. Schabracq, J. A. M. Winnubst, & C. L. Cooper (Eds.), *Handbook of work and health psychology* (pp. 33–50). Chichester, England: Wiley.

Joseph, M., & B. Joseph (2000). Indonesian students' perceptions of choice criteria in the selection of a tertiary institution: strategic implications. *International Journal of Educational Management, 14*(1), 40-44.

Kevin, D. (1996). Peer pressure. In: S. Anthony, R. Manstead and M. Hewstone (Eds.), The blackwell encyclopedia of social psychology, 1996.

Kuppens, S., Grietens, H., Onghena, P., & Michiels, D. (2009). Measuring parenting dimensions in middle childhood. *European Journal of Psychological Assessment, 25*(3), 133−140, doi:10.1027/1015-5759.25.3.133.

Latendresse, S. J., Rose, R. J., Viken, R. J., Pulkkinen, L., Kaprio, J., & Dick, D.M. (2009). Parental socialization and adolescents' alcohol use behaviors: predictive disparities in parents' versus adolescents' perception of the parenting environment. *Journal of Clinical Child and Adolescent Psychology, 38*(2), 232−244. doi:10.1080/15374410802698404.

Lin, L., & Cranton, P. (2005). From scholarship student to responsible scholar: A transformative process. *Teaching in Higher Education*, *10*(4), 447-459.

Lovitts, B. E. (2005). Being a good course-taker is not enough: a theoretical perspective on the transition to independent research, *Studies in Higher Education*, *30*(2), 137-154.

Mackinnon, J. (2004). Academic supervision: seeking metaphors and models for quality. *Journal of Further and Higher Education*, *28*(4), 395-405.

MacLeod, J. (1995). *Ain't no making it*. Boulder, CO: Westview Press.

Mavondo, F., & Zaman, M. (2000). Student satisfaction with tertiary institution andrecommending it to prospective students. In A. O'Cass (Ed.), ANZMAC2000.Proceedings of the Australia New Zealand Marketing Academy, (pp. 787–792). Gold Coast. Australia: Grifth University.

Mazzarol, T., & G. Soutar (2002). Push-pull factors influencing international students destination choice. *International Journal of Educational Management, 16*(2), 82-90.

McAlpine, L..& Norton, J. (2006). Reframing our approach to doctoral programs: an interactive framework for action and research. *Higher Education Research and Development*, *25*(1), 3-17.

National Postsecondary Education Cooperative. (2007). *Deciding on postsecondary education: Final report*. Washington, DC: U.S. Department of Education.

National University Commission (2004). *Labour market expectations of nigerian graduates*. Report of National Needs Assessment Surveys.

Oviawe, J. O. (2010). Repositioning Nigerian youths for economic empowerment Through Entrepreneurship Education. *European Journal of Educational Studies*, *2*(2), 113-118

Phillips, E. M., & Pugh, D. S. (2000). *How to get a Ph.D.: A handbook for students and their supervisors*. Buckingham: Open University Press.

Safahieh, H., & Singh, D. (2006). Information needs of international students at a Malaysian University. In C. Khoo, (Eds.), *Proceedings of the Asia-Pacific Conference on Library and Information Education and Practice 2006 (A-LIEP2006), Singapore, 3-6 April 2006* (pp. 479-485), Singapore: School of Communication and Information, Nanyang Technological University.

Schalock, R. L., Borthwick-Duffy, S. A., Bradley, V. J., Buntinx, W. H. E., Coulter, D. L., Craig, E. M., et al. (2011). *Intellectual disability*: *Definition, classification, and systems of supports* (11th ed.). Washington, DC: American Association on Intellectual and Developmental Disabilities.

Spear, H. J., & Kulbok, P. A. (2001). Adolescent health behaviors and related factors: A review. *Public Health Nursing* 18(2): 82–93. doi:10.1046/j.1525-1446.2001.00082.x.

Spear, R. H. (2000). *Supervision of Research Students: Responding to Student Expectation.* Canberra: The Australian National University.

Steinberg, L., Brown, B., Cider, M., Kaczmark, N., & Laaro, C. (1998). *None instructional influences on high school student achievement: The contributions of parents, peers, extracurricular activities, and part-time work.* Madison, Wis.: National Center on Effective Secondary Schools.

Steinberg, L., &; Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental Psychology, 43*(6), 1531–1543. doi:10.1037/0012-1649.43.6.1531.

© JSRE

----

[i] Dr. Animasahun R. A. is a lecturer in the Department of Counselling and Human Development Studies, University of Ibadan, Nigeria. He can be reached via email at animarotimi@yahoo.com.