



Factors Influencing the Career Choice of Undergraduate Science Education Students: Implication for Curriculum Studies and Lifelong Learning

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Abstract. This study investigated the factors influencing the career choice of undergraduate science education students and draws its implication for curriculum studies. The study was a survey research. The population of the study entails all 100 level undergraduate Science Education Students of the 2024/2025 academic session of the University of Benin, Benin City. A total of one- hundred and ninety-three (193) students cleared into the department of Curriculum and Instructional Technology, formed the sample of the study. The instrument for data collection was a likert scale questionnaire tagged “Career Choice Determining Factors” (CCDF) questionnaire. CCDF was validated by three lecturers from the Faculty of Education, University of Benin. The reliability of the instrument was established using Cronbach Alpha statistics. A reliability of 0.76 was obtained. This instrument was use for data collection. Items in CCDF were scored and analyzed using descriptive statistics of frequency, simple percentage and mean. Findings from this study revealed that Undergraduate Science Education students find themselves as teachers in trainee by co-incident. This is because they were offered admission against their choices. As a result, most of them do not want to develop their career in teaching. The implication of this is that these students which we devote our time, energy and resources to train and develop now, are seeking for any available opportunity to switch career. This is leaving a negative impact on curriculum delivery and continuing education in Nigeria. The recommendation of this study is that schools should ensure that students who are interested and applied to study science educational courses are given top priority in their academic choices as this will boost their readiness, interest and satisfaction for effective curriculum delivery.

Keywords: Choice, Career, Career Choice, Passion, Force-choice, Curriculum Studies, Curriculum Delivery, Lifelong Learning

1. Introduction

1.1 Background to The Study

The quality and standard of a country’s educational system is determined by the teacher (Akpochofa 2020), No educational system can rise above the quality of its teacher’ (Ekima and Agih 2023). To improve the quality of education, there is the need to improve the quality of teachers who are the major drivers of the educational system of any country. Achieving this means training teachers who have keen interest in developing their career in education through voluntary, progressive, self-inspired pursuit of knowledge and skills as lifelong learning, personal growth and societal impact (Martínez-Moreno and Petko 2024).

Lifelong learning is learning that starts at birth and continues throughout a person's life. Xhensila (2024), sees lifelong learning as learning throughout one's lifespan. Its main goal is to give people the chance to grow to the fullest extent possible so they can fulfill their potential and contribute their fair share to the advancement of society and the economy. All educational and training programs are based on the fundamental idea of lifelong learning. Its idea, which was first presented in UNESCO's Faure Report in 1972, is a fundamental tenet of educational policy and practice that emphasizes the idea that education should be a lifelong process. According to UNESCO (2022), lifelong learning plays a critical role in social inclusion, sustainable development, and individual empowerment.

The four fundamental pillars of lifelong learning, according to UNESCO, are "learning to know, learning to do, learning to live together, and learning to be." These pillars broadened the concept of education to include not only formal education but also non-formal and informal learning opportunities throughout life. The 2030 Agenda for Sustainable Development reflects this vision, especially Sustainable Development Goal 4 (SDG 4), which highlights the need for inclusive and equitable education as well as opportunities for lifelong learning for everyone.

Building inclusive, egalitarian communities, fostering lifelong learning, and attaining high-quality education all depend heavily on teachers (UNESCO, 2023). Teachers' role in lifelong learning include: helping students develop lifelong learning mindsets, encouraging self-regulated learning, creating positive learning environments, encouraging ethical and meaningful use of technology, and helping students develop growth mindsets (Wongwanich, Wiratph and Archanya 2024). Achieving this, means training up teachers who have keen interest in choosing a career in education.

Career can be described as a near-life commitment, a profession embarked upon by an individual after acquiring a professional training and is licensed and practice under the regulatory (Nwodoh and Ugwu 2024). It is the pursuit of interests, abilities, and objectives over an extended period of time, usually within a particular business or subject. Education or vocational training usually serves as the foundation for career development, with entry-level jobs that enable people to advance their skills (U.S. Bureau of Labor Statistics. 2020)." Put simply, career involves training for a life input and output skill/knowledge through which one's life goals is achieved satisfactorily. For teachers to excel in their teaching career for lifelong learning, they need to be intrinsically motivated in making their choices.

Choice is the act of selecting between alternatives, reflecting autonomy and free will. It is the existence of two or more prominent discriminative stimuli, at least one of which is reasonably efficient (Breeze and Joshy 2023). Choices can be differentiated based on how salient the options are to the observer and how likely it is that at least one of them will elicit a reaction in comparison to the other stimuli. It is implied that there are circumstances in which there is no choice because choosing entails a number of conspicuous possibilities or scenarios that make choice to be either a free-choice and or forced-choice (Toby , Yu, Garry and Daniela 2006).

The choice of teaching career in Nigeria can be likened to an instance that a man who is heavily pressed, walks to the restaurant to use the restroom and finds the men's room door marked "out of order." Thus, he either keeps gazing at the men's restroom which is out-of-order sign or uses the women's restroom door. We probably wouldn't state that the two prominent discriminative cues indicated a choice, and the man will most likely continue on. However, if the man's circumstances were bad enough, he might storm into the women's room, showing that the stimulus was discriminatory enough to elicit a response. This might be the case of majority of the undergraduate students of Science Education in Nigeria. They may likely face the option of forced choice as majority of the career choice might be institutionally determined, with the students left with no choice than to accept what is offered. This might have a deterring effect on the interest of the students thereby having a negative effect on their achievement and interest to practice as a teacher which eventually will have effect on the 2030 Agenda for Sustainable Development.

There is an alarming outcry on the continuous decline in the performance of students in sciences (biology, chemistry and physics) in external examinations (WAEC and NECO) in Nigeria. A lot of researches have been conducted to determine the cause as well as to for store a lasting solution to this menace, Researches have revealed that the students environmental as well as the teacher factors have been ascribed as the factors leading to this poor performance. Researches available to the researcher revealed that little or no researches have been conducted on the factors that influenced the career choice of science education teachers in Edo State in Nigeria. If the career choice of the teacher was a forced-choice, there is the tendency for the teacher to lose interest in the profession thereby resulting in the teachers' low output which might eventually have effect on the performance of the students. This research becomes timely for curriculum implementation. If the 2030 Agenda for Sustainable Development goal is to be achieved, as well as the menace of students' poor performance is to be addressed, there is the need to ensure that students who are interested in teaching profession are admitted, trained and encourage to grow and develop their teaching career as a lifelong learning as well as helping the younger generation to develop lifelong learning mindset. To achieve this, there is the need to investigate the factors that influenced the career choice of undergraduate Science Education students of the University of Benin, Benin City. The essence is to recommend those would-be teachers who were forced into teacher education programme for occupational

therapy that can help re-orientate and re-integrate them into teacher education for lifelong learning.

1.2 Statement of the Problem

It has become a common exercise in our society today to see career choice of an individual been influenced by some factors directly or indirectly, leaving either positive or negative effects on a child's career progression and lifelong learning. An observation from classroom teachers in Edo State reveals teachers who do not have passion for the profession. Other factors include the exodus of teachers to other professions (Ahmed, Olamoyegun, Ajemba and Ogunode 2022). This has left a vacuum especially in the sciences in public schools as most schools do not have adequate science teachers (Abubakar, Abiodun & Ogunode 2021).

If teaching is undertaken as a lifelong career, why is it that Nigerian Science classrooms lack the adequate science teachers? What is happening to the good numbers of science teachers graduating from our higher Institutions? is it that teaching is not their calling and choice? Could it be that students who are being trained to be teachers do not want to take the teaching profession as a career? A recalling trend in science education department is that majority of the students who came in through year one leaves the department to other courses through transfer at their second year. Majority of the students remaining are those who couldn't cope with the courses they were admitted to study and so are transferred from other department to science education. If someone is made to function in a profession that he/she is not interested in, the tendency of weak performance cannot be overruled. Could this be the reason while why there is a decline in the performance of students in the sciences in external examination? Could it be that the zeal to teach effectively is not in the teachers because teaching is not their calling and they never opted to be a teacher? To solve the problem of students' poor performance in the Sciences in external examination, there is the need to start addressing the root cause of the problem, so that a permanent solution can be recommended. Hence, the need 'to investigate the factors that promote the career choice of undergraduate science education students of the University of Benin'

1.3 Research Questions

The following research questions will guide this study:

- What are the factors influencing the career choice of undergraduate science education students?
- What percentage of Science Education students were admitted into their chosen career choice?
- What percentage of the sampled population wants to remain in teaching profession after graduation?

1.4 Significance of the Study

This study will be significant to the schools as well as students.

To the school, this study will help the school to identify the factors that promote her students' choice of teaching career early enough to enable the management render the necessary guidance and counseling that will enable the students overcome any Forced choice. It will form a basis on-which career counseling will be conducted on incoming students to enable them have a smooth beginning.

To the students, this study will enable them to align their career choices rightly, not on forced choice but on their own interest, thereby boosting their success in the profession and helping to promote lifelong learning which will eventually improve the standard of living from all perspectives as the man power needed to develop every sector are all trained by teacher.

1.5 Scope of the Study

This study is designed to cover the factors that influence the career choice of undergraduate student. It is delimited to all 100 level Science Education students of the university of Benin 2024/2025 academic session

1.6 Theoretical Framework

Ginzberg's Theory serves as the theoretical foundation for this investigation. Ginzberg was a psychologist and expert in human development. He divides human development into phases or stages according to developmental milestones and age. According to him, individuals go through three stages of career development that generally match the stages of human development.

Fantasy stage: This lasts from birth to about age eleven, youngsters engage in role-playing and pretend games, mimicking adults and aspiring to be like them without having a realistic idea of what a vocation entails.

The tentative stage (ages 11 to 17): Children start to comprehend their own preferences, skills, and abilities as they grow.

Realistic stage (ages 17 to 24): Here, young adult decides on a job. Three "sub-stages" can be distinguished within this stage:

i. Exploration: Through educational options and exposure to the realities of life, the young adult starts to experience potential career alternatives.

ii. Crystallization: When a young adult is exposed to the realities of their profession choice, they grow more certain about it. A lot of people stay in this phase of their careers.

Specification: The young adult recognizes particular specializations within their field of choice. For instance, a student pursuing a nursing degree will recognize that there are numerous kinds of nurses and adjust their education to specialize in a field that aligns with their educational preferences and personal values.

This theory is relevant to this study because it outlined the various stages of career development that students have actually encountered and where they are now, where they would be later on in their career. Science education students have made their choice of becoming a teacher. They are in their crystallization stage, been exposed to the realities of their choices. Some of them might remain at this stage while others might move to the specification stage. Some might take up a different career pathway in life thereby leading to reduction of man-power in the teaching profession. Identifying the factors that prompted their career choice would help the institution re-orient them into teaching profession for better productivity, achievement and impact.

2. Factors Influencing Students Career Choice

A child's professional choices may be influenced by their parents. Parents are frequently the most important people in a child's life from an early age, acting as role models and decision-makers in addition to offering emotional support. The pathways that children examine and ultimately choose can be significantly influenced by the parents' values, expectations, social standing, educational background, and even occupations (Nwodoh and Ugwu 2024). As a way to gain acceptance or affirmation, children frequently absorb their parents' goals and objectives and work to achieve them. Anieche, Standley and Obidife (2022), in their research conducted to assess the factors influencing the Choice of Nursing as

Career amongst undergraduate Students in Nursing Training Institutions in Anambra State Nigeria, identified family pressure, parental approbation, and emotional factors as factors influencing students' career choices. Similar results were also found by Njenga, Kaaria and Katiba (2018), also discovered similar findings and stated that parent child relationship is of paramount importance as it reinforces positive affirmations on their children career choice.

Strong association between mentoring and family relationships and career choice was found by (Kehinde, Olufunmilayo and Damilare 2021, Adikwu and Ereka 2022, Udoh and Sanni 2012).

Other factors influencing career choice include: peer group influence and personal factor like interest. Peer groups are important in influencing students' career choices, particularly in adolescence and early adulthood. Students spend a lot of time with their peers in social and academic contexts, and as a result, they are frequently influenced, consciously or unconsciously, by the attitudes, values, and aspirations of their friends Okudo, Obumse, Aniebo and Obiekwe (2025). Okafor and Onokwai (2020), sees this variable as not significant in the determination of career choice of students.

Interest is one of the most crucial personal characteristics influencing the career choice of students. Students are more likely to be motivated, content, and successful when they select occupations that align with their interest. In most cases students' career choice and interest are affected by their families' social economic level.

Students' admission offers also have a great influence on the career choice of students by shaping the opportunities available to them and often determining the direction of their academic and professional paths. This is usually done through non-availability of preferred programs (Iduseri and Osemwenkhae 2022). This makes them accept admission into a related or entirely different program, which can shift their career path. This may leave adverse effect on their interest and outcome both as a student and teacher. It becomes paramount to aligning admission with applicants' aspirations especially when applicants meet the requirement for admission. According to Suhlmann et al. (2018), addressing this mismatch will help sustain students' interest, boost their outcome and motivate them to develop their career in teaching.

3. Research Methodology

3.1 Design of the study

This study uses the survey research design to investigate the factors influencing the career choice of undergraduate science education students of the University of Benin, Benin City.

The population of this study comprised of all 100 level undergraduates offering Science Education with the 2024/2025 academic session. They comprised of students studying Education and Biology, Physics, Chemistry and Integrated Science with a total of 193 students who were successfully cleared into 100 level in the 2024/2025 academic session.

Census sampling technique was adapted for this study. The breakdown is presented in table 1

Table 1: Students enrollment into the various Science Education options

S/N	Course Area	Population
1	Education and Biology	78
2	Education and Chemistry	26
3	Education and Physics	21
4	Education and Integrated Science	68
	Total	193

Source: Office of the Exam Officer, CIT Department, UNIBEN.

A likert scale questionnaire titled "Career Choice Determining Factors" (CCDF) was used as the data collection tool. CCDF is a likert scale with four options -strongly agree, agree, disagree, and strongly disagree in part B, which solicited the factors that influenced the students' profession choices. Whereas section A asked for the students' demographic data.

Three lecturers, two from the Department of Curriculum and Instructional Technology and one from the Department of Educational Management, Faculty of Education, University of Benin, Benin City validated the face and content validity of the CCDF questionnaire.

By giving the test to students who were not included in the study's sample, the instrument's reliability was determined. Cronbach Alpha was used for data analysis. A reliability score of 0.76 was attained, indicating the instrument's reliability. The students were given a brief explanation of how to complete the instrument before the researchers administered it.

The researchers who are lecturers in the department of Curriculum and Instructional Technology personally administered the instrument to the students. Students were given time to answer the questionnaire after which, the questionnaires were retrieved from the students. Items in CCDF were scored and analyzed using descriptive statistics of simple percentage and mean. Findings of the research are presented:

4. Presentation of Findings

Research Question 1: What are the factors influencing the career choice of undergraduate science education students?

Table 2: Frequency and percentage occurrence of factors influencing the career choice of Science Education students

S/N	Factors influencing the career choice of Science Education students	Opinion	Frequency	Percentage	Decision
1	My parents' expectation for me is to be a teacher	Strongly Disagree	86	44.6	Disagree
		Disagree	76	39.4	
		Agree	23	11.9	
		Strongly agree	8	4.1	
		Total	193	100	
2	Since my childhood, my parents has been educating me on the value of being a teacher	Strongly Disagree	82	42.5	Disagree
		Disagree	93	48.2	
		Agree	10	5.2	
		Strongly agree	8	4.1	
		Total	193	100	
3	I choose to be a teacher because my mother /father is a teacher	Strongly Disagree	118	61.1	Disagree
		Disagree	69	35.8	
		Agree	3	1.6	
		Strongly agree	3	1.6	
		Total	193	100	
4	I choose to read science education because I am well encouraged and supported by my parents	Strongly Disagree	59	30.6	Disagree
		Disagree	65	33.7	
		Agree	52	26.9	
		Strongly agree	17	8.8	
		Total	193	100	
5	I feel I am under pressure by my parents to study and become a teacher	Strongly Disagree	132	68.4	Disagree
		Disagree	48	24.9	
		Agree	8	4.1	
		Strongly agree	5	2.6	
		Total	193	100	
6	Because teaching is a noble profession, I chose to became a teacher	Strongly Disagree	66	34.2	Disagree
		Disagree	75	38.9	
		Agree	44	22.8	
		Strongly agree	8	4.1	
		Total	193	100	
7	I choose to study Education because I want to be like my friends who are aspiring to be a teacher	Strongly Disagree	118	61.1	Disagree
		Disagree	69	35.8	
		Agree	1	0.5	
		Strongly agree	5	2.6	
		Total	193	100	
8	I choose to become a teacher because my friends see teaching profession as prestigious	Strongly Disagree	93	48.2	Disagree
		Disagree	85	44	
		Agree	14	7.3	
		Strongly agree	1	0.5	
		Total			
9	I chose to study education because teachers are well respected in my society	Strongly Disagree	80	41.5	Disagree
		Disagree	94	48.7	
		Agree	14	7.3	
		Strongly agree	5	2.6	
		Total	193	100	
10	I choose to study education because it aligns with my personal interest	Strongly Disagree	61	31.6	Disagree
		Disagree	74	38.3	
		Agree	38	19.7	
		Strongly agree	20	10.4	
		Total			

		Total	193	100	
11	I love teaching profession because it pays well, the salary scale for teachers is attractive	Strongly Disagree	112	58	Disagree
		Disagree	70	36.3	
		Agree	9	4.7	
		Strongly agree	2	1	
		Total	193	100	
12	I choose teaching profession because it will allow me to create a balance between my work and personal life.	Strongly Disagree	52	26.9	Disagree
		Disagree	83	43	
		Agree	40	20.7	
		Strongly agree	18	9.3	
		Total	193	100	
13	I choose teaching profession because it will give me an avenue to help humanity	Strongly Disagree	34	17.6	Disagree
		Disagree	77	39.9	
		Agree	45	23.3	
		Strongly agree	37	19.2	
		Total	193	100	
14	I am studying education because it is the course I chose as my first choice in JAMB	Strongly Disagree	125	64.8	Disagree
		Disagree	52	26.9	
		Agree	2	1.0	
		Strongly agree	14	7.3	
		Total	193	100	
15	My institution offered me admission to study Education against my choice	Strongly Disagree	27	14	Agree
		Disagree	12	6.2	
		Agree	32	16.6	
		Strongly agree	122	63.2	
		Total	193	100	
16	The ease of finding employment as a teacher made me chose a career in teaching.	Strongly Disagree	87	45.1	Disagree
		Disagree	76	39.4	
		Agree	28	14.5	
		Strongly agree	2	1.0	
		Total	193	100	
17	I will want to remain and develop my carrier in teaching after graduating from my B.Sc. (Ed) programme	Strongly Disagree	67	34.7	Disagree
		Disagree	56	29.0	
		Agree	39	20.2	
		Strongly agree	31	16.1	
		Total	193	100	

Key: When the percentage of agree+ strongly agree is ≥ 50 = Acceptance.

Table 2 revealed the factors influencing the career choice of Science Education students of the University of Benin.

The table revealed a very high percentage disagreement with almost all the items in the instrument except item 15 where students had a percentage acceptance of 63.2 of strongly agree and 16.6 agree. This gave a total of 79.8% acceptance.

To validate the findings of this research, a mean statistics was done on the items based on subject areas. This is shown in table 3.

Table 3: Mean opinion of students on their choice of teaching profession based on subject areas.

Education/courses	Mean Per Items																
	Item	Item	Item	Item	Item	Item	Item	Item	Item	Item	Item	Item	Item	Item	Item	Item	Item
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Biology N=78	1.8	1.8	1.5	2.2	1.4	2.1	1.5	1.6	1.8	2.0	1.4	2.3	2.5	1.6	3.0	1.6	2.0
Inter.SC N=68	1.8	1.6	1.5	2.1	1.4	1.9	1.4	1.6	1.5	2.1	1.5	1.9	2.4	1.4	3.4	1.8	2.3
Chemistry N=26	1.3	1.3	1.0	1.8	1.0	1.5	1.1	1.2	1.7	2.0	1.3	1.9	2.1	1.1	3.2	1.4	1.9
Physics N=21	1.7	1.5	1.4	2.0	1.6	2.0	1.5	1.8	1.7	1.9	1.7	2.0	2.2	1.4	3.3	1.8	3.5

Key: When the mean of item is ≥ 2.5 =acceptance

Table three presented the mean acceptance of factors influencing the career choice of undergraduate Science Education Students.

To Education and Biology students, revealed a mean performance of less than 2.5 across all the items except items 13 and 15 which presented a mean of 2.5 and 3.0 acceptances. To Education and Integrated Science students, a mean of less than 2.5 was recorded across all the items except item 15 which presented a mean of 3.4 acceptances. Education and Chemistry students also presented similar findings in all the items except item 15 which presented a mean acceptance of 3.2. To Education and Physics students, only items 15 and item 17 revealed a mean acceptance of 3.3 and 3.5 respectively. The findings showed that the career choices of Science Education Students of the University of Benin were determined by the Institution offer of admission against the students' choices.

Research Question 2: What percentage of Science Education (Biology) students were admitted into their chosen career choice?

From table 2, item 14, 14 students, with a percentage of 7.3 and 2 students with a percentage of 1.0 responded to strongly agree and agree respectively. From table 3, Item 14, the mean responses of students across the Science Education options are 1.6, 1.4, 1.1 and 1.4 for Biology, Integrated Science, Chemistry and Physics respectively. This showed that 91.7% of the total 193 students cleared into Science Education in 2024/2025 session did not apply to study Education course.

Research Question 3: What percentage of the sampled population wants to remain in teaching profession after graduation?

From table 2, item 17, 31 students with a percentage of 16.1 and 39 students with a percentage of 20.2 responded to strongly agree and agree respectively while 56 students with a percentage of 29 and 67 students with a percentage of 34.7 responded to disagree and strongly disagree respectively. This showed that only 36.3 percent of the sampled population wants to remain and develop their career in teaching profession after graduation. Considering the mean dispersion across the various Science Education options in table 3, a mean response of 2.0, 2.3, 1.9 and 3.5 were recorded for Biology, Integrated Science, Chemistry and Physics Students respectively.

5. Discussion of findings

Findings from this research revealed that students studying Science Education career choice were not influenced by parental factor, nor peer influence, neither were the choice of teaching career their personal choice. This finding agrees with Okafor and Onokwai (2020) who sees peer influence as not significant in the determination of career choice of students but disagrees with Okudo, Obumse, Aniebo and Obiekwe (2025) who sees peer influence as positive factor on students' career choice. This finding contradicts the findings of (Anieche, et.al 2022, Nwodoh and Ugwu 2024, Okafor and Onokwai 2020, Njenga et.al 2018) who discovered that Parental expectations and influence have an impact on nursing students' career choices.

Findings from (Kehinde, Olufunmilayo and Damilare 2021, Adikwu and Ereka 2022, Doghonadze, Bello and Aliyer 2025), additionally refuted the results of this investigation. Their findings revealed that family relationship, guidance and parent perception has significant effect and relationship on their children choice of career. The disparity in their findings may be because parents hold nursing profession with high

esteem as compared to teaching profession in Nigeria. This may be because teachers are looked down upon in our society. As a result, parents fail to orientate their children on the need to be a teacher. This assertion conforms with Udoh and Sanni (2012), who revealed that parents' attitudes towards occupations has effect on secondary school students' choice of career. Christensen et.al (2022) also discovered similar findings and stated that parents are less inclined to support their kids in pursuing careers as teachers.

Doghonadze, Bello and Aliyer (2025), stated that parent poor perception of teaching as a career has a great effect on their choice of teaching profession for their children. This affects the orientation and encouragement they give to their children as it concerns to teaching profession.

Findings from this study revealed that 91.7% of the sampled students do not apply to their institution to study educational course. Their career choices were influenced by the course they were offered to study by their university. Based on this finding, we can state that because teaching profession does not pay well in Nigeria, and that it lacked good reputation in our society, this generation of students, were not encouraged by their parents nor were they motivated intrinsically or extrinsically to be a teacher. As a result, they all opted for other career choices in their application. Findings from this study revealed that these undergraduate science education students find themselves as teachers in trainee by coincidence. These students were offered admission against their choices. As a result, most of them do not want to develop their career as a teacher. Iduseri and Osemwenkhae (2022), posited that overwhelming urge to gain admission makes students accept admissions into disciplines that are not their choices. The implication of this is that these students which we devote our time, energy and resources to train and develop now, are seeking for any available opportunity to switch career. This is evident in their response to item 17 which solicited students' interest to develop their career in teaching after graduation. The findings revealed that only 36.3% of the students are willing to develop their career in teaching while 63.7% of these students are waiting for the slightest opportunity to switch career.

5.1 Implication for Curriculum Studies and Lifelong Learning

A nation that has teachers, that took teaching career by coincident will not but lament poor performance of students in examination. This is because effective curriculum delivery requires readiness, interest and

satisfaction. These features play a significant role in teachers' ability to comprehend and deliver lesson content in class. Today, the qualities of teachers are queried, while the performance of students in external examination is dwindling. There is mass exodus of teachers outside the country and to other professional disciplines. Findings from this research is a testament that these students which we devote our time, energy and resources to train and develop now, are seeking for any available opportunity to switch career. This will continue to leave a negative impact on curriculum delivery and continuing education. In Nigeria, Curriculum delivery is left in the hands of those who are not happy being what they are. This is so because teachers who are not interested in teaching are now doing the job of teaching. If this trend is not curbed, we will continue to have decline in the number of science teachers as well as record poor performance of students in sciences in external examinations. This is because students' performance is a true reflection of the nature of education, which has the nature of teachers, classroom environment and learning facilities as major parameters for its evaluation.

6. Recommendations

The following recommendations are made from the findings of this research:

- Awareness campaign should be conducted on the importance of teacher education both for students, parents and the society at large;
- Government should prioritize teacher education programme through scholarships bursaries
- The government should boost the status of Nigerian teachers through good salary package, good working environment and scholarships bursaries for students studying education at the universities.
- Institutions should ensure that those admitted into education programme actually applied to study education in their institution.

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