

## FACTORS INFLUENCING DEMAND FOR POLYTECHNIC EDUCATION IN OYO STATE NIGERIA

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### ABSTRACT

This study investigated the factors influencing demand for polytechnic education in Oyo State, Nigeria. The research employed a descriptive survey design, while the research instrument was Factors Influencing Demand for Polytechnic Education Questionnaire (FIDPEQ) which was used to collect data from students of The Polytechnic, Ibadan and The Oke-Ogun Polytechnic, Saki. The instrument was piloted and validity verified with a Chronbach alpha coefficient of 0.72. The target population was 9,903 across the five faculties of the two sampled institutions. From each institution, we randomly selected 60 percent of the faculties and departments. Thereafter, 10 percent of the population was randomly selected and this resulted in the selection of 364 respondents across the two institutions selected for the study. The data was analyzed using the Pearson Product Moment Correlation to examine whether any relationship exist between each of peer group influence, employment opportunity, parent education level, and demand for polytechnic education in Oyo state. The result of the investigation revealed that the null hypothesis was rejected on the relationship between employment opportunity and demand for polytechnic education while it was accepted for peer influence and parent education level and demand for polytechnic education in Oyo state, Nigeria. The study recommended the implementation of removal of discriminations against polytechnic graduates, and educating the parents towards encouraging their wards to seek admission into the polytechnics.

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**Keywords:** *Demand, Technical Education, Parent, Peer-influence and Polytechnic.*

### INTRODUCTION

Polytechnic education all over the world is seen as a form of technical and vocational education which provides highly skilled manpower needed in the development of the country. Products from most polytechnics are

found in industries and the service sectors and they are usually identified by their excellent skills applied in their various professions. Some polytechnics offer basic and professional studies and other science disciplines. Most government policy documents identify polytechnics as institutions which provide non-university professional higher education in a multi-field environment. Meanwhile, a lot of reform is imperative in the polytechnic education in order to achieve the objectives of the establishment of this important educational system. The purpose of most polytechnic reforms is to provide young people with another high-level alternative education by creating a more practically and professionally oriented higher education system to exist side by side with the traditional university degrees. (Owusu-Agyeman, 2006)

As a result of the recognition of the importance of technical and vocational education, the Nigerian government adopted some strategies towards improving this important type of education. Firstly, the National Board for Technical Education (NBTE) and the National Business and Technical Examination Board (NABTEB) started the process of refocusing vocational education in terms of providing equality of access to all Nigerians. This was done through the introduction of modular curriculum. The modular curriculum was designed to cater for both the academically strong and weak students. The academically strong persons can go ahead and take all the prescribed modules in an occupational area of interest, sit for the NTC or NBT examinations and head for technical education or higher training at a tertiary education institution, then become professionals later in life. This cadre of personnel will grow up to occupy leadership positions in their chosen occupation. The academically weak persons are in no way kept out of the programmes. They are free to take as many modules of the curriculum and practice to the level their abilities may lead them without necessarily taking the NTC or NBC examinations or heading to the challenge of tertiary institutions. Another strategy was coping with possible explosion in enrolment in the technical and vocational educational programme in Nigeria. One way is allocation of more money to the sector towards having more vocational and technical educational institutions. The second way is improvement in introductory technology education facilities in the secondary schools so as to enable the technical and vocational education programmes take-off at the senior secondary schools with the determination to improve the facilities gradually with time.

Despite these efforts of the government, the challenges of enrollment decline in technical education, (polytechnics inclusive) and its related educational programs seem to have become common issues among the developing nations of the world, including Nigeria. According to African Economic Outlook, (2010) the enrollment in technical and vocational education in North Africa was 22.95 percent, Latin America was 11.6 percent, South Eastern Asia was 9.5 percent and Sub-Sahara Africa including Nigeria was 5.2 percent of the total enrollment in schools between 2001 and 2005. This ugly trend in enrollment into technical and vocational programs seems unchanged in Nigeria. Higher education students' preferences between the period of 2005 and 2011 clearly demonstrated that the youth continue to indicate more interest in non-technical academic programs than technical or technology oriented programs. For instance, application for the Unified Tertiary Matriculation Examination (UTME) revealed a consistent upward trend in university enrolment in 2005 - 2011. Statistics on table 1.1 shows that total number of applicants received by the Joint Admission and Matriculation Board (JAMB) for UTME stood at 805, 466 in 2006. However, the figure increased significantly to 1,306,718 in 2009 and 1,636,356 in 2011 which was about 62 and 20 percent increase in demand for higher education respectively. The demand for polytechnic education on the other hand has been fluctuating over the years. For instance, it was 272,038 in 2005 but reduced significantly by 29.7 percent to 167,385 in 2006. This trend continued in 2007, 2008, and 2009 by 12.5 percent, 8.1 percent and 39.1 percent respectively. (Annual Abstract of Statistics, 2009, and 2012)

**Table 1.1: Application Statistics by JAMB**

Year	Universities	% change	Polytechnics	% change	Colleges of Education	% change
2005	918,340	-	272,038	-	351,519	-
2006	805,466	-12.3	191,251	-29.7	333,269	-5.2
2007	912,350	13.3	167,385	-12.5	345,739	3.7
2008	1,176,361	28.9	153,836	-8.1	351,781	1.7
2009	1,306,718	11.1	147,815	-39.1	393,450	11.8
2010	1,461,390	11.9	151,903	2.8	336,856	-14.4
2011	1,636,356	12	213,704	40.7	318,887	-5.3

Source: Annual Abstract of Statistics (2009, and 2012)

The pattern of enrollment into the polytechnic institutions based on table 1.1 calls for a great concern to the government of Nigeria and other

stakeholders owing to the role it plays in empowering the students with the necessary technical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life makes any research on it very imperative. Also, empirical research on relationship between certain variables and demand for polytechnic education is limited in developing countries in general and Nigeria in particular. Therefore, the main purpose of this study was to empirically investigate the relationship between variables like parent education level, employment opportunity and peer influence on demand for polytechnic education in Nigeria using data from Oyo state, Nigeria.

### **STATEMENT OF THE PROBLEM**

The main objective of polytechnic education is the promotion of technical and vocational education and training, technology transfer as well as skills development to enhance the socio- economic advancement of the country. Polytechnic education plays a vital role in human resource development of a country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Universally, polytechnic education is meant to provide technical learning that could assist a society in meeting its industrial aspirations. It is however, sad that the sector is currently passing through a difficult phase. One of the challenges facing the polytechnic education is low enrollment. According to Ebenehi and Baki (2015) the record of students' preference for polytechnic and monotechnic education especially in 2010 showed a very disturbing situation of enrollment decline in these all important educational system in Nigeria. Available statistics in Nigeria revealed fluctuations in the technical and vocational education enrolment generally and polytechnic education enrolment in particular. Also, many research works have been carried out on financing polytechnic education, access to polytechnic education, academic performance of polytechnic students but few research works have been carried out as regards the factors influencing demand for polytechnic education in Nigeria generally and Oyo state in particular. This study therefore seeks to investigate the factors that are responsible for the trend in the demand for polytechnic education using Oyo state of Nigeria as a case study.

### **Scope of the Study**

The study covered two out of the three polytechnics in Oyo state namely, The Polytechnic, Ibadan and The Oke-Ogun Polytechnic, Saki, Oyo state.

### **Research Questions**

- a. What is the parent education background of polytechnic students in Oyo state Nigeria?
- b. Does peer-influence relate with the demand for Polytechnic Education in Oyo State, Nigeria?
- c. Does polytechnic education offer better employment opportunity for student in Oyo State, Nigeria?

### **Research Hypotheses**

The following hypotheses were tested in this study:

- Ho1: There is no significant relationship between parent education background and demand for polytechnic education in Oyo State, Nigeria.
- Ho2: There is no significant relationship between peer-groups' influence and demand for polytechnic education in Oyo State, Nigeria
- Ho3: There is no significant relationship between employment opportunity and demand for polytechnic education in Oyo State, Nigeria.

### **Significance of the Study**

This study will serve as an important tool to the Technical and Vocational Education generally and polytechnic education planners in particular, the government (both state and federal), and other stakeholders such as; students, private educational investors, polytechnic staffs etc.

The study will also be of benefit to the education planners in planning the establishment and growth of polytechnic education programme in order to meet the polytechnic educational needs of the society, and make available the necessary things that will make learning easier and affordable to those that are willing to go for it. In addition, the study will assist government in re-ordering its priorities within educational sector in terms of whether or not there is need for expansion of existing facilities in the polytechnic institutions.

Finally, the study contributes to the literature by estimating the determinants of demand for polytechnic education which to the best knowledge of the researcher has not been done using data from Oyo state in Nigeria.

## **LITERATURE REVIEW**

### **Parent Education Level and Demand for Polytechnic Education**

Parent education level and the demand for polytechnic education have been empirically investigated by many scholars in the literature. For instance, Tansel (1998) opined that the coefficient estimates on the father's and mother's years of schooling were all positive and highly significant at the three levels of schooling considered. The results suggested that an increase in the parents' years of schooling unambiguously reduces the probability of illiterate children and increases the probability of children's higher schooling achievements. Further, in all samples, the effects of the both parents' schooling on the probability of their daughters' achievement was larger than on their sons' achievement except for the mother's schooling at the primary level.

Similar evidence on mother's schooling being more important for the schooling of daughters than of sons is provided by Wolfe and Berhman (1984), King and Lillard (1987), de Tray (1988), King and Bellew (1988), Lillard and Willis (1994), and Behrman, Li and Murilo (1994). Further, a test of the hypothesis of equality of the father's and mother's schooling coefficients was not rejected at five percent level of significance in all samples except at the primary level in the girls' sample. On the other hand, the size of mother's schooling coefficients in the girl's samples increased with the level of schooling implying larger impact of mother's education on daughter's schooling at high school level than at the primary level, while in the boy's samples parental education effects remained about the same at different levels of schooling.

According to Maria (2009), Al-sad (2007), Ohiwerei and Nosu (2009) as sighted in Ayub (2017) on the investigation of the impact of parental influence on students' attitude towards technical and Vocational Education. The result revealed that parents' educational level, occupational and income have significant impact on students' choice towards technical and vocational education. The majority of respondents' parents have lower economic, educational and occupational background in the society. Based on their findings, parents with lower socioeconomic status in the society encourage their children to join technical and vocational education. Okeke (2000) opined that parents had a significant effect on students' choice of career and subjects. Parents' characteristics played a vital role in students' choice of technical subjects. Parents had a crucial task of preparing the child for education. In their task of

socializing, the child's parents had a greater influence on the child's development and future life choices.

In a similar study, Ayub (2017) investigated the parental influence and students' attitude towards Technical Education and Vocational training in Pakistan. Data was collected through questionnaire from all three zones of Technical Education and Vocational Training Authority Punjab (Central, North, and South) and two Institutes from each zone and 50 students from each city (25 students from Vocational institutes and 25 students from Technical Institute) and total 300 students were the sample of the study. Descriptive statistics and Multivariate Regression analysis was used to find the statistical impact of parental influence on students' attitude towards technical education and vocational training. The result revealed that parental influence on students' decision towards technical education and vocational training was statistically significant.

### **Peer-Influence and Demand for Polytechnic Education**

Peer influence refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms (Ming, 2010). The role of peers has entered increasingly into theoretical analyses of school choice. Peer influence is dependent upon variables of friendship closeness, high school track placement, race, and gender composition of the relationship (Hallinan and Williams, 1990).

Attempts to estimate peer effects on educational achievement directly have been relatively limited. For instance, Hanushek (1972, 1992) finds no peer achievement effects, while Hendersen, Mieszkowski, and Sauvageau (1976), and Zimmer and Toma (2000) reported positive influences of higher achieving peers, at least for some students. Similarly, Hanushek, Kain, Markman, and Rivkin (2003) in their study threw a poser about whether peer ability affects student achievement. In their model, the authors separated peer influences into endogenous (behavioural) effects and exogenous or predetermined (contextual) effects. The first category refers to the contemporaneous and reciprocal influences of peer achievement on school-mates, reflecting the fact that the achievement of peers was governed by similar achievement relationships. The second category included measures of peers that are unaffected by current behaviour, such as social-economic status or race. The results revealed that peer average achievement has a highly significant

effect on learning across the test score distribution. A 0.1 standard deviation increase in peer average achievement leads to a roughly 0.02 increase in achievement. Given that a one standard deviation change in peer average achievement was 0.35 of a standard deviation of the student test score distribution and that the lagged test score introduced error into the measure of peer achievement, the point estimate suggested that differences in peer characteristics had a substantial effect on the distribution of achievement when cumulated over the entire school career.

### **Employment Opportunity as a Factor influencing Demand for Polytechnic Education**

Employment according to the British dictionary means the act of employing or the state of being employed. Employment opportunity refers to the possibility of getting employed and in this context, the possibility of being employed after the completion of a programme in a higher institution. In line with this assertion therefore, the demand for education generally and for polytechnic education in particular is driven by the opportunity to get employed after the completion of the training. Many empirical works have been done on this. For instance, Sevier (1998) opined that students are often attracted to post-secondary education because of the career opportunities it may provide. Also, Paulsen (1990) stated that students often make college choices based on existing job opportunities for college graduates. Students are interested in outcomes and they are influenced by what graduates are doing, what graduate schools they attend and contributions that they are making to the society Sevier (1997).

In the same vein, Wiese (2008) in his study titled, a higher education marketing perspective on choice factors and information sources considered by south Africa first year university students, used a sample of 1241 students from six higher education institutions to conduct a study on higher education marketing perspective on choice factors considered by south African first year university students. The top ten factors respondents regarded as important in the selection of a higher education institutions are quality of teachers, employment prospect, possible job opportunities, campus safety and security, academic facilities (Libraries, laboratories, workshops) international links (study and job opportunities), language policy, image of higher education institutions, flexible study



mode (evening classes and use of computers) academic reputation (prestige) and a wide choice of subjects/courses.

A different approach by Henchman (2005) emphasized that labour market trends and employment growth by broad occupational group has traditionally favoured the higher skill group. Also according to Sa, Tavares, Justino, and Amaral (2010) in their study - Higher Education (related) choices in Portugal: Joint Decisions on Institution Type and Leaving Home - observed that while making higher education choices, students might look at several attributes of the programme and the institution. The data used were from a survey conducted in 2006/2007 academic session among all first-time students in each and every cycle. Public and private higher institutions were in the sample. The sample was restricted to first-time, first-cycle students. In the questionnaire, personal characteristics such as gender, age, and citizenship were asked. Parents' education, family income, and sources of funding for higher education studies were proxies for the cultural and socio-economic background. Income was a proxy for the economic background of the family, which may be related to the capacity that the family can send the student to study outside the living area. In their model, variables such as location, prestige, leisure and employability were included. The result revealed that students who valued location and prestige tended to attend universities whereas, those with stronger preference over leisure and employability would prefer polytechnic institutes.

Sojkin, Bartkowiak, and Skuza (2012) while working on determinants of higher education choices and student satisfaction in Poland used a research method that combined focus groups' discussions and a survey among 1,420 business major students. The survey led to the identification of factors behind three phases of the decision making process; pursuing higher education; information search along with final choice of a university; and satisfaction from the chosen studies. On information search along with final choice of a university, the result revealed that employment opportunity was one of the least important factors determining demand for higher education in Poland. With this, one can assume that polish students believed that a university degree does not have a potential to increase their future work opportunities, which is contrary to other research findings. (see Brinkworth, McCann, Matthews, and Nordström, (2009); Jimenez and Salas-Velasco 2000 ; Rochat and Demeuelemeester 2001; Montmarquette et al. 2002).

However, the result was similar to a study of Aldemir and Gulcan (2004) who evidenced that economic difficulty could influence students' perception of low significance of a degree for increasing their chances to find a job.

## **THEORETICAL FRAMEWORK**

The human capital theory regards education an investment so as to maximize lifetime wealth (Schultz, 1993). Additional schooling generates benefits in terms of enhanced future earnings and entails direct costs and opportunity costs associated with delayed entry into the labor market. The individuals will compare the direct and the opportunity costs of schooling with its future benefits. The investment will continue so long as the marginal rate of return to additional schooling exceeds the prevailing cost of borrowing. In this model the optimal level of schooling increases with the returns to human capital and decreases with the cost of schooling.

## **CONCEPTUAL REVIEW**

**Peers:** This refers to individuals of equal standing who spend time together during or after schools, including close friends, siblings, acquaintances, classmates, team-mates, and neighbourhood youths during the elementary and secondary grades and/or college.

**Demand:** This refers to the desire for something or the willingness and ability to satisfy a want considering all factors affecting the achievement of such desires over a given period of time. In the context of the study, demand refers to the willingness and the ability to pursue a polytechnic education.

**Polytechnic Education:** Polytechnic is a school of higher education offering instruction in a variety of vocational, technical, and scientific subjects. ([www.thefreedictionary.com](http://www.thefreedictionary.com)). Polytechnic Canada (2007) defines Polytechnic as 'a career-focused applied education that spans trades through advanced degrees, delivered in an environment where students receive hands-on training that enables them to more readily apply their skills'. Similarly, according to the British Columbia Institute of Technology (2007), "a polytechnic goes to the heart of who we are: an institute of higher learning whose offerings include wide-research, international activities, and partnerships with business".

**Employment Opportunity:** This refers to the possibility of getting employed after the completion of training at a polytechnic institution. It is

expected that demand for polytechnic education would be higher if the probability of getting employment at the completion of a course from a polytechnic institution is greater than zero.

**Parent Education Level:** By this, we mean the highest educational attainment of the parents (father and mother) of the students of polytechnic education. The educational level of parents is expected to have greater influence on their wards possibility of enrolling in polytechnic institution.

## RESEARCH METHODOLOGY

This research adopted a descriptive survey design to assess the determinants of demand for polytechnic education in Oyo state, Nigeria. This design was suitable for this study because it was intended to produce statistical information about an aspect of education.

The population of the study in terms of number of polytechnic institutions in Oyo state is three namely; The Polytechnic, Ibadan, The Ibarapa Polytechnic, Eruwa, and The Oke-Ogun Polytechnic, Saki. Therefore, two (The Polytechnic, Ibadan, and The Oke-Ogun Polytechnic, Saki) out of the three polytechnics were randomly selected. In terms of students, there were 9,903 students during the 2016/2017 academic session; 6,981 students for The Polytechnic, Ibadan, and 2,922 students for The Oke-Ogun Polytechnic, Saki. The Polytechnic, Ibadan had 5 faculties and 28 departments while The Oke-Ogun Polytechnic, Saki also had 5 faculties but 22 departments.

The sampling technique adopted for this study was simple random sampling technique. A sample of 60 percent of the faculties in each of the case studies was chosen by the researcher which makes the sampled faculties in each of the case studies to be three (3). Also, the study adopted 60 percent of the departments as samples from each of the institutions and finally, 10 percent of the total population in each department from these faculties in the case study institutions. The survey resulted in a conveniently selected sample of 364 respondents made up of 245 respondents from The Polytechnic, Ibadan and 119 respondents from The Oke-Ogun Polytechnic, Saki. The difference in the samples was as a result of the inequality in the population of the two polytechnic institutions selected for this study.

The research instrument used was Factors Influencing Demand for Polytechnic Education Questionnaire (FIDPEQ) which was developed with a four point response scale of "Strongly Disagree, Disagree, Strongly Agree and Agree to collect data. The questionnaire was divided into six sections. These include; demographic information section where the respondent's personal data was sought. Sections 2-6 sought the respondents' reactions to the three tested variables namely: parent education level, peer influence, and employment opportunity.

### **Validity and Reliability of the Research Instrument**

In order to ensure the validity of the instrument used in this work, the draft questionnaire was tested on 30 students from Moshood Abiola Polytechnic, Abeokuta, Ogun state, Nigeria. The Chronbach Alpha coefficient was found to be 0.72 which showed that the instrument is reliable

### **Administration of the Instrument**

The instrument used was personally administered on the respondents by the researchers. A total number of 364 questionnaires were administered on randomly selected respondents from randomly selected departments and randomly selected faculties in the case studies. However, 11 questionnaires which represent about 3 percent of the sample were either not returned or invalid. Therefore, a total of 353 respondents returned and correctly filled the questionnaires given to them.

### **Method of Data Analysis**

Frequency counts and simple percentage were used to analyze the biographical data of the respondents and research questions while Pearson Product Moment Correlation, was used to analyze the null hypotheses formulated for this study at 0.05 level of significance.

## **FINDINGS AND DISCUSSION**

This section presents the analysis of data, interpretation of results and discussion of findings. The first part presents the demographic distribution of respondents using descriptive statistics (frequency counts, simple percentages and charts) while the second part presents the analysis of research questions using descriptive statistics and testing of the formulated hypotheses using Pearson Product Moment Correlation. The last section gives the discussion of the findings.

## Analysis of Research Questions, Testing of Hypotheses and Interpretation of Results

**Research Question 1:** What is the parent education background of polytechnic students in Oyo State Nigeria?

**Table 2: Parent education background of polytechnic students**

S/N	Item	Response	Frequency	Percent
1	Is any of your parents educated?	Yes	301	85.3
		No	52	14.7
2	Who between them is educated?	Father only	88	24.9
		Mother only	52	14.7
		Both	162	45.6
		None	52	14.7
3	What is the level of education of your father?	No Formal Education	73	20.7
		Primary Education	17	4.8
		Secondary Education	71	20.1
		Teacher Education	-	-
		Polytechnic Education	67	19.0
		University Education	85	24.1
		Others	15	4.2
4	What is the level of education of your mother?	No Formal Education	102	28.9
		Primary Education	29	8.2
		Secondary Education	36	10.2
		Teacher Education	54	15.3
		Polytechnic Education	75	21.2
		University Education	31	8.8
		Others	8	2.3
<b>Total</b>			<b>353</b>	<b>100.0</b>

Table 2 shows the parent education background of polytechnic students. It showed that 85.3% (301) of the respondents' parents were educated. 19% (67) of the respondents' fathers had polytechnic education, 24.1% (85) had university education while 20.7% (73) had no formal education. The table also revealed that 15.3% (54) of the respondents' mothers had Teacher education, 21.2% (75) had polytechnic education while 28.9% (102) had no formal education.

**Research Question 2:** Does peer-influence relate with the demand for Polytechnic Education in Oyo State, Nigeria?

**Table 3: Peer-influence and demand for Polytechnic Education**

S/N	Items	SA	A	D	SD	Mean	S.D
1	At least one of my friend/former class-mate is in this polytechnic	159 45%	105 29.7%	52 14.7%	37 10.5%	3.09	1.01
2	The decision to choose this programme was influenced by my friend/former class-mate	17 4.8%	143 40.5%	123 34.8%	70 19.8%	2.30	.84
3	Peers are the biggest motivators to join polytechnic education	17 4.8%	104 29.5%	180 51%	52 14.7%	2.24	.76
4	Informal encouragement plays a role in my decision to join polytechnic education	36 10.2%	194 55%	87 24.6%	36 10.2%	2.65	.80

Table 3 presents the analysis of the peer-influence as a factor influencing demand for Polytechnic Education in Oyo State, Nigeria. From the table, 74.8% (264) of the respondents agreed that at least one of their friends/former class-mates was in polytechnics while 54.7% (193) of them supported that the decision to choose their programmes was not influenced by their friends/former class-mates. It can also be seen that 65.7% (232) of the respondents responded that peers were not the biggest motivators to join polytechnic education while 65.2% (230) agreed that informal encouragement played a role in their decision to join polytechnic education.

**Research Question 3:** Does polytechnic education offer better employment opportunity for student in Oyo State Nigeria?

**Table 4: Polytechnic education and employment opportunity for students**

S/N	Items	SA	A	D	SD	Mean	S.D
1	Polytechnic education provides better paid job	104 29.5%	197 55.8%	52 14.7%		3.15	.65
2	Polytechnic education involves more responsibility at an early age	52 14.7%	213 60.3%	34 9.6%	54 15.3%	2.75	.89
3	Polytechnic education provides more secured job	17 4.8%	283 80.2%	34 9.6%	19 5.4%	2.84	.58
4	Polytechnic education provides access to a more interesting job	17 4.8%	284 80.5%	52 14.7%		2.90	.43
5	Polytechnic provides a wider choice of occupation	35 9.9%	196 55.5%	104 29.5%	18 5.1%	2.70	.71

Table 4 shows the analysis of the polytechnic education and employment opportunity for student in Oyo State. Based on the table, 85.3% (301) of the respondents agreed that polytechnic education provided better paid job while 75.1% (265) of them opined that Polytechnic education involved more responsibility at an early age. It can equally be seen that 85.3% (301) of the respondents responded that polytechnic education provided access to a more interesting job while 65.4% (231) of them agreed that polytechnic provided a wider choice of occupation.

**Research Hypothesis 1:** There is no significant relationship between parent education background and demand for polytechnic education in Oyo State, Nigeria.

**Table 5: Summary of Pearson Product Moment Correlation on relationship between parents' education background and demand for polytechnic education**

Variable	N	X	S.D.	DF	r	Sig.	Remark
Parents' education background	353	10.924	3.482	351	-.073	.169	Not significant
Polytechnic Education	353	14.266	2.076				

\*Correlation is significant at the 0.05 level (2-tailed)

Table 5 presents the result of the relationship between parents' education background and demand for polytechnic education in Oyo State. The result showed that there is an insignificant negative relationship between parent education background and demand for polytechnic education in Oyo State, Nigeria ( $r = -0.073$ ,  $df = 351$ ,  $p > 0.05$ ). This implied that the parents' education background of the students is not significantly related to their wards demand for polytechnic education in Oyo State. Hence, the null hypothesis 2 is not rejected. This result contradicts that of Tansel (1998), Dustman (2004), and Ayub (2017) all of which supported a direct causal relationship between parents' education background and demand for higher education.

**Research Hypothesis 2:** There is no significant relationship between peer-group and demand for polytechnic education in Oyo State, Nigeria.

**Table 6: Summary of Pearson Product Moment Correlation on relationship between peer and demand for polytechnic education**

Variable	N	X	S.D.	DF	r	Sig.	Remark
Peer Influence	353	10.29	2.49 3	351	.093	.08 1	Not significant
Polytechnic Education	353	14.26 6	2.07 6				

\*Correlation is significant at the 0.05 level (2-tailed)

Table 6 shows the result of the relationship between peer and demand for polytechnic education in Oyo State. The result revealed that there is no significant influence of peer on demand for polytechnic education in Oyo State, Nigeria ( $r = 0.93$ ,  $df = 351$ ,  $p > 0.05$ ). This implies that peer influence is not significantly related to the demand for polytechnic education in Oyo State. Thus, the null hypothesis 3 is not rejected. This claim is in tandem with the findings of Sulaimon et al (2015), and Hanushek, (1972) but contradicts the results of Henderson et al (1996), and Zimmer and Toma (2000).

**Research Hypothesis 3:** There is no significant relationship between employment opportunity and demand for polytechnic education in Oyo State, Nigeria.

**Table 7: Summary of Pearson Product Moment Correlation on relationship between employment opportunity and demand for polytechnic education**

Variable	N	X	S.D.	DF	R	Sig.	Remark
Employment Opportunity	353	7.017	2.45 4	351	.232**	.000	Significant
Polytechnic Education	353	14.26 6	2.07 6				

\*\*Correlation is significant at the 0.01 level (2-tailed)

Table 7 reveals the result of the relationship between employment opportunity and demand for polytechnic education in Oyo State. The result showed that there is a significant positive relationship between employment opportunity and demand for polytechnic education in Oyo State, Nigeria ( $r = 0.232$ ,  $df = 351$ ,  $p < 0.05$ ). Hence, the null hypothesis 4 is



rejected. This result is in agreement with the findings of Sojkin et al (2011), and Aldemir and Gulcan (2004) but different from Montmarquette et al (2002), Rochat and Demeuelemeester (2001), and Jimenez and Salas-Velasco (2000).

## CONCLUSION

In the study, the significant relationship of three variables (peer influence, parent education level, and employment opportunity) with demand for polytechnic education in Oyo state was investigated. The result revealed that there is a significant positive relationship between employment opportunity and demand for polytechnic education while the null hypotheses were not rejected in the case of peer influence and parent education level. Both variables did not have any insignificant relationship with demand for polytechnic education in Oyo state. By implication, the result suspected some bias against polytechnic education by the educated parents. It was recommended that efforts should be geared towards developing the polytechnic education in Oyo state and Nigeria generally so as to reduce the unemployment level in Nigeria. Parents should not discourage their wards from seeking admission into polytechnic institutions. Finally, government should also implement the removal of discriminations against polytechnic graduates so as to correct the erroneous believe that polytechnic education is a second best to university education.

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