

**INFLUENCE OF PERCEIVED UNEMPLOYMENT RATE AND SELF EFFICACY ON
ATTITUDE TOWARDS EDUCATION AMONG
UNDERGRADUATE STUDENTS**

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CERTIFICATION

This is to certify that this project was carried out by ADENOLA DAMOLA SAKIRU, (MATRIC NO: PSY /11/0197).In the faculty of social sciences, psychology department under my supervision.


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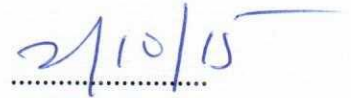

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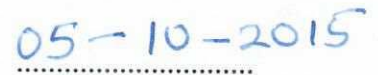
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DEDICATION

This project is dedicated to Almighty God, the giver of knowledge and wisdom, who spared and makes my life worth living.

To my beloved parent Mr and Mrs O .W. Adenola for their love, encouragement and support in various ways

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I express my profound gratitude and appreciation to the ALMIGHTY GOD who gave me the grace to complete this programme peacefully and successfully in spite of odds.

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ABSTRACT

Education has been described as a weapon to fight poverty. Through acquisition of knowledge and skills individuals are able to make better decisions and solve various challenges that may constitute stressors in everyday life. In Nigeria today, the youth attitude toward education is falling as people are developing less interest in having deep knowledge of learning material but are only interested in collecting certificates and finding their way out of the academic environment. The study investigates the influence of perceived unemployment rate and self-efficacy on attitude towards education among undergraduates. Purposive sampling technique was used for the study. The participants for the study were one hundred and ninety-seven (197) undergraduates of Federal University Oye Ekiti (FUOYE) and Ekiti State University (EKSU). Self-report instruments were used for data collection. Data obtained were analyzed using the Statistical Package for Social Sciences (SPSS). T-test for the independent sample was adopted to test the hypotheses one, two and three while two-way Anova was used to test hypothesis four. The result shows that participants who perceive high unemployment rate have more positive attitude towards education than those who have low perception of unemployment rate. That participants who have high self-efficacy show more positive attitude towards education than those with low self-efficacy. Male and female do not differ on their attitude towards education. Income and education level of parents does not determine attitude towards education.

Key words: perceived unemployment, self efficacy, attitude towards education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education has been described as a weapon to fight poverty. Through acquisition of knowledge and skills individual are able to make better decision and solve various challenges that may constitute stressors in everyday life. In Nigeria today, the youth attitude toward education is falling as people are developing less interest in having deep knowledge of learning material but only interested in collecting certificate and find their way out of academic environment. High level of unemployment among Nigerian Graduate is one of the factors that have been reported to relate to undergraduate attitude toward active learning. Base on the importance of education in individual life, it is important to examine student's attitude toward education.

According to Allport (1935) an attitude is an expression of favour or disfavour toward a person, place, thing, or event. Attitude is also referred to as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment (Eagly, & Chaiken. 1998). It is the degree of likeness or dis-likeness of certain object. Attitude has to do with evaluation of certain object, ideas to certain level of intensity. This definition of attitude allows for one's evaluation of an attitude object to vary from extremely negative to extremely positive, but also admit that people can also be an incompatibility or ambivalent toward an object meaning that they might at different times express both positive and negative attitude toward the same object.

Literature shows that attitude has three components. According, Rosenberg and Hovland (1960) an attitude contains cognitive, affective, and behavioural components.

- 1- Affective component: this involves a person's feelings / emotions about the attitude object. For example: "I am scared of climbing pedestrian bridge".
- 2- Behavioural (or conative) component: the way the attitude we have influences how we act or behave. For example: "I will avoid crossing pedestrian bridge".
- 3- Cognitive component: this involves a person's belief / knowledge about an attitude object. It entails evaluating the advantages and disadvantages of a particular idea or object. For example: "climbing pedestrian bridge is stressful".

This model is known as the ABC model of attitudes. The three components are usually linked. However, there is evidence that the cognitive and affective components of behaviour do not always match with behaviour (McLeod, 2009). Empirical research fails to support clear distinctions between thoughts, emotions, and behavioural intentions associated with a particular attitude. A criticism of the tripartite view of attitudes is that it requires cognitive, affective, and behavioural associations of an attitude to be consistent, but this may be implausible (Eagly & Shelly, 1998). Fazio & Olson (2003) assert that some views of attitude structure see the cognitive and behavioural components as derivative of affect or affect and behaviour as derivative of underlying beliefs.

Despite debate about the particular structure of attitudes, there is considerable evidence that attitudes reflect more than evaluations of a particular object that vary from positive to negative. Attitudes also have other characteristics, such as importance, certainty, or accessibility (measures of attitude strength) and associated knowledge (Visser, Bizer, & Krosnick, 2006). There is also considerable interest in inter-attitudinal structure, which connects different attitudes to one another and to more underlying psychological structures, such as values or ideology (Tesser, & Shaffer, 1990).

For the purpose of this study, attitude toward education is conceptualised as the positive or negative evaluation of learning to certain level of intensity. Through education, individual

are able to develop cognitive skills that can serve as coping device against major live stressor. People that are educated are far better than those that are not whether in making rational decision or in coping with challenge of life. Knowledge is very important especially in this modern world where almost every aspect of our live we soon be computerised. Also through education individual are able to acquire skills and knowledge which are essential in maintaining high standard of living in the society. However, recently in Nigeria, the attitude of students toward education is not encouraging as majority of the students are no longer relay interested in learning but preoccupied with criminal related activities that can make them rich overnight. The love of money has shifted the attention of the students away from acquiring quality academic knowledge to looking for short way in making money. However one of the factors that may responsible for this shortcoming in terms of youth attitude toward education is the issue of high prevalence of unemployment rate in Nigeria.

Every society across the globe has its peculiar problems and challenges. Nigeria is not an exception. As a developing country, she faces her own share of social, political, economic and cultural problems which has in no small measure affected the well-being of the populace. Such problems bedeviling the country include unemployment, which have serious implications for national development.

Unemployment rate in Nigeria has continued to be on the increase despite the abundant human and natural resources available in the country. Chronic unemployment is evident in Nigeria. Every year, thousands of graduates are produced but there are no jobs for majority of them. Nigerian streets are littered with youth hawkers who ordinarily would have found gainful employment in some enterprise (Okafor, 2011). The large number of youths who are unemployed is capable of undermining democratic practice as they constitute a serious threat if engaged by the political class for clandestine and criminal activities (Adepegba, 2011; Ibrahim, 2011; Lartey, 2011; Olatunji and Abioye, 2011; Okafor, 2011).

Unemployment can be defined as a condition where the able body who are capable of working cannot find employment. Majority of graduates in Nigeria today are experience unemployment. High-level of graduate unemployment in the economy create a big problem to undergraduate as they belief there is no bright future outside academic settings; this may prevent them from investing more effort in reading and studying. They belief even if they put all their effort into learning, there is no job to do after graduation. In other word, high perceived unemployment may prevent undergraduates from investing necessary effort toward academic learning as their graduate's brothers and sisters outside the school are unemployed. This study will also look at the influence self-efficacy on attitude toward education.

According to Bandura (1997) self-efficacy is the strong personal belief in skills and abilities to initiate a task and lead it to success. It is the perceptions of self-efficacy, rather than objective ability that motivate individuals to demonstrate high level of academic commitment. Unlike other personality variables which are relatively static, self-efficacy is affected by contextual factors such as past-experiences (Nwankwo, Marire, Kanu, Balogun & Uhiara, 2012).

According to Bandura's (1986) social cognitive theory, individuals possess a self-system that enables them to exercise a measure of control over their thoughts, feelings, motivation, and actions. This self-system provides reference mechanisms and a set of sub functions for perceiving, regulating, and evaluating behaviour, which results from the interplay between the system and environmental sources of influence (Pajare,1996). This self-system provides reference mechanisms and a set of sub functions for perceiving, regulating, and evaluating behaviour, which results from the interplay between the system and environmental sources of influence. As such, it serves a self-regulatory function by providing individuals with the capability to influence their own cognitive processes and actions and thus alter their environments.

In general, Bandura provided a view of human behaviour in which the beliefs that people have about themselves are key elements in the exercise of control and personal agency and in which individuals are viewed both as products and as producers of their own environments and of their social systems (Pajare, 1998). Bandura (1986) wrote that, through the process of self-reflection, individuals are able to evaluate their experiences and thought processes. According to this view, what people know, the skills they possess, or what they have previously accomplished are not always good predictors of subsequent attainments because the beliefs they hold about their capabilities powerfully influence the ways in which they will behave.

Problems related to assessment have plagued self-efficacy research (see Zimmerman, 1996). Bandura (1997) has cautioned researchers attempting to predict academic outcomes from students' self-efficacy beliefs that, to increase accuracy of prediction, "self-efficacy beliefs should be measured in terms of particularized judgments of capability that may vary across realms of activity, different levels of task demands within a given activity domain, and under different situational circumstances". Additionally, efficacy beliefs should be assessed at the optimal level of specificity that corresponds to the criterial task being assessed and the domain of functioning being analyzed. These cautions have often gone unheeded in educational research, resulting in self-efficacy assessments that reflect global or generalized attitudes about capabilities bearing slight or no resemblance to the criterial task with which they are compared. Often, no criterial task is identified, as researchers aim to discover simply the nature of the interplay among motivation variables in the absence of performance attainments. In still other studies, judgments of confidence that bear passing resemblance to self-efficacy beliefs are used instead of more appropriate particularized measures.

The concept of self-efficacy may be related to attitude toward education, people with high self-efficacy tends to perform better in academic environment than their counterpart with

low self-efficacy (Pajare, 2000, Bandura, 1997). People with high level of self-efficacy believe that they have the capacity and skills that are required to cope in academic settings. They believe they are capable of facing any challenges that may come their way. On the other hand, people with low self-efficacy tend to set lower goals and they are not risk takers. They always believe they can fail if faced with a challenging situation. People with low self-efficacy tend to perform poorly in academic settings as their level of resilience is very low. This study is aimed at examining the influence of perceived unemployment and self-efficacy on attitudes toward education among undergraduates.

1.2 Statement of Problem

As stipulated earlier, education is the best legacy, through education individual are able to acquire knowledge and skills and secure better job. However in Nigeria today, undergraduates are developing less interest in education base on the fact that they belief people that have actively learned in the past are out there jobless. For instance The National Bureau of Statistics (NBS, 2012) estimates that Nigeria's population grew by 3.2 per cent in 2011 from 159.3 million people in 2010 to 164.4 million in 2011, reflecting rapid population growth. In 2011, Nigeria's unemployment rose to 23.9 per cent compared with 21.1 per cent in 2010; it is also reveals that 51.18 million Nigerians were employed in the economy in 2011 (NBS, 2012). This high level of unemployment tends to prevent students from learning actively in academic settings. Self-efficacy has been highly related to academic learning, Richardson, Bond, & Abraham, (2012) in their study confirm that people with high level of self-efficacy tends to show more positive attitude to academic learning than their low-self-efficacy counterparts. the relevant of this findings however may be questioned base on the fact that majority of the work on self-efficacy and attitude toward education are westerns base, their findings may not be applicable to situation in this part of the world; Base on this study the following questions will be answered;

- i- Does perceived unemployment have significant influence on attitude toward education
- ii- Will self-efficacy have significant influence on attitude toward education
- iii- Will there be significant influence of gender on attitude toward education
- iv- Does socio economic status have significant influence on attitude toward education

1.3 Purpose of study

The main purpose of the study is to examine the influence of perceived unemployment and self-efficacy on attitude toward education; the following are the specific objectives;

- i- To examine the influence of perceived unemployment on attitude toward education
- ii- To investigate the influence of self-efficacy on attitude toward education
- iii- To analyse the influence of gender on attitude toward education
- iv- To examine the influence socio economic status on attitude toward education

1.4 Significant Study

The study is expected to enrich our mind with knowledge by providing us with information about the prevalence of youth unemployment as well as undergraduates attitude toward education. The findings of the study will generate empirical data on the relationship between unemployment, self-efficacy and attitude toward education. The study will enable stakeholders to take decision on what should be done to minimise the high prevalence of graduate unemployment in Nigeria. The study findings will also provide government with data on the prevalence of unemployment among Nigerian graduates so that intervention programmes can be established to minimise the problem of unemployment among Nigerian Youth.

1.5 Scope of the Study

These studies examine the influence of perceived unemployment and self-efficacy on attitude toward education among undergraduates of Federal University of Oye-Ekiti and Ekiti State University Ado-Ekiti. Undergraduate of Federal University Oye-Ekiti and Ekiti State University have been purposively selected to represent undergraduate's population in Nigeria. Survey study is carried out to examine the influence of perceived unemployment and self-efficacy on attitude toward education among undergraduates and also to analyse how male and female differed on their attitude toward education. Self report instruments were used to collect data from respondent; the independent variables in this study are perceived unemployment, self-efficacy and gender while the dependent variable is attitude toward education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Framework

Facts never interpret themselves. People interpret what they observed by placing their observation into a framework of some sort. That conceptual framework is called a theory. A theory is general statement about how some parts of the words fit together and how they work. It is an explanation of how two or more facts are related to one another. By providing a framework in which to fit observation each theory interprets reality in some ways. For the purpose of this study four theories are used.

1. Self-Efficacy Theory
2. Constructivism Theory
3. Expectancy-value theory
4. Self-determination theory

2.1.1 Self-Efficacy Theory

The self-efficacy theory was developed by Albert Bandura, (1986). It is the belief in ones effectiveness in performing a specific task. For Bandura (1986), the capability that is most “distinctly human” is that of self reflection, hence it is a prominent feature of social cognitive theory. Through self-reflection, people make sense of their experiences, explore their own cognitions and self-beliefs, engage in self-evaluation, and alter their thinking and behaviour accordingly. Self-efficacy belief is a thought that affects human functioning and a core of social cognitive theory. Self-efficacy believes provides the foundation for human motivation, well-being and personal accomplishment because unless people believe their

actions can produce desirable outcome, they have the incentive to act or to persevere in the face of difficulties. How people behave, can often be better predicted by the belief they hold about their capabilities than by what they are actually capable of accomplishing. Self-efficacy perceptions helps determine what individuals do with the knowledge and skills they have.

Banduras' self-efficacy is a social construct (e.g. can be part of a class spirit). Collective system develops a sense of collective efficacy. Group share in their ability to attain goal and accomplish desired tasks. Organizations with a strong sense of collective efficacy exercise empowering and vitalizing influence on their constituents, and these effects are palpable and evident. Banduras' self-regulatory strongly depends on self-efficacy beliefs. Perceived self-efficacy influences the level of goal challenge people set for themselves, the amount of effort they mobilized and their persistence in the face of difficulties. Perceive self-efficacy influences performance accomplishment both directly and indirectly through its influence on self-set goals. (Zimmerman, Bandura, Manuel, 1992) schools should foster self-efficacy through the use of social interaction. By so doing, the students are competitive and they strive to promote academic achievement (Peer & McClendon 2002). Bandura (1993) Social Cognitive Theory postulates that perceived self-efficacy affects an individual in all aspect of life, including educational experiences. Also, beliefs about competence to successfully perform a task can affect ones motivation, interest and achievement. The higher the perceived efficacy, the higher the goal aspirations people adopt and the firmer their commitment to achieving those goals.

During the past two decades, self-efficacy has emerged as a highly effective predictor of students' motivation and learning. As a performance-based measure of perceived capability, self-efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. Researchers have succeeded in

verifying its discriminant validity as well as convergent validity in predicting common motivational outcomes, such as students' activity choices, effort, persistence, and emotional reactions. Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement.

Bandura stated that self-efficacy played a role in determining how individuals felt, thought and motivated themselves, which then ultimately affected the behavior and the outcome. On the basis of this theory, the present research assumes that when one's self-efficacy on attitude toward learning is high, he/she tends to put greater effort in studying, which eventually results in a good grade. To put it in details, it means that when a student possesses a high self-efficacy on attitude toward education, it means that he/she has confidence in doing well in school. With such a positive self-efficacy, this will simultaneously affect the student's behavior. Since the student thinks he/she is capable of doing well, this will lead to a series of favorable behaviors. For example, the student attends all the lectures and works hard. Derived from such favorable behaviors, it is expected that the student is likely to achieve a good result.

On the contrary, when one's self-efficacy on attitude toward education low, he/she is less likely put great effort in studying, which eventually results in a low belief in which people have in successfully executed a task. To put it in details, it means that when a student possesses a low self-efficacy on attitude toward education, it means that he/she does not have confidence in doing the task. With such a negative self-efficacy, this will at the same time affect the student's behavior. Since the student thinks he/she is incapable of doing well in school, this will lead to a series of unfavorable behaviors. For example, the student refuses to attend the lectures and works hard on school task. Derived from such unfavorable intended behaviors, it is expected that the student is less likely to obtain a good result.

Sources of Self-Efficacy

People's beliefs about their efficacy can be developed by main sources of influence.

The most effective way of creating a strong sense of efficacy is through mastery experiences.

Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles

2.1.2 Constructivism Theory

The theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations.

According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the

world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure

. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing. While there is much enthusiasm for constructivism as a design strategy, according to Tobias and Duffy "... to us it would appear that constructivism remains more of a philosophical framework than a theory that either allows us to precisely describe instruction or prescribe design strategies. This is unfortunate because there is quite a bit of promise to the educational philosophy behind constructivism, but constructivists seem to be having difficulties defining testable learning theories.

Learning is an active, social process

Social constructivism, strongly influenced by Vygotsky's (1978) work, suggests that knowledge is first constructed in a social context and is then appropriated by individuals. According to social constructivists, the process of sharing individual perspectives-called collaborative elaboration -results in learners constructing understanding together that wouldn't be possible alone .Social constructivist view learning as an active process where learners would have the opportunity to discover principles, concepts and facts that will be useful for them. Hence, it is important to encourage guesswork and intuitive thinking in learners. In fact, for the social constructivist, reality is not something that we can discover because it does not pre-exist

prior to our social invention of it. Kukla (2000) argues that reality is constructed by our own activities and that people together as members of a society, invent the properties of the world.

Other constructivist scholars agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed. McMahon (1997) agrees that learning is a social process. He further states that learning is not a process that only takes place inside our minds, nor is it a passive development of our behaviours that is shaped by external forces and that meaningful learning occurs when individuals are engaged in social activities.

Vygotsky (1978) also highlighted the convergence of the social and practical elements in learning by saying that the most significant moment in the course of intellectual development occurs when speech and practical activity, two previously completely independent lines of development, converge. Through practical activity a child constructs meaning on an intrapersonal level, while speech connects this meaning with the interpersonal world shared by the child and her/his culture.

Dynamic interaction between task, instructor and learner

A further characteristic of the role of the facilitator in the social constructivist viewpoint is that the instructor and the learners are equally involved in learning from each other as well. This means that the learning experience is both subjective and objective and requires that the instructor's culture, values and background become an essential part of the interplay between learners and tasks in the shaping of meaning. Learners compare their version of the truth with that of the instructor and fellow learners to get to a new, socially tested version of truth. The task or problem is thus the interface between the instructor and the learner. This

creates a dynamic interaction between task, instructor and learner. This entails that learners and instructors should develop an awareness of each other's viewpoints and then look to their own beliefs, standards and values, thus being both subjective and objective at the same time.

Some studies argue for the importance of mentoring in the process of learning. The social constructivist model thus emphasizes the importance of the relationship between the student and the instructor in the learning process. Some learning approaches that could harbour this interactive learning include reciprocal teaching, peer collaboration, cognitive apprenticeship, problem-based instruction, web quests, anchored instruction and other approaches that involve learning with others.

2.1.3 Expectancy-value theory

Expectancy-value theory EVT is a cognitive-motivational theory that relates an individual's level or strength of motivation to strive for a certain goal to the (product of) expectations to attain the desired goal and the incentive value or valence of that particular goal.

Different researchers have developed slightly different expectancy-value models (Feather, 1982, 1990; Wigfield & Eccles, 1992), but the present formulation of the model is based upon the work of Feather and his colleagues, because they applied the theory to the unemployment domain in previous research (e.g. Feather & O'Brien, 1987).

Two different types of expectancies are involved in the concept of expectations as used within EVT (Feather, 1992b): efficacy-expectations, which are defined as 'the conviction that one can successfully execute the required behaviour to produce the outcomes', and outcome expectancies, which refer to 'a person's estimate that a given behaviour will lead to certain outcomes' (Bandura, 1977, p. 193).

EVT predicts that an individual that perceive an unemployed person with a high expectation of finding employment will search more intensively for a job when compared with an unemployed person with a lower expectation. Unemployed people with higher expectations of finding a job might also be more positive in other ways, such as in their psychological well-being. Their optimism might generalize to other areas of their lives, especially when this optimism is based on their assessment of employment in the current labour market and on their own positive assessment of their skills and abilities relating to preferred employment and their motivation to find a job.

In their meta-analytical review, Kanfer, Wanberg, and Kantrowitz (2001) found that self-efficacy positively predicted the number of received job offers and the probability of obtaining employment, and negatively predicted unemployment duration.

Value

Value Together with expectancies, a person's needs and values are considered to be determinants of motivated action through their effects on valences within EVT (Feather, 1992a, 1992b). Needs and values are assumed to affect a person's definition of a situation, so that some objects, activities, and potential outcomes are perceived as having positive valence (they become attractive), while others have a negative valence (they become aversive). EVT predicts that the intensity of employment search will be positively related to how much finding a job is valued, i.e. has positive valence. Feather and O'Brien (1987) found evidence from two separate samples that supported this prediction. The meta-analysis by Kanfer et al. (2001) also showed that employment value or commitment predicted both job search intensity and success in finding a job. Although EVT has primarily been applied to behavioural variables such as choice (Feather, 1995; Feather, Norman, & Worsley, 1998), performance, and persistence (e.g. Feather, 1982, 1988), it can also be applied to the analysis of psychological wellbeing and

affective states (Feather, 1992b). Because needs and values are assumed to be linked to the affective system, the fulfilment or frustration of motivational tendencies that are associated with important needs and values will generate positive and negative effects, respectively, and ultimately affect psychological well-being (Feather, 1992b). EVT predicts that the more an unemployed person values employment, perceiving it to be an important and attractive goal, the more they will experience negative affect and reduced psychological well-being because an important value is not fulfilled. Studies have shown that unemployed people who strongly value employment feel more depressed about being unemployed (Feather & Davenport, 1981), experience their use of time as less structured and purposeful (Feather & Bond, 1983), and report higher levels of psychological distress (Stafford, Jackson, & Banks, 1980).

2.1.4 Self-determination theory

Self-determination theory as stated above, within EVT people's motivation to choose and strive for a particular goal is primarily conceptualized in terms of the intensity or strength of motivation to attain that goal. SDT also recognizes the importance of the level or strength of the motivation to pursue a particular goal, but it further differentiates between qualitatively different kinds of motivation or reasons for action, arguing that different types of motivation will lead to very different outcomes, independently of the strength of the motivation (Ryan & Connell, 1989; Sheldon, Joiner, & Williams, 2003; Williams, Saizow, Ross, & Deci, 1997). Thus, according to SDT, Some people might perceive employment as an opportunity to develop their skills, and searching for a job is for them an autonomous and personal choice. To differentiate between those qualitatively different types of motivation, SDT distinguished between autonomous and controlled behaviours (Ryan & Deci, 2000).

Autonomous and controlled behaviour; Autonomous behaviours are regulated by the process of choice and volition, which is reflected in people experiencing a full endorsement of, or sense

of willingness to, engage in behaviour. The perceived locus of causality of autonomous action is internal (deCharms, 1968). Ryan and Deci (2000) distinguish two types of autonomous motivation: intrinsic and identified. The prototype of autonomous motivation is intrinsic motivation, which is illustrated by people engaging in an activity simply because it is interesting and enjoyable on its own. Extrinsic motivation pertains to doing an activity in order to attain some separable outcome, and thus contrasts with intrinsic motivation (Ryan & Deci, 2000). Although identified motivation is instrumental or extrinsic in nature, it is considered to be autonomous because the reason for, and the regulation of, the behaviour has been internalized. As a consequence, the action is accepted or owned as personally important. As is the case for intrinsically motivated behaviour, the locus of causality is therefore internal.

Controlled behaviours, in contrast, are regulated by the process of compliance and are reflected in people's feeling that they have no other choice than to engage in the activity. Within controlled behaviours, externally regulated behaviours are distinguished from internal behaviours. When externally regulated, people's behaviour is controlled by demands, threatening punishments, or proffered rewards from an external agent. With internal regulation, people's behaviour is controlled by intra psychic rewards and punishment such as self-aggrandizement, feelings of guilt or shame or self-derogation. Both forms of behavioural regulation are extrinsically motivated because people engage in the activity to meet either external demands and expectations or internal pressures. The regulation of the behaviour is not internalized (i.e. external regulation) or only poorly internalized (i.e. internal regulation), and people act with a sense of pressure. Therefore, controlled behaviours are characterized by an external perceived locus of causality (deCharms, 1968).

2.2 Review of Empirical Literature

This section presents the review of various empirical studies that have been conducted on the influence of perceived unemployment and self-efficacy on attitude toward learning. The essence of this review is to be able to use these studies as a guide in conducting research and to also be able to identify various loopholes in these past studies.

2.2.1 Self-efficacy and attitude toward education

Self-efficacy has been reported is an important psychological construct that go along long way in predicting the individual level of academic success. Self-efficacy provides individual with basic skills and ability which can be used in dealing and coping with major life stressor. Individual with high level of self-efficacy believe they have high level of skills and cognitive ability to deal with academic challenging. People with high self-efficacy tends to show positive attitude toward education by making up their mind that they can face and solve any problem that may come their way in the process of pursuing their academic career. Self-efficacy is an important personality variable for is very crucial to individual human life.

Bandura (1986) there is a major difference in the way individuals feel and act between those with low self-efficacy and those with a high level of self-efficacy. Individuals suspicious of their own abilities tend to avoid challenges and difficult tasks. As Bandura described (1989), people who doubt their abilities tend not to get engaged in difficult tasks. As stated above, individuals with a high level of self-efficacy cope with challenging situations in a more mature way, while not considering these as a threat. On the other hand people with low level of self-efficacy tend to perceived themselves as a failure that cannot face life challenges. They always believe if they try they cannot make it. They believe they lack require cognitive skills to cope with major life stressor and challenges. People with low self-efficacy

attitude toward academic learning is mostly negative as they believe their level of academic performance will always remain low.

Empirical studies have examined the role of self-efficacy on student's attitude toward education and overall academic performance. A significant positive relationship has been established in most of the study concerning self-efficacy and academic success which are usually operationalized by examining the level of students' CGP. Different researches indicate that the way learners make use of the learning strategies increases their academic achievements (Hwang and Vrontostinos 2002, Yip and Chung 2005). Bandura (1989) has also found that the perceived self-efficacy increases academic achievement in a direct and an indirect way, by influencing individuals' goals. Self-efficacy, together with the goals, influences academic performance. Individuals with a high level of self-efficacy assign higher goals to themselves and exercise more effort and willingness to have them accomplished.

Meanwhile, some studies have also suggested that self-efficacy has no significant relationship with attitude toward education. The findings of Emily (2014) claimed that there is no significant relationship between self-efficacy and attitude of the students toward academic learning. Her study reveals that student's level of self-efficacy is not a significant determinant of student attitude toward learning. The shortcoming in these findings is the fact that the study uses a small sample. In other words, the result of the study should be interpreted with caution as the findings may not be relevant to a population other than which findings were collected.

2.2.2. Perceived Unemployment and attitude toward education

Unemployment among the youth is one of the bane of Nigerian economy. The prevalence of unemployment among the graduates has a various negative implication on the attitude of undergraduates toward education. The general perception that after graduation from

school there is no brighter future predispose undergraduates to negative attitude toward academic learning. This in turn influences the students' academic performance negatively. From the review of empirical studies, it is found that high level of perceived unemployment impair the performance of the students academically. The findings of Egyeyu (2012) reports that high level of unemployment among the youth hampered their attitude toward education. Egyeyu (2012) explained that undergraduates with perceived high unemployment tend to show more negative attitude toward education than their counterparts with low perceived unemployment.

Conover, Feldman, and Knight (1986) argue that people perceived unemployment from personal experience and from the media and other opinion leaders. In the absence of specific knowledge of the national unemployment rate and the rate of inflation, they argue that people draw on their own personal experiences for example, from being unemployed or from information about the local economy to generate an estimate. The authors also argue that various biases shape these estimates for example; people may react to "changes that are large enough or dramatic enough to exceed some threshold of perception. (Conover, Feldman, and Knight 1986: 567). They find that partisanship and being unemployed are associated with differences in perceived unemployment.

Similarly, Holbrook and Garand (1996) argue that personal characteristics influence people's willingness and ability to develop accurate perceptions. They also point to economic threats, a lack of interest in politics and economics, and a lack of exposure to the media as possible sources of error. Significant variables in their model include socioeconomic status (SES), race, gender, personal economic conditions, interest in politics, and exposure to newspapers. Of these two studies that directly evaluate the accuracy of people's contextual knowledge, only one explores the consequences of these misperceptions. Holbrook and Garand's (1996) analyses suggest that misperceptions of unemployment and inflation do not

have a direct effect on attitude towards learning. There is some evidence, however, that they have indirect effects on these outcomes through other variables.

According to Thomas and Thomas (1929, p.572), people's reactions are affected not only by social realities, but are also strongly influenced the meanings ascribed to those situations: "If men define situations as real, they are real in their consequences." In this suggests that the perceived unemployment might contribute to the formation of people's attitudes towards active education. In addition, people's understanding of reality passes through filters such as personal observation, communication with others, media (Saunders 2002) or policy makers. Thus, people might perceive the unemployment to be larger or smaller than it is in reality, depending on how these filters work. It is quite often the case that perceptions of social reality are erroneous (Eveland and Glynn 2008; Kunovich 2013), which in this context, would mean that there is a mismatch between actual and perceived unemployment rates. Illustrating that people's perceptions of certain actual macro-conditions in their country had an effect on their attitudes, beliefs, or behaviours. For example, Kunovich (2013) concluded that perceptions of unemployment led to changes in learning, political and economic attitudes, while actual rates of unemployment were not directly related to changes in people's attitudes.

Moreover, other authors found that the perceived economic performance of the country has an effect on people's democratic attitudes (Chu, Bratton, Lagos, Shastri and Tessler 2008).

Two competing explanations of how subjective estimations perception of unemployment contributes to attitudes towards welfare provisions for the unemployed (van Oorschot and Meuleman 2012a) could be developed. That is, when people perceive a large magnitude of unemployment, they might have negative attitude or positive attitude towards education.

From the (potential) beneficiary's perspective, individuals that perceived a higher risk of experiencing unemployment are more sympathetic towards negative attitude to education.

(Fraile and Ferrer 2005). Empirical evidence shows that those with a higher risk of experiencing unemployment are usually women, younger and older people, immigrants, those with lower educational levels, and those from ethnic minority backgrounds (Fraile and Ferrer 2005; Svallfors 1997; van Oorschot and Meuleman 2013). It is expected that due to higher self-interest, these vulnerable groups will have more positive attitudes towards their government's provisions for the unemployed.

Welfare producers, people employed in the public sector, are expected to have positive attitude towards education in general (Hoel and Knutsen 1989; Svallfors 1997, 2004). For public sector employees, a generous welfare state implies a larger public sector, which means more jobs, increased career possibilities, and more opportunities to receive graduates. Thus, welfare producers are expected to have positive attitudes towards education than people who are unemployed.

Fraile and Ferrer (2005) suggest also paying attention to the salience and persistency of unemployment; these features are expected to inform consciousness of unemployment's rate. Salient and persistent unemployment can stimulate feelings of undergraduate towards active and motivation to learning may also lessen the stigma associated with unemployment, making people more socio-tropic, regardless of whether or not they are employed.

2.2.3 Other factors and attitude towards education

Gender has been reported to be related to academic success. Lynn in several of his studies (Lynn, 1999; Allik, Must and Lynn, 1999; Colom and Lynn, 2004) asserts that males have larger average brain sizes than females and therefore, would be expected to have higher average IQ. Mackintosh (1998), on the other hand, claims that there is no sex difference in general intelligence. Investigating academic performance at pre-collegiate level, Lao (1980) finds female students to obtain higher CGPA compared to males. Examining sex-related difference in classroom grades, Kimball (1989) finds that in contrast to standardized measures of mathematics achievement tests like SAT-M female students outperform males in math classes. Parent level of social, economic background influence on adolescent academic performance has been well documented in literature.

The study of Considine and Zappala (2002) claimed that the level of student, parent or guardian social, economic background significantly predicted student future academic success. The reason behind this relationship is the fact that parent with high socioeconomic status tends to provide their children with psychological and emotional support which motivate such students to perform well in academic settings. The high socioeconomic background is given people opportunity to explore all possible best opportunities since there is enough money to carry out these activities.

Socio economic status has also be related to attitude towards education. Asikhia (2010) also agreed that the family educational background and socio-economic status play pivotal roles in the learning process of undergraduate.

She stressed further that the undergraduate's performance whether in the positive or negative could be attributed to the type of family such person comes from. Ushie, Owolabi and Emeka (2012) confirmed that family type, size, socio-economic status and educational background

play important role in undergraduate attitude towards educational attainment and social integration.

Ndem in Omirin and Adeyinka (2009) confirmed that parental support financially and morally have been found to be potent in improving students' attitude towards education.

Ebenuwa-Okoh (2010) opined that if the finances of undergraduates are not adequate, the situation may affect their academic performance. Egbule in Ebenuwa-Okoh (2010) added that undergraduate's academic performance may be enhanced if their financial needs are adequately met.

Caro (2009) found that the relationship between family socio-economic status and academic achievement is cordial. Chen (2009) also posited that parental education is the key determinant of student's achievement. They noted that there is gap in academic achievement between students of high and low socioeconomic families. They stressed further that because children from low socio-economic status have relatively poor skills, they are prone to leave school early and less likely to gain admission to college.

Ogodo (2012) also agreed that family characteristics are major source of disparity in student's educational outcomes. They stressed further that student's academic performance is influenced by the socio-economic background of their parents; as parents that earn high income can take absolute responsibilities of their children's education compared with parents that earn meager salaries.

Attitudes and motivation According to Gardner (1985, 10) attitudes are a component of motivation, which "refers to the combination of effort plus desire to achieve the goal of learning plus favourable attitudes toward education." Deci and Ryan (1985) identify motivation as intrinsic or extrinsic. Students are intrinsically motivated when they are interested in learning

tasks and outcomes for their own sake, and that results in internal feelings of self-determination and competence. On the other hand, students are extrinsically motivated if they carry out some actions to achieve some instrumental end, such as earning a reward or avoiding a punishment. Whatever motivates students, it seems clear that a positive attitude towards the target learning and is important.

Motivation is regarded "as a key component of a model of attitude towards education" (Spolsky 2000, 158). Because of its importance to learning, there is a growing interest in the creation of a motivation model that can help develop methodological applications to improve learning.

In another contribution, Spolsky (2000, 164) presents several case histories that illustrate the "complex motivational and identity patterns" among different individuals. Because knowledge is so dynamic and contextualized, Spolsky is distrustful of using questionnaires as the sole method to collect data on motivation, and he stresses how important it is to supplement them with observation, interviews, and focused conversations to obtain "hard sociolinguistic data and personal statements. (Spolsky, 2000, 157).

As with the research that finds a correlation between positive attitudes and successful learning, like (Yashima, 2002) find that motivated students have greater self-confidence in active learning.

Noels et al. (2000) also find a strong correlation between instrumental motivation and Self-Determination Theory, which deals with students' need for competence, satisfactory social connections, and autonomy. Although there is contrasting evidence as to whether instrumental or integrative orientation is better, both types have been shown to lead to successful learning (Brown 2000; Ellis 1994).

What is clear, according to Brown (2000, 181), is "that learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency."

Braten (2006) showed that students' attitudes toward education direct their participation into learning activities. Visser (2008) found that students' belief in knowledge acquisition was a significant factor in their performance. Those who believed that learning occurred quickly or not at all were more likely to have fewer problems in searching for information or evaluation than the students who believed learning to be a gradual process, requiring both time and effort. Students' belief in acquiring information was seen to trigger learning.

Saade (2007) and Pierce, Stacey & Barkatsas (2007) showed that students' emotions, interest and beliefs about learning affected their behaviours. Positive attitudes led to the exhibition of positive behaviours toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students were also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally, thereby meeting the requirements of the courses in terms of behaviours, emotions and psychomotor skills (Tsai & Kuo, 2008; Marzano & Pickering, 2007; Scheiter & Gerjets, 2007; Yang & Lau, 2003; Merisuo-Storm, 2007; Sparrt, 1999; and Yudko, Hirakawa & Chi, 2007).

There have been some studies that have investigated the effects of attitudes toward learning on academic success. Karagiannopoulou & Christodoulides (2005) showed that attitudes were more significant predictors of academic success. Rula (2006) stated that positive attitudes toward a subject affect learning.

Merisuo-Storm (2007) and Watters & Watters (2007), students worked harder to learn about matters they believed to be effective in their self-development and useful in their probable jobs.

They stated that they were more eager to learn information that was congruent with real life and which they thought they could make use of in the future.

Some studies show that students are eager to learn because it is thought to give them an advantage in getting information, establishing real communication and finding employment (Taha, 2007; Merisuo-Storm, 2007). People are always motivated and ready to learn in order to achieve goals like those mentioned (Dweek & Leggett, 1988). Students' expectations and eagerness not only motivate them to learn the subject required but also contribute to their social and personal development and attitudes towards learning should be considered among the most important factors in fulfilling social tasks and performing social duties.

2.3 Summary of the Literature

Based on the review of literature, it is understood that education is an important aspect of human life which provides individuals with skills and knowledge which is useful in coping with major life challenges. The review of various studies suggests that personality variables such as self-efficacy go a long way in predicting students' attitude towards education. Individual level of self-efficacy is an important personality factor that provides them with coping skills which can be used in coping with various academic stressors and challenges. It is also observed that perceived unemployment also predicts undergraduate's attitude toward academic education. Those with low perception of unemployment tend to display a significantly higher level of attitude toward learning than their counterparts with high perceived learning.

2.4 Research Hypotheses

The following hypotheses will be tested;

1. Participants who perceived a high rate of unemployment will show a negative attitude towards education than their counterparts who perceive a low rate of unemployment.
2. Participants who have high self-efficacy will manifest a positive attitude towards education than their counterparts with low self-efficacy.
3. Male participants will show a positive attitude towards education than female participants.
4. Participants from high socio-economic status families will show a positive attitude towards education than their counterparts with low socio-economic status families.

2.5 Operational Definition of Terms

Perceived unemployment: This can be defined as the individual evaluation of the level of unemployment rate in the country. As measured by self-designed scale.

Attitude: This can be defined as positive or negative evaluation of object, ideas or person to certain level of intensity. It is the degree of likeness or dis-likeness of certain object.

Attitude toward education: This can be defined as individual conceptualised as the positive and negative evaluation of imparting and acquiring of knowledge through teaching and learning. As measured by attitude towards education scale developed by Glassy 1945.

Self-efficacy: This can be defined as level of individual belief that he/she can successfully execute a task. As measured by the General self-efficacy scale developed by Schwarzer and Matthias (1995)

Gender: This can be defined as the range of characteristics pertaining to, and differentiating between male and female.

CHAPTER THREE

METHODOLOGY

The section comprises of the whole methodology for this study which focuses on the following areas; research design, study population (characteristics of target population), research instrument, psychometric properties (reliability and validity of research instruments), administration of the instrument (distribution and collection of the questionnaires) and treatment of data (data analysis).

3.1 Research Design

This study employed the export factor research design. Which means that non of the variable were actually manipulated. The study examined the influence of perceived unemployment and self-efficacy on attitude toward education among undergraduate students. In this Study, the independent variables are perceived unemployment, self-efficacy which has two dimensions (High and Low self-efficacy). The dependent variable is attitude toward education.

3.2 Settings

The study population in this study consists of undergraduates of Federal University Oye-Ekiti and Ekiti State University Ado-Ekiti. The undergraduates in Oye-Ekiti and Ekiti State University Ado-Ekiti were purposively selected to represent the undergraduates' population in Nigeria and also to better know the attitude towards education of the south – western undergraduate students.

3.3 Participants

The sample consisted of undergraduate students of Federal University Oye-Ekiti, and Ekiti State University Ado-Ekiti. The sample was made up of one hundred and ninety seven (197) undergraduate students which were selected from the two institutions of learning. In the Faculties of social sciences, arts, education and sciences participants were selected using purposive sampling techniques.

The sample size for the study consisted of 197 undergraduates with a mean age of 22.67yrs. 88(44.7%) of the participant were males and 109 (55.3%) were females. 90 (45.7%) were selected from Ekiti State University Ado-Ekiti and 102 (51.8%) were selected from Federal University Oye-Ekiti. 45 (22.8%) They were made up of student from faculty of arts, 45 (22.8%) student from faculty of education, 42 (21.3%) student from faculty of social sciences 65 (33.0%) student from faculty of science. 187 (94.9%) of participant were single and 10 (5.1%) were married. 76 (38.6%) of participant indicate that their father works in the civil service ,85 (43.1%), self-employed,28 (14.2%) other and 8 (4.1%) did not indicate.

66 (33.5%) of the participant that their mothers works in the civil service, 103 (52.3%) indicated that their mothers are self-employed, 18 (9.1%) other while 10 (5.1%) did not indicate the occupations of their mothers.

Income of father (per annum) less than 100,000 is 62 (31.5%), from #101,000- #500,000 is 55 (27.9%), from #501,000-#1,000,000 is 23 (11.7%), from #1,001,000-#3,000,000 is 22 (11.2%) and Above #3,000,000 is 22 (11.2%), and those that did not indicate their father income are 25 (12.7%).

Income of mother (per annum) less than 100,000 is 74 (37.6%), from #101,000- #500,000 is 53 (26.9%), from #501,000-#1,000,000 is 19 (9.6%), from #1,001,000-#3,000,000 is 9 (4.6%),

and above #3,000,000 is 17 (8.6%), and those that did not indicate their mother income are 25 (12.7%)

Father education level; primary school certificate 16 (8.1%), secondary school certificate 24 (12.2%), grade 2 certificate is 17 (8.6%), NCE/OND 21 (10.7%), BSC 54 (27.4%), MSc/PH.D 46 (23.4%), those that did not indicate their father education level are 19 (9.6%).

Mother education level; primary school certificate 20 (10.2%), secondary school certificate 26 (13.2%), grade 2 certificate is 22 (11.2%), NCE/OND 34 (17.3%), BSC 49 (24.9%), MSc/PH.D 24 (12.2%), those that did not indicate their mother education level are 22 (11.2%).

The graphical presentation of the above is indicated below:

PARTICIPANTS

	Federal University Oye-Ekiti .(FUOYE)	Ekiti State University (EKSU)
GENDER		
Male	44 (22.35%)	44 (22.35%)
Female	55 (27.75%)	54 (27.45%)
MARITAL STATUS		
Single	110 (67.45%)	77 (27.0%)
Married		10 (5.1%)
INCOME OF:		
Father (per annum)	130 (66.5%)	67 (33.5%)
Mother (per annum)	67 (33.5%)	130 (66.5%)
EDUCATION LEVEL		
Father	120 (62%)	77 (38%)
Mother	110 (60%)	87 (40%)

3.4 Research Instrument

The study made use three self report that were embodied in one instrument. The instruments have four-sections. Section A present personal profile of the respondents such as age, religion, gender, ethnicity, education level, faculty, parental/guardian occupation, parental/guardian income per annum, parental education background, family type and family size. Section B presents items on perceived unemployment, Section C present items on self-efficacy while Section D presents items on attitude toward education.

3.4.1 Bio-Data Form (BDF): This section consists of items that seek data on participant's bio-data such as their gender, age, marital status, ethnicity, and department and so on. In this section, age were not categorised into different groups, respondent are to write their age in the space provided. Marital statuses have two categories (single and married); gender has two dimensions (male and female); Ethnicity has four dimensions (Yoruba, Igbo, Hausa and others) and social economic status (parental/guardian income per annum and parental education background). It is necessary to collect data on this personal profile to examine how it influences undergraduate's attitude toward education.

3.4.2 Perceived Unemployment Scale (PUS): This section seeks data on respondent perception of unemployment. The scale is self-designed questionnaire which consist of six items designed in a Likert scale format. The response formats were coded as follows: 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. The scoring involves summing up of respondent scores on each item after negative items have been recorded to ascertain their composite scores. The scores can range from 10-50 points, the higher the scores, the higher the level of perceived unemployment. Perceived unemployment scale reliability was estimated through Cronbach alpha 0.16 The Cronbach reliability coefficient measures the internal consistency of the items of the scale. The content validity is 0.78.

3.4.3: General Self-efficacy Scale (GSS): The General Self-efficacy scale (GSE) which was developed by Schwarzer and Matthias Jerusalem (1995) was used to collect data on respondent level of self-efficacy. The scale was created to assess a general sense of perceived self-efficacy with the aim to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. Time: It requires 4 minutes on average. Scoring: Responses are made on a 5-point scale. Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 50. The reliability was determined using Cronbach's Alpha: In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s (Schwazer,1992). Factors: One Factor-The scale is uni-dimensional.Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction.

3.4.4 Attitude toward Education Scale (ATES): This section seeks data on respondent attitude toward education. The scale consists of items that request data from respondent on their general attitude to learning. The scale consists of twenty- five items which was developed by Glassey in 1945 in Likert scale format. The response formats were coded as follows: 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. The scoring involves summing up of respondent scores on each item after negative items have been recorded to ascertain their composite scores. The higher the scores, the higher the positive attitude toward education. The Attitude toward Education Scale developed by Glassey in 1945 was administered to two samples of participants from two different geographical areas of the United States. The scale had no previous reliability or validity data.

The participants were asked to complete the 34-item Attitude toward Education Scale taken from Shaw and Wright (1967). The original scale had only a two-point response scale of "agree-disagree." When modified the response scale to a 5-point Likert scale where 1 = strongly agree and 5 = strongly disagree. Items 1, 5, 13, 14, 15, 16, 19, 23, 24, 25, 26, and 32 are

positively worded in favor of education. The remaining items are not. The responses to the positively worded items were reversed. In this way, higher ratings are an indication of a positive attitude toward education. Responses to the attitude scale were subjected to an item-to-total analysis (Veldman, 1967) to determine which items had the highest correlations. After this analysis reduced the number of items, the modified scale was analyzed using Cronbach's reliability coefficient (Anastasi & Urbina, 1997). Each sample was analyzed separately using SPSS's Reliability subprogram and within each sample, the reliabilities were determined for females and males.

For the California sample, the original 34-item scale yielded a Cronbach reliability coefficient of .65. The item-to-total correlations reduced the number of meaningful items from 34 to 25. Items 1, 4, 5, 14, 16, 19, 23, 24, and 32 were dropped for having small, non-significant correlations. The correlations were -.26, .16, .08, -.28, .01, .08, .10, -.17, and -.05 respectively. The modified 25-item scale yielded a reliability coefficient of .82. Female participants had a reliability of .81 while males had a reliability coefficient of .83.

3.5 Procedure

Recruitment for the study participants took place by approaching one of the lecturers in various faculties. After, the required permission was obtained from the school authorities; participants were approach and the purpose of the study was explained to them in their various faculties. Assurances were given to them base on confidentiality and discretion of the study. Directions on how to complete the questionnaire was given to them and after the completion the questionnaire were collected from them.

3.6 Statistical Tools

The data were analysed and the research hypotheses was tested using Independent T-test and 2-way ANOVA analysis of variance were used .Using independent t test analysis to compare because each variable has two dimension. Unemployment rate perception, self-efficacy and gender the data collected in this study was analysed using the Statistical Package for Social Sciences (SPSS). Demographic Characteristics' of participants were analysed using descriptive statistics such as mean, standard deviation, frequency table and percentage. Hypotheses stated in this study were tested using inferential statistics. Hypothesis one, hypothesis two and hypothesis three were tested using independent t-test analysis. Hypotheses four was tested using one way 2 -way Analysis of Variance (ANOVA),

CHAPTER FOUR

RESULTS

The data collected were scored and analysed. The following are the results:

Table 1: Means (M), Standard Deviations (SD) and Correlations among the Study Variables

Variable	M (SD)	α	1	2	3
N=200					
1. Age	22.67(4.56)	-	-		
2. Unemployment Rate Perception (URP)	20.10(3.48)	0.163	0.12	-	
3. Self-Efficacy	37.60(7.56)	0.889	0.13	0.24**	-
4. Attitude towards Education	91.39(13.55)	0.751	0.09	0.20**	0.32**

***Correlation significant at $P < 0.01$ (2-tailed)*

Hypothesis One

Participants who perceive low unemployment rate will show more positive attitude towards education than their counterparts who perceive high unemployment rate.

Table 2: Independent t-test analysis testing the influence of unemployment rate perception on

Variables	Unemployment Rate Perception	N	X	S.D	df	T	Sig. (2-tailed)
Attitude towards Education	Low URP	111	88.95	13.54	194	-2.93	P < 0.01
	High URP	85	94.56	12.96			

$t(194) = 2.93, P < 0.01$

Table 2 shows that there is a significant difference in the mean scores of participants who have low (88.92) and high (94.55) unemployment rate perception on attitude towards education [$t_{194} = 2.93, P < 0.01$]. This means that participants who perceive high unemployment rate have more positive attitude towards education than those who have low perception of unemployment rate. Therefore, hypothesis one is not supported.

Hypothesis Two

Participants who have high self-efficacy will manifest positive attitude towards education more than their counterpart with low self-efficacy.

Table 3: Independent t-test analysis testing the influence of self-efficacy on attitude towards learning

Variables	Self-efficacy	N	X	S.D	df	T	Sig. (2-tailed)
Attitude towards Learning	Low Self-efficacy	71	88.31	15.09	194	-2.43	P < 0.05
	High Self-efficacy	125	93.14	13.31			

$t(194) = -2.43, P < 0.05$

Table 3 shows that there is a significant difference in the mean scores of participants with low (88.31) and high self-efficacy (93.14) on attitude towards education [$t_{194} = -2.43, P < 0.05$]. This means that participants who have high self-efficacy show more positive attitude towards education than those with low self-efficacy. Therefore, hypothesis two is supported.

Hypothesis Three

Male participants will show more positive attitude towards education than female participants.

Table 3: Independent t-test analysis comparing the mean scores of male and female participants on attitude towards learning

Variables	Gender	N	X	S.D	df	T	Sig. (2-tailed)
Attitude towards Learning	Male	88	90.42	14.48	194	-0.90	P > 0.05
	Female	108	92.18	12.74			

$t(194) = -0.90, P > 0.05$

Table 3 shows that there is no significant difference in the mean scores of male (90.42) and female participants (92.18) on attitude towards education [$t_{194} = -0.90, P > 0.05$]. This means that male and female do not differ on their attitude towards education. Therefore, hypothesis three is not supported.

Hypothesis Four

Participant from high socio-economic status family will show positive attitude towards education than their counterpart from low socio-economic status family.

Table 4.1: 4 X 4 ANOVA showing the interaction effect of participants' parental income on attitude towards education.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2126.882 ^a	14	151.920	.823	.644
Intercept	556423.821	1	556423.821	3012.589	.000
Father's Income (FI)	490.441	3	163.480	.885	P > 0.05
Mother's Income (MI)	288.060	3	96.020	.520	P > 0.05
FI * MI	1120.654	8	140.082	.758	P > 0.05
Error	27889.630	151	184.700		
Total	1406301.000	166			
Corrected Total	30016.512	165			

a. R Squared = .071 (Adjusted R Squared = -.015)

Dependent Variable: Attitude Toward Education

Table 4.1 shows that parental income does not have main and interaction effect on attitude towards education [F (8) 165 = 0.76, P > 0.05]. This means that the income level of parents does not determine attitude towards education.

Table 4.2: 4 X 4 ANOVA showing the interaction influence of parental education on attitude towards learning

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	623.999 ^a	15	41.600	.214	.999
Intercept	534484.355	1	534484.355	2743.092	.000
Father's Educational Level (FEL)	106.082	3	35.361	.181	P > 0.05
Mother's Educational Level (MEL)	69.665	3	23.222	.119	P > 0.05
FEL * MEL	413.797	9	45.977	.236	P > 0.05
Error	29227.109	150	194.847		
Total	1424590.000	166			
Corrected Total	29851.108	165			

a. R Squared = .021 (Adjusted R Squared = -.077)

Dependent Variable: Attitude towards Education

Similarly, table 4.2 shows that parental educational level does not have main and interaction effect on attitude towards education [F (9) 165 = 0.26, P > 0.05]. This means that parental level of education does not determine participants' attitude towards education. Therefore, hypothesis four is not supported.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 DISCUSSION:

This study examined the influence of perceived unemployment and self-efficacy on attitude toward education among undergraduates.

The first hypothesis, states that participants who perceive low unemployment rate will show more positive attitude towards education than their counterparts who perceive high unemployment rate. The result show participants who perceive high unemployment rate have more positive attitude towards education than those who have low perception of unemployment rate. These findings indicate that irrespective of how participants perceive high unemployment rate they still have positive attitude towards education.

The reasons why perceived unemployment does not de-motivate students to study hard can be deduced from the response to the instruments. Students are not only optimistic that they will get a job after graduation, but also value education beyond the good opportunities it offers. The implication is that if students do not study hard, it is not because of discouragement arising from fear that they may never get a job after graduation.

This finding seems to contradict the position of Okubanjo (1995) suggested that poor academic performance among Nigeria University undergraduate could be attributed to their fear of unemployment. In other words undergraduate do not perform well academically because of the fear of not being gainfully employed, also the finding contradict (Roberts 2008; Bell 1997) suggests that unemployment leads to negative attitude towards education.

Hypothesis two stated that participants who have high self-efficacy will manifest positive attitude towards education more than their counterpart with low self-efficacy. The result showed that participants who have high self-efficacy will manifest positive attitude towards education more than their counterpart with low self-efficacy. This means that

undergraduate who believe in themselves display positive attitude towards education. This further means that self-efficacy predict, influence and also determine attitude towards education. Undergraduate with lower self-efficacy display negative attitude education because they have little or no belief in themselves. This finding support the position of Bandura (1993) posits that high self-efficacy beliefs affect college outcomes by increasing student's motivation and persistence to master challenging academic tasks and by fostering the efficient use of acquired knowledge and skills.

Hypothesis three addressed that male participants will show more positive attitude towards education than female participants. The finding from the hypothesis show that male and female do not differ on their attitude towards education. It appears that being either male or female does not determine attitude towards education. This finding seems to contradict the position of Lao (1980) who reported female students to obtain higher CGPA compared to males. (Lynn, 1998a, 1998b, 1999; Allik, Must and Lynn, 1999; Colom and Lynn, 2004) asserts that males have larger average brain sizes than females and therefore, would be expected to have higher average IQs.

The result of the fourth hypothesis suggests that participant from high socio-economic status will show positive attitude towards education than their counterpart from low socio-economic status. When we now examine the nature of the contribution of each levels socio economic status, it was discovered that the income level of parents does not determine attitude towards education. Likewise parental level of education does not determine participants' attitude towards education. This finding contradict Asikhia (2010) agreed that the family educational background and socio-economic status play pivotal roles in the learning process of undergraduates student.

She stressed further that undergraduates attitude toward education whether in the positive or negative could be attributed to the type of family such person comes from. This finding also contradict Ushie, Owolabi and Emeka (2012) They confirmed that family type, size, socio-economic status and educational background play important role in undergraduate attitude towards educational attainment and social integration.

Young people's attitudes towards education are shaped by interwoven psycho-social, socioeconomic, and personal factors. Carpenter & Western (1984) have hypothesized a causal ordering of the variables influencing student choice and attitude towards education.

5.2 CONCLUSION

Conclusively, the study was able to give answers to the research questions and fulfilled the research objective by testing the proposed hypothesis on the study. From the analysis of data collected and interpretation of result, the study concluded that participants who perceive high unemployment rate have more positive attitude towards education than those who have low perception of unemployment rate. Despite the high perception of unemployment rate students still show positive attitude towards education.

The study has also provided information that participant who has high self-efficacy show more positive attitude towards education than those with low self-efficacy.

That male and female do not differ on attitude towards education.

That parental income and level of education does not determine participants' attitude towards education.

5.3 RECOMMENDATIONS

The present study contributes to the existing knowledge and expands the understanding of the influence of perceived unemployment and self-efficacy on attitude toward education among undergraduates .However, based on the findings of the study, the following recommendations are made:

1. Government should partner with universities and create more learning programs in order to create employment and offer graduates chance to demonstrate their abilities and gain necessary experience.
2. It has been established from this study that participants who have high self-efficacy manifest positive attitude towards education more than their counterpart with low self-efficacy therefore students with high self-efficacy should try to help students with low self-efficacy in order to improve on their academic performance.
3. Students should always show positive attitude towards education because it will help them in the future.

5.4 LIMITATIONS OF THE STUDY

The investigator acknowledges several important limitations to the current study.

Firstly, research participants were limited to undergraduates only. Lecturers were not given the chance to participate in the study and indicate their perceptions towards unemployment prospects. Future research could also include lecturers.

Secondly, relatively few numbers of 197 undergraduates were available for the current study due to the time of examination period. Thus, the sample of this study was relatively small considering the population of the undergraduates available at that time.

Thirdly, data were collected using self-reporting questionnaires; Responses to the questions may be biased by individuals unwillingly to disclose their parent income and level of educations.

Fourthly, the extent to which the findings is limited to be generalized to the scope of the study.

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APPENDIX (A)

**FEDERAL UNIVERSITY OYE -EKITI
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY**

Dear Respondent,

This questionnaire is designed to collect data for academic purposes. I am only interested in your honest opinion on the issue raised. Information provided by you will be highly appreciated and will be with utmost confidentiality.

SECTION A

- (a) **Name of Institution**.....
- (b) **Marital-status** : Single() married ()
- (c) **Religion**: Christianity() Islam(), Other ()
- (d) **Age**.....
- (e) **Gender**: Male(), Female()
- (f) **Ethnicity** : Yoruba(), Igbo(), Hausa(), Others()
- (g) **Educational levels**.....
- (h) **Faculty** :Art () Education () Social science() Science ()
- (i) **Parental/Guardian Occupation**;

Father: Civil Service [] Self-Employed [] Other []

Mother: Civil service [] Self- Employed [] Other []

- (j) **Parental/Guardian Income per annum**:

Father: less than #100,000[] #100,000- #500,000[] #501,000-#1,000,000 []
#1,001,000-#3,000,000[] Above #3,000,000 []

Mother: less than #100,000[] #100,000- #500,000[] #501,000-#1,000,000 []
#1,001,000-#3,000,000[] Above #3,000,000 []

- (k) **Parental Educational Background**:

Father: Pry. School Cert. [] school cert. [] Grade II [] NCE/OND []

First Degree/HND [] M.S.C/PhD []

Mother: Pry. School Cert. [] school cert. [] Grade II [] NCE/OND []

First Degree/HND [] M.S.C/PhD []

- (l) **Family Type**: Monogamy [] Polygamy []

- (m) **Father Size (Parents & Children**: 3-5 [] 6-8 [] 9 & above []

SECTION B

In this section you are therefore required to tick answer indicating your view on statement provided below. **Strongly disagree (SD) ,Disagree(D),Undecided (U),Agree(A), Strongly Agree(SA)**

S/ N	ITEMS	SD	D	U	A	SA
1	The level of unemployment is highly exaggerated.					
2	I believe that to secure employment after graduation will not be a difficult one.					
3	I believe that going to school to get certificate is not really important since there is few employment opportunities.					
4	Level of youth unemployment in this country is rising at an alarming rate.					
5	I plan to set up my own personal business after graduation because there are no job opportunities out there.					
6	I worry about getting a job after graduation because of the rate of unemployment in the country.					

SECTION C

Instructions: Tick the following statement as they apply to you according to your degree of agreement to disagreement as follows; **strongly disagree (SD), Disagree (D), Undecided (U), Agree (A), strongly Agree (SA)**

S/N	ITEMS	SD	D	U	A	SA
1	I can always manage to solve difficult problems if I try hard enough.					
2	If someone opposes me, I can find the means and ways to get what I want.					
3	it is easy for me to stick to my aims and accomplish my goals.					
4	I am confident that I could deal efficiently with unexpected events.					
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.					
6	I can solve most problems if I invest the necessary effort.					
7	I can remain calm when facing difficulties because I can rely on my coping abilities.					
8	When I am confronted with a problem, I can usually find several solutions.					
9	If I am in trouble, I can usually think of a solution.					
10	I can usually handle whatever comes my way.					

SECTION D

Instruction: Tick the following statement as they apply to you according to your degree of agreement to disagreement as follows;

Note; Strongly disagree (SD), Disagree (D), Undecided (U), Agree(A), Strongly Agree,(SA)

S/N	ITEMS	SD	D	U	A	SA
1	I am interested in education but think that one ought not to get too concerned about it.					
2	I should not do much work if I did not have to pass examinations.					
3	I think time spent studying is wasted.					
4	It is better for boys and girls to get jobs when they are fourteen than to continue at school.					
5	It is doubtful whether education has improved the world or not.					
6	I have no desire to have anything to do with education.					
7	I think my education will be of use to me after I leave school.					
8	Education does more harm than good.					
9	I see no value in education.					
10	I dislike education because it means that time has to be spent on homework					
11	I like the subjects taught in school but I do not like attending school.					
12	Education is doing far more harm than good.					
13	Education does far more good than harm.					
14	I do not like school teachers so I somewhat dislike education.					
15	Education is all right in moderation.					
16	It is enough that we should be taught to read, write, and do sums					
17	I do not care about education so long as I can live comfortably.					
18	Education makes people forget God and despise Christianity.					
19	Too much money is spent on education.					
20	Sometimes I feel that education is necessary and sometimes I doubt it.					
21	If anything, I must admit a slight dislike for education.					
22	I go to school only because I am compelled to do so.					
23	We cannot become good citizens unless we are educated.					
24	Only educated people can enjoy life to the full.					
25	Education tends to make people snobs.					

APPENDIX B

FREQUENCIES VARIABLES=INS MS REL GENDER ETHNICITY LEVEL FACULTY POF POM PIF PIM
 PEBF PEPM FT
 /ORDER=ANALYSIS.

Frequencies

Statistics

		Institution	MS	Religion	GENDER	ETHNICITY	LEVEL	FACULTY	POF	POM	Income (Father)
N	Valid	197	197	197	197	197	197	197	197	197	197
	Missing	0	0	0	0	0	0	0	0	0	0

Statistics

		Income (Mother)	Education Level(Father)	Education Level(Mother)	Family Type
N	Valid	197	197	197	197
	Missing	0	0	0	0

Frequency Table

Institution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EKSU	90	45.7	45.7
	FUOYE	102	51.8	97.5
	No Indication	5	2.5	100.0
	Total	197	100.0	100.0

MS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	187	94.9	94.9
	Married	10	5.1	100.0
	Total	197	100.0	100.0

Religion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	177	89.8	89.8
	Islam	20	10.2	100.0
	Total	197	100.0	100.0

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	88	44.7	44.7	44.7
	Female	109	55.3	55.3	100.0
	Total	197	100.0	100.0	

ETHNICITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yoruba	173	87.8	87.8	87.8
	Igbo	13	6.6	6.6	94.4
	Hausa	2	1.0	1.0	95.4
	Others	9	4.6	4.6	100.0
	Total	197	100.0	100.0	

LEVEL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100L	32	16.2	16.2	16.2
	200L	31	15.7	15.7	32.0
	300L	21	10.7	10.7	42.6
	400L	44	22.3	22.3	65.0
	No Indication	69	35.0	35.0	100.0
	Total	197	100.0	100.0	

FACULTY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Art	45	22.8	22.8	22.8
	Education	45	22.8	22.8	45.7
	Social Sciences	42	21.3	21.3	67.0
	Science	65	33.0	33.0	100.0
	Total	197	100.0	100.0	

POF

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Civil Service	76	38.6	38.6	38.6
	Self-Employed	85	43.1	43.1	81.7
	Other	28	14.2	14.2	95.9
	No Indication	8	4.1	4.1	100.0
	Total	197	100.0	100.0	

POM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Civil Service	66	33.5	33.5	33.5
Self-Employed	103	52.3	52.3	85.8
Other	18	9.1	9.1	94.9
No Indication	10	5.1	5.1	100.0
Total	197	100.0	100.0	

Income (Father)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid < 100,000	62	31.5	31.5	31.5
101,000-500,000	55	27.9	27.9	59.4
501,000-1,000,000	23	11.7	11.7	71.1
1,001,000-3,000,000	10	5.1	5.1	76.1
> 3,000,000	22	11.2	11.2	87.3
No Indication	25	12.7	12.7	100.0
Total	197	100.0	100.0	

Income (Mother)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid < 100,000	74	37.6	37.6	37.6
101,000-500,000	53	26.9	26.9	64.5
501,000-1,000,000	19	9.6	9.6	74.1
1,001,000-3,000,000	9	4.6	4.6	78.7
> 3,000,000	17	8.6	8.6	87.3
No Indication	25	12.7	12.7	100.0
Total	197	100.0	100.0	

Education Level(Father)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Pry School Cert	16	8.1	8.1	8.1
School Cert	24	12.2	12.2	20.3
Grade II	17	8.6	8.6	28.9
NCE/OND	21	10.7	10.7	39.6
BSc.	54	27.4	27.4	67.0
MSc./Ph.D	46	23.4	23.4	90.4
No Indication	19	9.6	9.6	100.0
Total	197	100.0	100.0	

Education Level(Mother)

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Pry School Cert	20	10.2	10.2	10.2
	School Cert	26	13.2	13.2	23.4
	Grade II	22	11.2	11.2	34.5
	NCE/OND	34	17.3	17.3	51.8
	BSc.	49	24.9	24.9	76.6
	MSc./Ph.D	24	12.2	12.2	88.8
	No Indication	22	11.2	11.2	100.0
	Total	197	100.0	100.0	

Family Type

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Monogamy	158	80.2	80.2	80.2
	Polygamy	36	18.3	18.3	98.5
	No Indicated	3	1.5	1.5	100.0
	Total	197	100.0	100.0	

DESCRIPTIVES VARIABLES=UN SE E AGE
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Unemployment Rate Perception	197	8	28	20.10	3.480
Self-Efficacy	197	12	50	37.60	7.575
Attitude Toward Education	196	36	125	91.39	13.548
AGE	193	2	51	22.67	4.557
Valid N (listwise)	192				

RELIABILITY

/VARIABLES=UN1 UN2 UN3 UN4 UN5 UN6
/SCALE('Unemployment Rate Perception') ALL
/MODEL=ALPHA.

Reliability

Scale: Unemployment Rate Perception

Case Processing Summary

		N	%
Cases	Valid	187	94.9
	Excluded ^a	10	5.1
	Total	197	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.163	6

RELIABILITY

/VARIABLES=S1 S2 S3 S4 S5 S6 S7 S8 S9 S10
/SCALE('Self-Efficacy Scale') ALL
/MODEL=ALPHA.

Reliability

Scale: Self-Efficacy Scale

Case Processing Summary

		N	%
Cases	Valid	184	93.4
	Excluded ^a	13	6.6
	Total	197	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.889	10

RELIABILITY

/VARIABLES=E1 E2 E3 E4 E5 E6 E7 E8 E9 E10 E11 E12 E13 E14 E15 E16 E17 E18 E19
E20 E21 E22 E23 E24 E25
/SCALE('ATT. Towards Education') ALL
/MODEL=ALPHA.

Reliability

Scale: ATT. Towards Education

Case Processing Summary

		N	%
Cases	Valid	151	76.6
	Excluded ^a	46	23.4
	Total	197	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.751	25

CORRELATIONS

/VARIABLES=UN SE E AGE
/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlation

Correlations

		Unemployment Rate Perception	Self-Efficacy	Attitude Toward Education	AGE
Unemployment Rate Perception	Pearson Correlation	1	.244**	.197**	.129
	Sig. (2-tailed)		.001	.006	.073
	N	197	197	196	193
Self-Efficacy	Pearson Correlation	.244**	1	.321**	-.090
	Sig. (2-tailed)	.001		.000	.213
	N	197	197	196	193
Attitude Toward Education	Pearson Correlation	.197**	.321**	1	.089
	Sig. (2-tailed)	.006	.000		.217
	N	196	196	196	192
AGE	Pearson Correlation	.129	-.090	.089	1
	Sig. (2-tailed)	.073	.213	.217	
	N	193	193	192	193

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

T-TEST GROUPS=SEC1(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=E
 /CRITERIA=CI(.95).

T-Test

Group Statistics

Self-Efficacy		N	Mean	Std. Deviation	Std. Error Mean
Attitude Toward Education	Low	71	88.31	15.089	1.791
	High	125	93.14	12.313	1.101

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Attitude Toward Education	Equal variances assumed	2.910	.090	-2.427	194	.016	-4.826
	Equal variances not assumed			-2.296	123.029	.023	-4.826

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Attitude Toward Education	Equal variances assumed	1.989	-8.748	-.904

Equal variances not assumed	2.102	-8.987	-.665
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Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Income (Father)	1	< 100,000	59
	2	101,000-500,000	53
	3	501,000-1,000,000	22
	4	>1,000,000	32
Income (Mother)	1	< 100,000	73
	2	101,000-500,000	49
	3	501,000-1,000,000	19
	4	>1,000,000	25

Tests of Between-Subjects Effects

Dependent Variable: Attitude Toward Education

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2126.882 ^a	14	151.920	.823	.644
Intercept	556423.821	1	556423.821	3012.589	.000
PIF1	490.441	3	163.480	.885	.450
PIM1	288.060	3	96.020	.520	.669
PIF1 * PIM1	1120.654	8	140.082	.758	.640
Error	27889.630	151	184.700		
Total	1406301.000	166			
Corrected Total	30016.512	165			

a. R Squared = .071 (Adjusted R Squared = -.015)

```

UNIANOVA E BY PEBF1 PEBM1
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/CRITERIA=ALPHA(0.05)
/DESIGN=PEBF1 PEBM1 PEBF1*PEBM1.

```

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Education Level(Father)	1	Below NCE/OND	51
	2	NCE/OND	21
	3	BSc.	50
	4	MSc./Ph.D	44
Education Level(Mother)	1	Below NCE/OND	68
	2	NCE/OND	32
	3	BSc.	45
	4	MSc./Ph.D	21

Tests of Between-Subjects Effects

Dependent Variable: Attitude Toward Education

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	623.999 ^a	15	41.600	.214	.999
Intercept	534484.355	1	534484.355	2743.092	.000
PEBF1	106.082	3	35.361	.181	.909
PEBM1	69.665	3	23.222	.119	.949
PEBF1 * PEBM1	413.797	9	45.977	.236	.989
Error	29227.109	150	194.847		
Total	1424590.000	166			
Corrected Total	29851.108	165			

a. R Squared = .021 (Adjusted R Squared = -.077)

T-TEST GROUPS=GENDER(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=E
 /CRITERIA=CI(.95).

T-Test

Group Statistics

		GENDER	N	Mean	Std. Deviation	Std. Error Mean
Attitude Toward Education	Male		88	90.42	14.489	1.545
	Female		108	92.18	12.744	1.226

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Attitude Toward Education	Equal variances assumed	.309	.579	-.902	194	.368	-1.755
	Equal variances not assumed			-.890	174.785	.375	-1.755

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Attitude Toward Education	Equal variances assumed	1.946	-5.594	2.084
	Equal variances not assumed	1.972	-5.648	2.137

T-Test

Group Statistics

Unemployment Rate Perception		N	Mean	Std. Deviation	Std. Error Mean
Attitude Toward Education	Low	111	88.95	13.537	1.285
	High	85	94.56	12.964	1.406

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Attitude Toward Education	Equal variances assumed	.014	.905	-2.928	194	.004	-5.610
	Equal variances not assumed			-2.945	184.576	.004	-5.610

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Attitude Toward Education	Equal variances assumed	1.916	-9.388	-1.831
	Equal variances not assumed	1.905	-9.368	-1.852

APPENDIX C

PAR	IST	MS	REL	AGE	GENDER	ETH	EL	FA	POF	POM	PIF	PIM	PEF	PEM	FT	PU1	PU2	PU3	PU4
1	1	1	1	21	1	1	3	2	2	1	2	1	2	5	1	1	3	5	5
2	1	1	1	20	1	1	2	1	2	2	1	1	3	1	1	4	5	5	4
3	1	1	1	29	1	1	4	2	2	2	1	1	2	2	1	5	2	4	4
4	1	1	1	21	1	1	1	1	2	3	2	2	3	2	1	4	2	3	5
5	1	1	2	23	2	1		4	1	2	2	1	5	4	2	4	3	5	4
6	2	1	1	21	2	1		4	2	2	5	5	5	5	1	4	2	4	4
7	1	1	1	24	2	1		2	1	2	1	1	6	4	1	4	2	4	4
8	1	2	2	30		2	4	3	2	1	2	5	4	5	1	1	1	5	2
9	1	1	1	24	1	1	4	2	1	1	1	1	6	6	1	5	5	5	5
10	1	1	1	25	1	1		1	1	2	1	2	4	4		3	1	5	5
11	1	1	1	19	2	1	2	1	2		1	2	5		1	1	5	1	5
12	2	1	1	19	2	1	2	4	1	1	3	3	6	5	1	2	2	4	5
13	2	1	1	28	2	4		1	1	2	2	2	5		1	5	2	3	5
14	1	1	1	23	2	1	4	2	2	2	5	5	6	3	1	2	5	5	2
15	1	1	1	27	2	1	4	2	2	2	2	3			1	2	1	5	5
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17	1	1	2	31	1	1	2	1	1		5	3	6	6	2	4	4	3	2
18	1	1	1	21	1	1		1	1		2	2	6	4	1	1	4	3	2
19	1	1	1	25	1	1	2	1	1	1	1	1	5	3	1	2	4	4	4
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38	1	1	1	20	2	1	1	1	1	1	1	1	5	4	1	4	2	5	3
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43	1	2	1	36	2	1		1	1	3	1		1	1	1	4	4	5	4

44	1	1	1	27	2	1		1	1	1	2	2	5	5	1	5	1	3	5
45	1	2	1	25	2	1	3	1	1	1	1	2	5		2	5	1	5	4
46	1	1	1	21	2	1	2	1	2	2	2	2	5	6	1	5	4	3	4
47	1	1	1	25	2	1	4	1	1	1	2	2	6	6	1	4	3	5	4
48	1	1	1	22	2	1	2	1	2	2			3	3	1	1	5	5	2
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53	1	1	1	24	1	1	1	4	1	1	4	3	6	4	1	3	1	5	5
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121	2	1	1	17	1	1	1	4	1	1	1	1	6	4	1		1	5	5
122	2	1	1	26	2	1	2	4	2	2			4	1	2	1	2	4	5
123	2	1	1	24	1	1	3	4	1	2	2	2	5	1	1	2	2	5	3
124	2	1	1	21	1	4	3	4	1	1	1	1	2	4	1	4	2	4	4
125	2	1	1	20	1	4	3	4	1	2	2		5	4	1	2	1	4	4
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167	3	2	5	4	5	2	4	2	4	4	1	5	5	4	2	4	4	3	1
168	4	4	5	5	5	4	5	5	4	2	2	4	4	4	3	3	4	2	2
169	5	5	5	5	5	4	5	4	4	2	2	3	2	2	2	4	5	4	4
170	5	5	5	5	5	5	5	1	5	5	1	4	3	2	1	4	5	3	4
171	5	5	5	1	5	4	3	4	4	2	5	1		1	3	4	1	2	
172	5	5	5	5	4	5	5	5	4	1	5	5	5	4	3	4	4	5	4
173	5	5	5	5	5	4	1	5	4	2	2	5	4	4	4	4	4	1	1
174		4	1	1	1	1	1	4	2	2	1	3	3	3	2	2	2	3	4
175	1	2	4	4	5	4	4	5	4	2	2	4	4	1	2	4	4	5	4
176	4	3	3	4	4	4	4	3	4	3	3	4	4	4	4	4	4	2	2
177	1	5	1	1	3	4	5	2	5	2	2	1	2	4	5	4	2	3	5

178	5	5	3	4	5	4	3	4	2	2	5	4	1	1	2	2	5	1	2
179	4	4	4	4	4	4	2	4	4	2	2	4	4	4	2	4	4	4	4
180	5	5	4	5	3	4	5	5	3	2	3	4	5	4	3	5	5	1	2
181	5	4	5	4	4	5	5	4	5	2	4	5	5	5	5	5	5	1	1
182	5	5	5	5	4	4	3	1	2	2	2	5	5	4	4	5	3	5	3
183	5	3	5	2	5	3	5	4	5	2	1	2	5	2	5	3	5	4	1
184	5	5	3	5	5	3	3	3	4	1	5	3		1	2	3	4	2	2
185	5	5	5	5	5	5	5	5	5	2	3	4	5	2	3	4	5	1	1
186	5	1	5	5	5	3	5	2	2	2	2	4	5	5	2	5	5	4	4
187	5	5	5	5	5	5	5	4	4		2	5	5	3	2	5	5	2	2
188																			
189	5	1	5	4	4	4	5	5	4	4	2	5	4	2	5	4	5	2	5
190	1	5	5	5	4	1	1	5	2	2	1	5	2	2	2	1	1	4	1
191	2	3	5	3	4	5	1	1	4	1	5	1	1	5	2	5	4	5	1
192	5	4	4	5	2		4	1	1	1	5	5	4	2	4	3	5		1
193	5	5	5	5	5	5	5	3	5	1	5	5	5	1	3	3	5	1	1
194	5	5	5	5	5	5	1	5	5	1	5	5	5	5	5	5	5		1
195	5	5	1	4	5	5	5	5	4	1	2	5	3	1	1	4	5	1	2
196	4	5	4	5	5	4	5	4	4	3	4	4	5	4	4	3	4	3	5
197	5	1	3	5	4	4	4	4	3	2	2	4	3	5	2	4	4	2	1

PAR	AT25	ATTOTAL	24	5	105	48	4	107	72	4	62
1	4	93	25	4	87	49	2	95	73	5	96
2	4	80	26	4	79	50	4	91	74	2	69
3	1	58	27	4	94	51	5	96	75	4	91
4	4	97	28	1	88	52	5	51	76	3	98
5	3	77	29	4	111	53	3	97	77	3	78
6	4	100	30	4	103	54	2	90	78	2	94
7	2	85	31	3	78	55	4	90	79	2	92
8	5	88	32	4	103	56	4	95	80	1	73
9	4	71	33	4	73	57	4	91	81	4	90
10	2	69	34	1	91	58	3	83	82	1	111
11	5	100	35	4	83	59	2	96	83	5	100
12	2	80	36	5	105	60	4	98	84	2	83
13	4	83	37	5	125	61	4	105	85	1	106
14	3	74	38	4	110	62	4	82	86	5	103
15	2	99	39	5	104	63	1	61	87	5	109
16	5	79	40	4	103	64	2	65	88	4	87
17	2	95	41	4	92	65	4	92	89	5	98
18	4	89	42	4	98	66	3	84	90	5	87
19	4	86	43	4	102	67	2	86	91	1	74
20	3	101	44	5	105	68	4	69	92	2	77
21	5	108	45	1	89	69	3	72	93	4	106
22	4	83	46	2	101	70	4	107	94	5	103
23	1	97	47	3	85	71	3	73	95	5	108

96	5	97	139	5	110	182	3	91
97	3	79	140	5	85	183	2	85
98	2	105	141	3	103	184	2	80
99	3	92	142	4	113	185	5	104
100	4	86	143	5	91	186	5	96
101	5	105	144	5	93	187	4	99
102	5	100	145	3	95	188		
103	5	73	146	5	92	189	4	99
104		60	147	4	109	190	4	62
105	3	94	148	4	91	191	2	77
106	2	83	149	4	110	192	2	74
107	5	103	150	5	104	193	5	91
108	5	117	151	5	108	194	5	108
109	4	101	152	3	85	195	5	89
110	5	74	153	3	95	196	3	102
111	3	95	154	5	84	197	4	87
112	5	114	155	5	106			
113	4	88	156	4	96			
114	4	88	157	4	91			
115	4	107	158	3	36			
116	5	109	159	4	92			
117	4	101	160	5	102			
118	5	86	161	2	76			
119	2	110	162	5	79			
120	4	95	163	5	93			
121	5	107	164	3	105			
122	4	107	165	3	103			
123	4	86	166	4	104			
124	3	98	167	5	90			
125	3	82	168	4	93			
126	5	79	169	3	93			
127	5	111	170	1	99			
128	4	88	171	4	76			
129	4	98	172	2	106			
130	3	96	173	3	95			
131	2	101	174	3	61			
132	3	93	175	3	84			
133	5	90	176	4	89			
134	4	95	177	5	84			
135	3	64	178	2	80			
136	5	89	179	4	88			
137	3	74	180	3	97			
138	4	81	181	5	104			