



Managing Relationship between Over-Schooling and Students' Achievement in Curriculum Content of Junior Secondary Education

OGBA, Francisca N. (PhD)

Faculty of Education Alex Ekweme University, Ndufu-Alike Ikwo, Ebonyi State, Nigeria

E-mail: joefrank8n@gmail.com Phone No: +234803723694

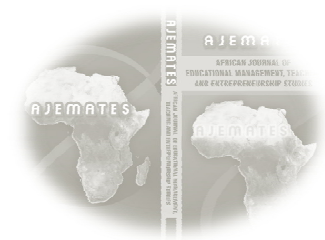
Abstract

In teaching and learning, the teacher is seen as playing the crucial role of harnessing all resources for classroom successes. Improper harnessing of resources could lead to failure, which is a serious issue in education today. The study anchored on the relationship between over schooling (caused by career choice, curriculum overload, and parenting style) and students' achievement in curriculum content of Junior Secondary Education. A correlation design was used for the study. This research was carried out in Ebonyi state. A total of 840 secondary schools in Basic Science and Technology JSS 2 students constituted the population for the study, out of which 678 was used as sample. Stratified random sampling technique was used to select the sample for the study based on the Local Government Areas that make up the State. Data were collected using: (1) structured questionnaire (Over schooling Questionnaire, OSQ); (2) Basic Science and Technology Achievement Test (BSTAT). These instruments were face validated by three experts in psychology, basic science and technology, and measurement and evaluation. The reliability of BSTAT was determined through Kurder-Richardson-20 and had a reliability coefficient of 0.88 index while the reliability of the OSQ determined by the Cronbach Alpha statistics with a coefficient index of 0.74. Three research questions and three null hypotheses were involved in the study. Correlation coefficient based on Pearson Product Moment Correlation (PPMC) was used to answer the research questions. The hypotheses were tested using linear regression analysis at 0.05 level of significance. The findings showed that (1) career choice had a high positive relationship with students' achievement. (2) Curriculum overload had a remarkably high positive relationship with students' achievement. (3). Parenting style had a high positive relationship with students' achievement. Based on the findings, it was recommended that students should choose their careers based on their discovered abilities; curriculum reviewers should take into cognizance the field situation before merging curriculum from phased out educational systems; and parents should not choose courses for their children in order to read certain programmed/courses.

Introduction

The importance of schooling in any nation whether developed or undeveloped cannot be overemphasized. A school has always been a social institution whose common aim is to transmit societal culture, values, norms, belief, attitude, worthwhile behavior,

requisite skills to children for them to be useful to themselves and the society (Ogba, 2007; Offorma, 2018). In the effort to get children to school and retain them, government had introduced different policies such as the UBE, Inclusive education, Girl-Child education, among



others. All of these progressed at their tempo with almost every child of school going age in school. However, schooling may have been achieved but learning requisite skills (literacy, learning and life skills) may have been proved elusive (Igu and Ogba 2016). Evidenced from literature has shown that curriculum of secondary schools were this study is centered is robust and overloaded. The aim is for that graduates of secondary schools to be employed or employ others or gain admission into tertiary institutions (Badmus, 2006; Etuk, 2002, 2011; and Offorma, 2002). However, Ogba and Igu (2012) note that reverse is the case as many graduates roam the street in search of jobs, while some go to the extent of taking jobs below their qualifications (cleaners, messengers, house helps) and others ride tricycles, motorbikes popularly known as “Okada” all in efforts to make ends meet. This might be as a result of improper career choices.

Issa and Nwalo, (2008); Matson, McMahon, Foxcroft and Els, (2010) report that secondary school students all over the world face dilemma in making decision on their career choice hence frustrated in most cases. United Nation (2012) found that 75.8 million youths across the globe are unemployed when compared with other age groups due to career mismatch. The above citations suggest that the world is at the age of unparallel talent inadequacy which may have adverse effect on the economic growth of the nation and ultimately increase the approach to workforce challenges (Ogutu, Odera and Maragia, 2017). The question is, could the above scenarios be attributed to Over

Schooling? Watson (2010) states that career choices made by different individuals are influenced by certain factors such as personal aptitudes, environment, and educational attainment. The truism is that if career choice is not properly handled, it may lead to career mismatch which may affect the nation’s economy.

In Nigeria, according to Austin (2010); Kaggwa (2003) most students in secondary schools are faced with career role models and occupational choice problems which have negative consequence on their academic achievement. Laying credence to the above, Stikkeorum (2014) affirms that deciding on a career path is a daunting issue facing students in their academic achievement. To further buttress further, improper career choice brings in the issue of over schooling. Salami (2006) had noted that some Nigerian youths make unhealthy career choices due to peer pressure, curriculum overload, ignorance, inexperience, ego, job classification, among others. Consequently, the effect will significantly influence work attitudes and job satisfactions which is germ for productivity. Hall (1996) reports that career choices are measured by organizational factor, family interest and individual choices and these factors affect career choices. Continued development of new skills and long-life learning are keys to career choices (Feldman and Weitz, 1998, Trembly and Roger, 2004 and Xie and Xia 2010).

McGuinness (2006) describes over educating as the extent to which a person possesses a level of education in excess of that which is required for a particular job. Over schooling is associated with wage

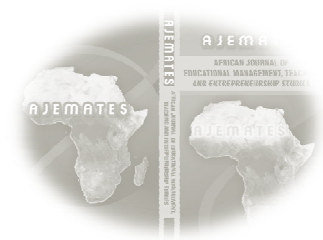


penalty (McGuinness and Pouliakas). Udo, Eme, and Amajuoyi (2014) conform that over schooling exist in Nigeria which is a rift with such pointers as employment rates, school enrolment, graduation and per capital income estimate. Over schooling according to Riddell, and Song, (2011) is a phenomenon whereby graduates acquire a level of schooling more than what is required to get or do a job. Van der Meer and Glebbeck (2001) see over schooling as an imperfect allocation in the labor market where workers have jobs below their certificates. This means that over schooling harms employee's welfare when compared with the amount of time, energy and finance spent. Ogba and Igu (2009) report that scarcity of job availability had made graduates to take up any job at the slightest opportunity. Ocho (2005) states that most graduates take jobs that does not correspond with their qualification as they want to use such jobs as steppingstone for higher ones. Joubert (2014) reports that over educated works earn more less than less educated works in the same occupation. The above is in correlation with the finding of Leuven and Oosterbeek (2011) who established that a good number of workers hold occupations that do not require as much schooling as they have acquired.

Ekechukwu, Eke and Onuu (2018) report that impacts of overschooling is non-trivial and that the phenomena are potentially costly to the individual workers, the firm as well as the general economy. Etuk, Akpan and Etuk (2014) report that stopping overschooling through introduction of functional curriculum will reduce poverty and will increase national income.

Overschooling has been found to enhance job dissatisfaction which results into unhealthy behavior at work places, hence increase counter productivity (Etuk, Akpan and Etuk, 2014; Ogba and Igu, 2017) Nkang, and Uwah (2013) positively found over schooling as not reducing workers effectiveness in secondary schools despite low returns in education. Summarily put, over schooling is part of career mobility due to changes observed in occupations and probably works who lack the required skills due to due to curriculum imbalance.

Curriculum is the inner engine which propels educational achievement for the individual, and the society as it is held supreme (Okunday, 2003. Alade, 2011). Curriculum being a medium upon which schools translate the social values into concrete reality has been identified as being overloaded virtually in all educational system. Curriculum overload has contributed to over schooling as students try to cover an aspect that seems to suggest getting a better job. According to Crompton (2016) and Ivowi (1996) curriculum has been overloaded without strategic measure to ensure acquainting graduates with relevant skills for better employment or to become employers of labour. Curriculum overload is a mismatch between capacity and load (National Council for Curriculum and Assessment, NCCA, 2010). This means an imbalance between capacity and implementation of the curriculum Majoni (2016), NCCA, (2010) Pepper, (2008) affirm that too many contents are considered and learning materials considered to be difficult and with little time to actualize the curriculum by students is an over load.



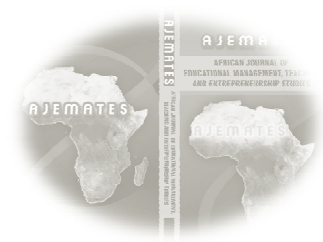
Curriculum overload is caused by some factors such as size and volume of the curriculum, inadequate time to achieve the content, hierarchy in subject status, socioeconomic factors, technological changes, improvement of subject content in the curriculum (Pepper, 2008; NCCA, 2010; Majoni, 2016). To UNESCO (2003), the size of the curriculum is a major contributing factor to overload which invariably has hampered effective implementation. Though curriculum overload has been identified as an impediment to acquisition of certain relevant skills, but it should be noted that the dynamism in the society which include but not limited to cultural norms, knowledge economy, technological inventions, and violence traits might also be a driving force that have contributed to the overload of the curriculum.

Ogwu, Omeje and Nwokonna (2014) report that overload in curriculum has worsened in unemployment despite the effort made in the curriculum reform structure towards job creation. Researchers have attributed over schooling to curriculum overload (Cohn, Johnso and Ng 2000; Van der Meer and Glebbect 2011). Campbell (2014) found curriculum overload as counterproductive to work productivity. Ross (2003) reports that such scenario reduces students' academic achievement. Okogba (2016) found curriculum overload as having negative consequences on both the teachers and students. This because they lack emotional rest and coping skills due to little or no time to cover what is expected (Majoin, 2017). In the opinion of Charles (2009), what is imperative now is to articulate the

curriculum of the future that will focus on evolving capability need of the learners to develop employability skills that will help them live an enriched life and participate actively in creating jobs. This type of curriculum will focus on learning for understanding, which will make students responsive and more capable in their career choices. Parents due to influence they have on their children's career will expect a curriculum that will enable their children acquire the skills need.

Parents are considered to have a standout role in shaping their children's growth and development. Parenting style on one hand provides the family with socialization environment that enables them to achieve their expected goals and transfer values, norms and culture to their children. Parenting style has been proved to be a strong predictor of school achievement and over schooling (William and Sachez 2011; Porubu and Necsoi, 2012). Suffice it to state that academic achievement depends on parenting style which is indicated by parents being responsive, meaning the level of support and warm and being demanding which has to do with controlling, supervising and offering guidance to the children towards their academic achievement (Tuner, Chandler and Heffer, 2009).

Academic achievement according to Good, (2009) is the knowledge acquired and skills developed in school subject usually by test scores assigned by the teacher. This shows that it can be regarded as perimeter for the attainment of personal satisfaction and social recognition. Kaggwa (2003) affirms that academic achievement is the



quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy students achieve in an institution. These achievements are assessed by marks obtained in test or examinations in educational institutions. There is a claim by some researchers that academic achievement is influenced by career choice, over schooling and curriculum overload (Austin 2010; Kaggwa (2003) William and Sachez 2011; Porubu and Necsoi, 2012)

Purpose of the Study

The main purpose of the study was to determine the relationship between managing over schooling (career choice, curriculum over load, and parenting style) and students' achievement in curriculum content of Junior Secondary Education in Ebonyi State, Nigeria. Specifically, the study aimed at determining the relationship between:

1. students' career choice and their achievement in Basic Science and Technology in junior secondary in Ebonyi State Nigeria.
2. Students' curriculum overload and their achievement in Basic Science and Technology in junior secondary schools in Ebonyi State Nigeria.
3. Parenting style and students' achievement in Basic Science and Technology in junior secondary schools in Ebonyi State, Nigeria.

Scope of the Study

This study was geographically delimited to the public secondary schools in Ebonyi state Nigeria. The content scope focuses on the students' career choice, curriculum overload, parenting style and selected curriculum contents of JSS II (magnetism, periodic table, digestion, water and

solubility, metals and their compounds). JSS 2 students were the subjects of the study.

Research Questions

The following research questions guided the study:

- 1- What is the relationship between managing students' career choice and their achievement in Basic Science and Technology in junior secondary schools in Ebonyi State Nigeria?
- 2- What is the relationship between managing students' curriculum overload and their achievement in Basic Science and Technology in junior secondary schools in Ebonyi State, Nigeria?
- 3- What is the relationship between managing parenting style and students' achievement in Basic Science and Technology in junior secondary schools in Ebonyi State, Nigeria?

Hypotheses

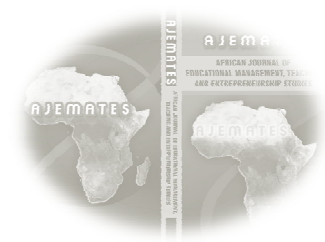
H01: There is no statistical significant relationship between managing students' career choice and their achievement in Basic Science and Technology in junior secondary schools in Ebonyi State, Nigeria

H02: There is no statistical significant relationship between managing students' curriculum overload and their achievement in Basic Science and Technology in junior secondary schools in Ebonyi State, Nigeria

H03: There is no statistical significant relationship between managing parenting style and students' achievement in Basic Science and Technology in junior secondary schools in Ebonyi State, Nigeria

Research Method

This study employed correlation design. Using a correlation design allowed the researchers to ascertain if there is any



relationship between variables; the strength of the relationship and the direction as well as the interpretation of the relationship that exist. The area for this study was Ebonyi State of Nigeria. This study was carried out within the in JSS in Ebonyi state. The area has both private and public secondary schools but public schools were used for the study. The population comprised Junior Secondary School Class-II students offering Basic Science and Technology. A total of eight hundred and forty (840) junior secondary school students in thirty (30) schools formed the population. Through stratified random sampling technique, a sample of six hundred and seventy eight (678) students drawn from the twenty (20) public secondary schools participated in the study.

The instruments the researchers used for data collection were three; a structured Over Schooling Questionnaire (OSQ), and Basic Science and Technology Achievement Test (BSTAT). Initially, the OSQ consisted of 15 items of five items per cluster (career choice, curriculum overload and parenting style). The respondents were required to indicate their opinions on a four (4) point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with values of 4, 3, 2 and 1 respectively for positive items and the reverse for the negative items. The BSTAT was a 20-item objective type questions that was developed by the researchers from selected curriculum content of JSS used for the study. The BSTAT had four options (A-D). The objective questions were drawn from the following topics; magnetism, periodic table, digestion, water and

solubility, metals and their compounds, which were certified to have been taught by the teachers in the respective schools chosen for the study.

The instruments used in this research work were face validated by four experts; one from Psychology unit of Educational Foundations Department, one from Educational Management unit, one from Science Education Department and one from Measurement and Evaluation option of Science Education Department; in Ebonyi State University, Abakaliki, and Alex Ekwueme Federal University Nufu-Alike all from Ebonyi State Nigeria. After some amendments, the final instruments for the study were produced.

The instruments were then administered to a group of twenty five (25) students in a field testing in Afikpo Education zone, which is not part of the study area. Data collected were used to carry out reliabilities of the instruments.

The researchers applied Cronbach Alpha approach to obtain reliability coefficient of 0.74 for the OSQ. This figure was adjudged to be of a high internal consistency and therefore usable for the study. Item analysis of difficulty index and discrimination index were carried out for BSTAT. Three items dropped leaving seventeen (17) items behind from which a table of specification was established. The reliability coefficient of the BSTAT was determined using Kuder-Richardson 20 procedure that yielded a reliability index of 0.88 which showed high internal consistency, making the instrument suitable and usable.

The copies of the instruments were distributed by the researchers and ten



research assistants to respondents in their individual schools, where the completed copies of questionnaire and answers to the test instrument were collected back from the respondents on the spot to avoid losses. Maximum return of instruments was realized. Pearson Product Moment Correlation (PPMC) coefficient index was used to answer the research questions while linear regression statistic was used to test the hypotheses at 0.05 level of significance. The research questions were interpreted using the following format.

Interpretation of correlation coefficient

0.81-1.00 Very high, near perfect relationship

0.61-0.80 High relationship

Research Question 1:

What is the relationship between students’ curriculum overload and their achievement in Basic Science and Technology in junior secondary schools in Abakaliki Education Zone??

Table 1: Correlation coefficient of Career Choice and their Achievement in Basic Science and Technology

Achievement		Career Choice	
Achievement	1.000	.758	
N	(678)	(678)	
P =		P = .000	
Career Choice	.758	1.000	
N	678	(678)	
P =	.000	P =	
r = 0.758		r ² = 0.57	

The results in Table 1 shows a correlation coefficient (r) of 0.758 which is within the region of high correlation. This means that career choice, is a consequence of over schooling highly determines achievement of students in Basic science and technology (curriculum content).

0.41-0.60 Medium relationship

0.21-0.40 Low, definite positive relationship

0.00-0.20 Very low, virtually no relationship

Source: (Nwana, 2008:311)

To interpret the result of the hypotheses:

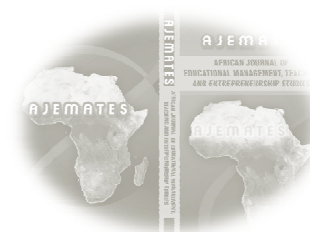
-Reject Ho if t.cal is greater than the significance of t

-Accept Ho if t.cal is smaller than the significance of t

Results

The results are based on the research questions formulated to guide the study and the hypotheses tested. The results were presented in Tables.

However, the coefficient of determination (r²) is 0.57 which when converted to percentage gave a percentage of 0.57%. This value explains the variation in Basic Science and Technology achievement as explained by the students.



Research Question 2:

What is the relationship between students’ curriculum overload and their achievement in Basic Science and Technology in JSS in Ebonyi State, Nigeria?

Table 2: Correlation Coefficient of Curriculum Overload and their Achievement in Basic Science and Technology

	Achievement	Curriculum Overload
Achievement	1.000	.821
N	(678)	(678)
	P = .000	P = .000
Curriculum overload	.821	1.000
N	(678)	(678)
	P = .000	P = .000
	r = 0.821	r ² =0.67

Table 2 shows a very high correlation coefficient of 0.821 between curriculum overload and achievement of students in Basic Science and Technology which indicates a medium relationship. This means that curriculum overload which is a consequence of over schooling very highly

determines achievement in Basic Science and Technology. The coefficient of determination is 0.67 which is 67%. This figure explains students’ contribution to achievement in Basic Science and Technology.

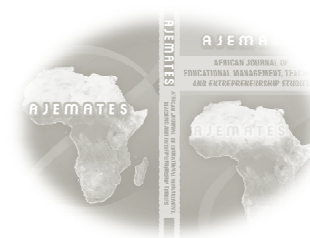
Research Question 3: What is the relationship between parenting style and students’ achievement in Basic Science and Technology in JSS in Ebonyi State, Nigeria?

Table 3: Correlation coefficient of Parenting Style and Students’ Achievement in Basic Science and Technology

	Achievement	Parenting Style
Achievement	1.000	.794
N	(678)	(678)
	P = .000	P = .000
Parenting Style	.794	
N	(678)	(678)
	P = .000	P = .000
	r = 0.794	r ² =0.63

The result in Table 3 indicates a correlation coefficient (r) of 0.794 between parenting style which is a consequence of over schooling and achievement in Basic Science and Technology. This value is

within the range of high relationship. The coefficient of determination (r²) gives a value of 0.63 which is 63%. This figure represents students’ contribution to the achievement obtained.



Hypothesis 1 (HO1): There is no statistical significant relationship between students’ career choice and their achievement in Basic Science and Technology in JSS in Ebonyi State, Nigeria

Table 4: Significant of relationship between Students’ Career Choice and their Achievement in Basic Science and Technology

Variable	skill	Computed R	R – square	Adjusted R-square	Standard error	Beta	t- cal
Observation		0.7587	0.3313	0.4331	3.1560	0.7587	8.221
Constant							4.110

Significant at $p < 0.05$ Df =676
From Table 4, r represents the coefficient of correlation which establishes only relationships between the two variables. The coefficient of determination (r^2) for computed r value of 0.7587 is 57%. This value explains students’ opinion on how career choice determines achievement in Basic Science and Technology. On the test of significance of the hypothesis, as indicated in Table 4, the calculated ‘t’ value

is 8.22 while the significance of ‘t’ is 0.0000. From the two values, the null hypothesis (HO1) which states that, the relationship between career choice and students’ achievement scores in Basic science and Technology is not significant is rejected. The researcher therefore concludes that the relationship between career choice and students’ achievement scores is significant.

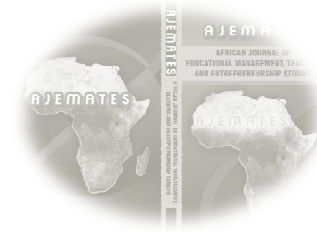
Hypothesis 2 (HO2): There is no statistical significant relationship between students’ curriculum overload and their achievement in Basic Science and Technology in JSS in Ebonyi State, Nigeria

Table 5: Significant of Relationship between Students’ Curriculum Overload and their Achievement in Basic Science and Technology

Variable	skill	Computed R	R – square	Adjusted R-square	Standard error	Beta	t- cal
Measurement		0.8212	0.1112	0.2415	2.1119	0.8212	4.140
Constant							7.1213

Significant at $p < 0.05$ Degree of freedom (df) = 676
From Table 5, computed r gave a value of 0.8212. The coefficient of determination (r^2) is 0.672 which is 67.2%. This value indicates the variation in Basic science and Technology achievement as explained by the students. On the test of significance of

the hypothesis as indicated in Table 5, the calculated ‘t’ value is 4.140 while the significance of ‘t’ is 0.0000. From the two values, the null hypothesis (HO2) which states that there is no significant relationship between curriculum overload



and achievement scores in Basic Science and Technology is rejected. The researchers therefore conclude that the relationship between curriculum overload and students' achievement is significant.

Table 6: Significant Relationship between Parenting Style and Students' Achievement in Basic Science and Technology

Variable	skill	Computed R	R – square	Adjusted R-square	Standard error	Beta	t- cal	Sig.
Observation		0.7949	0.3351	0.3318	4.1233	0.7949	8.064	0.0000
Constant							5.223	0.0000

Significant at $p < 0.05$ Df= 676

Table 6 above has r which represents the coefficient of correlation as 0.7949; while the coefficient of determination (r^2) computed is 0.631 which is 63.1%. This value explains students' opinion on how parenting style determines achievement in Basic Science and Technology. On the test of significance of the hypothesis as indicated in Table 6, the calculated 't' value is 8.064 while the significant of 't' is 0.0000. From the two values, the null hypothesis (HO3) which states that, there is no significant relationship between parenting style and students' achievement in basic science and Technology is hereby rejected. Therefore, there is a significant relationship between parenting style and students' achievement in Basic Science and Technology.

Discussion of Results

As shown in Table 1, the correlation coefficient of 0.758 indicates that there is high positive relationship between students' career choice and their achievement in Basic science and technology. This finding is in line with the earlier findings of Salami (2006); Austin (2010); Kaggwa (2003) and

Hypothesis 3 (HO3): There is no statistical significant relationship between parenting style and students' achievement in Basic Science and Technology in JSS in Ebonyi State, Nigeria

Stikkeorum (2014) that career choice is a consequence of over schooling and has a direct relationship with curriculum (Basic science and technology) which applies directly on students' achievement.

On the test of hypothesis, summary of result in Table 4 also reveals a statistically relationship between students' career choice and their achievement in Basic science in JSS in Ebonyi State. The finding is in consonant with the clarification Watson (2010) and. Issa and Nwalo, 2008; Matson, McMahan, Foxcroft and Els, by which appraised the place of career choice as being caused by over schooling that affects seriously the curriculum of the educational system.

Table 2 shows a very high correlation coefficient of 0.821 between curriculum overload and achievement of students in Basic Science and Technology which indicates a very high positive relationship. This means that curriculum overload which is a consequence of over schooling very highly determines achievement in Basic Science and Technology. The coefficient of determination is 0.67 which is 67%. This



figure explains students' contribution to achievement in Basic Science and Technology. The finding of this study is in line with the study of Etuk, Akpan and Etuk (2014) that an impediment to progress The finding is also in line with observation of Cohn, Johnso and Ng (2000); Van der Meer and Glebbect (2011) that curriculum overload interterm with over schooling.

On the test of significance of the hypothesis as indicated in Table 5, the calculated value is 4.140 while the significance of 't' is 0.0000. From the two values, the null hypothesis (HO2) which states that there is no significant relationship between curriculum overload and achievement scores in Basic Science and Technology is rejected. The researchers therefore conclude that the relationship between curriculum overload and students' achievement is significant.

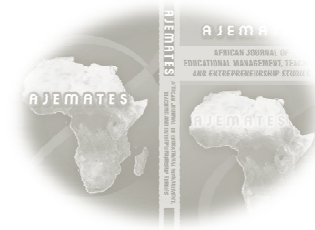
The result in Table 3 indicates a correlation coefficient (r) of 0.794 between parenting style which is a consequence of over schooling and achievement in Basic Science and Technology. This value is within the range of high relationship. The coefficient of determination (r^2) gives a value of 0.63 which is 63%. This figure represents students' contribution to the achievement obtained. This result is in line with the views of William and Sachez (2011); Porubu and Necsoi, (2012) that parenting style affect students academic achievement and influences over schooling. On the test of significance of the hypothesis as indicated in Table 6, the calculated 't' value is 8.064 while the significant of 't' is 0.0000. From the two values, the null hypothesis (HO3)

which states that, there is no significant relationship between parenting style and students' achievement in basic science and Technology is hereby rejected. Therefore, there is a significant relationship between parenting style and students' achievement in Basic Science and Technology.

The findings have implications for students. The student career choice, curriculum overload and parenting style as consequences over schooling; all having positive relationship with school curriculum have great implication to classroom situation as teachers should endeavor to avoid irrational and obsolete form of behavior whether in the classroom or outside the classroom as many students look unto them as a role model which is the key ingredients to students achievement in life through their interest and attitude.

This result also brings to limelight that teachers, teachers' trainers and parents should pay more attention to the development of the child not dictating the course to read for the future as it may not have relevance to them. Specifically, interest boosting, student's involvement in the courses of their choice should be emphasized in classrooms and homes.

It has implication on the curriculum planner and government on the importance and need for adequate provisions for good career counseling and guidance for learning processes. On the school heads and authorities, the implication is that it plays important roles in improving quality of education as it helps to motivate learners and teachers as well as create good



relationships between students and chemistry teachers.

Conclusion

Based on the findings of this study which utilized three research questions and three null hypotheses, there was high positive correlation between students' career choice, curriculum overload and parenting style as having relationship with students' curriculum achievement in Basic science and technology. It is believed that if the recommendations adduced in this study are implemented, will reduce drastically over schooling leading to enduring education.

Recommendations

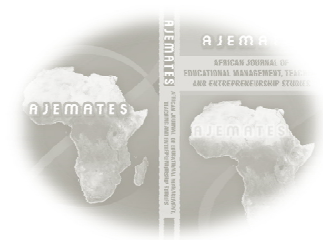
The following recommendations were made:

1. Teachers should create an encouraging atmosphere in the basic science and technology to promote the students' positive interest in their career choice.
2. They should also motivate the students to learn, highlighting its importance. This can be achieved by implementing the appropriate methods and activities of teaching chemistry effectively.
3. Furthermore, they should integrate up-to-date materials and supplementary resources in addition to the Basic science and technology textbooks. This can help them to capture students' attention to learn Basic science and technology successfully.
4. The teachers must be aware that communicative approach encourages

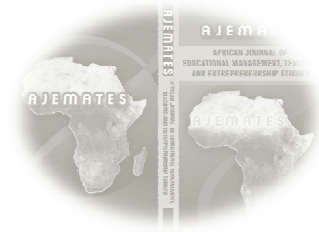
learners to collaborate and discuss their experiences and other issues regarding the consequences of over schooling.

Reference

- Alade, I.A, (2011).Trends and issues on curriculum review in Nigeria and the need for paradigm shift in educational practice. *Journal of emerging trends in education research and policy studies (JETERAPS)* 2(5) 325-333.jeteraps.scholarlink.search.org.
- Badmus, M. (2006). Curriculum design for primary education in the 21st century in Nigeria. . *Nigerian journal of education studies (CON)* 13(2) 222-237
- Battu, H. and Sloane, P.J. (2000). Overschooling and crowding out in Britain. In Borghans and de Grip (eds). *The overeducated worker*. Cheltenham: Edward Elgar, 157-175.
- Crompton, P. (2016). The curriculum VS employability skills? [SecEdu.http://www.sec.ed.co.uk/blog/t-h-curriculum-vs-employability-skills/](http://www.sec.ed.co.uk/blog/t-h-curriculum-vs-employability-skills/)
- Ekechukwu, L.E, Eke, D.O and Onuu, C.C. (2018). Overschooling and the curriculum in Nigeria. *Middle-East journal of scientific research* 26(2) 265-277.
- Etuk, G.K; Akpan, E.G and Etuk, E.N(2012). Tertiary overschooling in Nigeria: Theoretical perspectives and causes. *International journal of higher education* 1(2).
- Hall, D.T (1996). Proten careers of the 21st century. *Academic journal of management executive*. 4-8=16.



- Ivowi, U.M.O (1996). Curriculum reform and improvement. G.C. Offorma (Ed.) curriculum implementation. Onitsha: Uni-World educational publishers (Nig) Limited.
- Majoni, C (2010). Curriculum overload and its impact on teacher effectiveness in primary schools. *European journal of education studies* 3(3) 155-162. Retrieved on 2nd November, 2018 from www.oapublication.org/edu.
- McGuiness, S. (2006). Overeducation in the labour market. *Journal of economic survey*, 20(3): 387-418.
- McGuiness, S. and Pouliakas, K.(2016). Deconstructing theories of overeducated in Europe: A wage decomposition approach. IZA discussion paper No 9698
- National Council for curriculum and assessment (NCCA, 2010). Curriculum overload in primary schools: An overview of national and international experiences, NCCA.
- Ng Ying-Chu (2000). Overschooling and occupational change. Retrieved from Yang@hkbu.edu.hk. Google Buzz.
- Nkang, I.E, and Uwah, C.S (2013). Overschooling and secondary school teachers' job performance in Nigeria. *Journal of education and practice* 4(10). Retrieved on 22nd August 2018, from <https://www.iiste.org>
- Ocho, L.O.2005. Issues and concerns in education and life. Enugu; Institute of developing studies.
- Offorma, G.C. (2000). Curriculum implementation and institution. Onitsha: Uni-World educational publishers Ltd.
- Offorma, G.C. (2018). Teachers' readiness for effective implementation of desired curriculum at basic education level in Nsukka education zone. *Nigerian journal of education studies (CON)* 25(1) 258-275.
- Ogba, F.N and Igu, (2017). Diversity and educational effectiveness in time of demographic change: A challenge to educational leaders. *International journal of educational administration planning and research* 9(1) 14-25.
- Ogba, F.N and Igu, N.C.N (2009). Universal Basic Education for Self Reliance: Challenges for the Nigerian Teacher. *African Journal Of Educational Foundations*. 2009. Vol.4(1) .p 43-48
- Ogutu, J.J.P; Odera. P. and Maragia, S. (2017). The effectiveness of peer pressure on students' career decision making in secondary schools in Kenya. *International journal of humanities and social studies* 3(3) 16-32.
- Ogwu, E.N, Omeje, M.O and Nwokonna, E.N (2014). Structural curriculum reform an unemployment among youths in Nigeria: Implications for peace development. *International journal of humanities social sciences and education (IJHSSE)*, 1 (12) 44-50. Retrieved on 3rd November, 2018 from www.arcjournal.org.
- Okundaye, M.S.E. (2003). Curriculum issues in technology education: focus on democratic Nigeria. *Technology Education in a Democratic Nigeria*. N.G. Neji, M.A.A Ogunyemi, F.O.N Onyeukwu, M. Ukponson and S.O Agbato (Eds). Nigerian Association of



Teachers of Technology (NATT)
Lagos: Rothmed International Limited.

Riddell, C.W. and Song X (2011). The impact of education on unemployment incidence and re-employment success: Evidence from the U.S. labour market. IZA, discussion paper, 5572.

Tremblay M. and Roger, A (2004). Individual, familial and organization determinants of career plateau: An empirical study of determinants objectives and subjective of career plateau in a population ambiguity and participation among Canadian managers. International journal of human resource management. 15(6) 996-1017.

Udoh, N.A; Eme, U.J and Amajuoyi (2014). Graduate overschooling: Measurement issues and the Nigeria situation. Advances in economic and business 2(3)117-132.

UNESCO (2003). Building capacities of curriculum specialists for education reforms. Asia and Pacific regional bureau for education. Available at <http://UNESCO.org/images/0013/00134944c.pdf>.

Van der Meer, P.H and Glebbeek, A.C. (2001). The return to formal overschooling: Filling a research gap. The Netherlands. Journal of social science, 37(2). Retrieved 1st January, 2013, from <http://catmist.fr/?a=model=affichen&andcpsuit=13821810001>.

Xie, B. and Xia, M. (2010). Empirical research on causes and effect of career plateau. Proceedings of the 9th

international conference of
management and innovations.
papers_2010>part_8.