

**INFLUENCE OF INTRINSIC AND EXTRINSIC VARIABLES ON CAREER
DECISION-MAKING AMONG SECONDARY SCHOOL STUDENTS IN
GIWA EDUCATION ZONE, KADUNA STATE, NIGERIA**

BY

Khalid Isa MUHAMMED

P14EDPC8042

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
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OCTOBER, 2021

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**A DISSERTATION SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES,
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**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

OCTOBER, 2021

DECLARATION

I Khalid Isa MUHAMMED hereby, declare that this Dissertation entitled “INFLUENCE OF INTRINSIC AND EXTRINSIC VARIABLES ON CAREER DECISION-MAKING AMONG SECONDARY SCHOOL STUDENTS IN GIWA EDUCATION ZONE, KADUNA STATE, NIGERIA” was carried out by me in the Department of Educational Psychology and Counselling under the supervision of Prof. M. I. Abdullahi, Head of Department Educational Psychology and Counselling and Prof R. M. Bello of Department of Educational Psychology and Counselling, Ahmadu Bello University Zaria. The information derived from the literatures has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was submitted, either in part or whole for any class of degree at this or any other institution elsewhere.

Khalid Isa MUHAMMED Date

P14EDPC8042

CERTIFICATION

This Dissertation entitled “INFLUENCE OF INTRINSIC AND EXTRINSIC VARIABLES ON CAREER DECISION-MAKING AMONG SECONDARY SCHOOL STUDENTS IN GIWA EDUCATION ZONE, KADUNA STATE, NIGERIA” by Khalid Isa MUHAMMED, meets the regulations governing the award of Degree of Master of Education in Guidance and Counselling of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

Prof. M. I. Abdullahi Date
Chairman Supervisory Committee

Prof. R. M. Bello Date
Member Supervisory Committee

Prof. M. I. Abdullahi Date
Head, Educational Psychology and Counselling

Prof. S.A. Abdullahi Date
Dean Post Graduate Studies

DEDICATION

This Dissertation is dedicated to my beloved parents: Late Malam Muhammad (Wambai) and Hajiya Fatimatu Zahara (Malama) whose contributions to my life are immense. Also to my wife Gimbiya, my lovely daughters: Maryam (Likita), Azzahara (Malama) and dear sons Abdulrahaman (Engineer), Almahadi (Professor), Fodiyo (Sultan), Adnan (Sarki) for bearing my long absence from home with love and understanding. Lastly, the researcher dedicates the research work to all practicing counsellors and counsellors-in-training. I appreciate you all for your support and prayers. May Almighty Allah (S.W.T) bless you abundantly, ameen.

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OPERATIONAL DEFINITION OF TERMS

For the purpose and clarity, the terms used in this research are defined as follows:

Intrinsic variables that influence students' career decision making:

In this study, include personal aspiration, personal interest, and personal ability that bring satisfaction or fulfilment on the career dimension use considered.

Personal aspirations represent an individual determination towards a desired career goal under ideal conditions.

Personal interest it's an individual wishes and intended occupational career.

Personal ability is the knowledge and skills acquired through education and training which determined the strengths of the student about the career.

Extrinsic variables that influence students' career decision making:

In this study, include parental pressure, peers influence and career availability dimension use considered.

Parental pressure means the extent to which parents give responsiveness, approval and financial support in matters concerned with the career plans of their children.

Peers Influence mean peers attitudes toward gender and ethnicity that increase or decrease a person's confidence in pursuing a decision or provide validation of the career decision.

Career availability means an occupational career that you can easily access and enrol

Career Decision Making: It is the process of identifying, classifying and selection of a particular path or career based on values and preference. This is usually influenced by intrinsic and extrinsic variables which include parental guidance, vocational counselling, and training opportunities. It is also affected by personal preference and identification with figures and role models.

ABSTRACT

The study investigated variables that influenced career decision-making among secondary school students in Giwa Education Zone, Kaduna State, Nigeria. The main objective was to find out the Influence of Intrinsic and Extrinsic variables on career decision-making among secondary school students in Giwa Education Zone, Kaduna State, Nigeria. The research design used was survey. Career Decision Making Scale (CDMS) was the research instrument used. The reliability was established using Cronbach's alpha. To achieve the objectives, simple random sampling technique was used to select three hundred and sixty five (365) respondents. Mean statistic was used in answering the research questions. Chi-Square (X^2) statistics was used in analysing the data. All the intrinsic results revealed that $p < 0.05$ alpha level of significance and X^2 computed values at df 8. Meaning there is significant influence dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone. Also all the results of the extrinsic variables revealed that $p < 0.05$ alpha level of significance and X^2 computed values at df 8. Meaning there is significant influence dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone. It was recommended that counsellors should properly guide young people in their career aspirations based on their interest and abilities. Career talk should be in all level of education especially (SS1) to enable students to adjust their educational and career interest based on perceptions of how such requirements mesh with their own abilities. This will enable secondary school students to make informed decisions about their intended career decision-making. Extrinsic variables that influence career decision making must therefore be discouraged. Furthermore, appropriate appraisal tools like psychological tests should be provided for school counsellors to adequately diagnose the personal interest, career strengths and weaknesses of the students for proper placement on subject combination and career decision making counselling.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Career refers to a job or profession that you have been trained for, and which you undertake for a long period of your life Avugla (2011). Careers have often been restricted to an employment commitment to a single trade skill, profession or business firm for the entire working life of a person. Career decision-making is one of many important decisions students will make in determining future plans but this has become a complex science with the dawn of information technology and the emergence of job competition. Wattles (2013) contended that industrialization and post industrialization have made it possible for a common person to be rich as long as he or she has due skills and knowledge and such decisions will impact them throughout their lives.

In competitive world of knowledge and the continuous economic hardship in Nigeria one has not only to make due career planning but also exhaustive career research before career decision-making so as to adjust to the evolving socioeconomic conditions. The essence of who a student is will revolve around what a student wants to do with his or her lifelong work. Interestingly, the decision of careers, subjects, and courses of study and the subsequent career paths to follow are a nightmare for secondary school students (Issa&Nwalo 2011). Most often, deciding the right course combination leading to the right profession can make the difference between enjoying and detesting the career in future.

According to Kerka (2010), career decision-making is influenced by variables including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and finance. Bandura et al (2001) stated that each individual undertaking the process is influenced by several factors including

the context in which they live, their personal aptitudes, social contacts and educational attainment. According to Hewitt (2010), most people are influenced by careers that their parents favour, others follow the careers that their educational decision have opened for them, some decide to follow their passion regardless of how much or little it will make them while others choose the careers that give high income.

Globally, researchers have examined variables influencing students 'career decision-making in various fields of specialization. Kyriacou and Coulthard (2011) identified three main areas, extrinsic variables, intrinsic variables and altruistic variables. Extrinsic reasons cover aspects of jobs which are not inherent in work itself; such aspects include long holidays, level of pay and status. Intrinsic motives may be understood as entering the career for job related variables like the nature of the job, for example, the activity of teaching children, chance for lifelong learning and many opportunities that are associated with the job.

The third category is altruistic variables; these often go beyond tangible benefits that the career has to offer. Individuals who are motivated by altruistic reasons see an occupation as a socially worthwhile and important. They have a desire and passion to their work, a great love for and desire to help society improve (Kyriacou & Coulthard, 2011). In other careers, such as entrepreneurship, studies have shown that students 'intentions to become entrepreneurs are partly influenced by attitude, self-efficacy, prior experiences and family exposure to business (Pihie, 2009; Haase & Lautenschlager, 2011).

Social demographic characteristics such as age, gender, socioeconomic status and level of education were significant with the intentions to become entrepreneurs. Perceptions of a person, job fit and career availability were found to be the key motives for secondary school students career decision-making intentions (Suan, Mat & Lin, 2012). The assumption that one could make based on these findings is that, motivation behind one's career decision-making intentions varies across professions and culture. Students perception of being suitable

for particular jobs also has been found to be influenced by a number of variables including ethnic background, year in school, level of achievement, choice of subjects, attitudes and differences in job characteristics (McArdle, Waters & Hall, 2013).

It is worth noting that studies have shown that the majority of students in Nigeria finished their secondary school education without adequate knowledge on career decision making due to lack of proper career guidance and counselling (Puja, 2011; Mvungi, 2012). Consequently, they are directly or indirectly affected when they start higher education because the majority of them lack the knowledge necessary to choose fields that best suit their personalities from variety of programmes offered in higher institution. Further, Avugla (2011) found that most students in Nigeria complete their secondary school education without adequate knowledge on career decision-making. This Avugla (2011) attributed to lack of proper career guidance and counselling. He concludes that these students are influenced by extrinsic, intrinsic and interpersonal variables in choosing the right career from a variety of programmes when they gain admission to further their education in universities.

It is helpful to consider the attitudes people hold about themselves when making a career decision. Attitudes about personality have been organized into consistent modes of thinking, feeling and reacting to evaluation of our environment. Stebleton (2007) posited that students have external locus of control and believe that there are numerous external variables which influence their career decision-making. These external variables include political and economic considerations, previous work experience and the influence of key individuals in a person's life. Pummel, Harwood and Lavallee (2012) reported that external influences that help to shape an individual's career decision-making are also influenced by significant others through social support from peers. O'Brien (1996) asserted that everyone should have an honest occupation since work is one of the greatest blessings.

As observed by Kidd (2010), when people are provided with adequate information at the right time, it can make a big difference in career planning. There are tools for students in college to help them choose a career. These tools include career tests, career counselling, job fairs, and job shadowing (Wilson,2012). Career tests usually offer a wide range of questions that pool all of a student's interests and group them into possible job fields and majors. Career tests can show where students need development in skills or experience.

Most secondary school students, do not have accurate information about occupational opportunities to help them make appropriate career decision regardless of the numerous career tools at their disposal. Unfortunately some of these career counselling tests are not readily available in many of these secondary schools in Nigeria although it is mandatory for them to have counselling centres. The few secondary schools that have counselling centres are also plagued with many challenges, such as finances, rendering the functions of these centres very difficult.

Even though some of the secondary schools have one counselling centre, sensitization on their relevance is low and thus not many students patronize them. More so, due to the busy schedule of school counsellors who most often double duties, some of the students who would like to seek counselling services are unable to have access to them.

1.2 Statement of the Problem

In Nigeria, secondary school students aptly demonstrate lack of ideas and guidance on the immense roles and usefulness which trained and qualified counselling centres and counselling clinics plays on their everyday career decision-making despite the fact that most of the school activities are designed, manipulated or monitored by the counselling office. However, secondary school students in Giwa Education Zone are not exceptions to this research predicament. Consequently, it is not the objective of this research to find faults with the various secondary schools in Giwa Education Zone or individual student for lack of

visiting counselling centres or counselling clinics for mind surgeon or sensitive decision-making, rather it is to carry out most of the anomalies which have existed in their system and methods of career decision-making.

Every day, people are in undated with decisions, big and small. Understanding how people arrive at their decision is an area of counselling that has received attention. The career decision-making guidance of the old education system was incorporated into the new school curriculum as part of the life orientation area. Career decision-making services are needed to react to education system, economic style, employment patterns and globalization changes in the society. To guide young people in their career decision-making, intrinsic and extrinsic variables play a central role in this lifelong process.

The intrinsic variables on this research are limited to personal interest, personal aspiration and personal abilities. The extrinsic variables are also limited to parental pressure, peers influence and career availability respectably. In order to succeed in obtaining their goals, students must know what they want. "Too many of us have been taught to suppress what we want and instead concentrate on meeting other people's expectations. In doing this, we end up spending most of our time marching to other people's drums" (Wilson, 2012).

Career decision-making is important and perhaps a very difficult process which one must undergo at some time in life. Most secondary school students are likely to make wrong career decisions due to lack of information, ignorance, peer pressure, wrong modelling or as a result of prestige attached to certain careers without adequate career guidance and career counselling (Salami, 2009; Ndambuki & Mutie, 2011). Consequently, they are directly or indirectly affected when they graduate from their schools as the majority of them lack skills necessary to make a sound career decision, choose fields of specialization for further studies among others. Therefore, there is a need to explore a more refined understanding of the intrinsic and extrinsic variables that prompt the career decision-making of secondary school

students in Giwa Education Zone. Some decisions are simple, seem straight forward, while others are complex, and require a multi-step approach. After an individual makes a decision, there are several differing outcomes, including regret and satisfaction. Decisions that are reversible are more desired and people are willing to pay a premium for the ability to reverse decisions; though reversibility may not lead to positive or satisfactory outcomes. There is yet a lot of research to be conducted on decision-making, which will enable counsellors, psychologists and educators to positively influence the lives of many. Therefore, this study will examine the Influence of Intrinsic and Extrinsic Variables on Career Decision-Making among (SSI) Senior Secondary Schools in Giwa Education Zone, Kaduna State, Nigeria.

1.3 Objectives of the Study

The objectives of the study include determining the influence of:

1. Personal aspiration dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone.
2. Personal interest dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone.
3. Personal ability dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone.
4. Parental pressure dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone.
5. Career availability dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone.
6. Peers influence dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone.

1.4 Research Questions

The following research questions were answered.

1. What is the influence of personal aspiration dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone?
2. What is the influence of personal interest dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone?
3. What is the influence of personal ability dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone?
4. What is the influence of parental pressure dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone?
5. What is the influence of career availability dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone?
6. What is the influence of peers' dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone?

1.5. Hypotheses

The following null hypotheses were tested

- H₀₁. There is no significant influence of personal aspiration dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone.
- H₀₂. There is no significant influence of personal interest dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone.

H₀₃. There is no significant influence of personal ability dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone.

H₀₄. There is no significant influence of parental pressure dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone.

H₀₅. There is no significant influence of career availability dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone.

H₀₆. There is no significant influence of peers' dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone.

1.6 Basic Assumption of the study

The basic assumptions that formed the basis of this study were:

1. That personal aspiration dimension of intrinsic variables may influence the career decision making of secondary school students in Giwa Education Zone.
2. That personal interest dimension of intrinsic variables may influence the career decision making of secondary school student in Giwa Education Zone.
3. That personal ability dimension of intrinsic variables may influence career decision making of secondary school students in Giwa Education Zone.
4. That parental pressure dimension of extrinsic variables may influence career decision making of secondary school students in Giwa Education Zone.
5. That career availability dimension of extrinsic variables may influence career decision making of secondary school students in Giwa Education Zone.
6. That peers' influence dimension of extrinsic variables may influence career decision making of secondary school students in Giwa Education Zone.

1.7 Significance of the Study

This research study will help in appreciating the peculiar challenges students in the secondary schools face in career decision-making and will also help teachers in presenting and evaluating their lesson vividly. It will also serve as road-map to career counsellors in counselling session. The research will give parents good understanding of their children's career decision making. It will help school administrators in establishing relationship with their school counsellors. The research will immensely assist policy-makers and industries in planning their activities.

The research work will help to find out the likely tension, real or imagine that existed in lack of proper career decision-making due to ignorance of the immense roles counsellors' plays, this giving rise to happy studies by students and happy working environment by the career workers. Secondary schools students, making the right decision will result in productivity and personal satisfaction on decided career; this will reach them through career talk and group counselling.

The research will contribute immensely to the counselling relationship with the students of secondary schools. The continuous roles counselling plays will help students in wise career decision-making in courses of studies and lead to competent career decision-making. The research will also assist the counsellors' source the intrinsic and extrinsic variables that influence career decision-making of secondary schools students in the zone and the counselling techniques that will be applied in alleviated so as to boost the Morale and improve qualitative education, positive graduations for good productivity. This could be through conference and workshops.

The research work will assist secondary schools administrators to maintain good healthy looking through skilful counselling which lead to cooperate on and loyalty

in establishing friendly relations with counsellors in carrying out career decision-making wisely. This will reach them through counselling talk.

The awareness will assist the teachers in both methods of imparting knowledge and evaluation techniques so that their performance can be improved. It will also help industries examine where, why and when it could be beneficial for them to invest resources to train and educate secondary schools students. Therefore, teachers will benefit through symposium and workshops.

The research work will help policy-makers and employment organization in planning careers for youths in relation to their environmental needs and career preferences. Also this research work will help the policy-makers to know the type of careers they will fit into after considering their capabilities as well as their limitations. The policy-maker in planning curriculum it will assist in making it relevant to the career needs of the secondary schools students; they will benefit the study through symposium and workshops.

The research work will assist in awareness on the educational and occupational opportunities and requirements available to them and their children. The research will also assist the parents to understand and utilize the services of school guidance programme. The appreciation would let parents be fully aware of their role and expectation of their children. This will reach them through counselling talk.

1.8 Scope and Delimitations of the Study

The research aims at finding out Influence of intrinsic and extrinsic variables on career decision-making and also to identify the challenges of career decision-making among secondary schools students in Giwa Education Zone, Kaduna state, Nigeria. The scope of the study covers all secondary schools students in Giwa Education Zone male and female and delimited to only nine selected (SSI) Senior Secondary School in Giwa Education Zone, Kaduna State, Nigeria.

However, the variables considered in this research work are limited to only two (2) variables that will be able to minimize and analyse during the year of writing this research work, they include: Intrinsic variables and Extrinsic variables. The sample data will be obtained from the only selected nine (9) Senior Secondary Schools (SSI) classes in the Zone. The sample schools include the following: Kudan Senior Secondary School, Hunkuyi Senior Secondary School, Bomo Senior Secondary School, Basawa Senior Secondary School, Jama'a Senior Secondary School, Giwa Senior Secondary School, Shika Senior Secondary School, Yakawada, and Gangara Senior Secondary Schools respectively.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1.Introduction

The chapter presented the review of related literature. It covers topical issues such as the concept of career decision-making, intrinsic and extrinsic variables, meaning of career decision-making, variables to consider in making a good decision, principle of decision-making, characteristics of decision-making. It will also dealt with career decision making tools such as self-awareness, educational awareness, career awareness, career exploration, career planning and some theories of career decision-making, development, and types of career. The chapter also explains the role of career guidance and counsellors in career decision making process. More so, it presented the challenges that confront secondary school students in career decision-making.

2.2. Concept of Career Decision-Making

Careers have often been restricted to an employment commitment to a single trade skill, profession or business firm for the entire working life of a person. Decision-making means selecting or separating from two or more things which are preferred (Webster's Dictionary, 2010). Career decision-making involves choosing one occupation over others. In furtherance, Zunker (1990:3) defined career as the activities and positions involved in vocations, occupations and jobs as well as related activities associated with an individual's lifetime of work. Similarly, Avugla (2011) stated that career refers to a job or profession that you have been trained for, and which you undertake for a long period of your life. Likewise, the Oxford Dictionary of Current English (2010) defined career as an occupation that a person undertakes for a substantial period of their life. The progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations is referred to as a career (business dictionary.com).

Career decision-making arise when an individual encounters difficulties engaging in their career of daily living. For example, an individual may want to participate in a leisure occupation such as football. However, the individual may not have the opportunities within his physical and social environments to be able to participate in this career. Maslow maintains that need theory stresses that individuals differ and so are their needs, wants and desire. Human beings making career-decision is in line with their personal needs, desires and wants determine the individual career decision-making which will satisfy some of his basic needs. General interest leads to a specific career decision-making goal, which in turn leads to pursuit and attainment of that goal.

Human beings are generally confronted with daily life events and experiences that need quick and appropriate decisions, varying from simple daily routines to others which require more time and mental efforts or deliberation. Whatever the circumstances and fields of application, it is certain that good decisions lead to good results (Harris, 2008) and (Anderson, 2012). That is why decision making relates to identifying and choosing alternatives, based on values and preferences of the decision maker (Otta&Njoku, 2012). It is also clarified as a process that requires making suitable choices out of other alternatives (Knowles, 1998) and (Bergen, 2013) or a technique used to investigate on selecting appropriate decision from the perspective and experience of the person making the decision (Chowdhary, Trevor, Jude & Muni,2008) and (Taylor, 2009). Okon (2011) on the other hand sees it as a process where selection is made from two or more possible choices. This implies the need for critical analyses on the numerous available options before identifying the best that fits goals, objectives, desires, and values.

2.2.1. Intrinsic Variables:

Intrinsic variables include interest in the job or personal desire that satisfies work. Similarly, intrinsic variables are basic and essential characteristics which form part of someone rather than because of his or her association (Encarta, 2009). Interest or personal desire is another important variable in career decision making. Studies have shown that students will choose a major that they think will fit their interest or personal desire (Mihyeon, 2012). The confidence that a student has can determine how far a student will go with their education. Students who believe in themselves have more confidence and are more likely to go for what they want instead of settling for something that is comfortable.

The result of the study of Adjin (2014) showed that interest was the most motivating factor that influenced career decision making among students in Sogakope Senior Secondary and Dabala Secondary Technical Schools considering: ability, interest, monetary reward, and prestige. Work is expected to improve upon the individual's quality of life, and bring honour and respect, so one needs to pay attention to his aptitude, and attitude towards work. It is true that certain families are noted for a particular job because they value that particular job and assume it may give them the respect they need in the society.

Another research by Amedzor (2013) showed that, prestige was the most important factor that influences career decision making of students, personal interest, and parental influence. Values and aspirations need to be considered as the individual makes a choice since the importance or usefulness one attached to his job and individual's desire or ambition to achieve inspires him to excel in his job. The individual's scale of values is based on his/her attitudes and beliefs about what is important in life. If one's values match closely those of his work or colleagues he/she is likely to feel a sense of pride in what you are doing and be happy to devote time and energy to your job.

Value systems do change over time so what is right for you now, may not be so appropriate in five or ten years' time. Values do become more important as we get older. Examples of values include autonomy (making your own decisions, independence of action), authority (having influence over others), variety (change and diversity in tasks, places, and people), service (helping or caring for others), economic reward (high salary, property), prestige (having achievements recognized), social interaction (having pleasant, friendly contacts), and creativity (being original, developing new concepts). This, however, cannot bring the expected satisfaction without other required intrinsic factors.

Inborn talents need to be developed. These talents when developed will influence the individual's career decision, and for one to be fully developed and attain self-actualisation, he has to pay the needed attention to inborn talents. The abilities and skills either innate or acquired needs to be suitable for the job one intends to do or is doing. The individual's aptitude or special ability has great influence on the vocational level and performance at work. Individual's aptitude has a powerful influence on the vocational level they are likely to attain or the training they are likely to be enrolled in. People with special abilities are better trained.

The individual's intellectual ability is very important in education and occupational decision. This is an important factor since individuals may enter into occupations that require considerable educational preparation as compared with occupations that might not require so much educational preparation. Also the study of Alam (2009) revealed that interest or personal desire was most influential variable that influenced career decision among senior secondary students in Ahanta East Metropolis Ghana taking into consideration (ability, personality, material benefit, home background, gender factors, and significant others). Career decision making motivated by intrinsic factors are also intellectually stimulating. A

decision is intrinsically motivated if one is free in making career decision based on innate tendency rather than environmental or interpersonal factors.`

2.2.2.Extrinsic Variables:

While some secondary school students will wait as long as it takes to secure their desired jobs, there are others that go in for jobs that come their way or due to circumstances. The study of Edwards and Quinter (2011) indicated that availability of advancement opportunities and learning experiences are the most influential factors affecting career decision making among students. While males reported learning experiences and career flexibility as the most influential factors, females however reported availability of advancement opportunity and opportunity to apply skills as the most influential factors. Though the initial salaries attached to those jobs may not be attractive, some may go in for them due to promotion opportunities attached to them.

Financial rewards as usually said, motivate the youth to make their career decision, that is, they go in for jobs that go with attractive salaries. Each individual would like to work at a place where there is effective machinery for negotiating pay increases or conditions for employment, where selection of most appropriate methods of calculating the wages or salaries which are important for cooperation and high morale, and department for the setting of wages and salary scales and the procedure to be followed are clearly defined. For the worker to be satisfied with his job or to achieve target set the following conditions are to be present: health and safety measures, ventilation, motivation, precaution against fire, office equipment and recreational facilities and everything that an employer puts in place to ensure a congenial working environment. There are others that consider the work environment before making their decision and those that are influenced by the success story of friends or family members. Others go in for jobs they feel may offer them further opportunity for education or training. While there are jobs that offer little or no opportunity for further

training and education, jobs in Health and Education sector offer ample opportunity for further training and education. Education or training enables the worker to acquire skills, knowledge, attitudes and abilities that help him to do his present work effectively and also prepare him for higher level (Attieku et al, 2009).

The school the individual attends goes a long way to influence one's occupation. The level of the individual's educational attainment also counts. It is true that one who enrolls and studies in a medical school will become a medical doctor and one who attends school of journalism is likely to be a journalist. Again, education or training is considered when it comes to promotion in most areas of work. There are those that look for jobs that can assure them regular income to cater for not just their present needs but also for the future as seasonal jobs cannot ensure regular pay and temporal jobs may be disturbing as one is faced with the problem of looking for another job. Also jobs that are of permanent nature provides one with a regular income which enables him plan his life well hereby improving his status in the society. This situation means more than the regular provision of job and wage. It includes situation where workers are not unjustly dismissed or suspended.

Environment plays a significant role in the career position the student attains in many ways. The environment that is spoken about here is a factor that is used to nurture decisions in career decision. Gender, for example, has played a significant role in this environment. In a statement released to the press on the thirtieth anniversary of the Title IX barring of the sex discrimination, Maree Greenberger (2010) of the National Women's Law Centre stated that boys are still being steered toward the traditional male' jobs, which are higher paying. Girls are still expected to cluster into the traditional fields of cosmetology, childcare, and other similar jobs. In Florida, for example, 99% of the students in cosmetology were female, while 100% of the students taking plumbing are male (Greenberger, 2012). While it should be noted that lawsuits were filed in these cases, not all states were guilty of gross failure on the

part of technical schools to desegregate the jobs to both of the genders. Schools in some states have been able to do a better job in creating a better environment for students who want to cross gender lines while choosing a career. Skills present in males and females alike have been indicative of their vocational interests.

LalegerGrace(2009) set out to ascertain the skill levels of girls as they applied to interests that the girls had. The conclusion showed that there was a disappointingly low correlation of skills to interest (Laleger, 2009). These types of studies have shown how difficult it is to break the code of motivation that students may possess. The fact that Laleger's study was done in 2009 shows that gender bias, and the study of it, is nothing new, and may continue to be an always present part of the career decision process. In the past, gender roles in the work force have been uneven and unfair (Bronstein & Farnsworth, 2014). Women usually had lower paying jobs than men (Bronstein & Farnsworth, 2014). Currently the playing field between the two is more even.

When looking at the workforce you can still find men and women in stereotypical job fields (Greenwood, 2009). Studies have shown that young men and women have different styles when it comes to deciding a career (Mihyeon, 2012). Men have a more liberal and progressive style of thinking while women prefer a hierarchical style of thinking (Mihyeon, 2012). Many students believe that to live a comfortable lifestyle they need to be economically stable. When these students look into a major or a career path, they seek out the higher salary jobs or they look for majors that involve the most job security (Wildman & Torres, 2012). The financial aspects that students consider include high earning potential, benefits, and opportunities for advancement (Beggs et al., 2010). Given the current economy, and comparing it to the American culture, many students think they need a high paying job to make it in society these days.

Along with stability during their career, some students may even look ahead to retirement. Students want to make sure they are secure for the rest of their lives, and may look into careers that have benefits to help them in the long run (Wildman & Torres, 2012). Relationship constitute an important dimension of human functioning, yet the interest in understanding how relationships and careers are intertwined has increased only in recent years (Bronstein *et al.*, 2014; Schultheiss, 2013).

Much evidence exist that parents influence their children's career development and that the family provide resources that are significant concerning young people's idea about their future. Families provide financial and emotional support and also transmit values, goals and expectations to their children, which can impact the career development process. Studies have separately examined the influences of each parent on the career choices of their sons or daughters and have found that mothers tend to have more influence on the career decisions or aspirations of their children than fathers. For example, in their study of 70 young adults, Mickelson and Velasco (2010) found that mothers were the most influential and that daughter's occupational aspirations were often similar to their mothers chosen professions.

In similar studies, students were asked items such as: What do you want to do with your life? And to indicate if they agree or disagree with statements such as my mother or father encouraged me to make my own decisions. The student's responses were similar to those of their parents (Mickelson & Velasco 2008; Wims 2014). These studies also found that students wanted to discuss career decision primarily with their mothers. Similarly, in their study of factors that influence children's career decision, Muthukrishna and Sokoya (2008) found the mother as the most influential person adolescents talk to concerning their career decision. Mothers were cited as particularly influential because they provide support that eases children's apprehensions about careers (Hairston 2010). For example, in their study of career decision among a sample of South African students, Bojuwoye and Mbanjwa (2009)

reported that their parents had a significant influence on their career decisions but mothers were more influential. This implies that mothers play a major role in career decision of their children.

Research studies show that families, parents and guardians in particular, play a significant role in the occupational aspirations and career goal development of their children. Without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities. Several studies (Knowles 2008; Mau & Bikos 2010; Wilson & Wilson 2012) have found that college students and young adults cite parents as an important influence on their decision of career.

In a similar vein, some studies have found that the family plays a critical role in a child's career development (Guerra & Braungart-Rieker 2009; Mickelson & Valasco 2010; Otto 2012). Some of the variables that influence student's occupational goals include the family, level of parental education, school, peers, personality, and socioeconomic status (Crockett & Bingham 2010; Wilson & Wilson 2012).

There are varying opinions and findings, however, as to which specific family characteristics influence career aspirations. For instance, conflicting data exist regarding the influence of socioeconomic variables. Other studies (Mau & Bikos, 2010) suggested that both parent education and income influence career aspirations, whilst other studies (Hossler & Stage 2015; Wilson & Wilson 2012) showed that only parent education is an influence. Other family variables that have been shown to influence career aspirations include the parent's occupation (Trice 2011) and family size (Downey 2010; Marjoribanks 2007; Singh *et al.*, 2015).

The father's occupational status is highly correlated with his son's occupation (Blau 2015; Conroy 2013). Family size also appears to influence adolescent career aspirations because parents with large families tend to have less money to aid the older children in

attending college, while younger children may receive more financial assistance since the financial strain is less once the older children leave home.

Other studies (Boatwright *et al.*, 2012) found each of these family variables to be insignificant in influencing aspirations. Nevertheless, most studies have been consistent and suggest that adolescents own aspirations are influenced by their parent's aspirations or expectations for them. This implies that when adolescents perceive their parents to have high educational expectations for them, adolescents are more likely to have higher aspirations for themselves.

A 2014 Sylvan Learning Centre report indicates that parents and children's views about career aspirations are more compatible than incompatible. Parents are influential figures with whom, whether intentionally or unintentionally, children become aware of and get exposed to occupations or career opportunities and implied expectations.

In a similar vein, some studies suggest that children are influenced in their career decision by socio-demographic factors and these factors include family, school and peers (Kniveton 2014; Mathombela 2009; Salami 2009). In his study, Salami (2013) found family involvement as the most significant predictor of career decision in gender-dominated occupations. Similarly, Kniveton (2014) found that the family provides information and guidance directly or indirectly and influences young people's career decision. For example, parents offer appropriate support for certain occupational decision which tends to follow their own (Small & McClean 2012).

According to Adenubi(2009) students have regard for highly monetary rewarding vocations. As a result, most of the emergent contractors whose fathers and godfathers are in political positions, with the type of money they earn, lure these students away from the academic and vocational interest. This situation could be as a result of what Idaron (2012) called accidental factor; a situation where secondary graduates will become taxi drivers and

motor cyclists because there is no job. It could be as a result of this and also create low self-concept. Some school leavers may form music gangsters to see that life is moving. Others, Idaron said, may become political touts and bodyguards.

Many parents and guardians, when they see the level of monetary reward from such politicians would insist that their children read or enter into such courses without minding their self-concept and vocational interest areas. Many, after study drop and leave the course and jump into what will give them job satisfaction. Others would engage in vocations, not based on rational decision, but on the basis of wind of fate (Orhungu, 2009).

Sababa (2010) was of the opinion that school environment influences self-concept and vocational interest. To them, improved school library, better and equipped laboratories and counsellors who may assist the student to increase the awareness to answer the basic questions of life of whom they are, why they are there, where they go from there. The counsellor will give them the adequate information on the available world of works. Sababa (2010) maintained that most parents are illiterate and do not know anything about vocational interest or the vocations available. These create problems to most students who are counselled by such parents. This must have informed American Network (2010) to state that the counsellors and teachers should help to improve student's self-concept and vocational interest by helping them see how education is connected to vocation during counselling, teaching, workshop or practical work at school.

2.2.3.Difference between Job, Career and Calling

Job, career and calling are used interchangeably to designate the work a person does, or in other words, a person's career. In actual sense however, they have different meanings. In terms of job, the driving force has to do with the interest in the material benefits that one can possibly derive from the work. In that case, one does not seek or expect any other type of reward from it.

The work is not an end in itself, but a means that allows individuals to acquire the possessions needed to enjoy their time away from the job. Engler (2014) defined job as all the tasks performed by a worker. More so, the Oxford Dictionary (2010) defines job as a paid position of regular employment. In effect, the major securities and motivations of Job holders are not expressed through their work. Talking about Career on the other hand, people who have Careers have a deeper personal investment in their work. Such people measure their achievements not only through monetary gain, but through progression within the occupational structure. This promotion is usually associated with higher social standing, increased power within the scope of one's occupation, and higher self-esteem for the worker (Bellah *et al.*, 2015: 66).

Furthermore, a person with a Calling works not with the expectation of financial gain or Career advancement, but instead for the fulfilment derived by the person, from doing the work. People with Calling get to realize that their work cannot be separated from their life; it is part and parcel of them. In the modern sense, calling may have lost its religious connection (Davidson & Caddell, 2011), the work that people feel called to do is usually seen as socially valuable, involving activities that may, but need not be, pleasurable. Although this multilateral set of relations to work has limited empirical evidence, they (job, career and calling) are related to some aspects of work.

2.3.1. Career Decision Making

Career Decision Making according to Attieku, Dorkey, Marfo-Yiadom and Tekyi (2012) can be defined as an act of decision by which an individual selects one particular course of action from among possible alternatives for the attainment of a desired end or as a solution to a specific problem. Attieku, Dorkey, Marfo-Yiadom and Tekyi (2012) continued that it involves conscious or unconscious attempt at making a decision out of competing alternatives, thus, selecting from alternative policies, procedures, and programmes.

Gibson and Mitchell (2015) theorized five key areas that will help students to make better decisions about their career. Gibson and Mitchell asserted that students should be helped in areas such as: Self-awareness, Educational awareness, Career awareness, Career exploration and Career planning and decision making.

Self-awareness: Every student must be aware of and respect their rareness at an early age. Awareness about one's ability, interests, values, personality traits, abilities and others is very indispensable in the development of concepts related to self and the use of these concepts in career exploration. Puplampu (2013) theorized that to make good decision as students, they must utilize career guidance or career counselling, be aware of their aptitude, and must be knowledgeable of professions and options available.

Educational awareness: It is very indispensable in career planning for one to be cognizant of the association between self, educational opportunities and the realm of work.

Career awareness: A continuous growth of knowledge and responsiveness about the realm of work must be central to students at all levels. Similarly, students should be assisted to develop recognition of the associations between values, life styles and careers via films on career awareness, career days, interest inventory at each level.

Career exploration: This epitomizes a well-designed, planned inquiry and analysis of career that are of interest. Comparisons, reality testing, and standardized testing, and computerized programmes may be useful in exploring career decisions for students at all levels. **Career planning and decision making:** At this stage, students must be helped to take control of their lives and become a dynamic proxy for shaping their own future. Similarly, students need to zero down on their career options and examine and test these options as critically as possible.

2.3.2.Variables to Consider in Making a Good Decision

Well, there may be many reasons, many factors that determine why some people can just dive into life and do what is required with enthusiasm and excitement while others are paralyzed at the thought of having to step up to anything that might require taking action. A person's temperament, their disposition or nature may contribute to the way they view life. Some people are fearless, enjoying risk and adventure, while others are fearful of making change and making mistakes, preferring to stay close to what is familiar and not wandering too far and that includes their choices and decisions. In making appropriate decisions, an individual is expected to consider-

- (1) The outcome of the decision at any moment in the future,
- (2) How the decision will change the context of the problem.
- (3) How it will interfere with other decisions that should be made in the future.
- (4) How it will affect self, family and others.

2.3.3.Principles of Decision Making

Decision-Making is something we all need to learn how to do. This very essential life skill should be taught from very early on since decision-making takes years of practice to master. Learning how to make good choices and wise decisions depends upon several factors: a person's developmental stage/age, having a general idea of right and wrong (and I mean this in the broadest moral sense since individual's may acquire their own idea of what is right and wrong for them personally as they mature), understanding what the decision-making process entails, and practice.

Decision making is governed by guiding principles. Miller and Davis (2009) and Hairston (2010) postulated that when exploring an ethical dilemma, the need to examine the

situation to see how issues could be solved is necessary. At times, these principles alone as they assured can sufficiently clarify the issues in a way that resolving the dilemma will become obvious. According to Hansson (2009) valued and standard decisions relate more to moral philosophy, while Hoose and Paradise (2013) affirmed that a counsellor is probably acting in an ethically responsible way if he/she:

- (1) Has maintained professional and personal honesty of the client.
- (2) Has maintained the best interests of the client.
- (3) Has no any malice or personal gain.
- (4) Can justify his/her actions as the best judgment of what should be done.

2.3.4.Characteristics of Decision-Making

1. Objectives must first be established
2. Objectives must be classified and placed in order of importance
3. Alternative actions must be developed
4. The alternatives must be evaluated against all the objectives
5. The alternative that is able to achieve all the objectives is the tentative decision
6. The tentative decision is evaluated for more possible consequences
7. The decisive actions are taken, and additional actions are taken to prevent any adverse consequences from becoming problems and starting both systems (problem analysis and decision-making) all over again
8. There are steps that are generally followed that result in a decision model that can be used to determine an optimal production plan
9. In a situation featuring conflict, role-playing may be helpful for predicting decisions to be made by involved parties

2.3.5. Steps in Career Decision-Making

Making a career decision, can be very easy or very difficult depending on the amount of information an individual has about their decision. In choosing a career path it is imperative to think about many factors. The steps below, as theorized by Ukoha (2011) can guide an individual to make a good career decision.

Step One: Identify the Decision to be made

Before an individual begins gathering information, it is important that he/she have a clear understanding of what it is he/she is trying to decide. Individuals can ask questions such as: Should I have pursued a college or university education? What should my major be? Do I want to be a full-time or part-time student? And what do I want to do when I finish my education?

Step Two: Know Yourself (Raise Consciousness)

To make an informed career decision and prior to any exploration of the world of work, it is important to have a good understanding of his/her own personal attributes. Questions such as what kinds of people would I like to work with? What kind of job settings would I most enjoy? What are my strengths and weaknesses? And what are my strongest skills and abilities? Will they help me make informed decisions?

Step Three: Identifying Options and Gathering Information (Explore Options)

To continue gathering information and researching careers, an individual will need to start identifying his/her options. Some things to think about are: Do I have a strong interest in specific careers? What other types of careers should I be considering? What information do I already have about my career preferences? And how can I get more information and access more resources about the career(s) I am interested in?

Step Four: Evaluate Options that will solve the Problem

After completing your research, the individual is now ready to evaluate each of the options he/she has been exploring.

Step five: Select one of the Options

Based on the information gathered and analysed, the individual should now be able to choose one of the career options and start creating a plan of action.

In 2007, Pam Brown of Singleton Hospital in Swansea, Wales, divided the decision-making process into seven steps:

1. Outline your goal and outcome.
2. Gather data.
3. Develop alternatives (i.e., brainstorming).
4. List pros and cons of each alternative.
5. Make the decision.
6. Immediately take action to implement it.
7. Learn from and reflect on the decision.

Pynadath and Tambe (2012) described how the Arkansas Program, an ethics curriculum at the University of Arkansas, used eight stages of moral decision-making based on the work of James Rest:

1. Establishing community: Create and nurture the relationships, norms, and procedures that will influence how problems are understood and communicated. This stage takes place prior to and during a moral dilemma.
2. Perception: Recognize that a problem exists.
3. Interpretation: Identify competing explanations for the problem, and evaluate the drivers behind those interpretations.

4. Judgment: Sift through various possible actions or responses and determine which is more justifiable.
5. Motivation: Examine the competing commitments which may distract from a more moral course of action and then prioritize and commit to moral values over other personal, institutional or social values.
6. Action: Follow through with action that supports the more justified decision.
7. Reflection in action.
8. Reflection on action.

2.4.1.Emotional Intelligence

Puffer (2011) opined that emotional intelligence certainly relates to less dysfunctional career thinking, greater career decision-making, self-efficacy and a higher level of willingness to explore a variety of career preferences and to commit to attractive career options. According to Salovey and Mayer (2010), emotional intelligence incorporates Gardner's (2013) interpersonal intelligence, which posits as the ability to understand other people and what motivates them, and intrapersonal intelligence (the capacity to form an accurate model and understanding of oneself and to use the model to operate effectively in life).

Based on the hypothesis that emotional intelligence is a sub-aspect of social intelligence, Salovey and Mayer's (2010) model suggested that emotional intelligence consists of four sets of conceptually related mental processes:

1. Efficiently handling psychological and social problems
2. Accurately appraising and expressing emotion in the self and others
3. Regulating emotion in the self and others
4. Using emotions adaptively in order to solve problems and achieve one's goals.

The capability to monitor one's own emotional aptitude is assumed to lead to greater awareness and self-knowledge (Goleman, 2013). Consequently, it leads to individuals' rational and actions in the career examination and decision making process (Brown *et al.*, 2013). According to Salovey and Mayer (2010), individuals who appraise, perceive and respond to their emotions precisely are likely to be better understood by the people with whom they interact. Individuals who assess, perceive and respond to their emotions precisely have the potential to better impact people when they are able to perceive the emotions of the people with whom they interact, as well as to develop the ability to comprehend another's feelings and re-experience them oneself.

Emotional intelligence is usually observed as a factor with the prospective to contribute to more positive attitudes, behaviours and outcomes and has been related to career success (Carmeli 2009; Cooper 2010; Goleman 2013). Career counsellors according to Kidd (2013); Pool and Sewell (2010); Sinclair (2009) recognized the importance of emotional intelligence in career success, career satisfaction and well-being. Similarly, Jaeger (2009) and Pool and Sewell (2010) esteemed the development of emotional intelligence as necessary for enhancing individuals' employability.

2.4.2. Employability Satisfaction

The concept of employability according to Coetzee and Beukes (2010) has appeared as a significant contributor to career success and satisfaction in a progressive and universally insecure and disordered occupational environment. Furthermore, Tomlinson (2009) considered individuals' employability to be tenets- and identity-driven, linking to their own personalities and biographies. Again, McArdle, Waters, Briscoe and Hall (2013) asserted that career identity and adaptability are crucial aspects of individuals' employability.

Employability satisfaction is defined as the self-perceived level of satisfaction that individuals have in terms of their beliefs that they have the attributes, skills, knowledge, experience and occupational expertise to create or attract employment with ease (Schreuder& Coetzee 2011). Furthermore, employability satisfaction signifies individual's self-worthwhile beliefs about their competences of securing employment. Bandura (2001) and Van der Velde and Van den Berg (2013) posited that employability is chiefly reliant on self-efficacy, which is in turn shown to be absolutely related to job search behaviour and positive employment outcomes (Kanfer, Wanberg&Kantrowitz 2011). Coetzee and Beukes (2010) established that individuals who are able to manage and utilize their own emotions are more likely to have greater confidence in their ability to realize their career goals and succeed in the occupational environment.

2.4.3.Connection between secondary school subjects and Career

It is very necessary to clarify issues over the degree to which enrolling on a particular subjects meant that a secondary school student was committing himself to a particular career. None was ignorant of the high wastage rate in some sectors of further education. The majority of the students were clear in their minds about their career aims and had little doubt that the subjects they were on was the best way of achieving them, and entertained few regrets about not having followed some other route, such as not going to a university.

Furthermore, among those who had been admitted to the university, many are not completely happy for the reason that this was the best way of preparing for the future, many had achieved a sense of single-mindedness in following a course leading to a career in which they were finding more to attract them than they had imagined. It was so obvious that the course any one student chose was geared towards the career he/she had in mind. In other words, the librarian students expected to be librarians, the accounting students, accountants and so on.

2.4.4 Cultural Influence on Career Decision-Making

There have been various researches that have sought to establish a relationship between cultural influence and secondary school student's career. For instance, according to Duffy and Blustein (2009), though culture did not seem to have a direct influence on career decision commitment, it does play an imperative role in career decision self-efficacy, described as the degree to which individuals believe that they can successfully complete tasks that are necessary in making career decisions (Duffy&Blustein 2009).

In another study conducted among 31 student's congregations, 15% of parishioners believed they had a cultural calling instilled with special meaning and purpose from Ancestors (Davidson &Caddell, 2014). Research conducted by Prater and McEwen (2016) in surveying nursing students enrolled at a private college with similar results, also showed that 11% of students viewed culturalcalling as the main driving force behind their choosing nursing and two thirds responded that they considered themselves called, even if it was not their primary or only motivation.

A study of members of a state student nursing organization also revealed that 3 out of the 69 students surveyed reported that culture was influential in their career decision through a calling, or what I was supposed to do (Shattell, Moody, Hawkins, &Creasia, 2011).Bigham (2013) also interviewed 9 education students at a private Community college and found that they felt their cultural beliefs and experiences directly influenced their career decision and gave their work a sense of deeper meaning. Conceptualizing the different views on occupation as either a job (driven by interest in its financial benefits), a career (motivated by promotions and recognition), or calling (holding intrinsic meaning and functioning as part of one's identity), Wrzesniewski, McCauley, Rozin, and Schwartz (2011) studied 196 employees of a state college and a small liberal arts college and found that one third viewed their occupation primarily as a calling.

2.4.5.Career Path and Career Development

Choosing a career path or course of action essentially boils down to a career decision-making process. The effectiveness of an individual's career decision-making relies heavily on the available information at the decision making point. Information is power and the more it is at one's disposal, the easier it is to make well-informed decisions. Often times, inability to choose a career path over another tend to indicate that one is lacking in sufficient information. Although work has different meanings for human beings, essentially, it is the backbone of an individual's life (Paulter, 2015).

Work, according to Paulter (2015) was the mainstay of an individual's life despite the varied meanings associated with it. In other words, the presence or absence of work is perhaps the most important pivotal point in a human's life. The general trend is such that individuals spend their early years preparing for work, the major section of life doing chosen work, and the last part of life retired from work (Powlette, 2016).

On the other hand, Hoyt (2010) defined career development as a developmental process, extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total life style. Career education therefore aims at helping students to examine the vocational, domestic and civic outlets for developed interests and abilities (Super, 2009). Apparently, there is the need for career readiness on the part of the students; the place of which is indispensable in any meaningful educational system. Although academic concern has been found to be a significant requirement in attaining career readiness, issues of personal unhappiness and vocational identity tend to superimpose it.

In a study conducted by Bojuwoye (2015), the essence of career development was underscored when in a survey of second year college students, the results revealed that

Nigerian students experienced difficulties with issues relating to career development more than they do with any other problem. In another instance, Wollman (2015)'s work showed that 63% of his respondents were either not at all satisfied with the way they had planned their career choice or were only fairly satisfied. They confirmed the need for some form of more planning than they initially had. Consequently, majority of them were found to be willing to participate in a career guidance programme, if made available to them. The fundamental aim of this would be to assist them become aware of a decision making process, which applies directly to their career-related concerns.

Sound vocational planning requires that a student makes cautious vocational commitments to provide for a sense of direction and purpose through the periods of school. At the same time, appropriate dexterity must be sustained; thereby providing for appropriate shifts in plans as maturity occurs, interest stabilizes and knowledge expands. To realize these goals, career guidance programme must first provide a clear picture of true occupational needs of a given country, as well as how these needs relate to actual educational opening with the present job market. On the other hand, students 'career readiness also needs to be assessed so as to help them in learning how to make career decisions. Hence, the objectives of career guidance as listed by Sylvan (2014) include:

1. To make young people aware of the need to give more deliberate thoughts to the problem of their occupational choice.
2. Keeping young people from committing themselves to curricular or courses that will prevent them from changing or raising their occupational sights later in their educational career.
3. To help young people discover the range of occupation goals they can reasonably expect to attain and the opportunities available to them for education and training.

4. Helping youngster to learn the value of getting as much as they can before they are out of their secondary school education. Similarly, the objectives of the University of Ghana counselling and placement centre include:
5. To equip students with general employability skills to help undergraduate students make a smooth and rapid transition from the university into entry positions.
6. To help students develop entrepreneurial spirit, creative flair and professional skills that deepens their breadth of knowledge and to propel them to pursue entrepreneurial endeavours if they wish to.

Making a career decision is, thus, a complex process. Though there are people who make such decisions quite easily, majority others do so with some difficulties. The situation is such that the growing rate of change in the world of work has increased the number of career transitions, which individuals make during their lifetime. Apparently, both the individual and the society at large, stand to gain immensely from the quality of the career decisions made during the transitions. Consequently, many sought the assistance of professionals; especially that of the guidance counsellor in this regard.

The career counsellor sets out primarily to facilitate the career decision making process of such individuals and helping them overcome the difficulties they encounter during the process. To provide them with the help they need, an essential step is to identify the peculiar nature of the difficulties preventing the individuals from reaching a decision. Whereas, some of such discussions have been purely theoretical, devoid of any empirical testing as typified by Miller and Davis (2009), others have had mainly an empirical focus devoted to developing various measures of career indecision.

Gati, Krausz and Osipow (2010) submitted that both lines of research: namely the theoretical and the empirical, have been conducted independently of one another and by different groups of researchers. To understand what career decisions are, it is required that certain features peculiar to them are identified. First, there should be an individual who has to make decision. Secondly, a number of alternatives from which selection would be made must exist. Thirdly, there should be different attributes or aspects that are to be considered in the comparison and evaluation of the various existing alternatives. Apart from these, there are other unique features associated with career decisions. Thus, it is expected that:

1. The number of potential alternatives is often fairly large (e.g. the number of occupations, colleges, majors, or potential employers).
2. There is an extensive amount of information available on each alternative.
3. A large number of aspects (length of training, degree of independence, and type of relationship with people) are required to adequately characterize the occupational and the individual's preferences in a detailed and meaningful way.
4. Uncertainty plays a major role with respect to both the individual's characteristic (present and future preferences) and the nature of future career alternatives (Gati, K., O. 2010).

2.5.1. Merits of Decision Making

Implementation of managerial function, without decision making different managerial function such as planning, organizing, directing, controlling, staffing can't be conducted. In other words, when an employee does, s/he does the work through decision making function. Therefore, we can say that decision is important element to implement the managerial function. Pervasiveness of decision making, the decision is made in all managerial activities and in all functions of the organization. It must be taken by all staff. Without decision making any kinds of function is not possible. So it is pervasive.

Evaluation of managerial performance, decisions can evaluate managerial performance. When decision is correct it is understood that the manager is qualified, able and efficient. When the decision is wrong, it is understood that the manager is disqualified.

So decision making evaluates the managerial performance. Helpful in planning and policies, any policy or plan is established through decision making. Without decision making, no plans and policies are performed. In the process of making plans, appropriate decisions must be made from so many alternatives. Therefore decision making is an important process which is helpful in planning.

Selecting the best alternatives, decision making is the process of selecting the best alternatives. It is necessary in every organization because there are many alternatives. So decision makers evaluate various advantages and disadvantages of every alternative and select the best alternative. Successful; operation of business, every individual, departments and organization make the decisions. In this competitive world; organization can exist when the correct and appropriate decisions are made. Therefore correct decisions help in successful operation of business.

Decisions about to be taken on the basis of insufficient or incomplete information stimulate peoples' sensitivity to social events, increase in degree of attractiveness and challenges as well as in interests. Decision makers (especially in the implementation phase) take on full responsibility, whatever the initiators or supporters. This could be because decisions are personal experiences, with consequences principally faced by people who make them. Decision making reduces the threshold of tolerance to error or compromise because those that act against their decision for good reasons become more flexible and inclined to broader understandings of

issues. An individual can consult others in order to decide. For example, friends-for personal decisions, family- for financial concerns and a counsellor- for professional issues, among others. Decision making creates diverse opportunities to express and strengthen personal values in concrete situations. This is because the choice characterizes peoples' identity and styles of solving various life problems (Ekart& Nemeth, 2011) and (Chiru, 2013).

Other beneficial effects of Decision Making include increase in sense of purpose, improved psychological health and physical relaxation (Miller & Davis, 2009). Exposure to Decision Making technique also conditions individuals, it also enables them develop more self confidence in tasks accomplishment and also to realize the significance of prioritizing of activities based ore importance/values as well as in time management (Isen, 2011) and (Gibson & Mitchell, 2015).

2.5.2. Demerits of Decision Making

Disadvantages are also found related to some aspects of decision making. For example, decision if agreed upon, may not necessarily be implemented because when requested, a counsellor may signal and assess its fulfilment but if unimplemented, time, energy and resources of the counsellors and especially that of the clients are wasted. Decisions made are not always capable of replacing contrary habits. Emotions have variable weight in decision making and can overcome the rational evidence.

Confidence in a person's own decisions may be mistaken with decision-making competence in any situation. There is no guaranteed success if a person follows a certain decision making model or the good practice of others. The irrevocable character of some decisions cause problems. The unique character or alternatives, values, possible future, hesitation and unilateral concentration can affect the fair judgment of the decision maker.

The illusion of being in control of irrational, random, or poorly standardized situations is not the reality. The preference for easy decisions is momentarily beneficial and is moreover,

not grounded individually but in opinions, current or group pressure. Example is enrolling into career under the pressure of family members or peers' influence. Decision making is a life sector which ignores connections with other sectors. An example is accepting proposal of working in another city for a better salary and ignoring the possible negative effects on the family life (Chiru, 2013).

Other problems identified by Kahneman, Slovic and Tversky (2012) arise when a decision maker fails to follow the prescribed decision processes by failing to consider all options, assessing the probabilities of events incorrectly. Thus, poor decision outcomes occur due to incorrect assessments of events by the decision maker or when he/she fails to consider all available options.

2.5.3. Complex decisions

Other areas of decision theory are concerned with decisions that are difficult simply because of their complexity, or the complexity of the organization that has to make them. Individuals making decisions may be limited in resources or are bounded rational; In such cases the issue, more than the deviation between real and optimal behaviour, is the difficulty of determining the optimal behaviour in the first place. One example is the model of economic growth and resource usage developed by the Club of Rome to help politicians make real-life decisions in complex situations. Decisions are also affected by whether options are framed together or separately; this is known as the distinction bias.

2.6.1. Challenges that Influence Career Decision-Making, Secondary School Students

The school where one is educated plays an important influence on one's career decision-making (Weishew&Penk 2013). In his study, Garrahy (2011) noted that schools are social institutions that reinforce gender-appropriate behaviour, interests and occupations. Such constructs including curricular subjects, quality of teaching, student participation in

school activities, school practices and policies and learning materials for the student were found to impact career decision-making among learners (Bojuwoye&Mbanjwa 2015).

Spade (2011) found that gender difference in the learner's experiences starts at pre-school and continues throughout their educational careers. Teachers, like parents, are viewed as key players in the career paths that young people eventually pursue especially girls (Barnett 2014). In her study in Nigeria, Denga (2009) found that sex-role stereotypes exist among boys and girls in primary schools as they aspire to traditional occupations. This implies that parents and teachers beliefs influence their children's self-perceptions of ability and consequently career decision-making. In fact, studies show that some teachers encourage students to take certain subject options that are congruent with aptitudes and abilities that they identify (Falaye& Adams 2009).

Bojuwoye and Mbanjwa(2015) found that career decision-making of tertiary students from previously disadvantaged schools are negatively impacted by lack of finance, lack of career information, poor academic performance and unsatisfactory career counselling services. Another study by Maree (2010) indicated that in disadvantaged communities, schools with career counselling programme were under-utilizing the facility which was also viewed as too expensive.

In his most recent study, Maree (2010) found that many learners passed Grade 12 without having received career counselling in any form and consequently denied the opportunity to apply for acceptance into sought after fields of study at tertiary training institutions. Other studies show that peers play a major role in career decision of students (Bojuwoye&Mbanjwa 2015; Sylvan 2014). For example, Sylvan (2014) found that peers attitudes toward gender and ethnicity may increase or decrease a person's confidence in pursuing a career.

2.6.2. Challenges Faced by Counsellors in Decision Making

Many students who are found to be an outstanding in most cases are found to be victim of poor decision-makers which may directly not link to their intellectual ability but, individuals usually face certain life situations that need important decisions such as selection of careers, job pathways, life partners, residential areas and medical interventions. Thus, when a decision is made between options, an individual tries to obtain as good an outcome as possible (Brown, 2009) and (Emma, Bethany, Lihong, Michael & Nicholas, 2012).

This clearly indicates that counsellors need considerable and effective 'course of action' in dealing with their clients' decisions, to enable them move on with clear images of what needs to be done and with improved self-perception (Walsh, 2012). As such, it becomes a challenge to a client when faced with a difficult dilemma, since there is rarely one right answer to such complex circumstances. The need for effective systematic application of decision models to help the clients control, manage or resolve these complex dilemmas by the counsellors is therefore essential. It also applies to the need for counsellors' critical understanding of their clients' momentary dissatisfactions and also to consider their interests and general welfare (Chiru, 2014). The implication here is to enable them to provide the clients with adequate professional explanations for their chosen courses of action. This is what Gelatt (2011) and Brans and Marechal (2012) referred to as the crucial part of the counsellor and was also corroborated by Brans and Marechal (2012) and Phillips (2015) who referred it as a wise decision making. This has shown why professional counsellors implement different courses of action with effective and sound ethical modalities in addressing their clients' dilemmas (Miller & Davis, 2013).

Lai, Bo and Cheung (2012), Leyva-Lopez and Gonzalez (2013) and Pynadath and Tambe(2002) on the other hand reiterated on the benefits of exercising these systematic applications within groups, while Gass and Rapcsak (1998) and Miller and Davis (2013) noted the beneficial effects of both group and individual decision making. Through adequate use of these systematic modalities and effective application of professional counselling, several views related to different suitable solutions could be raised by the school counsellors who can essentially assists students in a number of ways such as career decision among others.

2.7.1. Decision-Making Theory

Decision theory (or the **theory of choice**) is the study of the reasoning underlying an agent's choices. Decision theory can be broken into two branches: normative decision theory, which gives advice on how to make the best decisions, given a set of uncertain beliefs and a set of values; and descriptive decision theory, which analyses how existing, possibly irrational agents actually make decisions. Decision theory is an interdisciplinary topic, studied by economists, statisticians, psychologists, political and social scientists, and philosophers.

Normative or prescriptive decision theory is concerned with identifying the best decision to make, modelling an ideal decision maker who is able to compute with perfect accuracy and is fully rational. The practical application of this prescriptive approach (how people *ought to* make decisions) is called decision analysis, and is aimed at finding tools, methodologies and software (decision support systems) to help people make better decisions.

2.7.2 Theoretical Framework of the Study

The following theories will also help the individual to be equipped with personality factors, environmental factors and other factors that influences secondary school students' career decision making.

1. Trait-and-factor theory
2. The Ginzberg, Ginsburg, Axelrad and Herman theory
3. Donald Super's developmental/self-concept theory
4. John Holland's Vocational Personality

2.7.3. Trait and Factor Theory of Career Development

Miller and Davis (2009) Trait and factor theory also referred to as matching or actuarial approach is the oldest theoretical approach to career development with Parsons as its originator (Kankam&Onivehu, 2010). It is grounded on the measurement of specific personality features represented as traits and factors. Characteristics typical of the individual over time, relatively stable, consistent in situations and which provide a basis for measuring, describing and predicting behaviour is referred to as trait.

A construct which represents a group of traits that correlate with each other is referred to as factor. Williamson (2009, 2014) as cited in Zunker (1990) was one of the conspicuous activists of trait and factor counselling. Application of Williamson's counselling techniques sustained the early spur of trait and factor approach sprouting from the works of Parsons. When incorporated into other theories of career guidance, the trait and factor theory plays a very significant role. Some of the rudimentary conventions that inspire the trait and factor theory are: A unique pattern of traits made up of interests, values, abilities and personality characteristics are akin to every individual. Thus, these traits can be tangibly acknowledged and summarized to represent an individual's potential; each profession is made up of factors mandated for the prosperous performance of that profession.

Hence, these factors can be tangibly acknowledged and summarized as an occupational profile; it is probable to recognize a fit or match between individual traits and occupation factors using a direct problem-solving or decision making process and the greater the likelihood for successful job performance and satisfaction, the closer the match between personal traits and job factors.

Some assumptions of this theory by Miller and Davis are listed below: Each individual has a unique set of traits that can be measured reliably and validly; occupation requires that workers possess certain traits for success; choice of occupation is straightforward process and matching is possible; the closer the match between personal characteristics and job requirements, the greater the likelihood for success-productivity and satisfaction; vocational development is a cognitive process and occupation is a single event; choice is greatly stressed over development; there is a single right occupation for everyone; there is no recognition that a worker might fit well into a number of occupations; single person works in each job; one person one job relationship and everyone has an occupational choice.

This theory is used by many career practitioners in myriad forms. Lots of the aptitude, interest or personal desire and interest tests as well as the information materials that emanated from this theory have involved and remain in use up to now. Thus, General Aptitude Test Battery, occupational profiles and computer-based career guidance programmes are proof of its usefulness.

Trait and factor theory is condemned by Walsh, (2012) as not able to produce a perfect match between people and jobs and became progressively ostracized in the 1970s; it is described by Conroy (2013) as going into incipient decline. Thus, the trait and factor approach is too constricted in range to be reflected as a key theory of career development. On the other hand, Zunker (1990) asserted that the standardized assessment and occupational

analysis techniques stressed in trait and factor theories are expedient in career counselling. Conversely, trait and factor theory centres on interest or personal desire factors only without bearing in mind the influence of environmental factors like accessibility of jobs and interpersonal factors in career decision-making. Hence the trait and factor theory cannot offer sufficient bases for the present studies.

According to Akinade, Soka and Oserenren (2008) personality or need theory appreciates one's need as the central determinant of the nature of a person's interests which include vocational interest. She contends that career decision-making is based on childhood orientation or experience at home to satisfy needs; thus people decide professions that satisfy important needs.

Her theory endeavours to understand, make meaning of, and utilize individual motives, purposes and drives to support career development. She classified occupation into eight groups on the premise that work can satisfy needs in different ways. Roe (1957) continued that the first five groups; service (something for another person); business contact, (selling and supplying services); organization, (management in business, industry and government); technology, (product maintenance, transportation of commodities) and utilities and outdoors, (cultivating, preserving and gathering natural resources) can be classified as person oriented and the last three groups; science, (scientific theory and its application); general culture, (preserving and transmitting cultural heritage) and arts and entertainment, (creative art and entertainment) can be classified as non-person oriented.

Roe's theory was based on Abraham Maslow's hierarchy of needs, stated in the following order: Physiological needs, Safety needs, Need for belongingness and love, Need for importance, respect, self-esteem and independence, Need for information, Need for understanding, Need for beauty and aesthetic and Need for self-actualization respectively.

Roe's theory continued that each person is born with certain psychological tendencies and physiological and physical dynamics that interact with the home environmental conditions like child rearing practices. The child rearing practices are associated with emotional climate. The home emotional climates are categorized as: Over-protecting or over-demanding parents, the avoidance type of parents rejecting or neglecting parents and Accepting type of parents very loving or casually loving (casual acceptance). These parenting styles have peculiar characteristics and diverse influence on the career attraction of the child later in life.

According to Roe (1957), the over-protecting parent tries to attend to all the needs of the child, May over pamper him/her and build up a "fence" round him/her. Again, the over-demanding parent makes a lot of demands on the child, places a lot of challenges on her and has high expectations from him/her. The loving-acceptance parenting style is characterized by loving-care, concern, mutual understanding and acceptance of the child's worth and level of maturity. Besides, the casual-accepting parent shows concern for the child wildly when deemed necessary and affordable (Roe,1957). However, the neglecting parent neglects the child and does not show love or concern, the rejecting parent is characterized by abandonment and outright rejection. That is, the child is often viewed as a burden and consequently influences children's gravitation towards person centred occupations. The second block of parenting styles (casual acceptance, neglect and rejection) are characterized by parental cold and consequently produce children who incline towards non-person cantered occupations (Roe, 1957).

2.7.4.The Ginzberg, Ginsburg, Axelrad and Herman's (1951) Occupational TheoryGinzberg et al (1951), a group comprising an economist, a psychiatrist, a sociologist,

and a psychologist, composed a theory of occupational choice (Zunker, 1990). Their theory posits

Occupational development as a progressive narrowing of choices that reflect only fantasy but with time comes to be centred on reality. They contended earlier that individuals went through the same order and that the process is generally irremediable. That is, the reality factor, the influence of educational process, emotional factor and individual values are recognized as factors that influence career decision-making (Zunker, 1990). Their theory states a developmental path leads to career decision-making. They theorize that individuals go through three career stages: fantasy, tentative and realistic.

The fantasy stage persists through childhood. Throughout the period, the future appears to hold almost infinite prospects. Individuals fancy themselves in roles of those whom they recognize. When asked what profession they want to pursue when they grow, they normally respond an engineer, a pilot, a lawyer, a nurse. They argue that, until about the age eleven, children are in the fantasy stage of career choice.

In the tentative stage, which starts from about eleven to seventeen years of age. In this stage, individual's graduate from the fantasy stage to the realistic decision-making stage of young adulthood. Career considerations begin to echo individual trait such as interests, abilities and values. They argue that from eleven to twelve years of age, individual's progress from evaluating their interest, to evaluating their capabilities from thirteen to fourteen years of age, to evaluating their values when they are fifteen to sixteen years of age. They contemplate how important it is to make lots of money and whether their work will benefit society, or how much they value free time, independence or security.

At this period, they drop certain choices in favour of others that better suit their values and abilities. The period from seventeen to the early twenties is referred to as realistic stage of

career decision-making. In this period, the individual comprehensively searches the uncertain career decisions they have been fantasizing, then focus on specific careers and finally select a specific within the career. Critics of the theory, observed that data was collected on middle and upper class people whose educational level were high and because of the highly selective nature of the sample, the conclusions of the research have partial application (Osipow, as cited in Zunker, 1990). It also fails to take into account individual differences.

2.7.5.Donald Super's (1957) Developmental or Self-Concept Theory

Cobb (2011) asserted that Super's self-concept theory thinks of vocation in terms of self-perception. He continued that the individual's self-concept plays a central role in their career decision. Super opined that individuals first construct a career self-concept during adolescence (Santrock, 2011). Thus, individuals decide on professions that are unswerving with the way they understand themselves, that reflect their interests, values, and strengths. Self-concept shifts with age and people linger to find out things about themselves well into adulthood. He accentuates that career development entails five different phases. These five phases constitute Super's (1957) developmental theory.

Growth stage: it is the first stage of Super's developmental theory. At this stage, the individual discovers more about his/herself than about an occupation. It is at this stage that the individual develops a realistic self-concept.

This second phase is called exploration stage: Choosing programmes in school is part of this process. Super identified three sub-stages in the exploration period. Individual's shift from ideas that imitate only their concern, to those that demonstrates an increasing cognizance of their aptitudes, to a realistic assessment that embraces the accessibility and convenience of certain jobs. Between the ages of eighteen to twenty-two years of age or event to mid-twenties, they constrict their career decisions and start behaviours that enable them go into their preferred career types.

Establishment stage: in this stage, individuals complete their education or training and delve into the world of work. Young adulthood tends to be a time for stabilizing, consolidating, building momentum and moving up. Obtaining certifications, credentials, and advanced degrees may be the norm. However, if they change jobs, they are likely to find the same form of work in another setting or office. It typically lasts between mid-twenties to mid-forties.

Maintenance stage: The resolution on a precise, appropriate career decision is made between mid-forties to mid-sixties according to Santrock (2011) and to Cobb (2011). Super asserts that the developmental task is the years of holding one's self against competition whether in the form of others who are involved in the same type of work or maintaining the same level and quality of work as in the past. Continuity, stress, safety and stability tend to be the standard. Sometimes individuals fear the risk associated with various career options which may lead to frustration and/or even depression. For men, state of health or career accomplishment may predominate. Women sometimes perceive this period as an opportunity to pursue new personal or professional goals now that their nurturing role has peaked.

Lastly, the declining stage is the stage where individuals seek to progress their careers and to reach higher-status positions which include the need to find other roles through which to express one's self. Super believed that career exploration in adolescence is a key ingredient of adolescent's career self-concept. It typically starts in the mid-sixties. Super constructed career development inventory to assist counsellors in promoting an individual's career exploration. These stages of vocational development provide the bases for vocational behaviour and attitudes, which are shown through five activities called vocational developmental tasks (Zunker, 1990). This is shown on Table 2.0

Table 2.0: Super's Vocational Developmental Tasks

Vocational Development Task	Ages	General characteristics
Crystallization	14- 18	A cognitive-process period of formulating a general vocational goal through awareness of resources, contingencies, interests, values, and planning for the preferred occupation
Specification	18-21	A period of moving from tentative vocational preferences towards specific vocational preference
Implementation	21-24	A period of completing training of vocational preference and entering employment
Stabilization	24-35	A period of confirming a preferred career by actual work experience and use of talents to demonstrate career decision as appropriate one
Consolidation	35+	A period of establishment in a career by advancement, status, and seniority

Source: (Zunker, 1990).

There is minute support for the ideas of adolescent mayhem, anxiety and identity crises (Coleman, 2012). Even though the career development theory offers the bases for the professional work force, it does not consider women, people of colour and the poor and thus, does not apply to the present study.

2.7.6. John Holland's (1985) Vocational Personality

Holland's theory illustrates that there is a match between an individual's career decision and his/her personality and the copious variables that form his/her background (Zunker, 1990). According to Holland, individuals are more probable to enjoy a career that suits their personality and stays in that particular career for a longer period of time than individuals whose work does not ensemble their personality. However, Holland's theory is grounded on these assumptions:

1. Individuals can be classified as one of the following: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
2. Realistic, investigative, artistic, social, enterprising and conventional are the six modal environments.
3. Persons search for environments that allow them use their skills and abilities, thus, to express their attitudes and values, and take on agreeable problems and roles. Consequently, Bedu-Addo, (2010) asserted that behaviour is determined by an interaction between personality and environment.

Holland (1985) posited that realistic personality types are practical, stable, self-controlled, independent and down to earth. He continued that they enjoy working with their hands, especially in projects which allow one to be physically active. These personalities are physically strong and have very little social know-how. They are concerned with practical professions such as labourer, farmer, truck driver, mechanic, construction work, engineer or surveyor, landscape architect, aircraft mechanic, dental technician, electrician, athletic trainer, carpenter, licensed practical nurse, archaeologist, hairdresser, physical therapist, dressmaker, fire fighter, caterer, plumber, x-ray technician, among other similar profession.

Again, Holland asserts that investigative personality types are abstractly and academically oriented. He continues that they are attentive and inquisitive about things around them. They are typically intrusive, academically self-confident and quite logical. They glee in circumstance that call for inventive or analytical approach. Thus, they are thinkers rather than doers. More so, they enjoy working on their own.

Careers that offer well defined techniques, research and the chance to discover a wide range of ideas such as practical nursing, medical lab assistant, pharmacist, ecologist, math teacher, medical technologist, research analyst, surgeon, dietician, physician, police detective, veterinarian, meteorologist, horticulturist, dentist, computer analyst, science teacher, technical writer, science lab technician, computer system analyst, military analyst, college professor, lawyer, consumer researcher, astronomer, computer security specialist, horticulture, emergency medical technology, respiratory therapy, surgical technology, dental assistant, water and waste technology, computer languages, computer sciences, economics, biochemistry, geology among others are the best career choices best suited for investigating personalities.

Holland (1985) argued that artistic personality types are original, innovative, imaginative, and creative. Relatively unstructured situations that interact with their world through artistic expression, shunning unadventurous and interactive situations in many instances are the preferred career situations of artistic personalities. They excel as painters, writers, or musicians, artists, English teachers, drama coaches, music teachers, graphic designers, advertising managers, fashion illustrators, interior decorators, photographers, journalists, reporters, cosmetologists, librarians, museum curators, cartographers, dance instructors, entertainers, performers, architects, among others.

Holland (1985) contended that social personality types are understandable, friendly and people oriented. Consequently, social personality types have good verbal skills and interpersonal relations. They are helpers and enjoy professions such as teaching, social workers, counsellors, youth services workers, recreation directors, physical therapists, occupational therapists, extension agents, therapists, personnel directors, funeral directors, ministers, chamber of commerce executives, athletic coaches, claims adjusters, parole officers, attorneys, sales representatives, fitness instructors, cosmetologists, paramedics, mental health specialists, nurses, dieticians, information clerks, child care workers, travel agents, airline personnel, receptionists, waiters or waitresses, office workers, home health aides among others that let them interact with people.

According to Holland (1985), enterprising personality types are gregarious, dominant and adventurous. They are normally extroverts and often start projects involving many people and are good at convincing people to do things their way. More so, they have strong interpersonal skills and enjoy professions such as real estate appraiser, florist, lawyer, TV or radio announcer, branch manager, lobbyist, insurance manager, personnel recruiter, office manager, travel agent, advertising agent, advertising executive, politician, business manager that bring them into contact with people.

Holland (1985) opined that conventional personality types are those persons who show a dislike for unstructured activities. He continued that they enjoy collecting and organizing information in effective and practical way. They often like being part of large companies though not necessarily in leadership positions. They enjoy steady routines and follows clearly defined procedures. They are best suited for professions as subordinates, bankers, file clerks, accountants, Business teachers, bookkeepers, actuary, librarians, proof

readers, administrative assistants, credit managers, estimators, cad operators, reservations agents, bank managers, cartographer cost analysts, court reporters, medical secretaries, auditor statisticians, financial analysts, safety inspectors, tax consultants, insurance underwriters, computer operators, medical laboratory technologists, cashiers, hotel clerks.

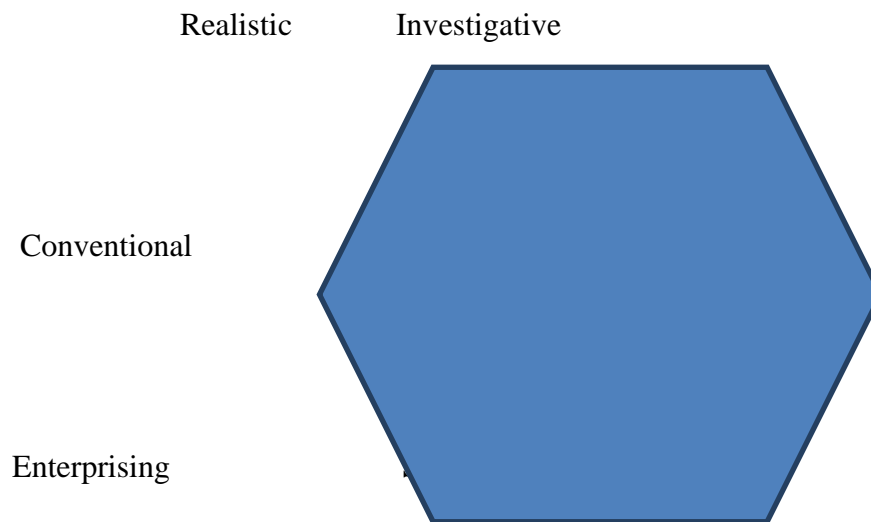


Fig. 2.1: Holland's 6 basic types of personal orientation toward work— RIASEC

Holland's topology is based on the following key concepts:

Congruence: It is defined as the degree of fit between an individual's personality orientations and actual or contemplated work environment. A person is believed to be more fulfilled with his career and can perform better if he is in a congruent work environment.

Consistency: It is defined as the degree of relationship between the various classifications of personalities. Thus, the conventional type might be more realistic and enterprising than the artistic types.

Differentiation: It is defined as the establishment of differences among two or more things. It also refers to the degree to which a person or his environment is clearly defined.

Vocational identity: It is the extent to which a person has a clear self-perception of his or her characteristics and goals, and to the degree of stability which an occupational environment provides.

Holland's theory is condemned by Zunker, (1990) as principally expressive with focus on explanation of casual basis of time period in development of hierarchies of the personal model styles. Zunker, (1990) continued that Holland's theory was bothered with factors that influence career decision rather than development process that leads to career decision.

2.7.7 Relevance of the Theories to the Studies

Many factors affecting career decision-making of secondary school students were identified by these theories. These factors would give counsellors, parents, educators, and industry an idea as to where students place most of their trust in the career decision-making process. It would also allow students to examine processes they use for career decision-making. The theories have provided recommended models in career decision-making. The theories showed those areas of students' life affect the career decision-making they make: intrinsic and extrinsic factors. All factors played varying roles in career outcomes. These theories identify to what extent these factors played a role in career decision-making and which were most important.

The theories encouraged students to start planning their subjects choice and career path around their secondary school. To facilitate good decision-making, career guidance should be based on students' intrinsic and extrinsic factors that influence their career decision-making; however, it is often not a comprehensive process based on these elements and the challenges students face with regard to career decision-making may outweigh the guidance they receive from school counsellors and the research work.

In the research, theories hypothesized that secondary school students are at the exploration stage and explained that exploratory stage is characterized by a tentative phase in which decision-making are narrowed but not finalized. The theories cited student's performance is enhanced when parents understand the need to meet their children's needs.

This is very important as it enhances academic performance among students, because a child cannot learn when he lacks interest, aspiration, motivation and influenced by parents interest.

In terms of career decision-making, there are several factors that school counsellors, parents and teachers can consider to help make learners or students feel satisfied. As a parent, there is need to provide a good learning environment for their children. It is important to provide some learning materials at home that will enhance students learning at home and parents' career interest should not override their children career decision-making, children career interest should base on educational and career counselling.

These theories can also help counsellors and teachers to clearly define procedures and rules for their learners, as well as providing career decision-making so that student will know what to expect. Student will also feel they have more control over their career decision-making by simple being aware of what to expect during career and educational counselling. In addition, students should feel psychologically and socially contented when deciding on subjects that led to their career decision-making.

The theories provide the basis of the redefinition of intrinsic and extrinsic factors that influence career decision-making among secondary students. It also provides a historical context in which various human categories developed and thus will help to discern elements which were excluded from observation and explanation.

2.8. Review of Empirical Studies

Otto and Njoku(2012) conducted a study that examined self-concept and vocational interest among secondary school Students (adolescents) in Ohafia Education zone of Abia State, Nigeria. Through purposive random sampling technique, a total of seven hundred and ninety nine (799) secondary school students participated in the study. Instruments used in the study were Adolescent Personal Data Inventory (APDI) Akinboye (2009) and Vocational Interest Inventory (VII) Bakare (2007).

Regression Analysis, Analysis of Variance (ANOVA), Z-test statistics and Pearson Product Moment were used as statistical tools for data analysis. More so, frequency counts, percentages and rank were also used to analyse data. The findings revealed that there is a significant relationship between self-concept and vocational interest. Those adolescents with high vocational interest turned towards scientific, literary, persuasive, and computational and social services interest areas; whereas low vocational interest turned towards outdoor activities, mechanical, musical and artistic areas of interest. There was no significant difference between the male in their vocational interest.

Bergen (2013) conducted a research on family influences on young adult career development and aspirations in the University of North Texas with the purpose to examine family influences on career development and aspirations of young adults. The research examined the influence parents have on children's career development, but because of the multiple factors that influence career decision, understanding the family's influence is complex. The study utilized ideas from self-determination, attachment, and career development theories to develop a framework for understanding how families influence young adult career development and aspirations. The achievement orientation of the family was predictive of career salience and extrinsic aspirations. Conflict with mothers was predictive of career salience, yet support and depth in the relationship with mothers and low amounts of conflict in the relationship with fathers were predictive of career maturity. High career salience was also predictive of career maturity. These findings suggest future research should assess multiple aspects of the family and multiple facets regarding career development to more fully understand this process. Findings support the idea that career counsellors should assess family functioning when helping young people in their career development journey.

Jaquiline, (2013) conducted a research on social influence and occupational knowledge as predictors of Career Choice Intentions among secondary school students in Tanzania. The purpose of this study was to examine the extent to which occupational knowledge and social influence from significant others predict intentions of secondary students to join their careers upon completion of their studies in Tanzania. The study found that secondary students 'intentions to join their careers were highly determined by their level of occupational knowledge and social influence from significant individuals such as parental pressure, friends influence, and teachers. Overall, the study found that majority of students intends to join their careers upon their graduation based on the social influence from significant individuals.

Adebo and Sekumade (2013) also conducted a study aimed at identifying the factors determining the choice of Agriculture professional career among the students of the Faculty of Agricultural Sciences in Ekiti State University, Nigeria. A total of 160 randomly selected respondents were utilized for the study, while a structured interview schedule was used to elicit information from them. Frequency counts and percentages, Liker scale, as well as, Probit model were used in data analysis. Finding revealed that peers influenced career choice of their friends. Another important aspect of peers dimension is control.

Avugla (2011) conducted a research to investigate factors that influence career choice among the senior high school students in the South Tongu District of Volta Region, Ghana, and the extent to which those factors influence students 'choice. Survey design was used. The main instrument used for data collection was questionnaire. Simple random sample techniques was used to select 200 students, and convenient sampling techniques used to select three administrators and three guidance and counselling coordinators for the study from the three public second cycle institutions in the District. The results of the main hypothesis and the research questions postulated for the study revealed that Intrinsic factors reliably

predicted career decision suggesting that Extrinsic factors are not significant predictors when the effects of Extrinsic factors controlled. This helps students learn about and explore careers that ultimately lead to career decision making. This played a critical role in shaping students career decision making. It was recommended that Career Education and Guidance should be introduced in the primary school to enable children to explore the world of work as young people need to make a smooth transition from primary school to the initial years of senior high school and the Ministry of Education should allocate fund for a Guidance and Counselling activities in all basic and second cycle schools. This will enable the guidance coordinators to function effectively at their various levels of work.

Vick Neswaran and BalaSundaram (2013) conducted a study in secondary school of Jaffna, Sri Lanka on factors influencing in career decision of second year students. The purpose of this study was to examine factors influencing career decision among the second year students in Management Studies and Commerce. The factors investigated included: personal or self, associate with family and relations, within the secondary school and others, associate with current market and geographical area, occupational and others. Descriptive research methodology was used. Random sampling techniques were also adopted in selecting 150 in-school students from four secondary schools. Questionnaire was developed to collect data. The data collected was analysed using t-test and person. The findings revealed that personal aspiration and family pressure influenced career decision making of their children.

Students seem to be ignorant, uninformed and sometimes misinformed about career decision-making. Because of their ignorance, they decide on professions without taken into consideration of intrinsic and extrinsic variables which include their interests, aptitudes, and capabilities. This shows that they make idealistic career aspiration which the individual is free to decide but is not sure of getting it achieved. This seems to create a research based knowledge gap, which this present study if carefully studied will empirically fill the gap.

2.9.Summary

The chapter presented the review of related literature. It covered topical issues such as factors influencing career decision-making. It also dealt with career decision making tools such as self-awareness, educational awareness, career awareness, career exploration, career planning and decision making, and some theories of career decision-making and development, and types of career. It dealt with career anchors, career path and development, employability satisfaction, spirituality and career and the role of career guidance and counsellors in career decision making process. More so, it presented the challenges that confront secondary school students in career decision-making.

The chapter also provides empirical studies that explain assorted researches, techniques, findings, suggestions, further readings and how to solve the problem of career decision-making. The researcher in the empirical studies observed that the finding of previous studies was based on specific location: America, Sri-Lanka, and Tanzania and not inclusive enough to have captured the influence of both intrinsic and extrinsic factors on career decision making among secondary school students which this present research will filled the gap and be done in Nigeria.

The observed uniqueness between the empirical studies with this present research includes: survey design were used, random sampling techniques were used to sample subject. The studies are similar to this since both investigate the variables that influence career decision-making among students. The differences between these researches with the empirical studies are the locations, the sample numbers, their focuses, treatment groups, null hypotheses and the research questions formulated. Thus, the outcome, findings, recommendations and the suggestions for further reading of this study if carefully studied, will reduce the existing gap between Nigeria and the other countries of the world.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents the methodology used for the research. It presents the research design, population of the study, sample and sampling technique, instrumentation, scoring guide, validity and reliability of instrument, pilot testing, procedure for data collection and procedure for data analysis.

3.2. Research Design

A survey research design was used, employing quantitative approach. Survey research design is the sampled studies using questionnaire for data collection with the intent of generalizing from sample to a population (Agyedu, Donkor&Obeng 2011). According to Cobb (2014), survey allows one to study large numbers of people through self-report measures supplied by interviews or questionnaires. This survey research design enabled the researcher to reach large number of respondents to obtain the desired representative sample of the target population to deduce the perception of the entire population (Osuala, 2015).

3.3. Population of the Study

The population of the study consisted of all students in senior secondary school level one (SS1) in Giwa Education Zone, they are (7,590) as of second term 2018 academic session. They were chosen because the final year students (SS3) would soon complete their secondary school studies and end up making their career decision whiles the second year students (SS2) had made a career decision by branching into the course major of their desired career programmes (science, business, technical and humanities). Giwa Education Zone

consists of schools in Giwa, Kudan and Sabon Gari Local Government Areas. Seven (7) schools are located in Giwa Local Government Area, Four (4) in Kudan Local Government Area and Six (6) in Sabon Gari Local Government Area, making a total of seventeen (17) Public Senior Secondary Schools in the Zone as shown in table 3.1 below.

Table 3.1: Population Distribution of SS1 Students of Giwa Education Zone

S/N	Local Governments	Names of Senior Sec. Schools	Number of Students	Population
1.	Kudan	GSS Kudan	407	
		GSS Hunkuyi	520	
		GSS Dokan Kudan	380	
		GSS Kauran Wali	423	1730
2.	Sabon Gari	GSS Kwangila	330	
		GSS Sakadadi	260	
		GSS Jama'a	495	
		GGSS Samaru	443	
		GSS Basawa	470	
		GSS Bomo	3802,378	
3.	Giwa	GSS Shika	576	
		GSS Giwa	698	
		GSS Kaya	410	
		GSS Fatika	428	
		GSS Gangara	530	
		GSS Yakawada	203	
		DR. Shehu Lawal	637	3,482
Total		7,5907,590		

Source: Giwa Education Zone,

Second Term (2018 Academic session)

3.4. Sample and Sampling Techniques

In selecting the sample for the study, simple random sampling technique was adopted for selecting students. This is based on the quota of questionnaire allocated to each school. Simple random sampling means that each member of the sampling population has an equal chance of being selected. It called for a sufficiently large sample to ensure that the sample reflected the population (Clarke & Cooke, 2012).

The sample size of the study is 365 respondents (SS1) they are adopted from seventeen senior secondary schools with a total number of 7,590 (SS1) students located in Giwa Education Zone. The justification for the sample size of 365 is based on the *Research Advisors (2006)* which stated that for a population of 7500 or greater a sample of 365 is sufficient. The researcher adopted the simple random sampling technique to select Nine (9) schools from Senior Secondary Schools in the Zone making a total of Nine (9) sampled schools. The sample is shown on table 3.2 below:

Table 3.2 Sample of the study

Local Governments		Name of Schools	Population	Sample size
Kudan	GSS Kudan	407	35	
	GSS Hunkuyi		520	45
Sabon Gari	GSS Bomo	380	31	
	GSS Basawa	470		40
	GSS Jama'a	495		42
Giwa	GSS Giwa	698	62	
	GSS Shika	576	50	
	GSS Yakawada	203		14
	GSS Gangara	530		46
Grand Total		4,279	365	

Source: Giwa Education Zone, Second Term (2018 Academic session)

3.5. Instrumentation

The researcher employed structured questionnaire as the instrument for data collection on the study title Career Decision-Making Scale (CDMS). The instrument consisted of four sections. Section A deals with bio data of respondents, section B dealt with Career Decision-Making Areas, section C dealt with intrinsic variables that influenced students' career decision-making, while section D dealt with the extrinsic variables that influenced students'

career decision-making with the options of Very Much, Moderately and Very Little. For the questionnaire, six demographics information, ten career available decision making areas with a space provided for the inclusion of any interested career that was not included on the listed careers. Fifteen questions each on both sides of the intrinsic and extrinsic variables that influence student's career decision-making.

3.5.1 Scoring

On the intrinsic variables, fifteen (15) items used to assess with three Likert scale response with the options of Very Much, Moderately and Very Little. An individual total on this computed by adding the scores attached to the ticked responses. Those who scored one (1) labelled as Very Little intrinsic variables, those who scored two (2) labelled as moderately and those who scored three (3) labelled as Very Much intrinsic variables.

On the extrinsic variables, fifteen (15) items used to assess with three Likert scale response with the options of Very Much, Moderately and Very Little. An individual total on this computed by adding the scores attached to the ticked responses. Those who scored one (1) labelled as Very Little extrinsic variables, those who scored two (2) labelled as moderately and those who scored three (3) labelled as Very Much extrinsic variables.

3.6 Validity of the Instrument

The face validity of the instrument was established by making sure it contained items, which will appropriate measuring the attribute to be measured. The instrument was subjected to scrutiny by the four lecturers and the researcher's supervisors in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria all above the rank of senior lecture to establish the content validity.

3.6.1 Pilot Testing

A pilot test was conducted in Government Secondary School Kwangila, Sabon Gari Local Government Giwa Education Zone. The school is not part of the schools for the study, but they share similar characteristics with the selected schools. Thirty-Six (36) copies of the questionnaires were administered to respondents (SS1) students to determine the validity of the instrument. All administered copies were subsequently retrieved at the same day.

A pilot study was undertaken in order to ensure very effective revision and vital corrections to the research instruments before actual administration to respondents. Thus, pre-testing of the questionnaire helped check validity of the research instrument. It also revealed and solved problems such as phrasing, sequence and ambiguity. Above all, the pilot study enhanced accuracy and understands ability of respondents.

3.6.2 Reliability of the Instrument

The data obtained from pilot study was statistically analysed for the purpose of reliability. To determine the reliability of the instrument Career Decision Making Scale, pilot study was conducted in Government Secondary School Kwangila, Sabon Gari Local Government Giwa Education Zone. The reliability of the pilot study was ensured by using the Coefficient alpha also known as Cronbach alpha, which is a technique commonly used in measuring the internal consistency for items in a questionnaire. A reliability coefficient of alpha level of 0.802 was obtained this reliability coefficient was consider reliable for the internal consistency of the instrument. This is according to Kerlinger and Denga(2009) an instrument is considered reliable if it lies between 0 -1, the closer the calculated reliable coefficient is to 1, the more reliable is the instrument.

3.7. Procedure for Data Collection

An introduction letter was collected from the Department of Educational Psychology and Counselling by the researcher to the Director, Giwa Education Zone for permission and introduction to the Principals of the selected sample schools. After due process, the permission was granted.

The questionnaires were administered to the selected sample secondary school students (SS1) with the help of the counsellor and Para-counsellor of the sample schools in order to reduce errors and ensure maximum response rate. The instructions and the various items on the questionnaire were explained vividly to the students. That help obtained desired responses. The administration of questionnaires was completed on the same day. Answered questionnaires were retrieved on the same day.

3.8. Procedure for Data Analysis

The data collected was analysed using the Statistical Package for Social Sciences (SPSS) (2007) and the alpha value 0.05 was adopted to form the level of retention or rejection of the hypotheses. Chi square statistics was employed to test the hypotheses of the study to determine the Influence of Intrinsic and Extrinsic variables on career decision-making among senior secondary schools (SSI) students in Giwa Education Zone, Kaduna state, Nigeria.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected for the study. It covers the demographic characteristics of the Respondents (SS1), in terms of gender, age, level of education, class of study, means of sponsorship, parent level of education and parent's occupation. Furthermore hypotheses testing, summary of findings and discussion are presented as well.

4.2. Results

4.2.1 Demographic Characteristic of Respondents

Frequency Count and Percentage were used in Presenting Data Collected from the field

Table 4.1 Demographic Characteristic of Respondents

Frequency Percentage%			
Age			
10-15	140	38.5	
16-20	175	47.9	
21-25	44	12.0	
26 and above	61	16.6	
Gender			
Male	200	54.8	
Female	165	45.2	
Class			
Arts	220	60.3	
Science	145	38.5	
Means of sponsorship			
Self	105	29.1	
Parents	200	54.2	
Scholarship	60	16.7	
Parents level of education			
SSCE	90	24.7	
Diploma	85	23.3	
NCE	77	22.0	
Degree	73	20.0	
Postgraduate	40	10.0	
Parent's occupation			
Farming	170	46.6	
Business	90	24.7	
Civil Servant	75	20.5	
Military\Paramilitary	30	8.2	

Table 4.1 above indicated that on the basis of the age bracket, those in the category 16-20 were 175 which were 47.9 per cent seen to outnumber all the other ages. Category 10-15 was 140 (38.5%) and category 21-25 was 44 (12.0%). In fact, those who were 26 years and above were only 6 very few which was just about 1.6 per cent. The age bracket proposes that the respondents were generally young and fell within the age for tertiary education pursuit.

The demographics of the students indicated that, the males were overly more than the females. Out of a total of 365 students sampled for the study, the males numbered 200 representing 54.8 per cent while the females were 165, constituted 45.2 per cent. The results indicate a dominance of males in the Senior Secondary Schools in Giwa Education Zone.

With regards to students' level of study, the research delimited to Nine(SS1) Secondary School in Giwa Education Zone, Kaduna State, Nigeria. But for the benefit of curriculum planner, the researcher fined the enrolment Percentage of SSII student respectively. SS1 students outnumbered SSII. SS1 representing, 55.6 per cent while SSII constituted 44.4 per cent. The result revealed that more students were admitted into the SS1. In other words, the percentage of admission increases by the academic year.

Majority of the students (SS1) 220 which was (60.3%) of target population as shown in table 4.1 pursued humanities (Arts), while science course 145 that was (39.7%) respectively being the least pursued subjects of study. The results depicted that senior secondary school students in the humanities were offered subjects more than any other class of studies. Due to lack of Technical and Commercial Colleges in Giwa Education Zone, the research delimited to only Arts and Science Students.

Table 4.1 shows that the common types of funding among the participants were parents (54.2%), scholarship (16.7%) and self-sponsorship (29.1%). Of the participants on means of sponsorship, there was a difference between self (105), parents (200) and scholarship

(60).The results show that most of the participants relied on their parents for the funding of their studies.With this result, parental pressure can easily influence student career decision.

Table 4.1 shows that some participants indicated that their parents had post-secondary educational qualifications; Diploma 85 (23.3%) and NCE 77 (23.0%) while others parents had graduated with First Degree 73 (20.0%). Majority of the students 90 which was 24.7% of the target population as shown in table 4.1 their parent had secondary education level, while 40 that was (11.0%) respectively been the least were pot-graduate.

Parent's level and type of occupation is another important variable that influences students' career decision making. This is because the parents would be in a good position to guide, and counsel the child to succeed his parent occupation. This was clearly indicated Table 4.1 which shows that students from rural areas their parent were mostly farmers 170 (46.6%), while students from Government Secondary school Basawa Barracks their parents were mostly Military and few Para-Military in other schools 30 (6.2%). While civil servant parents were 75 (20.5%) and the business parents were 90 (24.7%) respectively.

4.2.2 Answering Research Questions

In order to respond to the research questions raised for the study, a mean score of 2.00 was used for the decision for or against. A cumulative mean score of 2.00 and above would mean significantly influenced students career decision making while cumulative mean score lower than the 2.00 midpoint would imply not significantly influence students career decision making.

Research Question One: What is the influence of personal aspiration dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone?

Table 4.8.1 Perception on Personal Aspiration Dimension of Intrinsic Variables that influences Career Decision Making among Secondary School Students in Giwa Education Zone

s/no	Personal Aspiration	Very Much	Moderate	Very little	Mean	SD	Remarks
1	Future achievement influences my career decision making	146	182	37	2.299	0.741	S
2	good job influences my career decision making	221	72	72	2.408	0.664	S
3	opportunity for further education influences my career decision making	73	183	109	1.901	0.745	NS
4	Possibility for promotion influences my career decision making	180	74	111	2.189	1.003	S
5	stability in employment influences my career decision making	109	146	110	1.997	1.203	NS
Cumulative mean					2.158		
Decision/Benchmark Mean = 2.000							

Table 4.8.1 above revealed that Personal aspiration has influence on career decision making as the cumulative mean response of 2.158 is higher than the 2.000 decision mean. Specifically, good job with prestige influences respondent's career decision making, as the highest mean of 2.408. Also future achievement influences career decision making as this view attracted their second highest mean of 2.299. In summary, personal aspiration influence career decision making.

Remarks Keys:

S – Significantly Influenced Career Decision Making

NS – Not Significantly Influenced Career Decision Making

Research Question Two: What is the influence of personal interest dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone?

Table 4.8.2 Perception on Personal Interest Dimension of Intrinsic Variables that influences Career Decision Making among Secondary School Students in Giwa Education Zone

s/no	Personal Interest	Very Much	Moderate	Very little	Mean	SD	Remarks
1	my cultural values influences my career decision making	109	219	37	2.197	0.871	S
2	I decided on career based on the love with the job	257	72	36	2.605	1.018	S
3	gender factor influences my career decision making	73	146	146	1.800	0.874	NS
4	age factor influences my career decision making	73	182	110	1.899	1.210	NS
5	I decide on career based on personal importance	109	182	74	2.096	0.674	S
Cumulative mean					2.119		

Decision/Benchmark Mean = 2.000

Table 4.8.2 above revealed that respondents believe that Personal Interest has influences on Career Decision Making. This is because the cumulative mean response of 2.119 is higher than 2.000 decisions mean. Specifically they decided on career based on the love with the job has the highest mean response of 2.605. Also cultural values influence their career decision making as the second highest mean of 2.197. In summary, Personal Interest influences Career Decision Making.

Remarks Keys:

S – Significantly Influenced Career Decision Making

NS – Not Significantly Influenced Career Decision Making

Research Question Three: What is the influence of personal ability dimension of intrinsic variables on career decision-making among secondary school students in Giwa Education Zone?

Table 4.8.3 Perception on Personal Ability Dimension of Intrinsic Variables that influences Career Decision Making among Secondary School Students in Giwa Education Zone

s/no	Personal Ability	Very Much	Moderate	Very little	Mean	SD	Remarks
1	skills obtained on the career influences my career decision making	147	181	37	2.301	0.622	S
2	my subject combination influences my career decision making	145	147	73	2.197	0.745	S
3	my level of education influences my career decision making	181	147	37	2.395	1.003	S
4	I consider my ability before subject combination in the school	146	146	73	2.200	1.203	S
5	my ability determined my career decision making	146	74	145	2.003	0.564	S
Cumulative mean					2.219		

Decision/Benchmark Mean = 2.000

Table 4.8.3 above revealed that Personal Ability of intrinsic motivation influences career decision making, because the cumulative mean response of 2.219 is higher than 2.000 decisions mean. Specifically, the response asserted that the level of their education influences their career decision making which shows the highest response mean of 2.395. Also item (1) with the skills obtained on the career as the second highest mean with 2.301. In summary Personal Ability influence career decision making.

Remarks Keys:

S – Significantly Influenced Career Decision Making

NS – Not Significantly Influenced Career Decision Making

Research Question Four: What is the influence of parental pressure dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone?

Table 4.8.4 Perception on Parental Pressure Dimension of Intrinsic Variables that influences Career Decision Making among Secondary School Students in Giwa Education Zone

s/no	Parental influence making	pressure that career decision	Very Much	Moderate	Very little	Mean	SD	Remarks
1	my father's advice influences my career decision making		146	146	73	2.200	0.554	S
2	my mother's advice influences my career decision making		109	182	74	2.096	0.745	S
3	the success of my relatives in the career influence my decision		219	109	37	2.499	1.113	S
4	my parents cultural value influences my career decision making		181	147	37	2.395	1.203	S
5	my parents success influences my career decision making		219	109	37	2.499	0.710	S
Cumulative mean						2.337		

Decision/Benchmark Mean = 2.000

Table 4.8.4 above revealed that Parental pressure has influence on career decision making. This is because the cumulative mean response of 2.337 is above the 2.000 decision mean. Specifically, the response asserted that success of their relatives in the career influences their decision with response mean of 2.499 and their parent's success also influences their career decision making. This shows that parental pressure influences career decision making especially as the success of relatives and parents highly influence their decision.

Remarks Keys:

S – Significantly Influenced Career Decision Making

NS – Not Significantly Influenced Career Decision Making

Research Question Five: What is the peers influence dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone?

Table 4.8.5 Perception on Peers Influence Dimension of Intrinsic Variables that influences Career Decision Making among Secondary School Students in Giwa Education Zone

s/no	Peersinfluence career decision making	Very Much	Moderate	Very little	Mean	SD	Remarks
1	my peers motivation influences my career decision making	73	255	37	2.099	0.8569	S
2	my peers persuaded me choose career that is same with others	146	109	110	2.099	1.056	S
3	my choice of career attributed to my peer's career decision	73	181	111	1.896	0.871	NS
4	my career influence by my peers success in the career	184	145	36	2.405	1.220	S
5	my peers encourage me to decide on a career of their interest	109	146	110	1.997	1.333	NS
	Cumulative mean				2.099		

Decision/Benchmark Mean = 2.000

Table 4.8.5 above revealed that Peer pressure has marginal influence on career decision making of the respondents. The cumulative mean response of 2.099 is higher than the 2.000 decision mean. Specifically, most asserted that career influence by their peer's success in the career has the highest mean response of 2.405. In summary,peer pressure has marginal influence on career decision making of the respondents, especially as some believe that their career is been influenced by their peers success.

Remarks Keys:

S – Significantly Influenced Career Decision Making

NS – Not Significantly Influenced Career Decision Making

Research Question Six: What is the influence of career availability dimension of extrinsic variables on career decision-making among secondary school students in Giwa Education Zone?

Table 4.8.6 Perception on Career Availability Dimension of Intrinsic Variables that influences Career Decision Making among Secondary School Students in Giwa Education Zone

s/no	Career influence making	Availability career decision	Very Much	Moderate	Very little	Mean	SD	Remarks
1	availability of the career influence my decision making		183	146	36	2.403	0.664	S
2	skills required on the career influence my decision making		108	146	111	1.992	0.745	NS
3	working hours on the job influence my decision making		146	147	72	2.203	1.003	S
4	environmental preference influence my career decision making		145	147	73	2.197	1.203	S
5	security on the work influence my career decision making		207	138	20	2.512	1.000	S
	Cumulative mean					2.261		

Decision/Benchmark Mean = 2.000

Table 4.8.6 above revealed that career availability has influence on career decision making, as the cumulative mean response of 2.261 is above the 2.000 decision mean. Specifically, most believe that security on the work influence their career decision making has the highest mean response agreement of 2.512. Availability of the career influence my decision making is the second highest mean agreement level of 2.403. In summary, career availability influence career decision making.

Remarks Keys:

S – Significantly Influenced Career Decision Making

NS – Not Significantly Influenced Career Decision Making

**Compares of Influences of Intrinsic and Extrinsic Variables on Career Decision Making
Among Secondary School Students In Giwa Education Zone, Kaduna State.**

s/no	Extrinsic Motivation		Intrinsic motivation		Remarks
	Categories	Cumulative mean	Categories	Cumulative mean	
	Parental pressure	2.337	Personal Aspiration	2.158	Both extrinsic and intrinsic variables influences career decision making but extrinsic has marginal influences than intrinsic motivation
	Peers influence	2.099	Personal Interest	2.119	
	Career Availability	2.261	Personal Ability	2.219	
	GRAND MEAN	2.232		2.165	

The table above revealed the comparison of intrinsic and extrinsic motivation variables on career decision making. Among extrinsic variables, parental pressure has the highest influence with cumulative mean of 2.337, while among the intrinsic motivation variables; personal ability has the highest influence on career decision making with cumulative mean of 2.219. In summary, extrinsic motivational variables has the higher influence than intrinsic motivational variables on career decision making of the students.

4.2.3Hypotheses Testing

Chi-Square Statistic was used to compare Observed and Expected results. Chi-Square was also employed to determine the influences, differences and the changes between the Intrinsic and Extrinsic variables on this research. Six null hypotheses were postulated and tested in the study. The hypotheses were tested using Chi-Square Statistic (X^2) and all the hypotheses were tested at 0.05, level of significance. The results of the analyses are presented below:

NullHypothesis One:

There is no significant influence of personal aspiration dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Table 4.2 Chi-square statistics on influence of personal aspiration dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Variable					N	DF	X ² Computed	P
Personal Aspiration Dimension:								
Expected		146	146	73	365	8	110.216	0.000
Observed		174.8	138.6	51.6				
Significant at 0.05								

Significant at 0.05

Table 4.2 revealed that p value of 0.000 is less than the 0.05 alpha level of significance and the computed chi-square value of 110.216 at df8. Therefore the null hypothesis which state that: There is no significant influence of personal aspiration dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone is hereby rejected. Implying that, there is significant influence of personal aspiration dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone.

Null Hypothesis Two:

There is no significant influence of personal interest dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Table 4.3 Chi-square statistics on influence of personal interest dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Variable					N	DF	X ² Computed	P
Personal Interest Dimension:								
	Expected	184	145	36	365	8	233.311	0.001
	Observed	117.0	67.2	80.0				

Significant at 0.05

Table 4.3 revealed that p value of 0.001 is less than the 0.05 alpha level of significance and the computed chi-square value of 233.311 at df8. Therefore the null hypothesis which state that: There is no significant influence of personal interest dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone is hereby rejected. Implying that, there is significant influence of personal interest dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone.

NullHypothesis Three:

There is no significant influence of personal ability dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Table 4.4 Chi-square statistics on influence of personal ability dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Variable					N	DF	X ² Computed	P
Personal Ability Dimension:								
Expected		207	128	20	365	8	118.516	0.002
Observed		157.8	144.8	62.4				

Significant at 0.05

Table 4.4revealedthat p value of 0.002 is less than the 0.05 alpha level of significance and the computed chi-square value of 118.516 at df8. Therefore the null hypothesis which state that: There is no significant influence of personal ability dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone is hereby rejected. Implying that, there is significant influence of personal ability dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Null Hypothesis Four:

There is no significant influence of parental pressure dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone.

Table 4.5 Chi-square statistics on influence of parental pressure dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Variable					N	DF	X ² Computed	P
Parental Pressure Dimension								
Expected	221	72	72		365	8	232.341	0.000
Observed	146.5	132.1	86.4					

Significant at 0.05

Table 4.5 revealed that p value of 0.000 is less than the 0.05 alpha level of significance and the computed chi-square value of 232.341 at df 8. Therefore the null hypothesis which state that: There is no significant influence of parental pressure dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone is hereby rejected. Implying that, there is significant influence of parental pressure dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Null Hypothesis Five:

There is no significant influence of career availability dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone.

Table 4.6 Chi-square statistics on influence of career availability dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education zone

Variable					N	DF	X ² Computed	P
Career Availability Dimension								
	Expected	257	72	30	365	8	388.998	0.000
	Observed	122.6	155.1	78.2				

Significant at 0.05

Table 4.6 revealed that p value of 0.000 is less than the 0.05 alpha level of significance and the computed chi-square value of 388.998 at df8. Therefore the null hypothesis which states that: There is no significant influence of career availability dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone is hereby rejected. Implying that, there is significant influence of career availability dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

Null Hypothesis Six:

There is no significant peers influence dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone.

Table 4.7 Chi-square statistics on peers influence dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education zone

Variable					N	DF	X ² Computed	P
Peers Influence Dimension:								
	Expected	181	147	37	365	8	157.299	0.003
	Observed	152.0	139.0	78.0				

Significant at 0.05

Table 4.7 revealed that p value of 0.003 is less than the 0.05 alpha level of significance and the computed chi-square value of 157.299 at df8. Therefore the null hypothesis which states that: There is no significant influence of peer's dimension of extrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone is hereby rejected. Implying that, there is significant influence of peer's dimension of intrinsic variables on career decision-making among senior secondary school students in Giwa Education Zone

4.2.4 Summary of the Findings

From the analyses conducted, the following are the summary of the findings:

1. Personal aspiration intrinsic variables significantly influences career decision making among senior secondary school students in Giwa Education Zone

($p < 0.05$, X^2 computed value of 110216 is greater than X^2 critical value of 15.507 at df 8).

2. Personal intrinsic variables significantly influences career decision making among senior secondary school students in Giwa Education Zone

($p < 0.05$, X^2 computed value of 233.311 is greater than X^2 critical value of 15.507 at df 8).

3. Personal ability intrinsic variables significantly influences career decision making among senior secondary school students in Giwa Education Zone

($p < 0.05$, X^2 computed value of 118.516 is greater than X^2 critical value of 15.507 at df 8).

4. Parental pressure extrinsic variables significantly influence career decision making among senior secondary school students in Giwa Education Zone.

($p < 0.05$, X^2 computed value of 232.341 is greater than X^2 critical value of 15.507 at df 8).

5. Peer group extrinsic variables significantly influence career decision making among senior secondary school students in Giwa Education Zone.

($p < 0.05$, X^2 computed value of 388.998 is greater than X^2 critical value of 15.507 at df 8).

6. Career availability extrinsic variables significantly influence career decision making among senior secondary school students in Giwa Education Zone.

($p < 0.05$, X^2 computed value of 157.299 is greater than X^2 critical value of 15.507 at df 8).

4.3 Discussions of the Findings

Based on the findings, the following recommendations were made: The first two hypotheses which indicated that aspiration and interest intrinsic variable significantly influences career decision making among secondary school students were supported by this study's findings. The findings corroborate that of Holland's personality theory of vocational development which had shown that one's aspiration or interest has influence on one's career decision making. By Holland's classification in his career development theory, the aspiration and interest falls under the social (supportive) environment, thus individuals with such personal aspiration or interest would normally gravitate towards person-oriented occupations (Schultheisis, 2013). This is in consonance with the 'people-oriented values' in motivational occupational preference scale, which falls under intrinsic variables.

The implication of this finding is that one's decision of any career is an expression of one's aspiration or interest which is an intrinsic variable. Career information should be provided in early life. The provision of career information early in life will enable students to adjust their educational and occupational aspirations and interest based on perceptions of how such requirements mesh with their own abilities. This is necessary if learners are to formulate realistic and congruent educational and occupational goals.

The hypothesis which indicated that personal ability intrinsic variable significantly influences career decision making among secondary school students was supported by this study's findings. Similarly, the study showed a positive relationship between personal ability intrinsic variables and the career decision making. It is revealed that personal ability is an organismic condition that results in a desire for further stimulation from a particular type of object or experience. This finding is in line with Duffy and Bluestein (2010), ability in mathematics could be the result of the belief that one is able to understand science related subjects (at least in the long run) and the consequences that follow such an understanding.

Weishew (2013) states that, personal ability tends to increase the likelihood that individuals formulate goals relating to their activity and invested time and effort to achieve them. Therefore, Counsellors need to take note on the findings of this study and ensure that proper placement is being made. School authorities however need to give room to counsellors to perform these respective counselling duties. Students who are good in science should be restricted to sciences also with arts based on the student's personal ability; cross placement must therefore be avoided.

This research also indicated that parental pressure extrinsic variable significantly influences career decision making among secondary school students it was supported by this study's findings. Jaquiline (2013) as cited in Ndamuki and Mutie (2011) Gibson, Mitchell (2015) note that parents who are primarily responsible for establishing the family and exercise control over it, they are responsible for the type of career background that exists. This means that parental attitudes are very important in promoting future career background which is possible when parents adapt to the culturally defined roles of parents to the needs of the changing young generation.

The literature also suggests that it influences the beliefs and behaviours of the parent, leading to positive outcomes career decision making for children and youth (Hoose & Paradise 2013). For example, Amedson and Williams (2013) found that parents of moderate income and educational background held beliefs and expectations that were closer than those of low-income families to the actual career decision making of their children. Low-income families have high expectations and career decision making beliefs that did not correlate well with their children's actual career decision making.

Parents would be in a good position to be second teachers who guide, and counsel the child to perform well in education and providing the necessary educational materials needed by the child. A child that comes from an educated home would like to follow the steps of the

family. Gottfried further observes that parents who have more than a minimum level of education are expected to have a favoured attitude to the child's career and to encourage them on career decision. Therefore, parents need to take note on the findings of this study and ensure that proper placement is being made; they should give room to counsellors to perform these respective counselling duties. Students who are good in science should be restricted to sciences also with arts based on the student's personal ability; parental pressure must therefore be avoided on career decision making.

This research also indicated that peer group extrinsic variable significantly influences career decision making among secondary school students it was supported by this study's findings. The findings corroborate that of Osipow (2011) conducted a research on the influence of peer group on career decision making, selected schools in Ogun State. The study investigated the influence of peer group on career decision making. Descriptive research methodology was used. Random sampling techniques were also adopted in selecting 135 students from four secondary schools in two local Government Areas of Ogun State. Questionnaire was developed to collect data. The data collected was analysed using t-test and Pearson. The findings of the study revealed that peer group positively influence the career decision of secondary school students. In line with present study, parents, teachers and counsellors should provide adequate guidance to children to help them understand how the peers can either positively or negatively influence their career decision making in school.

This research also indicated that Job availability extrinsic variable significantly influences career decision making among secondary school students it was supported by this study's findings. The findings further reveal that there is significant influence on career decision making of senior secondary school students whose desired career available and then those whose career are yet to be decided. The findings of this study corroborate with the early findings of Gass and Rapesak (2016) that children with Job availability have career

decision making achievement than those have not. Families are source of courage and strength to their children's, they decides and prepares them in a better way for the future.

The finding of the study also in agreement with Ginzberg (1951) who states that availability of socio-economic and occupation have been regarded as predictors of children's career decision. This finding corroborates the earlier findings of Kniveton B. H. (2014) that availability of well-paying job is common among well-educated families. He added that it is equally common among professional and managerial fathers of the top of the occupational hierarchy. This finding is in agreement with the findings of Powlette (2016) that availability of occupation is one of the variables that determine the career decision making of students. However, the kind of family occupation that a child comes from usually has impact on his or her career decision making.

Therefore, Career decision making must be brought into a clearer focus, starting with students in elementary school and continuing beyond. Career decision making is an ever-evolving process. It is a process that includes experimentation and eventually judgment. Students must be made aware of this process. Counsellors should also use different types of techniques bearing in mind the nature of students, learning style and performance.

Finally, this study failed to show any significant influence of gender on the variables motivating the career decision making. Respondents from both sexes seemed to have been motivated into the career decision making by similar variables. This indicates that intrinsic and extrinsic variables influence on students opting for career decision making, whether they are males or females. From the findings, it was revealed that both intrinsic and extrinsic variables played important roles on career decision making of secondary school students. It therefore becomes imperative that counsellors, teachers and other stakeholders take seriously the issue of these variables in career decision-making while guiding young people in career decision making.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the outcome of the study and the findings of the research in relation to the hypotheses generated and tested. Conclusions were drawn based on the results, recommendations and suggestions for further research are also stated explicitly.

5.2 Summary

The research investigated the influence of Intrinsic and Extrinsic variables on Career Decision-Making among Secondary School Students in Giwa Education Zone Kaduna State, Nigeria. The study was guided by Six (6) research questions, Six (6) research hypotheses and Six (6) basic assumptions.

Literature were reviewed based on the major concepts of the study such as concept of career decision making, intrinsic and extrinsic variables in career decision making, difference between job, career and calling, factors to consider in making good decision, principles and characteristics of decision making, steps in career decision making, emotional intelligence, employability satisfaction, connection between secondary school subjects and career, spirituality and career, career path and development, merit and demerit of decision making, complex decision, Theoretical framework, theories of career and self-concept theory, relevance of the theories to the study and review of empirical studies and summary. Also some empirical studies were examined in this chapter.

The design of the study was a survey research design. The target population for the study was 7,590 (SS1) students of senior secondary schools in Giwa Education Zone, Kaduna state, Nigeria. There are Seventeen (17) senior secondary schools and these schools are distributed within the three local Governments that constituted Giwa Education Zone. A sample size of 365 (SS1) students was adopted from the population of 7,590 this is based on the

recommendation of *Research Advisor* (2006) that for a population which is greater or equal to 7500, the required sample size is 365. In selecting the sample for the study, simple random sampling technique was adopted for selecting students. Career Decision Making Scale (CDMS) instrument was used for the study. It is a structured questionnaire. Chi-square were used to test hypotheses one (1), two (2), three (3), four (4), five and six (6) respectively to this study.

5.3 Conclusions

Based on the findings of this study, it was deduced that Personal aspiration dimension of Intrinsic variables significantly influence career decision making among secondary school students ($p-0.000 < 0.05$ alpha). Personal interest dimension of Intrinsic variables significantly influence career decision making among secondary school students ($p-0.001 < 0.05$ alpha). Personal ability dimension of intrinsic variables significantly influence career decision making among secondary school students ($p-0.002 < 0.05$ alpha). Parental pressure dimension of Extrinsic variables significantly influence career decision making among secondary school students ($p-0.000 < 0.05$ alpha). Peer group dimension of Extrinsic variables significantly influence career decision making among secondary school students ($p-0.000 < 0.05$ alpha). Career availability dimension of Extrinsic variables significantly influence career decision making among secondary school students ($p-0.003 < 0.05$ alpha).

The variables influenced student's career decision making. This proposes that career decision for students in both science and Arts will be effective if their intrinsic and extrinsic values are well shaped. There is need to revamp the career guidance programmed in schools especially in rural communities where there is a significant lack of career information. Media personnel need to be equipped with correct career information for them to guide students appropriately. This will help learners to make early and informed career decision. Appropriate career decision will subsequently increase self-efficacy, achievement motivation and satisfaction with the subject choice and future career decision. Career information should

be provided in early life. The provision of career information early in life will enable students to adjust their educational and career aspirations and interest based on perceptions of how such requirements mesh with their own abilities. This is necessary if learners are to formulate realistic and congruent educational and occupational goals.

5.4 Contributions to Knowledge

Based on the Finding and the analyses conducted on the study, it was established that:

1. Personal aspiration dimension of Intrinsic variables significantly influence career decision making among secondary school students in Giwa Education Zone (p-0.000).
2. Personal interest dimension of Intrinsic variables significantly influence career decision making among secondary school students in Giwa Education Zone (p-0.001).
3. Personal ability dimension of Intrinsic variables significantly influence career decision making among secondary school students in Giwa Education Zone (p-0.002).
4. Parental pressure dimension of Extrinsic variables significantly influence career decision making among secondary school students in Giwa Education Zone (p-0.000).
5. Peer group dimension of Extrinsic variables significantly influence career decision making among secondary school students in Giwa Education Zone (p-0.000).
6. Career availability dimension of Extrinsic variables significantly influence career decision making among secondary school students in Giwa Education Zone (p-0.003).

5.5 Recommendations

Based on the findings, the following recommendations were made:

1. School counsellors should properly guide young people in their career aspirations. Furthermore, appropriate appraisal tools like psychological tests should be provided for school counsellors to adequately diagnose the personal aspiration and career strengths and weaknesses of the students.

2. An understanding of what students want from a job and what jobs they perceive as offering them the chances of fulfilling such personal interest, will be of great importance to career counsellors in correcting misconceptions and directing students to fuller their personal interest on career decision. Career information should be provided in all level of post-primary education to enable students to adjust their educational and career interest based on perceptions of how such requirements mesh with their own abilities.
3. Counsellors should use psychological tests in career guidance. The use of tests gives a scientific basis to the work of counsellors in guiding students on their personal ability on career decision making. Counsellors should also use different types of techniques bearing in mind the nature of students, learning style and personal ability.
4. Parents-oriented values have significant influence on students aspiring to go in for career decision making. It therefore becomes necessary that parents need to ensure that proper placement on subjects choice and career decision are being made; they should give room to counsellors to perform these respective counselling duties based on the student's personal ability; parental pressure must therefore be avoided on career decision making.
5. The need for the inclusion of counsellors, parents, teachers and school administration in guidance programmes of secondary school for the proper moral, appropriate cognitive and personality characteristics required for the students in-school and out-schools relationship with peer group. Students should choose the right peer group in order to improve their attitude towards better academic performance. In general, the schools should ensure that there is guidance and counselling service within its environment to assist children being negatively influenced by peer group since it is revealed in this study that many secondary schools students were influenced by their peers in career decision making.
6. Since there is significant influence of career availability dimension of intrinsic variables on career decision making among senior secondary school students. The school system

should provide every child completing school with necessary career decision making skills. Each level of post-primary education must be capable of helping the student in making smooth transition from school to work.

5.6 Suggestions for further Studies

The following are suggestions for further study.

1. A study should be carried out on; Influence of intrinsic and extrinsic variables on career decision making among primary school pupils and Junior Secondary School Students within Giwa Education Zone Kaduna State, Nigeria.
2. The present study was carried out at some selected senior secondary schools in Giwa Education Zone. It is suggested that a similar study should be carried out in all Education Zones of the state, so that a comprehensive research document would be presented.
4. Again, a follow-up survey should be conducted annually to check the changes in the variables that influenced student's career decision.
5. Also this research was concluded with the help of the Chi-square study; further studies can be conducted with the help of other statistical tools for more clear explanations.
6. Furthermore, a study can be conducted to investigate the intrinsic and extrinsic variables that influence students into the health sector for the reason that the study revealed that most students were intrinsically motivated to pursue careers in the health sector.
7. A good comprehension of the process and features of human development, periods at which the secondary school student is ready to make certain decisions on their careers and or programme majors are essential to the counsellor.
8. The counsellor has to appreciate rudimentary human needs as well as exceptional needs of the secondary school student and their correlation to career development and career decision making.

9. The career and guidance counsellors must be able to evaluate and understand individual traits and features and apply these to a variety of counselee's career-related needs.
10. The career and guidance counsellor must make out and help secondary school students to be mindful that unanticipated variables may on occasion bring about change in career decisions making.
11. Finally, the career and guidance counsellor must be abreast with the swift modifications continuously taking place in the way people work and live in the current technological period which mandate a constant evaluation of the counselling theories to effectively assist the secondary school not only in Giwa Education Zone but for the whole Nigeriansecondary school students.

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APPENDIX A

RESEARCH QUESTIONNAIRE

CAREER DECISION-MAKING SCALE (CDMS)

Dear Respondent,

I am a postgraduate student from the Faculty of Education, Department of Educational Psychology and Counselling, Ahmadu Bello University Zaria, undertaking a research study on the influence of intrinsic and extrinsic variables on career decision-making among secondary school students of Giwa Education Zone, Kaduna state, Nigeria. This study is for educational purpose and your assistance in filling this questionnaire will also be beneficial to students in their career decision-making.

I assure you that all information provided will be used solely for research work and you are guaranteed of secrecy and privacy of information provided.

SECTION A: Demographic information

Please answer the questions by choosing the best option that applies to you

1. Age of the student ☐ 10-15 ☐ 16-20 ☐ 21-25 ☐ 26 and above
2. Gender of the student ☐ Female ☐ Male
3. Class of the student ☐ Arts ☐ Business ☐ Science ☐ Technical
4. Means of sponsorship ☐ Self ☐ Parents ☐ Scholarship
5. Parent level of education ☐ SSCE ☐ Diploma ☐ NCE ☐ Degree ☐ Postgraduate
6. Parent's Occupation ☐ Farming ☐ Business ☐ Civil Servant ☐ Military\Paramilitary

SECTION B: CAREER DECISION AREAS

Tick (✓) one to indicate your career which you will engage in after your education. Write any other career that is not in the list which you like on the space provided below:

1. Teaching
2. Legal sector
3. Mass Media
4. Engineering
5. Health sector
6. Banking/Finance
7. Agricultural career
8. Computer operators
9. Locomotive Crew
10. Immigration
11. Military
12. Custom
13. Police
14. Pilot
15. -----

SECTION C: INTRINSIC VARIABLES THAT WILL INFLUENCE STUDENTS CAREER DECISION MAKING:

How much of these things influence your career decision making?

Rating Scale Very Much 3

Moderately 2

Very Little 1

Personal Aspiration that Influence My Career Decision-Making

1. Future achievement influence my career decision making
2. Good job with prestige influence my career decision making
3. Opportunity for further education influence my decision making
4. Possibility for promotion influence my career decision-making
5. Stability in employment influence my career decision making

3	2	1

Personal Interest that influence My Career Decision-Making

6. My cultural values influence my career decision making
7. I decided on career based on the love with the job
8. Gender factor influence my career decision making
9. Age factor influence my career decision making
10. I decide on career based on personal importance

3	2	1

Personal Ability that influence My Career Decision-Making

11. Skills obtained on the career influence my career decision making
12. My subject combination influence my career decision making
13. My level of education influence my career decision making
14. I consider my ability before subject combination in the school
15. My ability determined my career decision making

3	2	1

SECTION D: EXTRINSIC VARIABLES THAT WILL INFLUENCE STUDENTS

CAREER DECISION MAKING:

How much of these things influence your career decision making?

Rating Scale Very Much 3

Moderately 2

Very Little 1

Parental Pressure That Influence My Career Decision-Making

1. My father's advice influence my career decision making
2. My mother's career interest influence my decision making
3. The success of my relatives in the career influence my decision
4. My parents cultural value influence my career decision making
5. My parents success influence my career decision making

3	2	1

Peers Influence My Career Decision-Making

6. My peers motivation influence my career decision making
7. My peers persuaded me choose career that is same with theirs
8. My choice of career attributed to my peers' career decision
9. My peers success influenced my career decision making
10. My peers encourage me to decide on a career of their interest

3	2	1

Career Availability that Influence My Career Decision-Making

11. Availability of the career influence my decision making
12. Skills required on the career influence my decision making
13. Working Hours on the job influence my decision making
14. Environmental preference influence my career decision making
15. Security on the work influence my career decision making

3	2	1

APPENDIX B

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING



Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Email: epc@abu.edu.ng

Vice-Chancellor: Professor Ibrahim Garba, B.Sc, M.Sc (ABU), Ph.D, DIC (London) FNMGS

Head of Department: Dr. Aisha I. Mohammed, B.Ed, M.Ed, Ph.D (ABU)

Our Ref: _____

Date: 20th May 2019

KHALID ISA MUHAMMAD

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria; requires each student working for a Degree to complete a research Project/Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please, give assistance as much as possible.

TOPIC OF RESEARCH: INFLUENCE OF INTRINSIC AND
EXTRINSIC VARIABLES ON CAREER
DECISION-MAKING AMONG SECONDARY SCHOOL STUDENTS
IN GIWA EDUCATION ZONE, KADUNA STATE, NIGERIA.

Thank you for your continuous cooperation.

Yours sincerely,

Aisha I. Mohammed

Research Adviser

HEAD
DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
AND COUNSELLING
A.B.U. ZARIA

APPENDIX C

Required Sample Size†

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	568	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1 000	278	440	606	906	399	575	727	943
1 200	291	474	674	1067	427	636	827	1119
1 500	306	515	759	1297	460	712	959	1378
2 000	322	563	869	1655	498	808	1141	1786
2 500	333	597	952	1984	524	879	1288	2173
3 500	346	641	1068	2565	558	977	1510	2890
5 000	357	676	1217	3288	586	1066	1734	3842
7 500	365	710	1275	4211	610	1147	1960	5165
10 000	370	727	1332	4899	622	1193	2098	6239
25 000	378	760	1448	6939	646	1285	2399	9972
50 000	381	772	1491	8056	655	1318	2520	12455
75 000	382	776	1506	8514	658	1330	2563	13583
100 000	383	778	1513	8762	659	1336	2585	14227
250 000	384	782	1527	9248	662	1347	2626	15555
500 000	384	783	1532	9423	663	1350	2640	16055
1 000 000	384	783	1534	9512	663	1352	2647	16317
2 500 000	384	784	1536	9567	663	1353	2651	16478
10 000 000	384	784	1536	9594	663	1354	2653	16560
100 000 000	384	784	1537	9603	663	1354	2654	16584
300 000 000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX D
CHI SQUARE CRITICAL VALUES

	$\alpha=0.995$	0.99	0.975	0.95	0.9	0.1	0.05	0.025	0.01	0.005
df =1	---	---	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.01	0.02	0.051	0.103	0.211	4.605	5.991	7.378	9.21	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.86
5	0.412	0.554	0.831	1.145	1.61	9.236	11.07	12.833	15.086	16.75
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.69	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.18	2.733	3.49	13.362	15.507	17.535	20.09	21.955
9	1.735	2.088	2.7	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.94	4.865	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	19.675	21.92	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217	28.3
13	3.565	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688	29.819
14	4.075	4.66	5.629	6.571	7.79	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.39	10.865	25.989	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191	38.582
20	7.434	8.26	9.591	10.851	12.443	28.412	31.41	34.17	37.566	39.997
21	8.034	8.897	10.283	11.591	13.24	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289	42.796
23	9.26	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.98	45.559
25	10.52	11.524	13.12	14.611	16.473	34.382	37.652	40.646	44.314	46.928
26	11.16	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642	48.29
27	11.808	12.879	14.573	16.151	18.114	36.741	40.113	43.195	46.963	49.645
28	12.461	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	19.768	39.087	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892	53.672
40	20.707	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	67.505	71.42	76.154	79.49
60	35.534	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425	104.215
80	51.172	53.54	57.153	60.391	64.278	96.578	101.879	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807	140.169

APPENDIX E

CHI-SQUARE OUTPUT

H₁ Chi-Square Test

Expected counts are printed below observed counts

Very Much	Moderately	Very Little	Total	
1	146	146	73	365
174.80	138.60	51.60		

2	109	182	74	365
174.80	138.60	51.60		

3	219	109	37	365
174.80	138.60	51.60		

4	181	147	37	365
174.80	138.60	51.60		

5	219	109	37	365
174.80	138.60	51.60		

Total	874	693	258	1825
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Chi-Sq= 4.745 + 0.395 + 8.875 +
 24.769 + 13.590 + 9.724 +
 11.176 + 6.322 + 4.131 +
 0.220 + 0.509 + 4.131 +
 11.176 + 6.322 + 4.131 = 110.216
 DF = 8, P-Value = 0.000

H₂ Chi-Square Test

Expected counts are printed below observed counts

Very Much	Moderately	Very Little	Total	
1	73	255	37	365
117.00	167.20	80.80		

2	146	109	110	365
117.00	167.20	80.80		

3	73	181	111	365
117.00	167.20	80.80		

4	184	145	36	365
117.00	167.20	80.80		
5	109	146	110	365
117.00	167.20	80.80		
Total	585	836	404	1825

$\text{Chi-Sq} = 16.547 + 46.106 + 23.743 +$
 $7.188 + 20.259 + 10.552 +$
 $16.547 + 1.139 + 11.288 +$
 $38.368 + 2.948 + 24.840 +$
 $0.547 + 2.688 + 10.552 = 233.311$
 $\text{DF} = 8, \text{P-Value} = 0.001$

H₃ Chi-Square Test

Expected counts are printed below observed counts

Very Much	Moderately		Very Little	Total
1	183	146	36	365
157.80	144.80	62.40		
2	108	146	111	365
157.80	144.80	62.40		
3	146	147	72	365
157.80	144.80	62.40		
4	145	147	73	365
157.80	144.80	62.40		
5	207	138	20	365
157.80	144.80	62.40		
Total	789	724	312	1825

$\text{Chi-Sq} = 4.024 + 0.010 + 11.169 +$
 $15.716 + 0.010 + 37.852 +$
 $0.882 + 0.033 + 1.477 +$
 $1.038 + 0.033 + 1.801 +$
 $15.340 + 0.319 + 28.810 = 118.516$
 $\text{DF} = 8, \text{P-Value} = 0.002$

H₄ Chi-Square Test

Expected counts are printed below observed counts

	Very Much	Moderately	Very Little	Total
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1	146	182	37	365
	146.52	132.05	86.43	

2	221	72	72	365
	146.52	132.05	86.43	

3	73	183	100	356
	142.91	128.80	84.30	

4	180	74	111	365
	146.52	132.05	86.43	

5	109	146	110	365
	146.52	132.05	86.43	

Total	729	657	430	1816
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Chi-Sq= 0.002 + 18.893 + 28.266 +
37.857 + 27.309 + 2.408 +
34.199 + 22.813 + 2.926 +
7.649 + 25.520 + 6.987 +
9.609 + 1.473 + 6.430 = 232.341
DF = 8, P-Value = 0.000

H₅ Chi-Square Test

Expected counts are printed below observed counts

	Very Much	Moderately	Very Little	Total
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1	109	219	37	365
	124.61	160.73	79.66	

2	257	72	30	359
	122.56	158.09	78.35	

3	73	146	146	365
	124.61	160.73	79.66	

4	73	182	110	365
124.61	160.73	79.66		

5	109	182	74	365
124.61	160.73	79.66		

Total	621	801	397	1819
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Chi-Sq= 1.955 + 21.126 + 22.847 +
 147.467 + 46.879 + 29.839 +
 21.375 + 1.350 + 55.243 +
 21.375 + 2.815 + 11.554 +
 1.955 + 2.815 + 0.402 = 388.998
 DF = 8, P-Value = 0.000

H₀Chi-Square Test

Expected counts are printed below observed counts

Very Much	Moderately	Very Little	Total
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1	147	181	37	365
153.00	139.00	73.00		

2	145	147	73	365
153.00	139.00	73.00		

3	181	147	37	365
153.00	139.00	73.00		

4	146	146	73	365
153.00	139.00	73.00		

5	146	74	145	365
153.00	139.00	73.00		

Total	765	695	365	1825
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Chi-Sq= 0.235 + 12.691 + 17.753 +
 0.418 + 0.460 + 0.000 +
 5.124 + 0.460 + 17.753 +
 0.320 + 0.353 + 0.000 +
 0.320 + 30.396 + 71.014 = 157.299
 DF = 8, P-Value = 0.003