

**INFLUENCE OF CAREER AWARENESS ON THE VOCATIONAL PREFERENCES
AMONG SENIOR SECONDARY SCHOOL STUDENTS IN DALA EDUCATION ZONE**

BY

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DEDICATION

This work is dedicated to Almighty Allah, without His help and guidance it would have never been possible; then to His most blessed messenger whose message is a warning and a glad tidings to the entire mankind, for the blessing and benevolence showered on us.

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ABSTRACT

This study employed a survey research design to investigate influence of career awareness on the vocational preferences among senior secondary school students in Dala Education Zone. The main objectives of the study were to find out the level of career awareness among senior secondary school students in Dala Education Zone, to find out the career preferences among senior secondary school students in Dala Education zone, to find out if there is any gender difference in the students' level of career awareness and to find out if there is any gender difference in the students' career preference. Four research questions were answered, and two null hypotheses were formulated and tested at 0.05 level of significance. A sample of 370 students was selected out of total population of 8,154. A researcher self-developed questionnaire titled "students' career Awareness and career preference questionnaire" (SCACPO) was used as the research instrument. Data was analyzed by using descriptive statistics and chi-square. Based on the finding, it was concluded that: majority of the students achieve high level career awareness; the major career areas preferred by the students, regardless of gender were investigative followed by social careers, other career areas with students' preference are artistic, conventional, realistic then enterprising. No significant difference was found between male and female level of career awareness (at $X^2=1.387$, $P=.516$) A significant difference was found in the career preference of male and female students (at $X^2=17.899$, $p=.003$). Based on the findings recommendation were made which include, that career guidance programs should be intensified to incorporate the missed percentage, that efforts should be made to improve career planning and development for students in relation to their preferences; career interest regarding various working environments should be built in the students so as to provide an input to other career areas with law students' preference; guidance and counselling services should adequately be provided in secondary schools so as to enable the students derive optimal career guidance benefits and be able to achieve self-actualization; Seminars and workshops should be organized regularly for parents, teachers and counsellors on students' preferences and prerequisite of a specific career. This will help in making appropriate school placement in relation to students' career type preference.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the olden days it was a common practice to see the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader and so on. With the advent of information technology, the emergence of post industrial revolution and job competition, career choice has become a complex science, this make it possible for a common person to be best in different fields as long as she or he has due skills and knowledge.

There is a series of developmental tasks that everyone faces during the adolescent years. Noticeable changes in intellectual development and subsequently career development process take place during adolescence. Career exploration is important during adolescence as adolescents begin to engage in self-exploration and explore potential career options. Choosing a career is often considered a major turning point in a young adult's life. This decision alone has the potential to open the door for success or close the door of opportunity (Ferry, 2006). A major part of persons` daily life is spent in occupational activities which is more than simply providing income for one`s livelihood, but it structure a large part of his everyday reality and serve a major source of personal identity and self-evaluation. The choice students make shape the course of lives and determine which aspects of their potentialities they cultivate and which they leave undeveloped. Occupational roles that people perform determine whether their work life is lastingly successful, satisfying and fulfilling or, repetitively boring, burdensome and stressful (Bandura, Barbaranelli, Caprara and Pastorelli, 2001); Duncan and Blau in (Gerald, Mclaughlin and James, 2012). Many of the secondary school students have preferences over varieties of careers. Some have the idea that, by successfully completing the school they would be able to work as managers, lawyers, engineers, medical doctors, accountants, and so on. All these processes of career choice are viewed by psychologist and sociologist as “the psychological preferences that the individual has regarding work status”. Therefore it could be “reasoned” or it could be based on “impulses”. Here, the selection may be on scientific facts where intellectual measures and psychological trend are the most important determinants of career choice or that, it could be a wishful thinking, a trial and error or even it could be based on chance. Since it has been observed that most of the students have inadequate information about occupations. They jump blindly into job to become frustrated and unhappy later in life, and perhaps at such time when retreat would be no longer easy or possible.

Effective career selection is one of the important choices student will make in determining future plans. This decision will impact on them throughout their lives. It is therefore a positive thing for one to think as far as possible as it is enduring before embarking in any career. This can be only through enlightenment and education. A large body of work addresses various cognitive-behavioral processes that lead to career choice (or discouragement), including the concepts of

awareness. In any contemporary society, the heart of the long process of preparing young people for life and work is centered in the educational system. Nations and individual looking up to provide a cure for ignorance, poverty, joblessness among others scientifically tailor their objectives, goals, aspirations and all what they want to achieve within the realm of educational system which serve as the means to achieve quality of life and social status. Of course, career awareness is an essential precondition for interest, engagement, and self-efficacy to develop. Students typically have a limited understanding of available careers and requirements for success. Therefore Career exploration activities can increase awareness and at the same time foster a sense of competence and ownership that becomes inherently motivating. A longitudinal study has demonstrated that independent of academic preparation is among the early expectations of students` career, developing awareness through exposure and encouraging interest are effective and probably necessary strategies to boost student` career participation.

Machio (2007) is of the view that the derailment in career development is due to lack of awareness that provide students with sound occupational information and self-awareness. Also, about half of the students on whom Bursa (1992) worked were unaware about occupations and world of work, as a result of this, they were unrealistic in their occupational choice. He further reported that, those who made choices of their careers only select from the occupation they knew because they were not given career counseling. On this note, students are likely to face barriers that may deter their optimal career development.

Many times students` career preference could be determined by other nonintellectual variables such as social class of the family, their economic condition, parental attitude to, and their level of education, gender, environment, social amenities, peer group, the degree of conformity required by the society, etc. (Jungjen, 2008) The role of gender in students` career preference cannot be underplayed, it include the expectations held about the characteristics, aptitudes of both men and women (masculinity and feminineness). These roles and expectations are learned and are changeable over time and vary within and between cultures. Gender analysis has increasingly revealed how subordination is socially constructed and therefore able to change as opposed to being biologically predetermined and static (Incson, Dries & Arnold, 204). In Nigerian societies, boys and girls often undergo different socializing experience and they tend to learn different gender role and behavior patterns and hence develop different interest. These roles and interest later become the dominant in their career preference. It is no wondered therefore that adolescents and youth have serious development tasks to settle in connection with jobs especially the occupation of their preference.

In order to arrest the situation, there should be an organized counseling program to effectively enlighten and assist the students to make wise decisions and be able to utilize their skill to the maximum.

1.2 Statement of the Problem

Individuals are uniquely created though they are not independent of the influence of environmental variables, yet they have their distinctive physiological and psychological trends that differentiate them from others particularly in terms of perception. Students' perception and awareness contributes to their employment status. Some perceive themselves as having smaller, less diverse opportunity than they actually do, thereby hurting their chances of finding employment, others are unaware of their personal traits, work market and prerequisite for a particular career thereby creating a frustrating cycle by mentally cutting off network ties that might be the most valuable to them.

It is very disappointing to observe in modern vocational perspective that, in spite of the existence of the individual differences in career preference and selection, everybody is choosing his/her own career randomly, haphazardly, uncalculated without its future orientation and knowing realistic perspectives on his/her psychological abilities and compositions. They face problems of matching their preferred careers with their abilities and school performance or are not even exposed to varieties of job opportunities.

As students try to make career choice while in secondary school, and due to lack of career awareness, they face problems of attaching their career choice with their interest, abilities and school performance. For example, as the process of choosing careers begins in SS1 where students select subjects that would lead them to specific career; before their final year examinations they further choose university courses they would pursue in the University; on admission to the university they are also given another opportunity to apply for inter-faculty change. Consequently, there is possibility that students are in careers that are not in line with their preference, because they lack accurate awareness about occupational opportunities and no effective guidance program to help them make appropriate career choice related to their preference or aptitude; whereas in the present day complex society the selection of career with proper care has become more and more relevant. This necessitate the need to examine the influence of career awareness on the vocational preferences of senior secondary school students in Dala Education Zone of Kano State; in order to help the students to overcome that problem of matching careers to preference and to be opportune to evaluate all of the aspects available for making a complete, logical and educated plan while choosing a career.

1.3 Objective of the Study

The following are objectives of the study:

1. To find out the level of career awareness of senior secondary school students in Dala Education Zone of Kano State
2. To find out the vocational preferences of senior secondary school students in Dala Education zone of Kano State.

3. To find out the differences in the level of career awareness between male and female senior secondary school students in Dala Education Zone of Kano State.
4. To find out the differences in vocational preferences between male and female senior secondary school students in Dala Education Zone of Kano State.

1.4 Research Questions

The research work raised the following questions:

1. What is the level of career awareness of senior secondary school students in Dala Education Zone of Kano State?
2. What is the vocational preference of senior secondary school students in Dala Education zone of Kano State?
3. What is the difference in the level of career awareness between male and female senior secondary school students in Dala Education Zone of Kano State?
4. What is the difference in the vocational preferences between male and female senior secondary school students in Dala Education Zone of Kano State?

1.5 Research Hypotheses

The first and second objective raised no research hypothesis; the hypotheses were for the fellow two objectives.

Ho₁ There is no significant difference in the level of career awareness between male and female senior secondary school students in Dala Education Zone of Kano State.

Ho₂ There is no significant difference in vocational preferences between male and female senior secondary school students in Dala Education Zone of Kano State.

1.6 Significance of the Study

The research work on successful completion would add an output to the subject area. Its findings would be a reference area of and foundation for other researches.

It would be of immense benefit that is directly relevant to the stakeholders, and serve as a blueprint to policy makers and relevant agencies by revealing to them the career areas preferred by different students. This would help in policy formulation and implementation specifically in strategizing and improving career planning and development for youth in relation to their preferences.

The findings would be beneficial to teacher/school counselor in planning and executing career awareness strategies, exploration and development; in making right placement and in motivating students during career decision making, so that they can achieve self-actualization and self-fulfillment.

The revealed information on the level of students' career awareness would redirect the attention of professional counselor in educating and orienting students about the outlook of vocational fields, the required talents and skills and general prerequisite of different occupations

It will further be a motivating factor to students during career decision-making process by revealing to them the type of careers preferred by different categories of students. This will make them be determined to gain insight in to their interest and then decide the career that aligns with their interest. It will also help them to determine which jobs are in high demand and or otherwise thereby overcoming the problem of starting down a career path with limited number of options.

1.7 Scope and Delimitation of the Study

This study surveyed level of career awareness and career preferences among senior secondary school students in Dala Education Zone. The study focused on SSIII students in public secondary schools of Dala Education Zone. However, other zones, SSI and SSII, junior secondary students, science and technical schools and private schools were delimited from the study. But the finding could be generalized to even Nigeria at large.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

It is said that every intellectual effort is like a building block that is added to another blocks to build a house. Thus in doing a new study researcher has to look to other works that have been done in the area on which she is working. There is no doubts, however, that such frame work will bring about maintaining continuity in the findings of future similar or related research works. This chapter examined: the concept of career, career preference, career awareness, factors influencing career preference and socioeconomic status in relation to career preference; Frank Parson`s trait and factor theory and Holland personality approach to career choice; empirical review; last is the summary of the entire content.

2.2 Conceptual Framework

2.2.1 Career

The term career is defined broadly as all life time roles people play including students, parents, employees, retirees and employers. Therefore, career could be seen to be life time pursuits of an individual (Maxwell, 2014). Rama (2011) define career as sequence of positions held by a person during the course of life time which comprise series of work related activities that provide continuity, order and measurement in a person`s life.

Ohiwerei and Nwasu (2009) defined career to be a sequence of position, jobs or occupations which a person engages during his working life. In the wording of Natalie (2006) career means trait or occupation consisting a life style of an individual which is expressed in terms of energy or ability. as a person`s course or progress through life (or distinct portion of life). Here career is related to range of aspects of an individual`s life, learning and work. It is also frequently understood to relate to the working aspects of an individual`s life and is considered to be a person`s life work (Inkson, Dries and Arnold 2014). It is the series of jobs or positions by which one is able to earn money (Nabanita, 2013). Career is the term used to describe any occupation or profession that usually involves special training or formal education. It is the sequence of related jobs usually perused within a single industry or sector (Jamabo, 2014).

According to Oladele (2007) career refers to the work that an individual does in his life time. This could be the course pursued over period of time which include variety of personal choices education, jobs, personal and social behavior, learning how to learn, social responsibilities and leisure time activities. He state that an individual decision to join a firm may depend on any of the tree factor viz: subjective factor, objective factor and critical contact. Objective factor assumes that the applicant are rational, the choice is therefore exercised after an objective assessment of the tangible benefits of the job such as salary, location, opportunity for career

advancement etc. The subjective factor suggests that decision making is dominated by social and psychological factors. Thus, the status of the job, reputation of the organization and other similar factors play an important role in making effective career choice.

The critical contact factor advances the idea that candidate observations while interacting with the organization play a vital role in decision making. Here the way the organizations keep in touch with the applicants, the promptness of the response he makes etc. matter. Career in modern world is different to what was traditionally associated with paid employment. It is continuous process of learning and development through: training, education, employment, work experiences, community activities, volunteer work, leisure activities, etc. on the same vein, Phifer (2003) held a view that defining career from an occupational standpoint does not fully capture its meaning. Therefore, to think of career in broader and more life-encompassing way, one should think of the decisions he make about job or college major as valuable components of a lifelong process. When viewed in this manner, career can be defined as the sum total of decision that direct one`s educational, social, economic, political and spiritual endeavors and reflect one`s unique personality characteristics and basic life values.

2.2.2 Career Awareness

Career awareness broadly means expanding ones knowledge of possible career paths and job opportunities, as well as what is required to be successful in them (Hogan, 1995). There are many ways to build career awareness. Some people may automatically run an internet search to find information, for others especially those not opportune to get to the internet, talking with people is the most valuable (Creed and Patton, 2003). Occupational knowledge is an individual`s cognitive understanding of the special knowledge and skills required for a particular occupation. The acquisition and possession of occupational knowledge are crucial to the occupational preparation of students. Ibrahim & Peter (2014) confirmed that students` awareness on career determines whether his or her career choices will be appropriately suited to his/her vocational interests, personality characteristics and career development. Therefore an understanding of the various possibilities for long-term employment and the knowledge necessary to begin work in a career field and progress in that job

2.2.3. Vocational Preference

A preference is a technical term usually used in relation to choosing between alternatives. It could be conceived of as an individual`s attitude towards a set of objects, typically reflected in an explicit decision-making process, it is also evaluative judgment in the sense of liking or disliking an object (Lichtenstein & Slavic, 2006). It refers to the set of assumptions related to ordering some alternatives, based on the degree of happiness, satisfaction, gratification, enjoyment, or utility they provide (Scherer, 2005). Preference means the act or an instance of preferring or being preferred. Hence, vocational preference means an act or an instance of preferring or favoring a career by an individual among the career options. Vocational preference

may also be defined as the level of importance being given by individuals in selecting a career. Thus, Alutu and Osa-eddi cited in Jamabo (2014) defined vocational preference as what an individual want most in terms of work. It is the desire for specific life events that often play a major role in career decision making and choice which is basically of three types as distinguishes by Maxwell (2014): Expressed interests are those interests that are verbally reported by the student, e.g.: “I would like to work as medical doctor”. Manifest interests refer to the events in which individuals engage. For example, an individual who enjoys writing may manifest his or her interest by doing Journalistic writing. While tested interests are shown in an individual’s knowledge of a specific area as measured by standardized objective tests.

Vocational preference should be predetermined by rational basics like self-assessment decision making, occupational awareness, exploration and implementation which are the same regardless of age of the students, though variations in maturity and life experiences necessitate different approaches Maxwell (2014). According to Alutu (2001), career development and choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels. Vocational preference is related to the likeness one has for a particular job or vocation. The preference areas to be assessed including the subject of interest, vocation of interest, work of interest and value of interest (Ekennia, 2011).

2.2.4. Vocational Guidance

Every young man requires some advice from a professional as to what kind of work will be most suitable for him keeping in view his abilities and aptitudes, when such an advice is given, it is known as vocational guidance. Vocational guidance program may consist of advising the candidate as to what type of job he should select. It is of utmost importance that the right man is selected for the right job. As it is often said “for round holes there should be round pegs and for square holes there should be square pegs”. There are so many vocations as there are so many individuals; and certainly all individuals are not suitable for all the vocations. Every vocation needs certain background, preparation and aptitude and only those having them can succeed. The businesses of the vocational guider are to find out what positions and jobs are available and what their requirements are and to find whether the person under observation fulfills those conditions. Here again the observation continues much after the suggestion, and in certain cases re-adjustments may have to be made.

Edwin (2003) states that, guidance is originated from the word ‘guide’ which means to assist, help, watch over, direct, inform etc., thus, it is a broad concept in education designed to assist an individual to know his abilities and interest and personality trait. It involves systematic approach to the diagnosis of individual problems with a view to promoting interaction between maladjusted individual and the trained counselor in order for the former to develop a conscious

ability to provide solutions to his problems. On the same vein Brown and Brooks (1996) define Vocational Guidance as a system of scientifically based measures that help young people choose a vocation, while taking into account individual aptitudes and the needs of the national economy. It familiarizes young people with the branches of the national economy, types of vocational training; the national economy's needs, and job opportunities.

Ferry (2006) view vocational guidance as a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation, it is a process of assisting the individual to choose an occupation, prepare for it, enter up on and progress on it, thereby making a satisfactory vocational adjustment. It also refers to the inevitable direction given to the care of new employees in the selection process and in their assignment to particular types of work (Oladele, 2005). Gerald, McLaughlin, & James (2012) state that, Vocational Guidance is fundamentally an effort to conserve the priceless native capacities of youth and the costly training provided for youth in the schools. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to him and greatest benefit to society. According to Flabbi (2011). Vocational Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to society.

The afore mentioned views of vocational guidance concern it with the economic and social distribution of the work force especially in the interests of developing capitalist production and ideological influence on young people., also help define vocational aims and provides direct assistance in the selection of a vocation and job placement. The most important function of vocational guidance is to interest young people in particular types of work The systematic approach employed by counselors in helping students to make a reasonable career selection is mostly by determining the students' personality, needs, interest and ability, achievement on one hand and exploring his/her career preference on the other hand, and then guiding him base on certain principles that it should be objective, based on facts and non-coercive

2.3. Factors Influencing Vocational Preference

The vocational preference of secondary school students is usually influenced by many factors dictated by the environment within which they exist. Although they have freedom of interest, along with aptitudes and abilities, all being factors of vocational preference, other variables attract people to a particular type of work. Gambari (1990) grouped all the factors that influence students' vocational preference as being either or all of these: psychological, sociological, chance and economic factors. Kolo (1992) stated six factors that influence vocational preference: cultural background, sex stereotyping, parental influence, geographical upbringing, and religious belief. Olamide and Olawaiye (2013) grouped factors that determine choice of career as opportunity, income and awareness. Kerka (2000) found that vocational choice is influenced by multiple factors including personality, interest, self-concept, cultural identity and availability of

resources (e.g. information and resources). Okon (2001) concludes the following factors as determinants of vocational choice: parent's background, environment, academic orientation, gender, self-esteem, abilities and interest, expectation and prestige. A vivid observation of the above mentioned factors reveals that all the factors are inter related in one way or the other. Therefore some of the factors that are directly related to this work shall be explained briefly.

2.3.1 Home Background.

Home influence is an important force in preparing students for their role as workers. Home background provides the basis on which a student's vocational planning and decision making evolves. However, within each home the level of involvement vary positively or negatively. Mostly student prefer careers similar to those of their parent in status and prestige. Student from well-educated and well employed family are more likely to aspire to and achieve higher education and prestigious stable career. Also parent educational attainment, level of income, type of occupation, parental expectation and rearing skills do influence career development and preference.

Some students who have outstanding abilities and aptitudes of some occupations may be restricted from choosing such occupation by reason of socioeconomic background. For example, many students who come from poor homes tend to prefer occupation which does not require long period of training and expense. On the other hand, students whose parent are rich tend to choose occupation regardless of expenses or length of time involved. In Kemjika (1995), Super pointed out that, the occupational level attained and the sequence, frequency and duration of trial and stability of job are determined by the individual's parental background. He further explained that, children from high income families go to the best schools leading to better exposure and high aspirations, while those from low income or poor families attend public schools characterized with strikes and dilapidated infrastructure and so may not aspire for even higher education. Ngesi (2002) stated that, poor financial base of students deters choices of appropriate educational program and career, because some program are more expensive than other and demand very expensive books and materials.

Hotchkiss and Brown cited in Jamabo (2014) observed that family is the most socializing force on the adolescent and his/her work experience. Jungen (2008) found that Parents have been found to greatly impact the career selection process of their children. Harris and Taylor (2004) viewed Parental support and encouragement as critical factors influencing vocational choice. Hewitt (2010) observed that the way parent responds to work do affect their children vocational choice. He grouped parents' attitude to work, as reflected by conservation in homes, under four headings:

- a) "The salient attitude" which describes those home in which parents never openly discuss work to their children.

- b) “The resentful attitude” which describes those homes in which parent directly discuss work to their children.
- c) “Participant attitude” which describes homes in which parents are keen on their jobs and dispensed it with obvious enthusiasm
- d) “The candid attitude” which describes those homes in which aspects of work its merit and demerit are openly discussed to children.

Differences exist between various class families in kinds of activities they engage in. Considering this, it is really that the children from families of particular occupation such as children of bankers, doctors, teachers, merchants, etc have upbringing and experience different from that experienced by children of peasant farmers, domestic workers pretty traders, etcetera. Hence their vocational preference on choice of occupation is often influenced by such experience. In his study of Indian adolescent, Chauhan (1996) found that a child’s particular home background may have a direct effect on the type of career attractive to him. Here, it do influence the vocational goals of youths by reshaping their aspirations to be similar to those of their parents and by discouraging aspirations to level much above or below the parental status. Gorstein (2000) identified tree parental influence on students’ vocational choice as, first, “direct inheritance”. This is when the adolescent is brought up on the idea that the family business is his inheritance. When this happens the child finds it easier and even wiser to continue the family business than to go off on his or her own. He proved that 95 per cent of boys who choose farming as a career were sons of farmers. Second is “apprenticeship training”. That is a parent who is a plumber takes his child with him on careers, or actually apprentices the child to a friend. This however occurs more in low socio-economic circles where the child may not have any other choice. .Third, “development of interest”, when right from the early age parents cultivate certain career interests in their children. This is done through the play materials they provide, “the encouragement or discouragement of hobbies and interest, by the activities they encourage their children to participate in and by the total experiences they provide in the family”

Bogie cited in Gerald, Mclaughlin and James (2012) suggest that most of the real life differences are actually of socioeconomic background since unequal distribution of wealth makes it possible for youth to have more advantageous start in life. It further influences students’ perception of the discrepancy between his occupational preference and selection. The higher an individual socioeconomic background is the less discrepancy he foresee between job aspiration and attainment.

In families where some particular careers are of great priority tend to orient its children towards achieving that goal. In this relation Nwachukwu (2003) states that certain groups of occupation

are inherited. Though it is not known why an association exist between a fathers occupation and his son`s vocational preferences, yet the relationship is present and influences vocational choice of some students. According to Nwachukwu (2003) forty-six percent (46%) of his sample got occupational information from their parent. And the students` level of occupational preference is influenced by the parental pressure. This is when parent who do prestigious occupation will generally not accept it if their children chose a non-prestigious career.

2.3.2 Gender and Career Awareness

While one may be able to name a dozen or more possible career path, there are thousands of jobs available to a willing workforce. Building career awareness requires a greater understanding of all the options potentially available, this include the daily activities and responsibilities of a job, required qualifications etc. previous studies that have been reported about career guidance and decision-making include that on gender differences and career awareness. A comprehensive report by Ferris State University (2012) concluded that although both males and females are heavily oriented toward postsecondary education, but girls slightly but significantly exceeded the boys in their zeal for more schooling after high school. However, the study also found out that gender of the student appeared to have no significant effect on the likelihood of having made a career decision. One such study was done by Cross and Madson (2013), who found that when men and women were asked to select photos that describe their lives, women selected more photos of others, while men selected more photos of themselves. This finding supports the notion that women have a tendency to define themselves based on social relationships and connectedness. In a comparative study on gender and career development to explore continuing barriers to achieving equality of opportunity, Helen (2007) stated that although careers are changing, the nature of this change is best described as a gradual erosion of traditional work patterns rather than a transformation which is likely to improve opportunities for women. Gender segregation remain a significant problem despite women increased activity rates. Female dominated part-time work associated with poor opportunities for training and promotion. It also shows that many people appear to be unconvinced about the need to prioritize gender and careers. The influence of a caring adult other than a parent can play a crucial role in adolescents` development. For females struggling with women`s conflicting roles in society, nothing is more important to sense of self than a mentor (Cohen et al, 1996).

2.3.3 Gender and Vocational Preference

The determining factor influencing career preference is gender difference. Students` sex plays a vital role in their career preference. Boys and girls under go socializing experiences. Thus they are likely to learn difference sex roles and pattern of behavior and, therefore develop different interest. Those roles and interest later become influential factors in career preference. The process of choosing a career is complex and dynamic. One way that students may make career decisions is by assessing the perceived fit between themselves and the career specialty (Antony, 1998). This sense of personal fit has been shown to be important for both men and women.

However, perceptions of fit may be dependent on a number of social factors, such as whether a particular specialty is traditionally “male” or “female.” Characteristics associated with these specialties may also be weighted as more or less important based on the student’s own gender. In Africa mostly, certain jobs are considered to be a preserve of men or women hence students as they choose a career are influenced by that societal or cultural orientation. Some jobs are traditionally suitable for female whereas male career preference centered on masculine careers such as engineering, science based subjects and business. Girls tend to aspire to a narrower range of occupations than boys because they believe many jobs are not suitable for them. Denga (2004) found that sex-role stereotypes exists among boys and girls in school environment as they aspired to traditional career. This implies that, gender beliefs attend to their career decision, girls preferred medical, mass media and journalism and art and designing than boys while the later had more preference to science and technology and commerce and management than the former.

According to Cross & Madison (1997); Gabriel & Gardner (1999), differences in male and female social behavior may also be understood as differences in interdependence. This self-construal as either independent or interdependent may form the basis for their cognitions, motivations and emotions. Gottfredson (2005), state that, students during adolescent have achieved an adult level understanding of sex type and prestige level of occupation. He argues that, adolescent start to eliminate occupational preference based on sex type and prestige levels. Women in particular might consider eliminating choices that are perceived to be as low social prestige (e.g. housemaid as career). Creed and Patton (2003) reported that among adolescent, females matured earlier than male in their career attitudes. They also found “female” reaction to early working experiences was more mature than that of males. In addition, female career preference and choice can be influenced by many aspects of family life often involving caring responsibilities which does not impact so much on males (Spitze and Logan). Heckert, Droste, Adams, Frittin, Relberts and Wallis (2002) noted that, female secondary students , more than males, in their criteria for choosing career put more emphasis on factors such as working conditions, facilities for child rearing, career certainty and working hours.

Kochung and Migunde (2011) found that Female students develop their career preference along the line of ascribed feminine occupations like nursing, home management, secretarial work and teaching while males prefer careers considered to be for masculine gender, like engineering, security, agriculture, etc. Small and McClean (2002) also noted a gender difference in career preference with males more likely to run their own business than female. Madu (2011) concluded that female students performed significantly better than males in Arts-Related subjects. Similarly, Buabeng and Ampiah (2012) concluded that female students do not prefer physics as a course of study at the University level due to limited employment opportunities for females in physics as a career. Grayson, Newton, & Thompson (2005) found that women are more likely than men to choose primary care over other specialties such as anesthesiology.

2.3.4 School and Career Awareness

Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. For decade, researchers have recommended that career exploration and awareness begin before high school, when students have already made major decisions about courses. Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work. Kerka (2000) presents the need for secondary school career development programs, as well as best practices for these programs. Although he acknowledge the danger in the possibility of tracking students into certain career or college paths too early and the possibility that career development awareness in middle schools will add to an already overburdened curriculum, he nonetheless feel that the benefits of career development awareness at this level outweighs the risks.

Unfortunately few schools adequately address the career development of students despite evidence to indicate that, interventions can enhance academic performance, facilitate high school completion, and encourage postsecondary education. Because students who drop out of high school often begin to disconnect in middle school or earlier (Castellano, 2002). Therefore interventions that give the school experience focus and meaning are critical. It is a responsibility of a school to help students begin to form solid answers to questions, as, “what do you want to be when you grow up”. Students explore their career interests through embedded activities. The strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

Some of the students may already know for sure what they want to do while others may not ave even thought about the possible careers that exist for them. It is important therefore to introduce as many different career options as possible to the students. Hogan (1995) and Helen (2007) described elements of successful career awareness programs in schools as, career day/week and community partnerships, Interest inventories and aptitude tests, field trips, careers workshops, career matching survey, encouraging Community Partnerships/teamwork. As students gain understanding of the preparation needed for specific careers, they may begin to consider the role that secondary education and training could play in their futures. It is emphasized that there is need to support students’ discovery of their interests and connections between these interests and academic pursuits. The need to expose secondary school students to a variety of experiences was highlighted, considering that “interests develop as a result of experience” (Ibrahim, R. & Peter, J.O., 2014). To support a systematic career development process, Castellano (2002) makes broad suggestions for parents, educators and counselors, including the following:

- I. Begin talking to students about their academic and career interests during elementary and middle school.

- II. Help students think about the connections between academic coursework, college, and future career.
- III. Help students establish goals for getting more information about colleges and careers.
- IV. Spend time reviewing students' interest inventory results.
- V. Promote students' college and career planning at school.
- VI. Help students learn how to use sources of college and career information.
- VII. Promote creative and informed career exploration through the use of structured programs or activities

2.3.5 School and Vocational Preference

The school curricular or core curricular experience students gain exerts a powerful influence on students' career selection. Students mostly prefer careers that their educational choices have opened for them (Hewitt in Kochung and Migunde, 2011). Through schooling, students develop an insight in to their abilities and weaknesses. They develop ideas about self and ambition. The type of school whether elicit or non-elicited, single sex or mixed, day or boarding, arts or sciences is also a great influence. The subjects offered by the students will impact on the career path. For example those studying history focus on becoming lawyers while those studying biology focus on becoming doctors or nurses, (Mutekwe et al., 2011). Flabbi (2011), states that, different occupations require different skills and different fields of study. Finding and retaining a job, therefore, is a matching process over multiple job characteristics and individual skills. Achebe (2000) reported that, the hopes of many students have been frustrated by wrong combination of subjects; some students do not seek advice on what combination of subjects to sit for in examinations and concluded that such students are not doing well in other subjects, which they do not really have interest in, and in the process, going into another career in life.

2.3.6 Personality Type and Vocational Preference

A career choice that is compatible with one's personality type is believed to be reinforced and rewarded by an academic environment. According to Holland theory (1997), people seek environments that are aligned with their personality types and engage in activities that utilize their abilities. People with low vocational identity are more likely to make incompatible career choices and experience frequent career change than those with high vocational identity. McPherson & Mench (2007); Onoyase (2009) and Soo (2010) found that there is a relationship between personality types and career choice. Rebecca (2016) found that there is a significant relationship between personality types and students' career choices, but students make several changes in their choice of courses of study. Therefore, there is a possibility that they could be in

career choices that are not in line with their personality types and there was need to establish the status of the relationship between personality types and career choice among students.

2.4 Theoretical Framework

2.4.1 Frank Parson`s Trait and Factor Theory

Frank Parson developed the idea of matching careers to talents, skills and personality. In his book, 'choosing a vocation' Frank (1909) assumes that People perform best with highest productivity when they are in jobs that best suited to their abilities. Thus, he developed the talent-matching approach, which was later developed into the Trait and Factor Theory of Occupational Choice. At the center of Parsons' theory is the concept of matching: that it is possible to measure both individual talents and the attributes required in particular jobs and that people can be matched to an occupation that is a good fit

He proposed three broad factors in career choice and states that occupational decision making occurs when individual pass through the three-part theory, these stages are as follows:

1. An accurate understanding of their individual traits (aptitudes, interests and personal abilities);
2. A knowledge of jobs and the labor market (characteristics, demands, conditions and requirements)
3. Rational and objective judgment about the relationship between their individual traits, and the labor market.

He believed that a person should actively choose his/her career or vocation rather than allowing chance alone to operate in the career decision process by doing this, he believed that personal satisfaction would be enhanced (Brown, 1997).

The National Guidance Research Forum (2008) cited parson that, personal counsel is fundamental to the career search. In particular, he notes seven stages for a career counselor to work through with clients:

1. Personal data: create a statement of key facts about the person, remembering to include every fact that has bearing on the vocational problem.

2. Self-analysis: Self-examination is done in private and under the instruction of the counselor. Every tendency and interest that might impact on the choice of a life work should be recorded.
3. The client's own choice and decision: this may be shown in the first two stages. The counselor must bear in mind that the choice of vocation should be made by the client, with the counselor acting as guide.
4. Counsellor's analysis: the counsellor tests the client's decision to see if it is in line with the "main quest".
5. Outlook on the vocational field: the counselor should be familiar with industrial knowledge such as lists and classifications of industries and vocations, in addition to locations of training and apprenticeships.
6. Induction and advice: a broad-minded attitude coupled with logical and clear reasoning is critical at this stage.
7. General helpfulness: the counselor helps the client to fit into the chosen work, and to reflect on the decision.

2.4.2 John Holland's Personality Theory

Holland (1959) developed a more comprehensive trait-oriented theory of career development and choice. This approach has been the most researched and the most influential approach to career choice theory (Brown and Brooks, 1996)

Holland maintain that Careers are determined by an interaction between our personality and the environment, we want work with people like us. Holland's theory of career choice maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values while taking on enjoyable problems and roles. Workers efficiency and

effectiveness are determined by a healthy interaction between personality and environment or vice versa. Holland (1992) put forth a model with the following assumptions:

1. that most people fit into one of six personality types namely:
 - a) Realistic:
 - b) Investigative
 - c) Artistic
 - d) Social
 - e) Enterprising
 - f) Conventional.
2. There are six model environments corresponding to the six personality types.
3. People search for environments that will allow them to exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles
4. Behavior is determined by interaction between personality and environment

2.4.3 Description of Holland's Six Personality Types

According to John Holland's theory, the characteristics of each of the six personality types are described as follows

- a) **Realistic (Do-er):** Realistic are the people who are interested to work mainly with hands, making, fixing, assembling or building things, using and operating equipment, tools or machines. Often likes to work outdoors. They avoid occupations that demand subjectivity and intellectual abilities. They have the ability to use and operate tools, equipment and machinery, designing, building, repairing, maintaining, working manually, measuring, and working in detail, driving, moving, caring for animals and working with plants. They do not

like activities that involve a lot of paperwork or working closely with others. The type of occupation required of them include Piloting, farming, horticulturalist, building, engineering, armed services personnel, mechanic, upholsterer, electrician, computer technology, park ranger, and sports. Their prerequisite subject areas are English, mathematics, science, technology, computing, business studies, agriculture, horticulture, physical education, workshop and technology.

b) Investigative (Thinker): They prefer to work with ideas rather than with people, they like to discover and research ideas, observe, investigate and experiment, ask questions and solve problems; their key skills include thinking analytically and logically, computing, communicating by writing and speaking, designing, formulating, calculating, diagnosing, experimenting and investigating. They are mostly introverts and avoid much of social situations. They prefer occupations that require an extensive amount of thinking. Some occupations with investigative component are Science, research, medical and health occupations, chemist, marine scientist, forestry technician, medical or agricultural laboratory technician, zoologist, dentist and doctor. The prerequisite subject combinations are English, Mathematics, Science, Computing and Technology.

c) Artistic (Creator): They often require self-expression the interest areas of artistic personality are working with forms, designs and patterns. They prefer to use words, art, music or drama, to communicate, perform, or express themselves, create and design things. They are skillful in artistic and physical expression, speaking, writing, and singing, performing, designing, presenting, planning, composing, playing and dancing, and the work can be done without following a clear set of rules. The occupations fit are Artist, illustrator, photographer, songwriter, composer, singer, instrument player, dancer, actor, reporter,

writer, editor, advertiser, hairdresser and fashion designer. The subject combination for artistic are English, Social Studies, Music, Drama, Art, Graphic Design, Computing, Business Studies, Languages etc.

- d) Social (Helper):** Social personalities are helpers who like to work with people and prefer educational and religious vocations. They want to teach, train and inform, treat, heal and cure, serve and greet, concerned for the wellbeing and welfare of others. They have oral and communication skills, they have ability to care and support, to train, to meet, to greet, to assist, to teach, to inform, to interview and coach. Generally avoids using machines, tools, or animals to achieve a goal. They perform best as Teachers, nurses, nurse aides, counselors, police officers, social workers, salespersons, customer service officers, waiters, secretaries. The study areas for social type are English, Social Studies, Mathematics, Science, Health, Physical Education, Art, Computing, Business Studies and Languages.
- e) Enterprising (Persuader):** They like meeting people, leading, talking to and influencing others, encouraging others and working in business. They are skillful in Selling, promoting and persuading, developing ideas, public speaking, managing, organizing, leading and captaining, computing and planning. They perform best in Sales, law, politics, account, business, executive or managerial activities, travel agency, music or sports. The study areas for enterprising skills are English, Mathematics, Business Studies, Accounting, Economics, Social Studies, Drama, Computing, Text Information Management and Languages.
- f) Conventional (Organizer):** Likes working indoors and at tasks that involve organizing and being accurate, following procedures, working with data or numbers, planning work and events. They are versatile in Computing and keyboarding, recording and keeping records, paying attention to detail, meeting and greeting, doing calculations, handling money,

organizing, arranging and working independently. The deserved to be Secretaries, receptionists, office workers, librarians, bank clerks, computer operators, stores and dispatch clerks. The required training are English, Mathematics, Business Studies, Accounting, Economics, Computing, Text Information and Management.

The study employed eclectic approach. This is because career awareness and rational and objective career choice could not be achieved but by understanding the fitness or otherwise of personal self to the work environment and the prerequisite of different jobs, hence Holland's Personality Theory is very relevant. On the other hand, the research work focuses mainly on students' personal preference and their ability to personally select their preferred career. It is therefore greatly anchored to Parson's Trait and Factor Theory which emphasizes client to personally and wisely examine self, make self-analysis and rationally come up with objective decision,

2.5 Review of Empirical Studies

Migunde, Agak and Odiwour (2011) conducted a study on gender in adolescents' career preference and development barriers among secondary school students in Kisumu municipality, Kenya. The study adopted descriptive survey and used purposive and stratified random sampling. Data was collected on a sample of 348 using a self-designed questionnaire. The findings revealed that there is significant difference in adolescents' career preference. Also, investigative and enterprising career types are preferred by both males and females, however the realistic career type was mostly chosen by males while the social career types were mostly chosen by females. Academic qualification and lack of finance are the major barriers that prevent students from aspiring for their dream careers.

Also, Natalie (2007) carried out a study to explore the factors that influence rural adolescents and young adult selection of specific career in Pennsylvania using ex-post factor design with a sample of 148. Data was analyzed using mean score and percentage. The findings revealed that, the major influential factors of adolescent career choice are interdependence of family, school and community culture.

Almiskry, Baker, and Muhammad (2009) who carried out a study on gender difference and career interest among undergraduates in Malaysia found that, students' career interest pattern vary across gender. 70% male Students were identified as having realistic career interest while 75% of the female students were identified with social interest. About 62% of the students with artistic career interest were female students. About 58% of the students with investigative career were also the female students. An equal percentage of male and female students have a conventional career interest. Mburza (2002) conducted a research on determinant of vocational

interest and gender differences among Nigeria secondary school students. He found that boys preferred engineering while girls preferred nursing.

Ibrahim and Peter (2014) investigated the status of career awareness among public secondary school students in Marsabit Central district, Kenya. The study adopted descriptive survey design. The target population of students was 2,259 and nine guidance and counseling teachers. A sample of 250 students in the district was selected using stratified sampling technique. Six guidance and counseling teachers were also randomly selected. The researcher used questionnaires and interviews to elicit information from students and interview schedules. The findings indicated that, students' career awareness had significant relationship with students' career decisions ($X^2=56.250, df=49, p=0.001<0.05$). That is, the students who were aware of careers were able to make career decisions, while those who were not aware of careers had difficulty making career decisions. This implies that effective career guidance and counseling could help students to be aware of careers and this enables them to be able to make right career decisions.

Another empirical study is the study by Kochung and Migunde (2011) titled Factors Influencing Students' Career Choices among Secondary School students in Kisumu Municipality, Kenya. The study used descriptive survey design with a population of half a million and a sample of 332 form four students. Data was collected using both structured and open ended questionnaire and interview schedules and analyzed using descriptive statistics such as graphs, charts, frequency counts and percentages and One Way ANOVA at 0.05 level. The findings indicate that there is significant difference in career choice do to awareness and information, thus it serves as the most influential factor affecting career choices among students. However, no variance was reported for career choice by gender.

2.6 Summary and Uniqueness of the Study

This chapter made review of relevant texts. Conceptually it examined career to be life time pursuits of an individual, a means to earn livelihood and is the sequence of related jobs usually perused within a single industry or sector. On career awareness it was explained to broadly mean expanding ones knowledge of possible career paths and job opportunities, as well as what is required to be successful in them. While vocational preference was explained as the work an individual want most which has a distinguishing three types of career interest as: expressed interests, manifest interests and tested interests. On vocational guidance, it was determined to be a promoted interaction between maladjusted individual and the trained counselor where by the counselor help the individual to make a reasonable career selection.

factors influencing career preference are grouped by scholars as being either or all of these: psychological, sociological, chance and economic factors; cultural background, sex stereotyping, parental influence, geographical upbringing, religious belief and income; personality, interest, self-concept, cultural identity and availability of resources; parent's background, environment,

academic orientation, gender, self-esteem, abilities, expectation and prestige. Of those factors, three relevant areas were reviewed. First was home background, where family was found to be the most socializing force on the adolescents' work experience. On the same vein, home background, Parental support and encouragement as well as parental pressure have been the critical factors influencing students' career choice. It was also found that, parent attitude to work are the key determinant of students' career choice. Relatively, inheritance, apprenticeship training and development of interest were identified as parental influence on students' career choice, as Nwachukwu (2003) states that certain groups of occupation are inherited. Furthermore scholars identified parents' socioeconomic background does have significant effect on child's career preference.

Second, Students' gender plays a vital role in their career preference. One way that students may make career decisions is by assessing the perceived fit between themselves and the career specialty. It was also found that, students' career interest patterns vary across gender and that difference in sex is as a result of differences in interdependence. Female students were identified to develop their career preference along the line of ascribed feminine occupations while males prefer careers considered to be for masculine gender. A scholar concluded that female students performed significantly better than males in Arts-Related subjects. Whereas other researchers found that female students do not prefer physics as a course of study. Moreover, women are more likely than men to choose primary care, social service, mass media and journalism, art and designing and clerical over other specialties. Boys were found preferring science and technical occupations, commerce and management and artistic. On gender and career awareness, both males and females were found to value career, but girls slightly but significantly exceeded the boys in their zeal for more schooling after high school. However gender of the student appeared to have no significant effect on the likelihood of having made a career decision and, gradual erosion of traditional work patterns rather than a transformation is likely to improve opportunities for women, also many people appear to be unconvinced about the need to prioritize gender and careers.

With regard to school and vocational preference, the school curricular or core curricular experience students gain exert a powerful influence on students' career selection and the students mostly prefer careers that their educational choices have opened for them; the type of school whether elicit or non-elicited, single sex or mixed, day or boarding, arts or sciences is also a great influence. Concerning school and career awareness, students become familiar with careers through learning that connects classroom instruction to future work, it is a responsibility of a school to help students begin to form solid answers to questions, as, "what do you want to be when you grow up", also students start plans for their future with career information and postsecondary education data available to them. Hence the need to support students discovers their interests and ensures connections between these interests and academic pursuits.

On personality type and vocational preference, Holland (1997), observed that people seek environments that are aligned with their personality types and engage in activities that utilize

their abilities. The levels of people vocational identity determine how compatible or otherwise their career choice is. It was also found that there is a relationship between personality types and career choice, and whenever vocational choice contrast personality type students make several changes in their choice of courses of study.

Theoretically, Frank Parson Trait and Factor Theory of Occupational Choice developed the idea of measuring and accurately understanding talents, skills and personality, and matching them to careers for best performance with highest productivity. While Holland (1959) trait-oriented theory of career development and choice is based on interaction between personality and work environment, In other words workers efficiency and effectiveness are determined by a healthy interaction between personality and environment or vice versa. Holland's model assumes six personality type and six corresponding work environment.

On empirical review, a significant difference in adolescents' career preference was determined. Interdependence of family, school and community culture were found to be the major influential factors of adolescent career choice. Other findings indicate that there is significant difference in career choice do to learning experiences, there was significant difference in career choices of students from different school subject combination, but there was no gender difference in their career choice. Also, the type of school was found to have significant influence on career aspiration.

The study is unique in the sense that, there is no any research in the area on the same population or used similar procedures. Therefore the population and sample used and the methodology followed make the study different from other researches in the area.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter portrayed a research design, which is the general plan for executing and conducting a research. It provided the procedural structure and strategy that controlled the investigation. It also outlined suggested ways of achieving research objectives, identification of population parameters, deducting sample size from the universal population, it also suggested the data collection techniques, preferable measuring instrument and method of instrumentation, how the collected data was analyzed and interpreted to answer the research questions and to test the hypothesis.

3.2 Research Design

The work adopted survey research design. Survey design is appropriate when independent variables are not manipulated and participants are not given a treatment as in typical experimental design (Kerlinger, 2010) represent a broad range of activities that have in common the purpose of describing situations or phenomena which may be necessary for decision making. (Brambe and Mason, 1989). It also concerns itself with the present and attempt to determine the current state of phenomena under investigation. It further involves collection of data from a defined population. Survey research generally focuses on people, their varying characteristics and how this relate to psychological variables which include opinion and attitude on one hand and behavior on the other.

3.3 Population and Sample

3.3.1 Population of the Study

The population consisted of all SS111 public secondary school students in Dala Education Zone. According to 2017 annual report from the Planning, Research and Statistics Department of Kano State Senior Secondary Schools Management Board, there are twenty-seven (27) schools across Dala Zone. Of them, seventeen schools (63%) are girls, ten schools (37%) are boys; the overall students population is eight thousand one hundred and fifty four (8,154) The students' age range between seventeen years and above, and they are of different socioeconomic background.

Table 3.3.1: Population of the Study

S/N	School Name	Gender	Enrolment
1	GGASS Gwammaja	Girls	216
2	GGC Dala	Girls	440
3	GGSS Bulukiya	Girls	294
4	GGSS Dandinshe	Girls	178
5	GGSS Goron Dutse	Girls	164
6	GGSS Gwammaja	Girls	144
7	GGSS Kofar Mazugal	Girls	360

8	GGSS Yammata	Girls	288
9	GSS Abdu Naliti	Boys	125
10	GSS Dala	Boys	763
11	GSS Gwammaja	Boys	502
12	GSS Kofar Dawanau	Boys	160
13	GSS Kofar Ruwa	Boys	136
14	CEC G/Galadima	Girls	195
15	GGAC Goron Dutse	Girls	548
16	GGASS B/Sabon Sara	Girls	120
17	GGASS Kofar Naisa	Girls	270
18	GGC Kano	Girls	333
19	GGSS Dorayi Babba	Girls	217
20	GGSS Dukawiya	Girls	230
21	GGSS Gwale	Girls	286
22	GGSS Ja`En	Girls	170
23	GSS Dorayi Babba	Boys	239
24	GSS Dorayi Karama	Boys	202
25	GSS Goron Dutse	Boys	548
26	GSS Gwale	Boys	606
27	GSS Warure	Boys	420
	Total	27	8,154

Source: S.S.S.M.B 2017 Annual Report

3.3.2 Sample Size

As mentioned earlier, the population consisted of eight thousand one hundred and fifty four (8154) students across twenty-seven (27) schools of Dala Education Zone. With regard to this, the sample size was three hundred and seventy (370) students as guided by Research Advisors (2006). Five schools (20%) of the total schools were randomly selected for the study. Three were girls` and two boys` schools.

Table 3.2: Table for sample size

S/N	Schools	N	S
01	GSS Gwammaja	502	120
02	GGSS Dorayi Babba	217	52
03	GGSS Kofar Mazugal	360	86
04	GSS K/Ruwa	136	32

05	GGC Kano	333	80
	Total	1321	370

Source: S.S.S.M.B 2017 Annual Report

3.3.3 Sampling Technique

The study employed simple random sampling technique. According to Muhammad and Esfahani (2014) simple random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. On this basis the 27 schools were divided proportionally that the sample size must be in such a way that the identified schools are represented in the sample in the same proportion that they exist in the population so as to ensure desired representation of relevant strata. Thus, five schools (20% of the total schools present) were selected systematically. Of them two (2) schools were male (representing 37% males' schools) and three (3) schools were female (representing 63% females' schools). The sample was drawn from the chosen schools proportionally.

3.4 Data Collection Instrument

A researcher-developed questionnaire named "students' career awareness and career preference questionnaire (SCACPQ)" was used to elicit responses from the subjects on their career preference. The instrument consisted of three sections. Section "A" of the instrument focused on the demographic information of the respondents; the "B" section of the questionnaire contained ten questions each surveying an aspect of career awareness designed to help the students indicate level of their career awareness; while section "C" consisted six sections reflecting Holland's six working environments. Each section consisted of five items each of which reflecting an activity that characterized the working environment, to help the students indicate the type of work in which they are interested and which they will enjoy doing. The questionnaire was designed based on longitudinal scale (otherwise called four likert scale) ranging from four to one (4-1) as follows: strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD)

3.5 Validation of the Instrument

3.5.1 Validity of the Instrument

The content validity of the instrument was established. The instrument was taken to experts in guidance and counseling (the supervisor), test and measurement and English department to ensure adequacy and comprehensiveness of the items, grammatical expressions as well as the clarity of expression used. Their observations on whether the grammar suited, the test items were essential and useful or irrelevant resulted in necessary modifications, inclusion and exclusion of some of the items to improve the rational validity.

3.5.2 Reliability of the Instrument

The reliability of the instrument was determined through pilot testing for the purpose of evaluating the appropriateness and practicability of the items. The result of the pilot testing was determined using Cronbach's Alpha, otherwise called measure of internal consistency. The reliability index found was 78; this showed that the instrument was reliable.

3.6 Data Collection Procedure

The researcher directly administered the questionnaire within five days period, after due permission from relevant authorities of the sampled schools. The assistance of school/teacher-counselor was sought in administering the instrument where necessary. Brief discussion was arranged between researcher and the respondents to clear some difficulties with regard items on the questionnaire. The researcher waited for the respondents to fill in the questionnaire and return them back. Thus, "on-the-spot" method of administering questionnaire was applied to ensure complete return.

3.7 Scoring Procedure

Section "B" of the questionnaire consisted of 10 questions on students' career awareness. Against each question was a longitudinal scales leveled as follows: SA=4, A=3, D=2, SD=1. The maximum points a respondent could get on each item was 4, while the minimum scores would be 1. Therefore the overall scores in the section would be 40 (4x10), while the minimum scores would be 10 (1x10), the cutoff point is 25. For this, any participant who scores 25 above was considered having high level of career awareness, but whoever scores below 25 was considered having low level of career awareness. The "C" section of the questionnaire consisted of six career sections with five items in each section. There were four longitudinal scales against each item as in section B. The maximum points a respondent could get on each item was 4, while the minimum scores would be 1. Therefore the overall scores in each section would be 20 (4x5) and the minimum score was 5 (i.e. 1x5). The sum of points scored by a student in each section were indicated and compared. The career section in which each respondent scored the highest mark was taken as his/her area of preferences.

3.8 Data Analysis Procedure

The data obtained in this study was statistically analyzed using simple percentage and frequency, mean and standard deviation to answer research questions and chi-square cross tabulation to test the hypotheses formed. Chi-square was used because it is the appropriate statistical tool used to test differences between categorical variables and to analyze categorical or frequency data Onchiri (2013). The level of significance was set at 0.05 which is 95% confidence limit. The

tabulation and the analysis employed the use of Statistical Package for Social Sciences (SPSS) V20.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The study surveyed the influence of career awareness on vocational preferences among senior secondary school students in Dala Education Zone, Kano State. A total number of three hundred and seventy (370) were used, researcher developed questionnaires titled “Students’ Career Awareness and Career Preference Questionnaire” was directly administered. However, of the 370 questionnaires administered to the students, four were unreturned while one was returned invalid. Therefore the 365 valid instruments formed the basis of the analysis. The data was analyzed using descriptive statistic and chi-square.

4.2 Descriptive Data

The data presented was based on the four (4) research questions and the two (2) formed null hypotheses. Below is a summary of the distribution of the respondents used in the study.

Table 4.2.1: Demographic Distribution of the Respondents

Respondents	Frequency	Percentage
Male	149	41%
Female	216	59%
Total	365	100%

Table 4.2.1 presents the demographic distribution of the respondents by gender. It shows that 149 students constituting 41% of the sample were male; 216 students constituting 59% of the sample were female

4.3 Data Analysis

4.3.1 Answers to Research questions

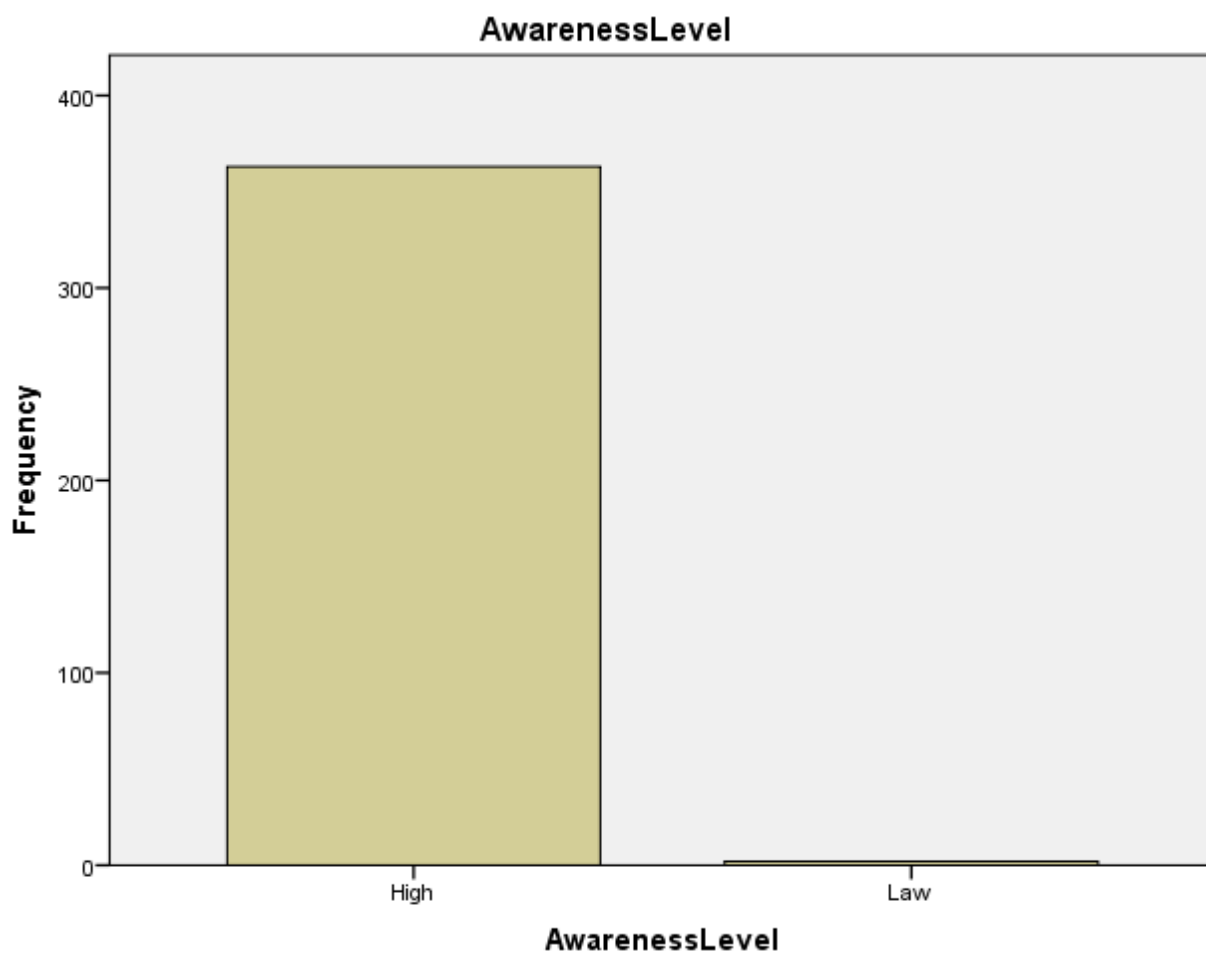
The research questions were answered using simple percentage, frequency, mean and standard deviation as follows

Research question 1: What is the level of career awareness of senior secondary school students in Dala Education Zone?

Table 4.3.2: Level of students’ career awareness

Level of awareness	Frequency	Percentage
High	363	99.5
Low	02	0.5
Total	365	100

Table 4.3.2 presents that greatest percentage of the students which constitute 99.5% have high level of career awareness, while only 0.5% shows low level career awareness. This can further be represented in a chart as follows

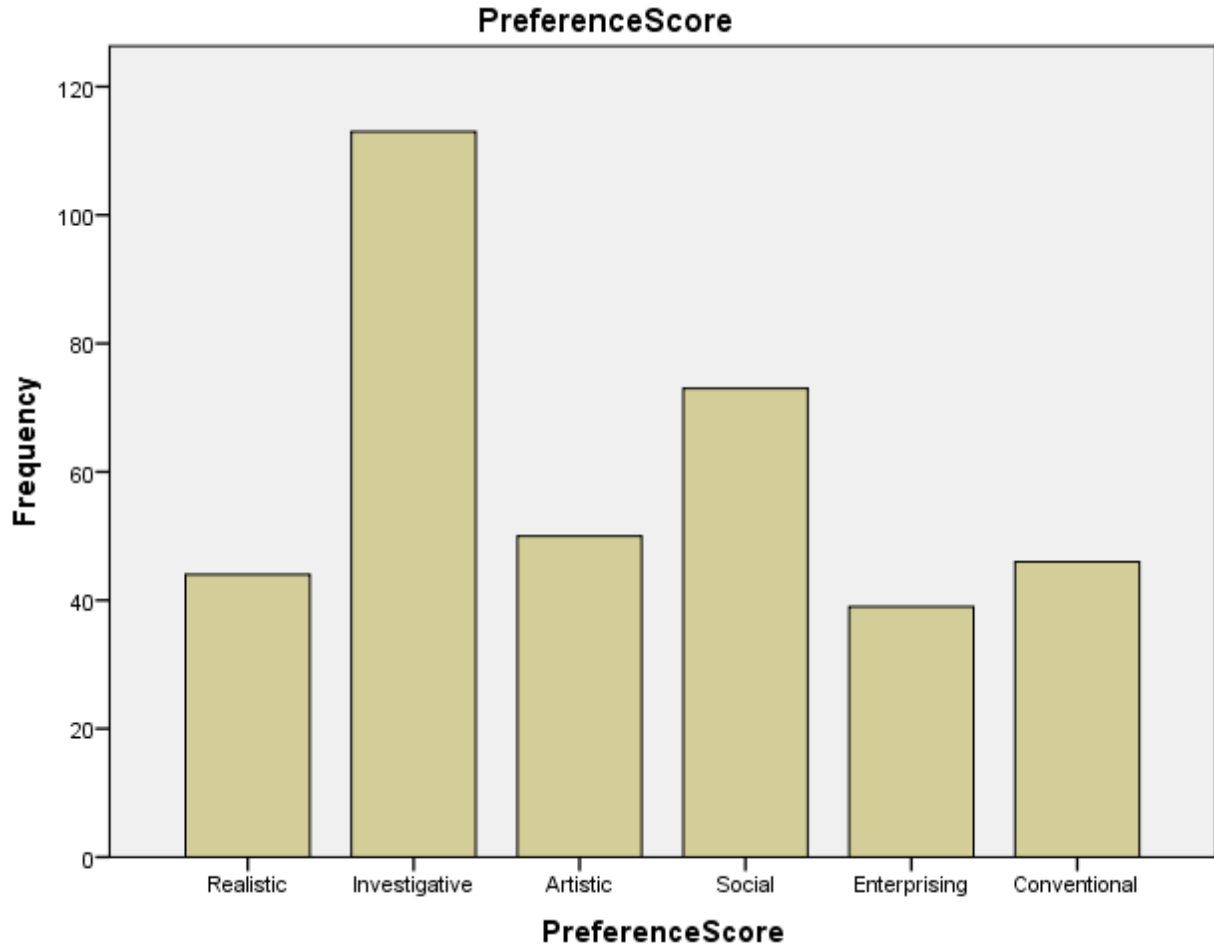


Research Question 2: What are the vocational preferences of secondary school students in Dala Educational Zone?

Table 4.3.2: vocational preferences of secondary school students in Dala Education Zone?

Preference Area	Frequency	Percentage	Ranking
Realistic	44	12.1%	5 th
Investigative	113	31.0%	1 st
Artistic	50	13.7%	3 rd
Social	73	20.0%	2 nd
Enterprising	39	10.7%	6 th
Conventional	46	12.6%	4 th
Total	365	100%	

Table 4.3.2 presents that greatest percentage of the students which constitute 31% have greater preference in investigative careers, followed by those who prefer social careers which constitute 20%, then artistic careers which constitute 13%, followed by conventional constituting 12.6%, followed by realistic constituting 12.1% and then enterprising careers which is preferred by the least students 10.7%. This is represented in a bar chart as follows:



Research Question 3: What is the difference in the level of career awareness between male and female senior secondary school students in Dala Education Zone?

Table 4.3.3: Gender difference in students' level of career awareness

Gender	N	Mean	Standard deviation
Male	149	1.0000	.00000
Female	216	1.0093	.09600

Table 4.3.3 shows no difference in career awareness level between male and female students in Dala Education Zone. It can be observed from the mean scores and standard deviation that, the male mean and standard deviation (M=1.0000, SD=.00000) do not differ significantly with that of female (M=1.0093, SD=.09600). This shows that both male and female students in Dala Education Zone have high level of career awareness.

Research Question 4: What is the difference in the career preferences between male and female senior secondary school students in Dala Education Zone?

Table 4.3.4.i: Students' vocational preference based on gender

	Preference Score			
	Male	MRank	Female	FRank
Realistic	22 (6.0%)	2 nd	22 (6.0%)	6 th
Investigative	58 (15.9%)	1 st	55 (15.1%)	2 nd
Artistic	21 (5.8%)	3 rd	29 (7.9%)	3.5 th
Social	16 (4.4%)	5 th	57 (15.6%)	1 st
Enterprising	15 (4.1%)	6 th	24 (6.6%)	5 th
Conventional	17 (4.7%)	4 th	29 (7.9%)	3.5 th

Table 4.3.4.i presents a significant difference in the career preference of male and female students in Dala Zone in most of the career areas. The order of male students' preference is as follows: investigative, realistic, artistic, conventional, social then enterprising. While the female students' preference order is as follows: social, investigative, with equal preference in artistic and conventional careers, then enterprising, lastly realistic. This can further be represented in a bar chart as follows:

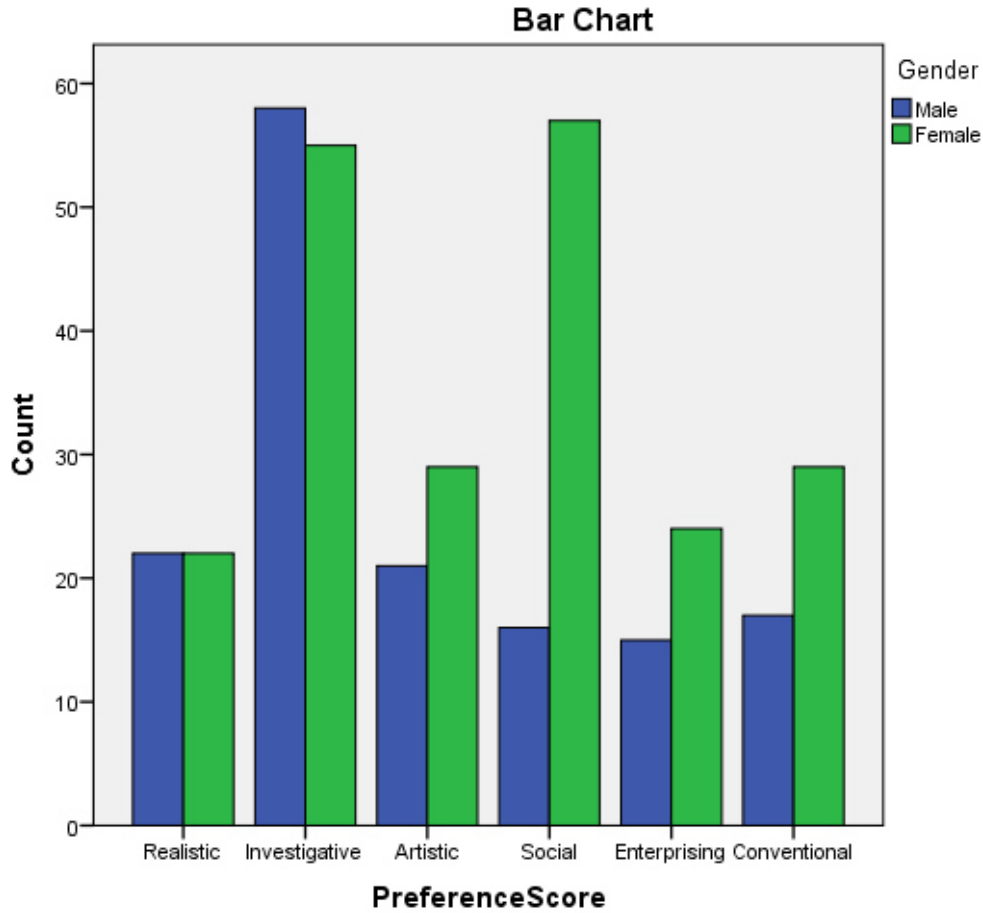


Table 4.3.4.2: Gender difference in students` vocational preference

Gender	N	Mean	Standard deviation
Male	149	2.9664	1.59143
Female	216	3.4306	1.55063

Table 4.3.4.2 presents a significant difference in vocational preference between male and female students in Dala Education Zone. The mean score and standard deviation of male students (M=2.9664, SD=1.59143) differ significantly with those of female students

(M=3.4306, SD=1.55063). This shows that female students have greater vocational preferences in social career compared to male preferences in investigative career.

4.4. Hypotheses Testing

The two formulated null hypotheses were tested by using chi-square statistic at 95% confidence level.

Hypothesis 1: There is no significant difference in the level of career awareness between male and female senior secondary school students in Dala Education Zone.

Gender	N	X ² -Value	df	P-Value	Remark
Male	149	1.387	01	.516	HO Accepted
Female	216				

From table 4.4.1 the calculated p-value of .516 is greater than the 0.05 level of significance with degree of freedom 01. This signified that, there is no significant difference between male and female students in terms of career awareness. Therefore the null hypothesis which stated that there is no significant difference in the level of career awareness between male and female senior secondary school students in Dala Education Zone is retained.

Hypothesis 2: There is no significant difference in vocational preferences between male and female senior secondary school students in Dala Education Zone.

Table 4.4.2: Students' gender difference in terms of vocational preference

Gender	N	X ² -value	df	P-Value	Remark (2-sided)
Male	149	17.899	05	.003	HO Rejected
Female	216				

From table 4.4.2, the calculated P-value of .003 is below the 0.05 level of significance with degree of freedom 05. This signified that, there is significant difference between male and female students in terms of vocational preference. Their expected counts differed significantly in all the career levels to the extent that the difference could not happen by chance. For example, from the SPSS result (Appendix v), the male students had an expected count of 46.1, while the

female students had an expected count of 66.9 in investigative careers. The difference is too large to have occurred by chance. Therefore the null hypothesis which stated that there is no significant difference in vocational preferences between male and female senior secondary school students in Dala Education Zone is rejected

4.5 Summary of Findings

1. The study revealed that most of senior secondary school students (which constitute 99.5%) have high level of career awareness, only 0.5% were low in their level of career awareness.
2. The study revealed that most of secondary school students have greater preference in investigative careers. Next careers in order of students' preferences were social, artistic, Conventional then realistic; enterprising careers have the least students' preference.
3. The study revealed that there is no significant difference in the level of career awareness between male and female senior secondary school students.
4. The finding revealed that there is significant difference between male and female secondary school students in term of vocational preference. Male students had greater preference in investigative careers while female students had greater preference in social careers.

4.6 Discussions

The study revealed that most of the senior secondary school students which constitute 99.5% achieve high level of career awareness, only 0.5% were low in their level of career awareness. This might be possible due to the present day information technology when various counseling services can easily be disseminated and quickly reach the target population. Some people may automatically run an internet search to find information to build their career awareness, said (Creed and Patton, 2003). On the same vein, the recognition of the value of guidance services in schools contributed a lot. Because the acquisition and possession of occupational knowledge are crucial to the occupational preparation of students. Moreover their career awareness level does influence their career decision. i.e., students who were aware of careers would be able to make sound decision. As Ibrahim & Peter (2014) confirmed, students' awareness on career determines whether his or her career choices will be appropriately suited to his/her vocational interests, personality characteristics and career development. That might be why their greatest preference went along with the present technological development and why the female preference went in line with their nature, personality and culture. This is in line with Ferry (2006) in his study to establish students' career exploration and readiness. He reported that many counselors were already engaging with students in conversations about course selection; counselors spent on average 7% of their time on occupational counseling and job placement,

The study also revealed that most of the secondary school students, regardless of gender have greater preference in investigative careers. This might have happened due to the present day technological advancement. Issues are now scientifically verified, facts are subject to observations, investigations, interrogations and experimentations. This is in line with the findings of Migunde, Agak and Odiwour (2011) in his study on gender in adolescents' career preference and development barriers among secondary school students who also found investigative careers to be the one preferred by most of the students.

The study found no significant difference in level of career awareness between male and female students. This might be the product of uniform curriculum, the transformation of teaching methods where learning become students' centered. Thus students become informed about

careers through learning that connects classroom instructions to future work. A possible explanation to this is that counseling services are offered to both male and female at almost the same range, there is no gender segregation in counseling services in secondary schools. This is in line with the finding of Helen (2007) in a comparative study on gender and career development to explore continuing barriers to achieving equality of opportunity that, gender of the student appeared to have no significant effect on the likelihood of having made a career decision.

From the findings also, it was revealed that there is significant difference between male and female secondary school students in term of career preference. Female were found to be more social than men. This is due to the fact that female are mostly helpers and assistants. They are mothers; they nurture children and are generally sympathetic. Holland (1992) confirmed that social personalities are helpers who like to work with people and prefer educational and religious vocations. This is as the saying of (Antony, 1998) who said that, sense of personal fit has been shown to be important for both men and women and this perceptions of fit may be dependent on a number of social factors, such as whether a particular specialty is naturally “male” or “female.”

A possible explanation of the finding is that female students preferred careers that are culturally a preserve of women and are feminine in nature. This is in line with the findings of Almiskry, Baker, and Muhammad (2009) who carried out a study on gender difference and career interest among undergraduates in Malaysia that, students' career interest pattern vary across gender, with social career type mostly preferred by female students. Furthermore, it is in line with the findings of Migunde, Agak and Odiwour (2011) in his study on gender in adolescents' career preference and development barriers among secondary school students who also found social career types to be mostly chosen by females. However, it contradicts the findings of Kochung and Migunde (2011) in his study on factors Influencing Students' Career Choices among Secondary School students who reported no variance for career choice by gender.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter attempted to give an overview of the entire study, the major findings of the study and draw conclusions based on the findings. Finally recommendations from the study and recommendations for further study were made.

5.2 Summary

The study surveyed the influence of career awareness on the vocational preferences among senior secondary school students in Dala Education Zone, Kano State. The researcher was motivated by the fact that career is central to sustainable life and, there would be no achievement in a career that one is not familiar and interested. This call for assessing the level of students' career awareness and identifying their vocational preferences.

The study presented the introduction of the research work; where it discussed the background of the study and statement of the problem; four objectives with four corresponding research questions were provided and two null hypotheses were formulated. The significance of the possible research findings was highlighted and finally the scope and delimitation of the study were provided.

The study also presented broad discussions on conceptual, theoretical and empirical review of related literatures. Conceptually, the chapter discussed on the concepts of: career, career awareness, vocational preference and vocational guidance. Some factors influencing career preference identified as home background, gender, school, and personality type were discussed. Theoretically, vocational guidance theories of Parson's trait and factor theory and John Holland's personality theory were reviewed. Empirically, findings of some other relevant researchers were presented.

The methodology aspect presented the research design which happened to be survey in nature, population and sample of the study, instrumentation, data presentation and data analysis procedure were presented.

Data collected were presented and analyzed in a tabular form. The four research questions were answered using descriptive statistic whereas two formed null hypothesis were tested using Chi-square statistics. Summary of the findings was also provided. The major finding revealed that most of the students attain high level career awareness, and investigative careers were the major career preference area of the students.

5.3 Conclusions

Based upon the findings of the study, the following conclusions were made:

The students achieved high level career awareness. This conclusion was made based on the fact that 99.5% of the students' level of career awareness was high. Also, it was concluded that investigative career types are the major career area preferred by the students. This conclusion was made based on the evidence obtained from the study where the greatest percentage of the students (31%) had greatest preference in investigative careers. Beside investigative career types, the order of students' preference went as follows: social, artistic, conventional, realistic, and then enterprising. Another conclusion made was that students' gender has no significant role in determining their career awareness level. This was because greater percent (99.5) of the students achieve high career awareness level. This is because no significant difference was found in male-female mean score (male=1.0000, female=1.0093). It was also concluded that students' gender play a significant role in determining their career preference. While female students were found to have greater preference in social careers with mean score of 3.4306, male students were found to mostly prefer investigative careers with mean score of 2.9664. Another conclusion made was that, students' career awareness level has no influence on their career preferences. This was drawn from the finding that, although their career awareness level is almost the same yet their career preferences differ significantly across gender.

5.4 Recommendations

5.4.1 Recommendations from the Study

Based on the findings of the research, the following recommendations were made

1. Since the large percentage of the students achieved high level career awareness which showed a far reaching performance of the school counseling sector there should be some incentives to encourage them make extra innovations and further improvements
2. Based on the finding that most of the secondary school students have greater preference in investigative careers followed by social, artistic, Conventional, realistic then enterprising careers; the stake holders should intensify efforts in strategizing and improving career planning and development for students in relation to their preferences, the government and private sectors should make provision of appropriate work environment for the students even before completing their programs, with regard to the vocational areas that had lower students' preferences (enterprising, realistic and conventional), career interest with regard to the concerned working environments should

be built in the students. This will provide an input to those career areas with law students' preference.

3. Based on the finding that there is no significant difference in the level of career awareness between male and female senior secondary school students, this showed that counseling sector do up to expectation. Therefore there should be some incentives to encourage them make further improvements
4. Reference to the findings that, students' vocational preferences differed significantly across gender and across school type (i.e. their preferences were not independent from their gender and school type), teacher/guidance counselors should consider the differences during school placement so that students to be placed into a program that supports their vocational choice. This will enable the students to achieve self-actualization.

5.4.2 Recommendations for Further Studies

Do to the dynamic nature of human beings and the moving power of time span; the following are recommendations for further studies:

1. It is suggested that this study be replicated to ascertain any development in students' career awareness and vocational preference.
2. Other variables that may have direct impact on students' vocational preferences also need to be surveyed.
3. Researches should be conducted to survey other zones in the state.

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APPENDIX I

STUDENTS' CAREER AWARENESS AND CAREER PREFERENCE QUESTIONNAIRE

Introduction

I am a master`s degree student of Bayero University, Kano, currently undertaking a research work on “**influence of career awareness on the vocational preferences among senior secondary school students in Dala Education Zone**”. You have been selected to assist in providing the necessary answers for this research work. I hope you will answer it as accurately and honestly as possible. All information given will be treated as highly confidential and will be used strictly for academic purpose.

Instruction

You are required to respond to all items in a manner that best describes you. Please tick only one answer for each item.

Section A: Personal Information

I. Gender: (a) Male (b) Female

Section B: Items on career awareness

These items will help you indicate the level of your career awareness. Against each item are four options to tick as follows

Tick: SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1	I understand what career means				
2	I am aware of various careers available in the country				
3	I can determine the training and education required for various careers.				
4	I have knowledge of various working conditions for careers				
5	I know my abilities and limitations in terms of career involvement				
6	I know my career preference				
7	I have some experience in my preferred career				
8	I know why I want to get into some careers				

9	I know career environment in which I can work best				
10	I know dangers associated with some careers				

Section C: Items on career preference

This questionnaire is designed to help you indicate the type of work in which you are interested and which you will enjoy doing in your future. You should consider each career option and indicate how much you would like to engage in the career/activity. Against each item there are four options to tick as in section B

S/N	SECTION A: REALISTIC	SA	A	D	SD
1	I like to be constructing new buildings				
2	I hope to be repairing tools or machines				
3	It interested me to go on a field trip for a long time				
4	I prefer to collect, analyze and record figures on a shop sales				
5	It is exciting to participate in sport				
	SECTION B: INVESTIGATIVE				
1	I frequently ask questions on everything I did not understand				
2	I like discovering new facts and ideas				
3	I would like to experiment cure for communicative diseases				
4	I like raising animals and poultry				
5	I like criticizing people and their ideas				
S/N	SECTION C: ARTISTIC	SA	A	D	SD
1	I prefer to be a fashion designer				
2	I want to become makeup artistic				
3	I like to be a reporter to a mass media				
4	I like to attract people to a particular ideology, view, or products				
5	I prefer to take part in drama or music				
	SECTION D: SOCIAL	SA	A	D	SD
1	I will like to be teaching in schools or colleges				
2	I am interested in healing casualties				
3	I enjoy helping people to get out of their problems				
4	I want to sermon or preach on a crowd				
5	I wish to ensure safety of people within a particular environment				
	SECTION E: ENTERPRIZING	SA	A	D	SD
1	I am willing to settle dispute among my friends				
2	I will like to be representing others in court and other legal proceedings				
3	I desire to lead a committee or command a team				
4	I prefer to employ, manage and/or free employees				
5	I desire to guide people who seek to apply for bank loan				

	SECTION F: CONVENTIONAL	SA	A	D	SD
1	I prefer to work independently				
2	I am interested in keeping sales record of a store				
3	I am hopeful to be keeping and arranging books at library				
4	I like to effectively manage an office				
5	I am aspired to be planning wedding ceremonial events				

APPENDIX II

SPSS RESULT OF RESEARCH QUESTION ONE

AwarenessLevel

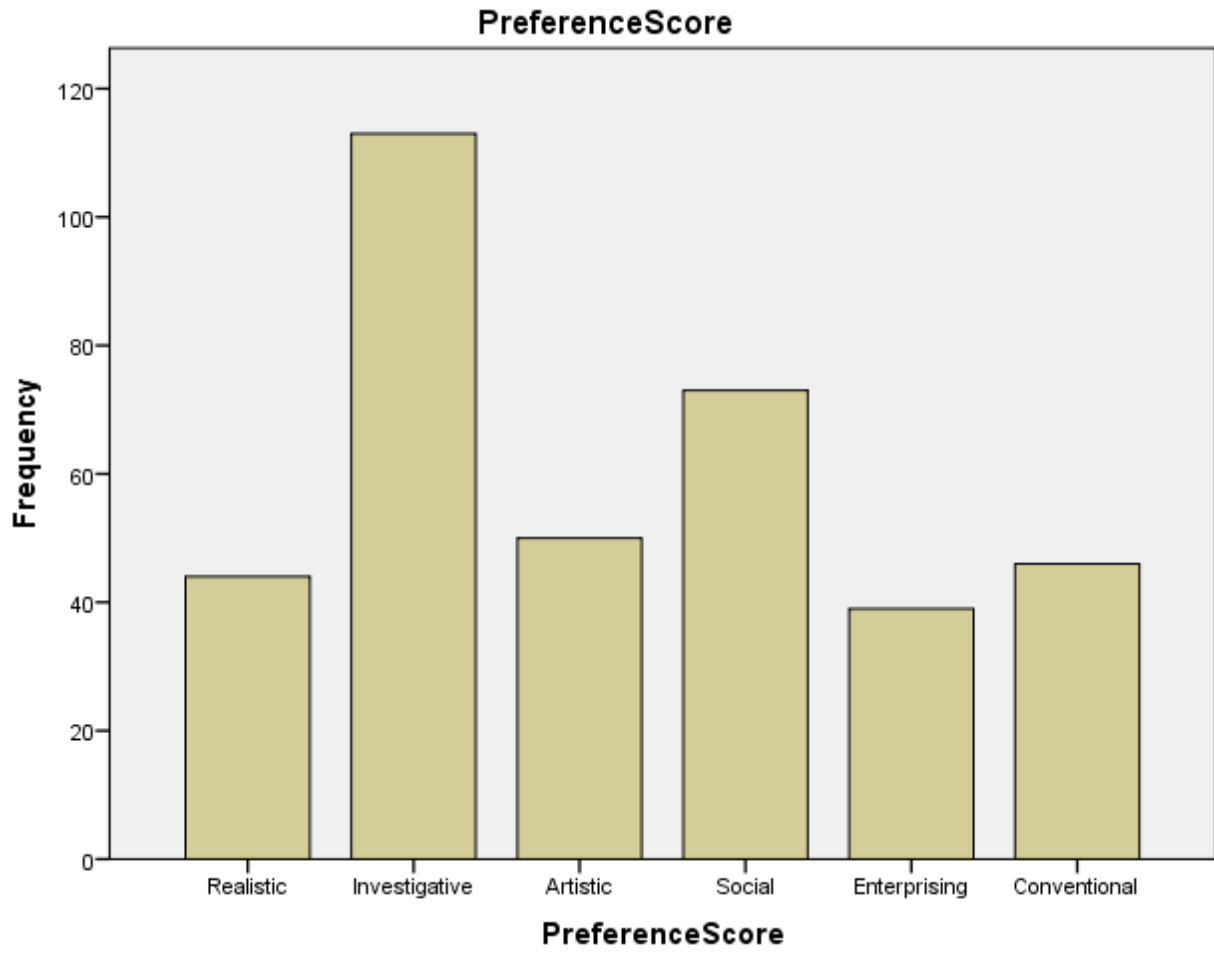
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	363	81.0	99.5	99.5
	Low	2	.4	.5	100.0
	Total	365	81.5	100.0	
Missing	System	83	18.5		
Total		448	100.0		

APPENDIX III

SPSS RESULT OF RESEARCH QUESTION TWO

PreferenceScore

		Frequency	Percent	Valid Percent	Cumulative Percent
Frequency	Valid				
	Realistic	44	12.1	12.1	12.1
	Investigative	113	31.0	31.0	43.0
	Artistic	50	13.7	13.7	56.7
	Social	73	20.0	20.0	76.7
	Enterprising	39	10.7	10.7	87.4
	Conventional	46	12.6	12.6	100.0
Total	365	100.0	100.0		



APPENDIX IV

SPSS RESULT OF HYPOTHESIS ONE

GENDER * AwarenessLevel Crosstabulation

		AwarenessLevel		Total	
		High	Low		
GENDER	Male	Count	149 ^a	0 ^a	149
		Expected Count	148.2	.8	149.0
	Female	Count	214 ^a	2 ^a	216
		Expected Count	214.8	1.2	216.0
Total	Count	363	2	365	
	Expected Count	363.0	2.0	365.0	

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.387 ^a	1	.239		
Continuity Correction ^b	.208	1	.648		
Likelihood Ratio	2.106	1	.147		
Fisher's Exact Test				.516	.350
Linear-by-Linear Association	1.383	1	.240		
N of Valid Cases	365				