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Editorial Comments

The Society for Psychology in Sport and Human Behaviour has come a long way in meeting the needs regularly demanded by motivated readership as its 15th volume, January 2013 of the African Journal of Cross-Cultural Psychology and Sport Facilitation (AJCPSF) can now have continuous page-numbering; effective from its last edition. The current edition is coming with a bang and has varied and interesting articles. The AJCPSF is accessible through the ajol web site online (<http://www.ajol/journal>). The Journal e-mail: crsscltrpsychlgy@yahoo.co.uk.

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Factors Influencing Career Decision-making of Senior Secondary School Students in Osun State

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Abstract

Despite all efforts at giving adequate training to Nigerian graduates, it is worrisome to note that instances of job inefficiency are on the increase, and job dissatisfaction continues unabated, while the zeal for occupational change among the workers did not stop. The study therefore investigated some of the factors influencing career decision-making of secondary school students in Osun State. Multistage sampling technique was employed to select 600 students from 12 secondary schools in two federal constituency of the state. Four validated instruments were used to collect data, namely: Student Questionnaire on Self-Efficacy, Student Questionnaire on outcome expectation, Student Questionnaire on Family influence, and Student Career Questionnaire. Their reliability indices ranged from 0.63 to 0.86. The result of findings revealed that science students have the highest percentage of 55.7%, while Arts students have the lowest representation of 18.7%. There is strong relationship between career and self-efficacy ($r = .822, p < .05$); while outcome expectation showed low relationship with career ($r = .128, P < .05$). Family has no relationship with career ($r = .040, P > .05$). Self-efficacy, outcome expectation and family-influence had composite contribution to career decision-making. Self-efficacy and parental educational background were the most influential factors that contributed to career decision making of secondary school students. It was recommended that Government should appoint career counselors in schools who would assist students in discovering where their aptitude lie when career is to be chosen. Parents should not enforce any career on their children and career talk should be organized in schools before students register for external examinations.

Keywords: Career, Decision-Making, Senior Secondary School, Students, Osun State, Nigeria

Introduction

Background of the study

Career decision is a concept which has attracted academic, professional as well as public attention, due to its multifaceted nature. Since career decision is a result of the interplay between individuals within organisational and social structure, it yields well to analysis from diverse perspectives ranging from occupational psychology to organisational sociology. With career playing such important roles, it is imminent that career decisions are influenced by

factors ranging from biological to environmental conditions while implicating socio-emotional and, or psychological as well as physical or chemical variables. According to Kerta (2000), career choice is influenced by multiple factors including personality's interest, self concept, cultural identity, globalization, socialisation, role model, social support, gender, environment, outcome expectations and available resources such as information and finance. In McQuaid & Bond (2003), students' perception of being suitable for particular jobs are also influenced by a number of factors including ethnic background, year in school, level of achievement, choice of subjects, attitudes and differences in job characteristics. Whenever the need arises for planning career, wide range of choices, technological advancement and widespread education are therefore necessary. Hence the need for career counselor and adviser increases daily. Career counseling provides one-on-one or group professional assistance in exploration and decision making tasks related to choosing an occupation

Bandura (2001), also identifies some of the factors influencing choice of career as the context in which they live in their personal attitudes, social contracts, self-efficacy and educational attainments. According to Bentina (1999), recent studies showing a relationship between a student's belief structure and behaviour suggest that self-efficacy beliefs may be an important focus for intervention in career choices. Hackett and Betz (2009), states that self- efficacy is mediated by a person's belief or expectations about his/her capacity to accomplish certain tasks successfully or demonstrate certain behaviours. Falaye and Adams (2008), were of the opinion that many factors influencing the choice of career individuals make could be grouped into demographic, environmental and psychological factors, while Super (1990) highlighted educational level, socio-economic status, interest, intelligence and values as determinants of career choice. Career decision-making is not simply matching a person to an occupation, it involves painstakingly studying of influencers that impact on a person's career decision like individual variables (self-efficacy, interest, values, skills), social context (family peer, media, teachers) and other factors such as time, chance, salary (Patton and McMalon 2001).

Opportunities have been wasted due to low self- efficacy belief and gender issues. According to Hackett and Betz (2009), when individuals have low self-efficacy expectations regarding their behaviour, they limit the extent to which they participate in endeavours and are more apt to give up at the first sign of difficulty. Their efficacy beliefs serve as barriers to their career beliefs and development. Parental roles in career decision is also one of the factors that contributed to whether or not one eventually likes or satisfied with the job he ends up with. According to Hewitt (2010), job which one's parents favour and careers that are open for educational choices

also influence which career is chosen. Most people are influenced by careers that their parents favour, while others follow careers that their educational choices have opened for them. Some choose to follow their passion regardless of how much or little they are able to make, while on the contrary others choose the careers that give high income. In his own contribution, Agbor (1990) posited that hitherto, it had been the practice that male children take on after their fathers in the discipline they embark on while their female counterparts take on after the mothers in their own discipline. He continues by saying that in the traditional system in Nigeria, occupational preference was not often a problem, since an individual had to take on an occupation trusted him/her by his/her elders in the society. Such decision was however taken after the elders would have had a comprehensive review of the situation surrounding the individual.

Industrialization has however changed the trend of career choices nowadays. No one wants to be at the bottom of the social ladder when it is practically possible for a common person to be richer as long as one has professional skills and knowledge (Wattles, 2009). Following the recent development with industrialisation and technological advancement, Agbor (1990) opined that the practice of choosing occupation for somebody by the society has ceased due to Nigeria's economy which has become complex in nature, ranging from high literary level to high rate of technological advancement. These and the problem of unemployment made issue of career choice inevitable. Agbor (1990) further submitted that one of the major problems facing the youths of Nigeria today is that of unemployment. He continues by saying that parents have been heard lamenting over the number of unemployed young graduates who roam the streets of Nigerian towns. The aim of acquiring an education was to prepare an individual for the world of work with the necessary skills to enable him function as a productive member of the society, but when this hope is not achieved, it leads to frustration.

The inability of the adolescents to acquire the necessary skills to find appropriate employment in a world of increasing unemployment is of great concern to parents, school administrators, the government and the adolescents themselves. Some have blamed the school for not preparing students with the necessary skills needed for employment and providing information about the world of work (Wattles, 2009). Some of the problems are blamed on the parents too. Many studies have been carried out on the factors affecting the choice of career among senior secondary school students, but hardly has any study been carried out on the joint influence of self-efficacy, outcome expectation and family influence. This research therefore examined the joint effects of these factors

Statement of the Problem

Instances of job inefficiency, occupational change and job dissatisfaction have become cankerworms that have eaten deep into the Nigerian workers. It is therefore not an overstatement that many Nigerian youth lack basic knowledge of what to consider when career is being chosen. It was however noted that research on career decision-making is not uncommon, but concentration has been on occupational group like accountants, agriculture, library science and health (Morrison2004). The aim of such research is often to predict career choice behaviours based on personality as well as demographic factors. This research, differ from those traditional studies that seek to provide blueprints for better career counseling, in that it does not serve the purposes of predicting career choice behaviour alone. It rather sets out to examine the factors that reportedly influence career decision-making of Senior Secondary School students in Osun State. As a result of this fact, this research has therefore set to study the relative and joint influences of self-efficacy, outcome expectation and family on career decision-making of Senior Secondary School students in Osun State.

Research Questions

Based on the stated problems, the following questions were generated to guide the study:

1. What is the demographic profile of students used to predict career decision-making?
2. What is descriptive representation of students' response from data collected?
3. How important is the self-efficacy influence when it is used alone to predict career decision-making of students?
4. How important is the outcome expectation influence when it is used alone to predict career decision-making of students?
5. How important is family influence when it is used alone to predict career decision-making of students?
6. To what extent do the predictor variables (Self-efficacy, outcome expectation and family) and demographic data (age, sex, parental educational background, class category, career preference) combined to predict students' career decision-making?

Methodology

Research Design

This study is an ex-post facto survey research.

Target Population

The target population comprises all Senior Secondary School II Students in Iwo Federal Constituency of Osun State.

Sampling Technique and Sample

Stratified Sampling method was employed in this study with 20% of schools in each of the three Local Governments Areas of Ayedire, Ola-Oluwa and Iwo represented. The Simple Random Sampling Technique was used to select fifty Senior Secondary School II Students from each selected school. A total of six hundred students therefore served as sample with age range of between 10 and 27 years.

Instrumentation

One research instrument: Questionnaires on Factors Influencing Career Decision-Making of Secondary School Students in Osun State (QFICDASSOS) guided the study. Section A contains demographic data while Section B contains 13 items on Self-efficacy Influence (SCSI), Section C contains 7 items on Outcome Expectation Influence (SQOEI), Section D contains 8 items on Family Influence (SQFI) while section E contain 12 items on Student Career Questionnaire (SCQ). Sections B, C, and D were developed by the researcher and factor analysed to develop them to full scale. The reliability of each sub-scale was determined. However, Section E was adapted from C.G.M. Bakare's Motivational Occupational Preference Inventory (MOPI). Factor analysis was conducted on the instrument. The reliability coefficients of Sections B, C, D and E were .632, .861, .555 and .781. In all, the reliability coefficient of the whole instrument was found to be .720 through the use of Cronbach Alpha.

Data collection procedure

Data were collected with the help of three trained research assistants.

Data Analysis Procedure

Data collected were analyzed using Descriptive statistics and Multiple Regression. Research question 1 and 2 were analyzed with the use of descriptive statistics like :frequency, mean, percentage and standard deviation, research question 3,4,and 5 were analyzed with Pearson Product Moment Correlation while research question 6 was analysed using multiple regression.

Results

Research question one: What is the demographic profile of the students used to predict career decision-making?

Table 1: Participant representation according to Gender

| Gender | Frequency | Valid Percent | Cumulative Percent |
|--------|-----------|---------------|--------------------|
| Male | 331 | 55.1 | 55.1 |
| Female | 269 | 44.9 | 100.0 |
| Total | 600 | 100.0 | |

Table 1 shows that the male participants that took part in the research were 331(55.1 %) while the female is 269(44.9%) which implies that there are more male than the female.

Table 2 showing participant representation according to Age

| Age | Frequency | Valid Percent | Cumulative Percent |
|-------|-----------|---------------|--------------------|
| 10-15 | 162 | 27.0 | 27.0 |
| 16-21 | 389 | 64.8 | 91.8 |
| 22-27 | 49 | 8.2 | 100.0 |
| Total | 600 | 100.0 | |

Table 2 indicates that out of the 600 respondents, those that falls within the age range of 10-15 are 162 (27.0%). 389 (64.8%) fall between the age bracket of 16-21, while 49 (8.2%) fall within the age range of 22-27.

Table 3: Parental Educational Background

| Parental Educational Background | Frequency | Valid Percent | Cumulative Percent |
|---------------------------------|-----------|---------------|--------------------|
| Less than SSCE | 142 | 23.7 | 23.7 |
| SSCE | 238 | 39.7 | 63.3 |
| NCE/ ND | 70 | 11.7 | 75.0 |
| HND/DEGREE | 85 | 14.2 | 89.2 |
| Higher than HND/ Degree | 65 | 10.8 | 100.0 |
| TOTAL | 600 | 100.0 | |

Table 3 shows the educational background of the respondents' parents. The respondents whose parents possess less than SSCE are 142 (23.7%) while those whose parents have SSCE was 238 (39.7%). The respondents' parents with NCE/ND are 70 (11.7%) while those with HND/ Degree are 85 (14.2%). Finally those whose parents' qualifications are higher than HND/ Degree are 65 (10.8%). The table above presents respondents parents with SSCE having the highest frequency.

Table 4: Respondents' Parental Occupation

| | | | Cumulative Percent |
|-------------------|------------------|----------------------|---------------------------|
| Occupation | Frequency | Valid Percent | |
| Civil Servant | 173 | 28.8 | 28.8 |
| Self-employed | 427 | 71.2 | 100.0 |
| Total | 600 | 100.0 | |

Table 4 shows the parental occupation of the respondents. It shows parents that are self employed having the highest frequency of 427 (71.2%) while those that are civil servant are 173 (28.8%).

Table 5: Class Category of respondents Distribution

| Class Category of respondents | Frequency | Valid Percent | Cumulative Percent |
|--------------------------------------|------------------|----------------------|---------------------------|
| Science | 343 | 57.2 | 57.2 |
| Arts | 112 | 18.7 | 75.9 |
| Commercial | 145 | 24.2 | 100.0 |
| Total | 600 | 100.0 | 100.0 |

Table 5 shows the class category of the respondents. It shows science-based respondents as having the highest frequency of 343 (57.2%), followed by commercial students 145 (24.2%) and Arts students 112 (18.7%).

Table 6: Participants' Career Preference

| Career Preference | Frequency | Valid Percent | Cumulative Percent |
|--------------------------|------------------|----------------------|---------------------------|
| Medical-based | 196 | 32.7 | 32.7 |
| Agriculture-based | 42 | 7.0 | 39.7 |
| Teaching-based | 44 | 7.3 | 47.0 |
| Finance-based | 144 | 24.0 | 71.0 |
| Administrative-based | 41 | 6.8 | 77.8 |
| Engineering-based | 90 | 15.0 | 92.8 |
| Law-based | 43 | 7.2 | 100.0 |
| Total | 600 | 100.0 | 100.0 |

Table 6 presents the frequency distribution of respondent's career preference. It shows medical-based discipline 196 (32.7%) has having the highest number of respondents choosing it, followed by Finance-based discipline 144(24.0). The Engineering-based were 90 (15.0%) respondents. Teaching-based discipline were 44 (7.3%), Law-based were 43 (7.2%) respondents, followed by Agriculture-based discipline 42 (7.0%) and those of Administrative-based respondents were 41(6.8%).

Research question two: What is descriptive representation of students' response from data collected?

Table 7 presents response profile of the respondents to career decision-making. Out of the 600 respondents, 538 (92.1%) responded that whenever they plan to do something, it is certain that they will do it. Approximately, 238 (23.5%) disagreed that they will keep trying if they cannot do a job for the first time while 351(58.5%) agreed that it is difficult for them to make new friends, About 191 (31.8%) disagreed to the statement that when they set goals for themselves, they rarely achieve them, although 484(80.6%) agreed to the statement that they do avoid facing difficulties. Another 214 (35.7%) disagreed to the statement that if something look complicated they will not bother themselves to try it, while 425(70.3%) agreed to the fact that failure only made them to try harder, 86 (14.1%) of the respondents disagreed to the statement that they feel insecure about ability to handle things.

In addition to the above facts, 548(91%) responded that they hardly give up on their decision, but 70(11.7%) disagree that they belief in meeting up with given target, while 507(88.30%) responded that they found no difficulty in deciding which career to choose but 112(19%) disagree that they cherish job that will permit them to be creative. Only 514(85.9%) responded that they always remember the schedule of their work but 105(78.8%) disagree that getting career of their choice means that they will do well in the rest of their life, while 446(74.3%) responded that they always think of how fat their salary would be, 130(21.7%) disagree that they like career that will give them prestige.

Also, out of the 600 respondents, 395(65.9%) responded that they like career that will make them meet people, 234(40.0%) disagreed that they need job that give room for further studies, while 524(87.3%) responded that then need to have attractive working conditions. In like manner, 162(27%) disagreed that their working condition should improve their social status, while 529(89.4%) responded that they like job that give opportunity for meeting people, 187(31.2%) disagreed that they wish to jointly take decision with their friends. 378(63%) responded that they learn details of their chosen job from the media, 316(52.8%) disagreed that their parents want them to

Table 7: Career Decision-Making

| S/N | Statements | Least like me | Less like me | More like me | Most like me |
|-----|--|---------------|--------------|--------------|--------------|
| 1 | Whenever I plan to do something, It is certain that I shall do it. | 31(5.2%) | 16(2.7%) | 53(8.8%) | 500(83.3%) |
| 2 | I cannot do a job at first time. I keep trying until I get it. | 170(28.2%) | 68(11.3%) | 140(23.3%) | 22.2(37.0%) |
| 3 | Its difficult for me to make new friends. | 186(31.0%) | 63 (10.5%) | 77(12.8%) | 27.4(45.7%) |
| 4 | When I set goals for myself I rarely achieve them. | 131(21.8%) | 60(10.0%) | 94(15.5%) | 315(52.5%) |
| 5 | I do avoid facing difficulties. | 71(11.8%) | 45(7.5%) | 65(10.8%) | 419(69.8%) |
| 6 | If something looks complicated I will not bother myself to try it. | 151(25.2%) | 63(10.5%) | 117(19.5%) | 267(44.9%) |
| 7 | Failure just makes me try harder. | 105 (17.5%) | 70(11.7%) | 98(16.3%) | 327(54.5%) |
| 8 | I feel insecure about my ability to handle things. | 40(6.6%) | 46(7.5%) | 110(18.3%) | 404(67.3%) |
| 9 | I hardly give up on my decision. | 27(4.5%) | 27(4.5%) | 81(13.5%) | 467(77.5%) |
| 10 | I belief in meeting up with given targets. | 33(5.5%) | 37(6.2%) | 107(17.8%) | 423(70.5) |
| 11 | I find no difficulty in deciding which career to choose. | 48(8.0%) | 45(7.5%) | 131(21.8%) | 376(62.7%) |
| 12 | I cherish job that will permit me to be creative. | 63(10.5%) | 49(8.5%) | 100(16.7%) | 387(64.5%) |
| 13 | I always recollect schedule of my tasks. | 42(6.7%) | 44(7.4%) | 114(18.5%) | 400(67.4%) |

| | | | | |
|----|---|------------|-----------|-------------|
| 14 | Getting career of my choice means that I will do better with reset of my life | 64(10.7%) | 41(68%) | 110 (18.3%) |
| 15 | I always think of how fat my salary would be. | 84(14.0%) | 76(11.7%) | 153(25.5%) |
| 16 | I like career that give prestige to people. | 58(9.7) | 72(12.0%) | 102(17.0%) |
| 17 | My career should allow me meet my financial goals in life. | 136(22.7%) | 69(11.5%) | 97(16.2%) |
| 18 | I need career that gives room for further study. | 154(25.7%) | 80(13.3%) | 141(23.5%) |
| 19 | I need a job that has attractive working conditions. | 39 (6.5%) | 37(6.2%) | 89(14.8%) |
| 20 | My work should improve my social status. | 99(16.5%) | 63(10.5%) | 97(16.2%) |
| 21 | I like work that gives opportunity to meeting people. | 29(4.8%) | 35(5.8%) | 69(11.5%) |
| 22 | My friends and I wish to take joint decision on career choice. | 114(19.0%) | 73(12.2%) | 140(23.3) |
| 23 | I learnt detail of my chosen job form the media. | 126(21.0%) | 96(16.0%) | 131(21.8%) |
| 24 | My parents want me to choose the career that they like. | 229(38.3%) | 87(14.5%) | 95(15.8%) |
| 25 | My school counselor needs to choose a career for me. | 290(48.3%) | 87(14.5%) | 103(17.2%) |
| 26 | I can only choose a career that would enable me attend social gathering. | 148(24.7%) | 76(12.7%) | 144(24.0%) |

| | | | | | |
|----|---|------------|------------|-------------|------------|
| 27 | I cannot decide on my own career without consulting my brothers. | 199(33.2%) | 132(22.0%) | 98(16.3%) | 171(28.5%) |
| 28 | It does not matter to my parents which career I choose. | 177(29.5%) | 60(10.0%) | 87(14.5%) | 276(46.1%) |
| 29 | I wish to engage in a discipline that I will be able to establish. | 59(9.8%) | 36(6.0%) | 100(16.7%) | 405(67.5%) |
| 30 | I wish to work after my schooling. | 154(25.7%) | 70(11.7%) | 111(18.5%) | 265(44.2%) |
| 31 | I always think of when I shall start working. | 138(23.0%) | 62(10.3%) | 91(15.2%) | 309(51.5%) |
| 32 | I like a job that will enable me reason critically. | 84(14.0%) | 44(7.3%) | 107 (17.8%) | 365(60.9%) |
| 33 | If I win a lottery today, I will quit schooling. | 203(33.8%) | 57(9.5%) | 99(16.5%) | 241(40.2%) |
| 34 | I am satisfied with decision of engaging in a work. | 52(8.7%) | 34(5.7%) | 64(10.7%) | 450(75.1%) |
| 35 | I frequently think of working than seeking assistance for my needs. | 231(38.5%) | 79(16.7%) | 82(13.7%) | 190(31.7%) |
| 36 | I cannot do without working. | 143(23.8%) | 67(10.7%) | 94(15.7%) | 299(49.9%) |
| 37 | A career that enable me address people is my choice. | 83(13.8%) | 52(8.7%) | 116(19.3%) | 348(60.0%) |
| 38 | I like a job that will enable me deal with money transaction. | 111(18.5%) | 68(11.3%) | 99(16.5%) | 322(53.7%) |
| 39 | I like life saving activities as a profession. | 53(8.8%) | 54(9.0%) | 113(18.8%) | 379(63.3%) |
| 40 | I am committed to getting a work despite its scarcity | 111(18.5%) | 68(11.3%) | 116(19.3%) | 305(50.8%) |

choose what they like. 223(37.2%) responded that their school councilors need to choose career for them, 224(37.4%) disagreed that they would choose jobs that will give room for social gathering.

Furthermore, 269(44.8%) respondents indicated that they cannot decide on their career without consulting their siblings, 237 (39.5%) disagreed that it does not matter to their parents the jobs they choose, while 505(84.2%) responded that they want to engage in discipline that they would be able to establish on their own. In addition, 224 (37.4%) disagreed that they wish to work after school. 400 (66.7%) respondents responded that they always think of when they will be going to school, 128(21.3%) disagreed that they need jobs that will make them reason critically. 340(56.7%) responded that they will quit schooling if they win lottery, 86 (14.4%) disagreed that they are satisfied with their career decision to engage in a work.

Finally, 272(45.4%) respondents indicated that they frequently think of working than seeking assistance for their needs, 210 (34.5%) disagreed that they cannot do without a job while 464 (79.3%) responded that they need job that will make them address people, 179(30.1%) disagreed that need job that will make them deal with money transaction. 492 (82.1%) responded that they like life saving activities as profession while 179 (29.8%) disagreed that they are committed to getting work despite its scarcity.

Research Question three: How important is the self-efficacy influence when used alone to predict career decision-making among students?

Table 8 above revealed Pearson Correlation $P=0.822$ at Sig. 0.000. This shows that there is positive and strong relationship between career decision-making and self-efficacy.

Research Question four: How important is the outcome expectation influence when used alone to predict career decision-making among students?

Table 8 above indicated Pearson Correlation $P=.128$ at Sig. 0.0002. This shows that there is positive but low relationship between career decision-making and outcome expectation.

Research Question five: How important is the family influence when used alone to predict career decision-making of students?

Table 8 above reveals that Pearson Correlation $P=.040$ is not Sig. (2-tailed)=.332 This shows that there is no relationship between career decision-making and family influence

Research Question six: To what extent do the three predictor variables (self-efficacy, outcome expectation and family) combined to predict students' career decision-making?

Table 9: Influence of independent variables on dependent variable

| | Sum of squares | Df | Mean squares | F | sig |
|------------|----------------|-----|--------------|---------|------|
| Regression | 7831.255 | 8 | 978.907 | 160.754 | .000 |
| Residual | 3562.349 | 585 | 6.089 | | |
| Total | 11393.604 | 593 | | | |

R= 0.829
R square= 0.687
Adjusted R²= 0.683

Table 9 shows the influence of independent variables on the dependent variable. The career decision-making has a significant positive correlation with the independent variables. The table also shows a co-efficient of (R) 0.829 and Adjusted R² of 0.683. This means that 68.3% of the variance in the student career decision-making was accounted for by the three Independent Variables. The significance of the composite contribution was tested at $P < 0.01$ using F-Ratio at the degree of freedom (df= 8, 585). The table also shows that the analysis of variance for the regression yielded an F-Ratio of 160.754 (significance at 0.01 level). This implies that the joint contribution of the independent variable to the dependent variable was statistically significant and that other variables not included in the model may have accounted for the remaining variance.

Discussion

In this study, factors such as self-efficacy, outcome expectation and family, affecting career decision-making were examined. Result indicated that self-efficacy and parental educational background significantly influenced the career decision-making of students in Iwo Federal constituency of Osun state. It should however be noted that other predictors like outcome expectation and family influence also jointly contributes to which career a student would prefer but it is only that the influence was not significant enough for the student to make up their minds solely because of it.

Having a critical look at the demographic data too, it would be discovered that Parental educational background was the only predictor that was strong enough that solely influenced career decision of students. Like it was stated earlier, this does not mean that other demographic variables are not influential, but the influence was not enough to solely determine what the student will do in terms of their career wishes.

Conclusion

From the study, it can be adequately concluded that numerous predictors are forming impediment to ability of choosing appropriate and reliable career decision. It was however discovered that the influence of self–efficacy is the most influential in career decision. Career decision- making was very essential in the lives of individuals, hence, caution should be taken in choosing appropriate and reliable career. The findings of this research revealed that parental educational background and self efficacy significantly influence career decision making of students. It was however discovered that self–efficacy, outcome expectation, and family influence significantly influence career – decision – making when considered jointly.

Recommendation

Based on the findings of this study, the following recommendations are made:

- Students should be assisted in discovering where their aptitude lies and subsequently use such to determine their career.
- Teachers or school counselor should rally round their students whenever they want to register for external examinations.
- Career talk should be organized in school for students who are about to choose subjects to be registered in external examination.
- Government should endeavour to appoint career counselors in every school.
- Students should not be forced by parents to choose certain career.

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Biography

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