

## The Factors Determining the Choice of Career Among Secondary School Students.

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### -----ABSTRACT-----

100 students were randomly selected from five secondary schools in ogun state. The sample consists of 37males and 63females. A questionnaire designed on the basis of likert-type scale on the factors determining the choice of career based on environment, influence and opportunity of the students was administered. Their responses were analyzed using percentage, mean, standard deviation and T-test at p.05. Significant difference was found on the environmental factor ( $t_{cal}$  at p.05=220.25,  $t_{crit}$ =1.960), Significant difference was also found on the personality ( $t_{cal}$  at p.05=673.48;  $t_{crit}$ 1.960) and the significant difference of the opportunity the students see ( $t_{cal}$  at p.05=148.69;  $t_{crit}$ 1.960). The percentage on male and female was also carried out. 52% of male and 46% of female agreed that opportunity do affect career while 42% disagreed for both male & female, 51% of male and 51% of female agreed that personality do affect career choice while 42% and 45% of both male and female disagreed, 50% of male and 54% of female agreed that environment do affect career choice but 41% and 49% of male & female does not agree. Conclusively, all the factors affect the students in determining their career.

**KEYWORDS;** factors, environment, opportunity, personality.

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### I. INTRODUCTION

Education is universally recognized as the answer to socio- economic problems of the world. Nations and individuals look up to education to provide a cure for poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things. Every nation of the world aspires toward quality of life and social status. Career selection is one of many important choices students will make in determining future plans. This decision will impart them throughout their lives. The essence of who the student is will revolve around what the student want to do with their life- long work. The choice of career has been a serious problem among the secondary school students in Nigeria. No matter what one's age is, the choice of career or desire is an important question for everybody. A lot of student in secondary schools believe that their future is a glorious adventures in which they are bound to succeed. Many of them have the idea that they would be able to work in the public or private establishments as soon as they complete secondary school education. Some have planned to become lawyers, engineers, medical doctors, accountants and so on. Students in secondary schools like many other young adults are always worried about what they will do with their lives, the kind of adult they will become. They are concerned about early entry into the occupational world and finding productive and rewarding places in and out rapidly, fast changing societies where wages employment is unlikely to be available on a scale sufficient to absorb more than a small fraction of the young people when they do arrive at the labour market. How the young people of today meet the problems of tomorrow will depend upon the amount of success they make in planning for that tomorrow. Planning for tomorrow itself is primarily the responsibilities of the parents, teachers and school counselor. Students need general orientation into the world of work through the curriculum. The choice of career is a delicate issue that requires caution and serious considerations. The kind of career the youths pursue can affect their lives in many ways. For example, it can determine where the individual lives and the type of friends kept. It can reflect how much education one will have and determine the amount of money one will earn. People desires from a career are different, many people desire high income; others want adventures while some others want to serve people to make the world a better place. Every student carries the unique history of their past and this determines how they view the world.

That history created, in part by the student's environment, personality and opportunity will determine how students make career choices. It then follows that how the student perceives their environment, personality and opportunity will also determine the career choices students make. The first factor in career choice, the environment, may influence the career students choose. For example, students who lived on an island may choose a career dealing with the water, or they may choose to leave the island behind, never to have anything to do with water again. Maybe someone in the student's life has made a significant impact or impression, leading to a definite career choice. Parent's educational background may influence student views on whether or not to continue their education. Someone they saw on television may have influenced the student, or parents may have demanded that they assume a family business. These are various environmental factors that would lead a student to a chosen career.

How students have seen themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. For example, sales people have to be out-going. Splaver (2000) said "personality" plays an important role in the choosing of the right career. A student's personality must be self motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits till they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. Splaver went on to say "It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans". (Splaver 2000, p. 12). Opportunity is the third factor that has shaped career choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all.

The income level of secondary school families may determine what career a student chooses during a specific time in the student's life; choices that will determine a large part of that student's future. Some students will have to budget education according to their personal income. Thout (1969) addressed those in desperate needs, "Where necessary, these persons (individuals described as living under poverty level) must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met" (p.1). Students in many cases will need the proper mentoring opportunities to succeed. These support groups will be another opportunity that if properly implemented, can help a student in the career choice process. The creation of support groups will have to be in place to sustain the student through times of financial, emotional and educational need. There are indications that students take the path of least resistance to enter the tertiary institutions. If a parent had exerted enough pressure on the student to enter a particular career field and the student had no current plans, then students followed their parents' suggestion. Student should be thinking about career decisions in their senior year of secondary school. It should become apparent at that time that the student will have to do something. The environment plays a large part in a student's career choice. Students traditionally stay at home to either obtain education or start employment. Marriage also played a large part in career decisions. The economics of marriage either solidified the commitment to go on to higher education or stopped career plan short, depending on the stability of the marriage. Examples such as these are opportunities that can play a large determining factor in student's career choice.

Other environmental determinants would include recreational facilities and articles the student has seen in local papers or on the television. The student's support system made up of parents, relatives, siblings, peers, teachers and counselors may be the most environmental factor. As we can see, there are many opportunities or paths to be explored by secondary school students. Secondary school senior students will have accomplished choosing a career if a complete, thoughtful, education decision was made, evaluating all of the factors possible in career choice process. According to Alutu (2001) career choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels. Individual social status, income, lifestyle, choice of friends, mental and physical health is influenced by the type of work he or she does. In other words, a person's career choice plays an important role in his or her entire life. Career choice decision making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. This choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one's happiness in life as this could result to career maladjustment. Inappropriate career decision made may spell doom not only for the individual but also the entire society. In view of the foregoing, the need to equip our students with appropriate Career decision skills becomes highly imperative.

## **II. STATEMENT OF THE PROBLEM**

The problem of career choice among secondary school students has generated a lot of questions and answers among scholars. The problem has been a delicate issue that has to be approached with caution. There is no clear process that secondary school students have used to make career choice. Secondary school students should have the opportunity to explore all of the choices available in order to make a logical educated plan when choosing a career.

### **2.1. RESEARCH QUESTIONS**

This research work sought to provide answers to the following questions.

- [1] How does the environment affect career choices among secondary school students?
- [2] Is opportunity an important factor in determining the choice of career among secondary school students?
- [3] What influence does personality has in career choosing among secondary school students?

### **2.2. OBJECTIVES OF THE STUDY**

The purposes of this study are;

- [1] To identify the influence of environment on career choice among secondary school students.
- [2] To examine the effect of opportunity on the choice of career among secondary school students.
- [3] To investigate the influence of personality on career choice among secondary school students.

### **2.3. SIGNIFICANCE OF THE STUDY**

It has been recognized recently that for a person to make realistic decision, his level of self- efficacy can indeed be very influential. It is one thing to demonstrate interest in a particular occupational field; it is another thing to have confidence in one's ability to successfully undertake the task involved.

The significances of the study are as follows:

- [1] That student begins to explore real career possibilities before they finish their secondary school.
- [2] That student seriously consider many alternatives choices in career selection more than through some influence such as parents, mentors and peer groups.
- [3] That if career planning are implemented in an efficient manner, students would at the very least be following a career plan of informed decision making rather than one of coincidence.

### **2.4. MAJOR STUDY ASSUMPTIONS**

Assumptions of the study are as follows:

- [1] That students want to have control over their career choice.
- [2] That at any level of endeavours, students have taken the issue of career choice to be one of the most important facts determining the quality of life.
- [3] When answering the survey questionnaire, students have given honest answers.

### **2.5. SCOPE AND DELIMITATIONS OF THE STUDY**

It would have been ideal to stretch the scope of this study to cover more schools in the chosen local government in Ogun State, but for the minimum resources available and time factor, the area of the study of this project is delimited to five schools under Ikenne Local Government area in Ogun State. The schools chosen for this study are:

Christ Apostolic Grammar School, Iperu- Remo.  
Ogere Community High School, Ogere- Remo.  
Isanbi Comprehensive High School, Ilisan- Remo.  
United High School, Ikenne- Remo.  
Irolu Community High School, Irolu- Remo.

### **2.6. DEFINITION OF TERMS**

For clarity, the terms used in the study were clarified as follows:

**CAREER CHOICE:** The broad opportunities that exist for lifelong vocations. These vocations are set out in a framework of strategies moving toward personal goals.

**ENVIRONMENT:** The complex physical factors that make up our surroundings and in turn act upon us. This include the forces of family, political, social and economic issues that both typical and non- typical students may deal with on a day- to- day basis.

**MOTIVATION:** Forces acting on or within a person causing initiation of behavior or what it is that moves us.

**OPPORTUNITY:** Those choices in one's life which are exposed either in a subtle or obvious manner.

**PERSONALITY:** A characteristic way of thinking, feeling and behaving. The personality is the collection of impression in the appearance of the student's body and the impressions believed to have been made on others, good or bad. One's personality may embrace attitudes and opinions that affect the way we deal with interactions of people and, in particular to this study, the situations of choosing a career.

**PEERS:** Peers are adolescents who are about the same age of maturity level.

**QUALITY OF LIFE:** The depth in the content of richness and fullness in our day- to- day existence. This includes observed and unobserved criteria that contribute to the fulfillment with our expectations and aspirations.

**RESEARCH:** This is the study and investigation of inventors (to discover new facts) either present, past and future.

**STUDENTS:** In this study, it refers to those individual who are officially admitted and registered in the secondary and non- secondary school system as a full time candidates.

**SOCIO- ECONOMIC STATUS:** This can be stated also as the family background of people.

**VOCATION:** The feeling of wanting to do special work to help others. The job which we do because we think we have a special fitness or ability to give service to other people.

### **III. METHODOLOGY**

The population are students of secondary schools(100; Christ Apostolic Church, Grammar School, Iperu, Isanbi Comprehensive High School, Ilisan, United High School,I kenne, Ogere Community High School, Ogere, Ilisan High School, Ilisan in ogun state. The sample was obtained by stratified random sampling. Five (5) secondary schools were sampled out of the twenty schools (20) in the local government. One hundred students were randomly sampled in each school regardless of the class, age, and sex and socio economic status.

#### **3.1.INSTRUMENTS**

The instrument used to collect data is **CHOICE OF CAREER QUESTIONNAIRE (CCQ)** constructed by the researcher. The questionnaire consists of thirty (30) statements on the environment, influence of peer groups and parents and opportunity on the choice of career based on the likert-type scale. The respondents were required to indicate their perception by ticking or putting across after each statement under the columns "SA" (strongly agree),"A"(agree),"U"(undecided),"SA"(strongly disagree),"D"(disagree)

#### **3.2.VALIDATION OF INSTRUMENT**

The instrument used was first subjected to face validity test whereby two colleagues critically examined it and made useful suggestions towards its amendments, so based on their suggestions, the items on the questionnaire were either amended or substituted with others. The questionnaire was subjected to a test – retest treatment using person coefficient of correlation formula.

### **IV. ADMINISTRATION OF INSTRUMENT**

The instrument was personally administered on the respondent by the researcher. The respondents were served differently and necessary explanations were made by her. The filled questionnaire was collected on the spot by the research, 105 questionnaires copies were administered,5 were discarded due to non completion by respondents

#### **4.1.HYPOTHESES**

**HO<sub>1</sub>:** There is no significant relationship between personality and choice of career among secondary school students.

**HO<sub>2</sub>:** There is no significant correlation between opportunity and career choice among secondary school students.

**HO<sub>3</sub>:** There is no significant relationship between environment and choice of career among secondary school students.

**V. DATA ANALYSIS AND RESULTS.**

The responses on the respondents were analyzed, using mean, standard deviation &t-test responses on the likert –type scale was scored thus Strongly Agree(5),Agree(4),Undecided(3),Strongly Disagree(2),Disagree(1).The results are presented in the following tables

**Table 4: Analysis of perceptions of male and female students in secondary schools on the environment in determining career choice among secondary school students.**

S/N	Statement	Male		Female	
		$\bar{X}$	S.D	$\bar{X}$	S.D
1.	My parents had/ will have great influence in my career choice.	3.13	0.10	3.73	0.45
2.	Teachers are/ have been the greatest influence in my career choice	2.72	0.23	2.63	0.23
3.	Secondary school students can be influenced by their peers in making career choice	3.48	0.39	3.48	0.39
4.	Counselors are/ have been the greatest influence in my career choice	2.72	0.23	2.38	0.39
5.	Deviant behaviour of secondary school students in career choice are influenced by the peer groups	3.43	0.35	3.19	0.11
6.	Money has been an issue in choosing a career	2.54	0.37	3.20	0.12
7.	Moving with students in tertiary institutions do affect secondary school students career choice	3.18	0.14	2.82	0.10
8.	Living in a low socio economic environment can affect the choice of career among secondary school students	3.35	0.28	3.87	0.32
9.	My parents chose my secondary school subjects	3.32	0.26	3.17	0.10
10.	Governmental policies do affect choice of career among secondary school students	3.00	0.00	3.46	0.28

From the above table, it can be seen that taking a mean of above 3.00 as an index of a group majority agreement to a statement, secondary school students agreed largely that environmental factors can influence the choice of career among secondary school students.

**Table 5: Percentage of responses of male and female students in secondary school on the effect of environment in making career choice among secondary school students.**

S/ N	Statement	Male				Female			
		A	%	D	%	A	%	D	%
1.	My parents had/ will have great influence in my career choice.	22	59	15	41	46	73	17	27
2.	Teachers are/ have been the greatest influence in my career choice	13	35	18	49	26	41	34	54
3.	Secondary school students can be influenced by their peers in making career choice	23	62	13	35	43	68	14	22
4.	Counselors are/ have been the greatest influence in my career choice	12	32	21	57	15	24	38	60
5.	Deviant behaviour of secondary school students in career choice are influenced by the peer groups	22	59	13	35	33	52	22	35
6.	Money has been an issue in choosing a career	21	57	11	30	33	52	25	40
7.	Moving with students in tertiary institutions do affect secondary school students career choice	18	49	14	38	27	43	33	52
8.	Living in a low socio economic environment can affect the choice of career among secondary school students	23	62	14	38	48	76	09	14
9.	My parents, educators, someone else chose my secondary school subjects	22	59	14	38	36	57	25	40
10.	Governmental policies do affect choice of career among secondary school students	09	24	18	49	35	56	16	25

From the above table, on the aggregate, 50% of the male students agreed that the environment do affect the choice of career among secondary school students while only 41% of the male students disagreed with the statement. Also, 54% of the female secondary school students agreed that the environment plays an important role in career choice among secondary school students while 49% of the female students disagreed.

**Table 6: Analysis of perceptions of male and female students in secondary schools on the effect of opportunity on career choice among secondary school students.**

S/N	Statement	Male		Female	
		$\bar{X}$	S.D	$\bar{X}$	S.D
1.	My grades will determine my career choice	3.32	0.26	3.09	0.05
2.	Socio economic status of student always affect the student's choice of career	3.81	0.66	3.74	0.46
3.	I have access to employment in a family business	2.51	0.40	2.53	0.29
4.	I plan to work in a job for a while, then attend a school or get a training	3.35	0.28	2.68	0.20
5.	I will have to work for the money needed to attend any training after secondary school	3.24	0.19	3.03	0.01
6.	I am fully aware of what technical colleges have to offer	3.86	0.70	3.47	0.29
7.	I will consider working after secondary school rather than make a career choice	3.10	0.08	2.73	0.17
8.	I have on one to motivate me in making a career choice	2.21	0.64	2.52	0.30
9.	Opportunities and privileges do affect career choice	3.08	0.60	3.31	0.19
10.	Educational status of parents can affect career choice	3.07	0.00	3.46	0.28

From the above table, it can be seen that taking a mean of above 3.00 as an index of a group majority agreement to a statement, secondary school students agreed largely that opportunity factors can influence the choice of career among secondary school students.

**Table 7: Percentage of responses of male and female students in secondary school on the effect opportunity on career choice among secondary school students.**

S/N	Statement	Male				Female			
		A	%	D	%	A	%	D	%
1.	My grades will determine my career choice	23	62	13	35	36	57	25	40
2.	Socio economic status of student always affect the student's choice of career	26	70	08	22	45	71	15	24
3.	I have access to employment in a family business	13	35	24	65	20	32	39	62
4.	I plan to work in a job for a while, then attend a school or get a training	20	54	13	35	16	62	32	51
5.	I will have to work for the money needed to attend any training after secondary school	20	54	15	41	28	44	30	48
6.	I am fully aware of what technical colleges have to offer	27	73	09	24	43	68	20	32
7.	I will consider working after secondary school rather than make a career choice	20	54	17	46	17	27	30	48
8.	I have on one to motivate me in making a career choice	08	22	26	70	18	29	40	63
9.	Opportunities and privileges do affect career choice	18	49	15	41	33	52	20	32
10.	Educational status of parents can affect career choice	16	43	17	46	35	56	16	25

From the above table, on the aggregate, 52% of the male students agreed that opportunity do affect the choice of career among secondary school students while only 42% of the male students disagreed with the statement. Also, 46% of the female secondary school students agreed that opportunity plays an important role in career choice among secondary school students while 42% of the female students disagreed.



**Table 8: Analysis of perceptions of male and female students in secondary school on the effect of personality on career choice among secondary school students.**

S/N	Statement	Male		Female	
		$\bar{X}$	S.D	$\bar{X}$	S.D
1.	I have definitely make a career choice	4.16	0.95	4.15	0.72
2.	I have no career plans at present	1.78	1.00	1.68	0.83
3.	I did/ have done career choice on my own	2.86	0.11	3.74	0.46
4.	I made the decision choosing my secondary school subjects	3.27	0.22	3.34	0.21
5.	I will choose my career choice based on my interest in a particular occupation	1.94	0.84	3.22	0.13
6.	My parents' occupations determine my choice of career	2.91	0.07	2.39	0.31
7.	Thinking about career choice now is a waste of time	2.21	0.64	2.38	0.39
8.	My academic ability will determine my career choice	3.62	0.50	3.26	0.16
9.	Once I have my WASCE/ NECO results, then I can make a decision on my career choice	3.59	0.48	3.26	0.16
10.	Teachers' characteristics do influence students' motivation in choosing a career	3.62	0.50	3.38	0.23

From the above table, it can be seen that taking a mean of above 2.90 as an index of a group majority agreement to a statement, secondary school students agreed largely that personality factors can influence the choice of career among secondary school students.

**Table 9: Percentage of responses of male and female students in secondary school on the effect of personality on career choice among secondary school students.**

S/N	Statement	Male				Female			
		A	%	D	%	A	%	D	%
1.	I have definitely make a career choice	31	84	03	08	54	86	09	14
2.	I have no career plans at present	03	08	31	84	07	11	54	86
3.	I did/ have done career choice on my own	13	35	15	41	45	71	13	21
4.	I made the decision choosing my secondary school subjects	22	59	15	41	40	63	23	37
5.	I will choose my career choice based on my interest in a particular occupation	15	41	19	51	18	29	43	68
6.	My parents' occupations determine my choice of career	08	22	27	73	12	19	44	70
7.	Thinking about career choice now is a waste of time	25	68	11	30	36	57	25	40
8.	My academic ability will determine my career choice	25	68	11	30	35	56	25	40
9.	Once I have my WASCE/ NECO results, then I can make a decision on my career choice	25	68	11	30	36	57	27	43
10.	Teachers' characteristics do influence students' motivation in choosing a career	25	68	10	27	36	57	20	32

From the above table, on the aggregate, 52% of the male students agreed that personality do affect the choice of career among secondary school students while only 42% of the male students disagreed with the statement. Also, 51% of the female secondary school students agreed that personality plays an important role in career choice among secondary school students while 45% of the female students disagreed.

**Table 10: T- test on secondary school students' perception on the influence of personality in determining career choice among secondary school students.**

Sex	N	$\bar{X}$	S.D	Calculated T- value	Critical at t- value P.05	Remark
Male	37	12.62	1.94	220.25	1.960	Reject Ho
Female	63	6.69	1.45			

From the above table, the results indicate higher mean score recorded on perceptions of male students ( $X=12.62$ ) than that of female students( $X=6.69$ ), the t-value (220.25) is higher than the critical t-value at p.05 (i.e 1.960). Thus the hypothesis that “there is no significant difference in the perception of influential factors on personality determining the choice of career among secondary school “is rejected.

**Table 11: T- test on the influence of opportunity on career choice among secondary school students.**

Sex	N	$\bar{X}$	S.D	Calculated T- value	Critical at t- value P.05	Remark
Male	37	5.42	0.47	673.48	1.960	Reject Ho
Female	63	13.45	0.91			

From the above table, calculated value of t (i.e 673.48) is higher than the critical value (1.960). Therefore, there is a significant difference in the perceptions of male and female students based on the opportunity in determining their choice of career. The Null's hypothesis is rejected. By implication, it means that the students largely agreed that opportunity is one of the factors considered to affect career choice among secondary school students.

**Table 12: T- test on the effect of environment on choice of career among secondary school students.**

Sex	N	$\bar{X}$	S.D	Calculated T- value	Critical at t- value P.05	Remark
Male	37	15.65	2.55	148.69	1.960	Reject Ho
Female	63	10.56	0.90			

Also from the table above, it could be deduced that the calculated value of t(148.69) is higher than the critical value(1.960), therefore there is a significant difference in the perceptions of the students based on the environment among secondary school students in determining their choice of career. The Null's hypothesis is hereby rejected.

## VI. DISCUSSION OF FINDINGS

### 4.1. RESEARCH QUESTION ONE

How does the environment affect career choice among secondary school students? The survey questions that made up the composite “environmental” group asked if parents, friends, teachers, counselors, or other family members had been an influence in the career choice process. Another question asked if a parent, counselor or someone else had chosen the student's secondary school subjects. The research question was trying to ascertain the amount of outside personal influence that had been important to the student in making a career choice. When responding to statements regarding to environment, students on average actually disagree. The results show that the influence of people in the closer circle of friends, family, and academia did not particularly sway influence, or lead students when it came to the career choice process. Individual questions did not show any significance by themselves. No single survey question in the environment section was particularly important to the students. Particular questions pique students' interests, indicating that there are factors that students see as important in the career choice process and this is similar to other previous researches carried out in the past. Ohiwerei, F.O. and Nwosu, B.O. (2009) in their research work, discovered that parents, as one of the environmental factors, generally wish their children to achieve where they have failed and stated that there is need for parents, teachers, government and the students to take career choice very seriously as this will determine whatever the child will become in future.



#### **4.2. RESEARCH QUESTION TWO**

Is opportunity an important factor in determining the choice of career among secondary school students? Nine descriptive or 'descriptor' statements that the students again answered on a Likert-like scale rating represented opportunity. These statements dealt with questions such as money, availability of schooling in the area, awareness of the technical school system, awareness of four year academic college, the option to work for a while before attending any training and the option of working in a family business. These responses were grouped together into a composite score and treated as the 'opportunity group'. The responses were quite a bit higher than those in the environment section. There was a definite shift of students agreeing that opportunity had affected their career choice. It shows that students whose parents have advanced education see that as a determining factor; just as students who see their parents as under average, in education, having a limiting factor. The response shows that students concerned with financial responsibility might already be working in order to acquire the needs they feel important. The needs may include saving for an educational future. There no significant difference between the results of this project work compared with the past research work conducted. The study conducted by Michael, B.T. (2002) lends credence to this finding. He discovered that students chose career without considering the factors that influenced career choice such as the issue of poverty, family income level and issue of marriage. Change has become a constant force for both at work and in life outside of work. However, change often brings opportunities, flexibility, versatility and adaptability during transitional times, which can be the keys to career- building success.

#### **4.3. RESEARCH QUESTION THREE**

What influence does personality has on career choosing among secondary school students?

The last area to be addressed was the "personality" descriptors. These responses reflected attitudes that might be indicative of certain attitudes discussed in the literature review. These four personality descriptive statement dealt with grades, doing career research on their own, being willing to work in a job traditionally held by the opposite sex and being the type of student who would choose his or her own secondary school subjects. From the responses, it shows that students who thought about career early on in life are higher than those who also waited until a decision was required. This finding is not different from that of Dickson Onoyase and Anna Onoyase (2009) which indicated that a great number of students indicated their interest for prestigious career like Medicine, Law and Engineering instead of those that match their personality type. Previous researches also confirmed that many students are still ignorant of not only subject combinations that lead to their career, but also the type of personality that fits their career, probably, this was why almost all the students took prestigious careers that are mismatch for their personality types. Analysis of the composite scores of environment, opportunity and personality shows that students believed personality affects their career choice the most. The researcher thought that providing a place in the survey for personal input would give some insight into the extent to which these secondary school students were addressing careers. While the answers in themselves do not convey any statistical results, one can see that environment, opportunity and personality will interact if these careers are to be realized.

### **VII. SUMMARY**

This study has dealt with factors concerning career choice among secondary school students in Ikenne Local Government area of Ogun State. This study has thrown light into the misconception among secondary school students about the factors that determine their choice of career. It also revealed that all the selected secondary schools in Ikenne Local Government Area lacked the service of a career counselor which has made the students in that area to be one- sided in their choice of career and their parents are looking towards a prestigious career for their offspring.

### **VIII. CONCLUSION**

It has been observed that while students aim at such prestigious occupations when still in secondary school, it has not been possible for many to achieve their aims for one reason or the other. Such reasons often include among others; poor academic performance, poor choice of subjects for the school certificate examination, lack of financial support to pursue their education which makes it impossible for such boys and girls to get their required training that would qualify them for the jobs of their choice. Also lack of sufficient information about different jobs, the course of study as well as other activities are among such reasons students are thus unable to judge whether they would like all that their choices actually entails. Many people are then left with no definite career satisfaction. One can therefore conclude that while students do not feel environmental factors are important, they did not show outright disregard for them. There is some interest, just not significant interest. I believe that students do listen to the people around them; and that those people are going to have similar, not significant ideas.

The students may unknowingly define their thinking based on the ideas and suggestions of the people in their support group. Students show their awareness of the economic issues and some solutions or answers by the way they responded to these questions. Since the career process is ever evolving, it is important for students to learn what their opportunities are, capitalize on them, and then move on. When it comes to predictive costs versus benefits of education, this is where students can make a mistake either overestimating or underestimating their economic situations. Students should not confine themselves to just one opportunity, nor should they stop trying if the possible opportunity dries up. If opportunity is not present they have to make their own opportunities or move on. The students choosing personality as their most significant career choice factor, and then, definitely making a career choice because they did career choice on their own lend credence to what the literature is saying all along. Students must know themselves and make their own career choice decision based on that self- confidence in their decision making process. As far as personality being important in the career choice process, I believe that individuals must know themselves and use that self- knowledge as a tool when making a career choice. There are multiple ways to approach our interests; everyone is an individual with their own way of doing things. This brings into the discussion the statement made in the literature that only the student can decide what is best for them. Students must remember that while there are infinite numbers of resources available for research, they must decide for themselves what works for them. The students can use all the tools available but it is the make- up of the student's personality, drive, ambition and creativity that synthesize the effort into success.

### **IX. RECOMMENDATIONS**

In the light of the findings made in this study, it is recommended that students can live within a host of environmental factors and survive rather well. If government and the educational system in particular are going to impact our secondary school students, there are areas other than environment that students feel are more important. There are many opportunities for educational facilities, industry, and community to capitalize in cases where students find themselves intellectually qualified for a certain area but economically short of money needed to complete the training. The literature suggests mentoring and role modeling as positive forces. Schools and businesses could partner to provide real life scenario and problem- solving situations from which students could benefit, both from practice and experience. Government could use schools and businesses to incubate new ideas and new technology. Students could provide ready- made labour to work as researchers, while learning in the process. The idea is to trade their youthful energy and time for experience and making a success from otherwise unprofitable ventures. Students need to see education; not in terms of economic roadblocks, rather experiential opportunities.

The overwhelming recommendation from experts in the field is for students to get involved at any age, at any stage of interest, in any way they feel comfortable. Students should always be testing their ideas concerning possible careers. Career research is a process not a final answer; thus it does not end after secondary school. The more students have their skills, the better students become at the career choice process. Career research means knowing ourselves, our personality. Since career research is a process, the students must develop a system that works for them. An example of a system I like, use and recommend would be a portfolio. One of the many things a portfolio does is allow the individual to see in a nutshell, the progress one has made through the years. In this instance, it has more value for the owner than to say a potential employer or counselor. Portfolio shows areas of concentration that mark areas of interest shown by the owner. Portfolio can take many shapes. A portfolio, for example, could be in a diary form or a computer file complete with digital pictures and text or sound. The portfolio can be an evolving collection, always replacing when we feel it appropriate. Sections of the portfolio may include examples of what we have already accomplished, but also notes, newspaper clippings, articles of interests we would like to investigate in the future. This portfolio then becomes something we can show counselors, instructors, and possible employers in the future. Portfolio can help us remember something we had accomplished a long time ago.

A skill we forgot we had. The portfolio should be a reflection of who we are. Again, no one is perfect. The more experienced we become in our decision making process, the more intuitive the process becomes. Experience does not hurt; which is why students must start the process at an early age. The more practice the better. Making small mistakes at an early age is not disastrous. That is not to say students should ignore advice; they can save themselves a lot of trouble when they need good advice. In the end, no one knows oneself better than they know themselves. They are the ones who must make the decisions and then live with those decisions, able to learn and move on. Students and instructors should always be aware of the potential for integrating academic as well as life experiences into their portfolios. One of the primary reasons why people go to school is to become productive members of the society. They can always apply Mathematics, English as well as Computer to a career. When they find a roadblock in a particular area of interest, students should analyze or

isolate what it is in particular they do not like. If they need help, getting a different perspective from someone they trust may help them move on. They need to ask many questions from parents, instructors, business people and counselors. Parents, instructors, business people, counselors, must not follow the urge to preach. Since the student is searching for pros and cons, it is the pros and cons that should be provided when asked for advice. As explained in the literature, it would be wrong to pretend to know what is best for the student. The student must come to a realization in his or her own way, in order for it to be meaningful. Schools, industry and family must provide an environment that fosters the student's own realization and act as mentors, facilitators or helpers. The student must build some kind of process that will work for them. Again, the earlier the student starts this process, the smaller and less painful are the failures. There can be failures in order for there to be success. Career choice must be brought into a clearer focus, starting with the students in primary school and continue beyond. Students seem to make secondary school a watershed for making big decision. Career choice is an ever-evolving process. Career choice is a process that includes experimentation, trial and error, decision- making and eventual judgment. Students must be made aware of this process; it has yet to be perfected.

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