



The Impact of Some Psychosocial Factors on the Career Interest of Some Secondary School Adolescents in Ibadan, Nigeria

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Abstract. The study examined the impact of some psychosocial factors on the career interest of some secondary school adolescents in Ibadan, Oyo state. Participants included 500 secondary school adolescents in SS II classes from 10 schools in Ibadan metropolis. The Psychosocial Correlates of Career Interest Scale (PCCIS) developed by the researchers with $r = 0.69$ was used as an instrument for data collection. Two hypotheses were stated and tested at .05 significant level using mean, standard deviation, intercorrelation matrix, and multiple regression statistical tools. The results indicated that self-concept, self-efficacy and parental influence correlate significantly with adolescents' career interest, and that all the variables significantly predict and contribute to career interest of the adolescents. It was recommended that career counsellors, career psychologists and parents should endeavour to expose the adolescents to more career options, because their knowledge of different occupations may be limited.

Keywords: Career, Career Interest, Interest, Adolescent, Psychological factors.

1. Introduction

To say that adolescents and youths in our secondary schools have problems in making appropriate career decision amounts to emphasizing the obvious. The inability of adolescents to make career decision has been of concern to researchers throughout the ages (e.g. Asghar & Agmal, 2022) This was why Cicero in the early years said that people must decide what manner of men they want to be and what calling in

life they want to follow and this is the most difficult problem in the world.

Vocational psychologists e.g. (Yun & Mni, 2015; Ahmed & Ahmed, 2017; and Omotosho, 2002) observed over the years that adolescents have problem in making appropriate career decision. There are evidences that majority of secondary school students lack necessary knowledge to make realistic occupational and educational decisions (Amasuomo, 2014). Most often, adolescents choose vocations for social prestige and monetary gains rather than for the interest they have in it and more pretentiously, their academic performance.

The Nigerian government is aware of the problems being faced by Nigerian adolescents in making realistic career decisions. This was why the revised National Policy on Education (NPE, 1985) gave fuller, recognition to the issue. This is in view of the apparent ignorance of many young people about prospects and personality maladjustment among school going adolescents. As at present, government is employing guidance counsellors in all the Nigerian secondary schools, yet many adolescents still make unrealistic choices of careers resulting to frustrations, and instability in jobs.

Aside of environmental and personality characteristics as factors highlighted by some authors and researchers, a number of psychosocial factors also exert some influence on the career interest of secondary school adolescents. They include: self-concept, self-efficacy, self-esteem, family influence, peer influence and so on. This study will only focus on three out of these factors.

These are self-concept, self-efficacy and parental influence. "Therefore, the present study sought to investigate the impact of these three psychosocial factors on the career interest of some secondary school adolescents in Ibadan, Oyo State.

2. Literature Review

Interest is described as the things that one likes, the tendencies to like, to seek, and to engage in certain kinds of activities. The term career choice is used to refer to those vocations or careers on which a person decides, tentatively or finally that he will prepare for, look for a job in one occupation rather than another.

In fact, what the adolescents will become in future as regards work usually pose a conflict within them. At times, most of them will think they have attained the adult role capable of being employed and get married but find themselves still being financially controlled by their parents. This brings indecision and pushes them to seek asylum with their peers or other interested body (Tella, 2005). Career interest of the adolescent is tailored along with individual interest, values, attitudes and behaviour patterns that are valued and rewarded by the individual's peer and adult models (Pascual, 2014). Many adolescents understand their strengths and weaknesses and use this knowledge in choosing among several career opportunities. Others may also depend on their interest and social setting as well as religion in choosing their career.

Holland (1985) theorized that career choices are largely a function of personal factors (e.g. personality traits, self-knowledge, occupational knowledge) and environmental factors (e.g. family and school). Ahmed, Ahmed and Salahuddin (2019) asserted that in making career choices, individuals seek the type of environment that matches or is congruent with their personality type.

Career interests continue to receive the attention of researchers and practitioners (Edward & Quinter, 2011), particularly in regard to high school students, who have a variety of options. Holland in Mullis (1998) suggested that families especially their work patterns and social position have a profound impact on their children's career interests. He reported that fathers' occupation was significantly related to sons' career interests. Subsequently, research has also found relationships between career interests and social class (Thompson & Subich, 2006) and social influences (Sharma, 2025).

Self-concept is the individual's view of himself/herself. It means self-perception. Self-concept is one of the many problems confronting the adolescents at this period of their development. The way one perceives himself will dictate the kind of

life he would live and his choice of job for the future will play a great role in shaping his pattern of life (Salami, 1999). Supper in Salami (1999) proposed that a person's self-concept is important in determining his or her career development. To supper, development is synonymous with development of the self-concept. Supper was of the view that an individual chooses particular occupation in the belief that the roles he will play in the job will be consistent with his picture of the kind of person he is (i.e. his occupation roles and his self-concept). Self-concept is a very vital part of Supper's approach to vocation or career behaviour (Omotosho, 2002). What individuals value in work as well as the rewards work offers influence people's vocational development and choice (Shetzer & Stone, 1981 in Tella, 2005). Interest is central to the vocational planning of some people while stereotypes of occupations are central to others (Vincenzi, 1997).

Since the formulation of self-efficacy theory by Bandura (1977), series of students relating the theory to career interest have been conducted. The largest subset of new research has explored self-efficacy in relation to career entry behaviours such as occupational preferences or college performance. Many of these same studies have also examined sex differences in self-efficacy precepts and/or potential correlates of self-efficacy (e.g. vocational interest). Betz and Hackett (1981) pioneered the study of self-efficacy in relation to occupational consideration. This initial effort has been partially replicated and extended by a number of researchers (Berry & West, 1993; Multon et al, 1991; Schunk, 1991). These authors were the first to indicate the relevance of self-efficacy construct to career development. In their study, they concluded that self-efficacy influences the career interest, achievement and adjustment behaviour of both men and women.

Family influence, the third psychosocial factor focus of this study is an important force in and career as a result of interactions with the family. Family background provides the basis on which preparing adolescents for their role as workers. Adolescents form many of their attitudes about work their career plans and decision making evolve. However, within each family, the level of involvement can vary offering both positive and negative influences. Family background factors found to be associated with career interest include: parents socio-economic status (SES), their education level, and biogenetic factors such as physical size, gender, ability and temperament (Anthony & Bimbo, 2012).

DeRidder (1990), however, points out that lower levels of parental education can retard adolescents' career interest. According to him, being born to parents with limited education and income reduces

the likelihood of going to college or achieving a professional occupational goal and essentially predetermines the child's likely vocational choice. Family processes of interaction, communication, and behaviour influence what the child learns about work and work experiences. Attitudes about school and work, educational and career goals and aspirations, and values have a long-term impact on adolescents' career choices, decisions and plans.

Studies on adolescents' career choice have revealed that significant relationships exist between psychosocial factors and career choice. Onivehu (1992) in Awolua (1997) found significant relationship between self-concept and career maturity among Nigerian adolescents. Kibiya and Zandam (2015) investigated the relationship between self-concept and occupational membership. He reported that there is significant relationship between the Self-concept of male and female lecturers and their Career maturity. Similarly, Salami (1999) found that self-concept did not correlate significantly with career maturity of some Nigerian adolescents. So also, Adesiyan (1998) in Feyisetan (2001) earlier reported that self-concept had no influence on the vocational preference of the adolescents. He explained that most of the adolescents were influenced more in the vocational preferences by non-psychological factors rather than by psychological reasons. Amusan (1990) in Adeyemo (1998) on his own reported that self-concept was significantly correlated with self-expression values but not with external influence, extrinsic reward-oriented, and people-oriented values as motivation for occupational preference among the secondary school students.

Reporting the impact of self-efficacy on the career interest of the adolescents, Matsui, Ikeda and Ohmishi in Adeyemo (1996) found that males and females 12 grades expressed stronger self-efficacy for the occupations dominated by their own gender, and that differences exist in self-efficacy belief and socio-economic level reporting weaker self-efficacy. The researchers also found sex differences in self-efficacy rating of college students with women tending to report lower self-efficacy rating than men in male dominated occupations. Contrary to this finding, Clement (1987) reported that self-efficacy does not contribute significantly to consideration for most male or female dominated career field.

Studies have also explored self-efficacy in relation to career relevant performance. Among such studies was that of Bore-Rangel (1995) in Adeyemo (1998), who found that self-efficacy is a useful predictor of career choice. The relationship between self-efficacy and inventoried interest had also been investigated by scholars like Brown, Lent and Larkin (1989) and their findings revealed significant

relationship of self-efficacy to Corresponding technical and Scientific Interests Scales on the Compels Inventory (SCII). Other results also indicated that higher self-efficacy regarding career decision making skills is associated with less career indecision (Taylor & Popma, 1990).

Mullis (1998) found that strong relationship exists between parental occupation and adolescents' career interest. Also, Young, Valacha, Pasechikho, Dover, Matthes, Paproski and Sanki (1997) found that relationship exists between the parents' occupation and adolescents' career interest. Their research demonstrates how relationship and family functioning are embedded in career conversations and how the construction of career occurs in families while Feyisetan (2001) reported parental influence to be among the factors that prompt adolescents to be interested in a particular career.

Way and Rossman (1996a & b) explore the question of differences in individual's ability to make successful career transitions. Their interviews with the youth and adults identified a proactive family interaction style that significantly contributes to career readiness, while Okeke (1992) in Awolusi (1997) studied relationship between parental occupation and their children's occupational preferences. Findings revealed that 60% of the children were willing to take after their father's occupation while 23% were willing to take after their mother's occupation.

3. Hypotheses

In this study, two hypotheses were tested for significance at .05 level. They include:

- Self-concept, self-efficacy and parental influence will jointly influence adolescents career interest.
- Self-concept, self-efficacy and parental influence will separately influence adolescents' career interest.

4. Research Methodology

4.1 Design

The expost-factor research design was employed for the study. The researcher consider will allow for vivid description of the event during the course of the study.

4.2 Research Population

The population of this study comprised all the secondary school adolescents in Ibadan metropolis.

4.3 Sample and Sampling Techniques

Ibadan metropolis has 11 Local Government Areas. Out of the total population of secondary school adolescents in Ibadan, a total of 500 adolescents (comprising of males and females) were selected with the stratified random sampling technique from 10 schools (one school from a local government). 50 adolescents (comprising of 25 males and 25 females) were randomly selected from each of the 10 schools. Participants' ages range from 12-15 years with a mean of 13.5 years. They were mainly drawn from SSS 3 classes. This is because they were at the verge of determining the career they will choose after leaving secondary school.

4.4 Instrumentation

The instrument used in collecting data for this study was a self-designed multi-dimensional questionnaire by the researcher titled Psychosocial Correlates of Career Interest Scale (PCCIS) with $r = 0.69$. The scale contains two sections. Section A requires some demographical data of respondents, while section B is subdivided into four parts, comprising of A (self-concept), B (self-efficacy), C (Parental influence) and D (career interest) Each part contains 10 items with 4-point Likert type, ranging from Strongly Agree - Strongly D Disagree making a total of 40 items.

The validity of the scale was established through vetting by counselling psychologists, therapy

5. Results

The results of the various findings on this study are presented in the tables 1-4 below.

Table 1: Mean Scores and Standard Deviation of the Variables

Variables	Frequent	Mean	Std. Deviation
Career Interest	500	46.4000	5.42316
Self-Concept	500	37.1900	3.61210
Self-Efficacy	500	31.4600	4.75825
Parental Influence	500	25.2356	4.909500

From the table 1 above, the mean score for career interest is the highest with 46.4 and SD of 5.4, this is followed by self-concept with 37.2 and standard deviation of 3.6, self-concept with 37.2 and standard deviation of 3.6. Self-efficacy follows with mean of 31.5 and standard deviation of 4.8 while parental influence has the lowest mean of 25.2 and standard deviation of 4.9. In order to find out if there is significant relationship among the variables and career interest, Pearson Product Movement Correlation Coefficient Statistical procedure was applied.

Table 2: Intercorrelation Matrix of Self-concept, Self-efficacy, Parental influence and Career

Variable	N	Mean	SD	Career Interest	Self-Concept	Self-Efficacy	Parental Influence
Self-concept	500	46.40	5.42	1.000			
Self-Efficacy	500	37.19	3.61	.283*	1.000		
Personal Influence	500	25.24	4.91	108*	.084	.065	1.000

In table 2 above, the result reveals that significant correlation exists among all the factors with career interest at 0.05 level.

ensuring its content validity, while the reliability coefficient is 0.69, which is satisfactory to the researchers. Some of the items on the scale include: My father wants me to take to his profession. I always see myself as not capable for my intended career.

4.5 Procedure

The researchers moved round each of the 10 randomly selected schools in the Ibadan metropolis, seeking for the approval to administer the instrument to the participants. With the granted approval, all the questionnaires were administered to the selected participant with the support of some teachers in each of the schools. Respondents were assured of adequate confidentiality of their responses before responding to the instrument. High return rate of 100% was achieved and the exercise only lasted 5 working days (a week).

4.6 Data Analysis

Relationship among independent variables (self-concept, self-efficacy, parental involvement) and career interest were determined through Pearson Intercorrelation Matrix, while the prediction of career interest by the independent variables (self-concept, self-efficacy and parental influence) were determined through multiple Regression.

Table 3: Multiple Regression of the Self-concept, Self-efficacy and Parental Influence to Career Interest.

Model	R	R-Square	Adj. R. Square	Std. Error of the Estimate
1	.165a	.047	.021	3.67172

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	92.423	3	30.807	2.814	.1333
Residual	2435.168	496	4.9096		
Total	2527.591	499			

Table 3 above shows the multiple regression of the analysis on the prediction of career interest by the independent variables. The R2 yielded 47%. This shows that all the independent variables jointly influence career interest of the secondary school adolescents. In order to know the level of contribution of each of the variables to the prediction the beta analysis of the done.

Table 4: The Co-efficient of the Contribution of Self-concept, Self-efficacy, and Parental Influence

Model	Unstandardised Coefficient		Standardised Coefficient	T	Sig.	P
	B	Std. Error				
Coefficient	36.128	3.184		7.647	.000	
Self-concept	9.7128.02	.056	.147	1.457	.082	N.S
Self-efficacy	3.866.00	.051	.65	1.652	.582	N.S
Parental Influence	7.464.02	.043	.093	1.761	.667	N.S

The table 4 above shows the coefficients of the contribution of each of the independent variables. The result reveals that self-concept self-efficacy and parental influence contribute significantly to the prediction of career interest. However, parental influence proves to be more potent career interest of secondary school adolescents.

6. Discussion

The result of the first hypothesis on this study reveals that self-concept, self-efficacy and parental influence has a joint influence, joint prediction, and contribute significantly to career interests. The reason for this result may be due to the fact that future success of an individual in a particular task especially career demands high self-concept and efficacy, otherwise an individual may not fare well and this can lead to indecision or what Gonfreedson (2005) called compromise of career.

Furthermore, adolescents live most of their lives with their parents. Many as well also usually like to take after their parents. Hence, the influence of parent on the career of the adolescents is not an accident.

The result of the second hypothesis shows that significant correlation exists among self-concept, self-efficacy, parental influence and career interest of adolescents. This is in agreement with the findings of Onivehu, (1991); Amusan, (1999); and Salarni, (1990) that self-concept relates to career interest, while (Lent, Brown and Larkin, 1989) report on self-efficacy support the present finding. And also, the finding of Awolusi (1997) on parental influence also correlates with the finding of this study.

However, the report by Salami (1999), Nwachukwu, (1992) and Adesiyan, (1984) that self-concept did not have any correlation with career choice contradict the present result on this study. Further

contradiction is also linked to Clement, (1987) who reported that self-efficacy does not contribute significantly to consideration of career.

Conclusively therefore, whatever activities an individual lays hand upon, interest is a factor that matters most. This is because it is a criterion for success.

7. Recommendations

Career counsellors, career psychologists and parents should endeavour to expose adolescents to a variety of career options especially the rural adolescents. This is because their exposure to and knowledge of different occupations may be limited.

Parents could also support learning strategies that promote career readiness such as encouraging adolescents to take challenging classes, providing opportunities to instil confidence and expectations that family members will do their best in difficult situations, and making informal contacts for exploration of occupational choices.

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