



Influence of Personality Variables on Career Choices of Senior Secondary School Students in Lagos State: Implications for Career Guidance in Post Covid-19 Era

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Abstract. This study investigated the influence of Personality variables (interest and motivation) on the career choices of SS II students in Alimosho Local Government Area, Lagos state. The samples used for the study were one hundred and twenty (120) students (60 female students and 60 male students), who were selected by stratified random sampling from four secondary schools in Alimosho L.G.A. Lagos state. The vocational Interest Inventory (VII) and the Motivation for Occupational Preference Scale (MOPS) which are standardized Psychological instruments were used for data collection. The results were analyzed with chi-square as the statistical instruments. Four hypotheses were tested; one was rejected while three were accepted in their null forms. The result shows that there is a significant influence of interest of students on their career choices. However, there is no significant influence of motivation of students on their career choices. Gender neither influence students' motivation nor interest in the choices of their career. It was recommended that students should endeavour to discover their real interest in order to choose careers that will suit them; they should be exposed to a number of trainings to sharpen their ICT skills to cope with the prevailing job performance challenges associated with our present age – the post covid-19 era. There is the need to expose the students to activities that will arouse their interest in outdoor and artistic areas of works. Counsellors should periodically administer psychological test on the students, interpret and explain the result of such tests to help them understand their areas of interest and motivation for their career choices.

Keywords: Career, Personality, Interest, Motivation, Post Covid-19 Era.

1. Introduction

The economy of any nation depends heavily on the quality of career development programmes of the citizens of the nation and Nigerian government cannot be an exception. The quality of workers in any society, and the degree of their job satisfactions go a long way to determine the degree of the smooth functioning and economic stability of that society. Normal individuals aspire to be in vocations or engage in occupations that will afford them the maximum opportunity to derive both economic and social satisfaction to the fullest. It is generally believed that career choice is a very important issue in one's life, second only to choice of spouse. According to Hayes (1987), "choice of occupation probably ranks in importance with choice of spouse in terms of its implications for later satisfaction and adjustment. Career choice involves mainly the understanding of oneself – personality variables-interest, abilities, aptitude, motivation in relation to the available occupational opportunities, nature of work and conditions of training and services required in order to make the right career decision. But many young people go to study the so-called prestigious courses such as law, medicine, engineering and pharmacy without a single consideration of these personality variables.

Interest and Career Choices: Interest plays a very major role in determining an individual's leaning towards any type of job. Interest has been defined as a personality variable that reveals one's preference ranking for different activities, jobs, occupation or career. It is one's likes and dislikes, feelings and beliefs about activities in which one can engage. Parson's traits and factor theory (Parson, 1909) and Holland's (Holland, 1997) personality theory of

vocational choice clarified that one cannot talk of choice of career without giving attention to one's interest. People may have ability to do certain jobs, intelligence to study some rare courses in the university that might stand them out in the society as special people, but if they are not interested in the areas, they will never venture there or perform well even when they are coerced into the career.

Motivation and Career Choices: Motivation is a major factor in career choices because choice of occupation is geared towards meeting one need or the other (Borchard et al, 1995). According to Ilogu (2005), "Motive is synonymous with drive, need or desire and is satisfied by the incentive or reward." "Motivation is the fundamental basis for the direction of human behavior, it is particularly the most potent force in the field of education and learning...."

Borchard (1995) asserts that although some basic needs are shared by all, higher level needs vary from person to person. You might for example, be strongly motivated by a need to compete with others, while a friend might be highly motivated by a need to help others. Some people have needs for security and others for risk taking. Some require independence while others need dependency.

The need theory of vocational choice by Ann Roe (Roe, 1956) which leaned heavily on Maslow's theory of hierarchical needs portrayed the relationship between motivation and career choice to a great extent. Having identified the three primary child rearing practices—emotional concentration, emotional avoidance and emotional acceptance as the bases for the development of the needs the individual seeks to satisfy in occupational choice; she goes further and translates these three orientations into eight structure field and level occupations.

Section 3 of the National policy of education stipulates measures that would be taken by the government, voluntary agencies, communities and private individuals to ensure that the post basic education is career oriented. Furthermore, number 51(c) states that for effective participation of students in practical works in the Technical colleges, the teacher students' ratio shall be at 1:20. Thus, it is obvious that the government has keen interest in career choices and development of individuals in the country.

According to Olayinka (2005), "a greater number of Nigerian youths choose jobs without relating them to their interests and capacity to cope with the nature of the jobs". He attributed this to the absence of guidance services in our schools. When majority of

youths pass out of the entire secondary school programme without adequate knowledge of the relationship between their personality (interest, abilities, motivation, aptitudes, traits) and the world of works, they are bound to make series of mistakes in their careers choices. A situation as this produces gross job dissatisfaction, misappropriation of talents, interests, aptitudes and wrong motivations for career choices, which leads to an emergence of disgruntled individuals and unstable society.

In their investigation of the relationship between personality types and careers choice Onoyase and Onoyase (2009) discovered that 57 out of 79 students who belong to enterprising personality type chose careers that are not in consonance with their type. 38 out of 45 students who belong to the conventional personality type chose careers that do not match their personality type. Some are forced to withdraw from their course of study or even out rightly from the university when they are unable to cope with the requirement of their courses. Some youths graduate and later realized that they have wasted their years and money training for courses that lead them to careers which they will never be satisfied in, thus ending up in frustrations. This calls for genuine concern for proper career guidance if the students in our secondary schools must be helped not to tread this ugly path.

Alkhelil (2016) examined the relationship between personality traits and career choice of secondary school students in Damascus. This study focused on the way jobs are chosen and the impact of personality traits on this process from the connection between how students see their personality and the various choices they prefer. The sample was 178 students who were randomly selected from five secondary schools in in the study area. The results indicate that there is a significant relationship between personality traits and career choice in the most cases as explored in the results section.

In another study by Kimongo-Kemboi, Kindiki & Misigo(2016), the authors investigated the relationship between personality types and career choices of undergraduate students of Moi University, Kenya. The study adopted a descriptive design of survey type. The population for the study was undergraduate students admitted by the University Joint Admission Board (JAB). Multi-stage random sampling technique was used to select five schools, and a sample 399 participants. The study was based on John Holland Personality Theory of Career Choice (Holland, 1997). Chi-square was used to test the null hypothesis at level of significance of 0.5 and the

results indicated that there was a relationship between personality types, and career choice. The study also found that most of the students (73.3%) are satisfied with their course of study.

Anake, Adigeb & Bassey (2017) also examined the influence of personality traits on career decisions among secondary school students in Yakurr Local Government Area of Cross River State, Nigeria. The survey research design was adopted for the study. 200 students drawn from 10 public schools in the area of study formed the sample of the study which was selected through stratified random sampling technique. The major instrument used for data collection was the personality traits and students' career decisions questionnaire (PTSCDQ) and data generated were analyzed using the independent t-test analysis. The null hypotheses were tested at 0.05 level of significance. The result obtained indicated that personality traits of attitude and perception have a significant influence on career decision among secondary school students.

Fareo and Garkuwa (2018) examined factors influencing the career choice of Senior Secondary School Students in Hong Local Government Area of Adamawa State, Nigeria. The study was aimed at determining the extent to which religion, gender and parental influence would affect choice of career among senior secondary school students in the study area. Survey research design was adopted with a population of 24 senior secondary schools and 7,338 students. Simple random sampling technique was used to sample out four schools while the stratified sampling technique was used to draw 400 students using gender and class as strata. A validated instrument (with reliability co-efficient 0.81) tagged "Factors Influencing the Career Choice of Senior Secondary School Students' Questionnaire" adopted from Salami and Salami (2013) was used to collect data. Findings from the study revealed that parent socio-economic status, education and family career preferences influence students' career choice. Also, there was a significant difference between male and female students parental influence on choice of career. Based on the findings, the study concluded that career choices of students were greatly influenced.

Eremie & Okwulehie (2018) investigated factors affecting career choice among senior secondary school students in Obio/Akpor Local Government Area of Rivers State. The result indicates that personality factors influence the choice of career among secondary school students. It also found that there was no significant difference in the perceptions of the students based on personality among secondary school students in determining their choice of career.

In a recent study by Oyadeyi & Olafusi (2020), factors affecting the choice of career among students of the schools of nursing and midwifery in Akure, Ondo State, Nigeria was examined. The result revealed a significant relationship between external factors and intrinsic reward in the choice of nursing as a career and that the decision for either a male or female student to become a nurse or midwife is influenced by almost similar factors/reasons. Among the external factors it was discovered that the nurse role model ranked the highest among the factors that influenced the students' decision.

This study is based on three theories of vocation namely:

Trait and Factor theory by Parsons (1909), Personality theory by Holland (1997) and The Need theory of vocation by Anne Roe (1956): Parsons' trait and factor theory stated that an individual has to pass three stages in the choice of an occupation. These stages are as follows:

- The individual has to know himself, his characteristics, his interests, abilities, values, aptitudes, ambitions, resources, limitations, and their causes.
- Then the individual has to know the characteristics, demand, needs, requirements, conditions of success, advantages, compensations, opportunities, prospects, and qualities of the occupations.
- The individual now has to compare his own characteristics and needs, abilities, values, interests, aptitudes, ambition, etc. with the characteristics, requirements, demands, and needs of the occupation. The sound reasoning on the relationship of the first two processes leads the individual to select an occupation that best suits him or her. Parsons concluded that the degree of congruence between the two processes determines the degree of satisfaction in a job.

Holland's basic assumption is that a person's choice of an occupation is an expression of his/her personality, he proposed that individual can be classified into any of six personality types - and at the same time, work environment can be divided into six broad interest areas. He contended that people are most productive and satisfied when there is a good match between their personality type and their career requirement (Holland, 1997; Reardon (2017). According to Holland's (1997) theory, people seek environments that are aligned with their personality

types and engage in activities that utilize their abilities. People with low vocational identity are more likely to make incompatible career choices and experience frequent career change than those with high vocational identity.

The need theory of vocational choice by Ann Roe which leaned heavily on Maslow’s theory of hierarchical needs portrayed the relationship between motivation and career choice. Roe identified the three primary child rearing practices – emotional concentration, emotional avoidance and emotional acceptance as the bases for the development of the needs the individual seeks to satisfy in occupational choice; she goes further and translates these three orientations into eight structure field and level occupations. She states that an individual chooses a career based on their interaction with their parents. She believed that the way a child interacts with their parents would lead them to pursue either person-oriented or non-person-oriented jobs (Roe, 1956; Roe & Lunneborg, 1990).

This research, therefore, has the objectives to:

- Determine the influence of personality variables (interest and motivation) on the career choices of SS II students.
- Determine the gender differences in the influence of motivation and interest for career choices of the SS II students.

1.1 Hypotheses

H₀₁: There is no significant influence of interest on the career choices of SS II students.

H₀₂: There is no significant influence of motivation on career choices of SS II students.

H₀₃: There is no significant gender influence on motivation for career choices of SS II students.

H₀₄: There is no significant gender influence on interest for career choices of SS II students.

1.2 Methodology

The study adopted a survey design. The population for the study was all SS II students in the Alimosho L.G.A, Lagos state. The sample used comprised one hundred and twenty (120) students (sixty male students and sixty female students) selected by stratified random sampling from four randomly selected secondary schools as follows:

State Senior High School, Alimosho.....30
 Alimosho Senior Grammar School.....30

Abesan Senior High School, Abesan.....30
 Community Senior Grammar School, Ipaja.....30

The use of the stratified random sampling was to ensure that each respondent has an independent opportunity of being selected for the study. It also ensures equal number of respondents from the selected schools, equal number of male and female students and the schools in small strata.

Vocational interest inventory (VII), and Motivation for Occupational Preference Scale (MOPS) were the instruments used for data collections. **Vocational interest inventory (VII)** by Bakare (1977) was used to obtain data on the interest of students in different occupational areas. The VII is a ten-page inventory with 100 items, which are testing ten different occupational interest areas. It had already been validated. **Motivation for Occupational Preference Scale (MOPS)** by Bakare (1977) was used to collect data about the career choices and motivation of students for their chosen careers. Sixteen reasons why people prefer the occupation of their choice are classified into the following categories: External influence, extrinsic reward orientation, self-expression values and people oriented values. The test-retest reliability of MOPS was 0.89.

The researcher went to each of the selected schools and obtained permission from the principal to administer the tests to the respondents. She consulted the counsellor for the senior sections in each of the schools, who gave her maximum assistance in selecting, organizing and administering the instruments. The instruments required considerable time to be completed, so the respondents were made to sit in comfortable classroom. The MOPS were administered first to ensure that the students responses would not be influenced by their revealed interest from the VII. Each instrument was explained as were required in the manuals for each of them before allowing the students to start responding. The fact that it was not exam was emphasized to elicit individualistic objective responses. The researcher ensured that the students completed every part of the instrument before collecting them to avoid the corruption of the tests and data generated. All the administered questionnaire were collected.

Owing to the fact that the data generated from the instruments (VII and MOPS) are at nominal and ordinal level, the researcher utilized the chi-square (X²) as the statistical instrument to test all the four hypotheses.

2. Results

Hypothesis One (Ho₁): There is no significant influence of the interest of the students on their career choices. The dependent variable is career choice while the independent variable is the interest of students.

Table I. Chi-square analysis of influence of interest on Career Choices.

Areas of highest interest											
Areas of career choices	OUT	MEC	COM	SCI	PER	ART	LIT	MUS	SOC	CLE	Total
Arts	0 (0.65)	1 (4.8)	1 (2.9)	0 (8.12)	2 (1.6)	2 (0.65)	15 (5.53)	12 (8.13)	2 (1.95)	4 (4.55)	39 (32.5%)
Commercial	2 (0.52)	1 (3.9)	8 (2.3)	0 (6.46)	3 (1.29)	0 (0.52)	1 (4.39)	6 (6.46)	0 (1.55)	10 (3.62)	31 (25.8%)
Science	0 (0.83)	13 (6.25)	0 (3.75)	25 (10.4)	0 (2.1)	0 (0.83)	1 (7.083)	7 (10.4)	4 (2.5)	0 (5.83)	50 (41.7%)
Total	2	15	9	25	5	2	17	25	6	14	120
	1.7%	12.5%	7.5%	20.8%	4.2%	1.7%	14.2%	20.8%	5%	12%	100%

$X^2_{cal}=127.3975$

$X^2_{crit}(\alpha=0.05, df=18) = 28.8693$

Evidence from table I shows that X^2_{cal} (127.3975) is significantly greater than $X^2_{critical}(\alpha=0.05, df=18)$ (28.8693). Since $X^2_{cal} > X^2_{crit}$, the null hypothesis (Ho₁) is rejected. Therefore, interests of students have significant influence on their career choices. Furthermore, it is of noteworthy that all the 25 students whose highest interest area fell in scientific chose careers which are Science related. And only two students out of the 15 that had their interest in Medical activities chose outside their area of revealed interest. The remaining thirteen out of 15 (about 87%) chose careers that are related to their areas of interest. This is the same for students with Literary, Persuasive, Artistic, Outdoor & Computational areas of interests. This finding is in consonance with a study conducted by Eremie & Okwulehie (2018) who investigated factors affecting career choice among senior secondary school students in Obio/Akpor Local Government Area of Rivers State, Nigeria. The result indicates that personality factors influence the choice of career among secondary school students.

Hypothesis Two (Ho₂): There is no significant influence of Motivation of students on their career choices.

Table.II: Chi-square analysis of the influence of Motivation on career choices

Areas of highest Motivation											
Area of career choices	A	B	C	D	B,C	B,D	C,D	A,B,C	A,C,D	B,C,D	Total
Arts	1 (0.33)	10 (10.1)	13 (12.0)	8 (7.8)	4 (3.3)	0 (0.65)	3 (3.3)	0 (0.33)	0 (0.33)	0 (0.98)	39 (32.5%)
Commercial	0 (0.27)	11 (8.3)	6 (9.9)	8 (6.4)	3 (2.7)	0 (0.53)	0 (2.7)	1 (0.27)	0 (0.27)	2 (0.8)	31 (25.8%)
Science	0 (0.41)	10 (12.7)	18 (15.1)	8 (9.8)	3 (4.1)	2 (0.8)	7 (4.1)	0 (0.41)	1 (0.41)	1 (1.23)	50 (41.7%)
Total	1	31	37	24	10	2	10	1	1	3	120
%	0.8%	25.8%	30.8	20%	8.3%	1.7%	8.3%	0.8%	0.8%	2.5%	100%

$X^2_{cal}=22.7412$

$X^2_{crit}(\alpha=0.05, df=18) = 28.8693$

Evidence from table II shows that the calculated (X^2) value is 22.7412 which is less than the X^2_{crit} of 28.8693 at 0.05 level of significance and degrees of freedom of 18. Since $X^2_{cal} < X^2_{crit}$, the null hypothesis is accepted. Therefore, motivation of students has no significant influence on their choices of career. Table II further shows that 30.8% of the students indicated that they are motivated highest by self-expression values. This accounts for 37 out of 120 students which are in the majority. Following this is 31 students who are motivated highest by extrinsic-reward orientation. A good number of the students are equally motivated by more than one area hence we have the BC, BD, CD, ABC, and BCD columns. It is also of note that only one student indicated his highest area of motivation as external influence.

Hypothesis Three (H₀₃): There is no significant gender influence on motivation for career choices. The result of the calculation and analysis is shown in Tables III A, B, C.

Table IIIA: Chi-square analysis of the influence of gender on motivation for career choices—Science related careers

Gender ↓	Areas of highest Motivation							Total	
	B	C	D	B,C	B,D	C,D	A,C,D		
Females	2 (4.20)	7 (7.98)	5 (2.94)	2 (1.26)	1 (0.84)	3 (2.94)	0 (0.42)	1 (0.42)	21 (42%)
Males	8 (5.8)	12 (11.02)	2 (4.06)	1 (1.74)	1 (1.16)	4 (4.06)	1 (0.58)	0 (0.58)	29 (58%)
Total	(20%) 10	(38%) 19	(14%) 7	(6%) 3	(4%) 2	(14%) 7	(2%) 1	(2%) 1	(100%) 50

$X^2_{cal}=7.5890$
 $X^2_{crit}(\alpha=0.05, df=7) =14.0671$

Table IIIB: Chi-square analysis of the influence of gender on motivation for career choices—Arts related careers

Gender ↓	Areas of highest Motivation						Total
	A	B	C	D	B,C	C,D	
Females	0 (0.56)	7 (5.6)	7 (7.3)	5 (4.5)	1 (2.2)	2 (1.6)	22 (56.4%)
Males	1 (0.4)	3 (4.3)	6 (5.7)	3 (3.5)	3 (1.7)	1 (1.3)	17 (43.6%)
Total	(2.6%) 1	(25.6%) 10	(33.3%) 13	(20.5%) 8	(10.3%) 4	(7.7%) 3	(100%) 39

$X^2_{cal}=3.9489$ $X^2_{crit}(\alpha=0.05, df=5) =11.0705$

Table IIIC: Chi-square analysis of the influence of gender on motivation for career choices— Commercial related careers

Gender ↓	Areas of highest Motivation						Total
	B	C	D	B,C	A,B,C	B,C,D	
Females	4 (5.48)	6 (3.29)	4 (4.94)	1 (1.65)	1 (0.55)	1 (1.10)	17 (54.8%)
Males	6 (4.52)	0 (2.71)	5 (4.06)	2 (1.35)	0 (0.45)	1 (0.90)	14 (45.2%)
Total	(32.3%) 10	(19.4%) 6	(29.09%) 9	(9.6%) 3	(3.2%) 1	(6.4%) 2	100% 31

$X^2_{cal}.=7.6258$
 $X^2_{crit}(\alpha=0.05, df=5) =11.0705$

Evidences from tables III A,B,C show that the calculated X^2 values are less than the $X^2_{critical}$ for all the career areas where the H_{03} is tested.

Since $X^2_{cal} < X^2_{crit}$, the null hypothesis(H_{03}) is accepted.

Therefore, gender has no significant influence on the motivation for career choices. It should be noted, however, that out of the 17 female students who chose commercial-related careers, six of them indicated self-expression values as their highest motivation (see table III C), while no male out of the 14 that chose commercial-related careers has self-expression as reason for motivation for their choice of these careers. It is rather shown that more male students indicated extrinsic-reward-oriented values as their highest motivation.

Hypothesis four (H₀₄): Gender has no influence on the interest of students for career choices.

Independent variable is gender.

The result of calculations and analysis is shown in tables IV and V:

Table IV: chi-square analysis of influence of gender on career choices

		Areas of interest										
Gender	Out	Mec	Comp	Sci	Pers.	Art.	Lit.	Mus	Soc	Cle	Total	
Female	0 (1.0)	5 (7.5)	7 (4.5)	11 (12.5)	1 (2.5)	0 (1.0)	11 (8.5)	14 (12.5)	4 (3.0)	7 (7.0)	60	
Male	2 (1.0)	10 (7.5)	2 (4.5)	14 (12.5)	4 (2.5)	2 (1.0)	6 (8.5)	11 (12.5)	2 (3.0)	7 (7.0)	60	
Totals	2	15	9	25	5	2	17	25	6	14	120	

$X^2_{cal}=13.1016$

$X^2_{crit} (df=9, d=0.05) =16.9190$

Table V: Different jobs, occupations or careers chosen by the female and male students:

S/N	Careers, jobs or occupations	Numbers and % of female respondents	Number and % of male respondents	Total number and % of students
1	Accounting	9(7.50)	10(8.33%)	19(15.83%)
2	Acting(Actress)	1(0.83%)	0	1(0.83%)
3	Artist	0	1(0.83%)	1(0.83%)
4	Banking	4(3.33%)	1(0.83%)	5(4.17%)
5	Business Admin	2(1.67%)	2(1.67%)	4(3.33%)
6	Editor	0	1(0.83%)	1(0.83%)
7	Engineering	5(4.17%)	18(15%)	23(19.17%)
8	Journalism	2(1.67%)	1(0.83%)	3(2.5%)
9	Law	7(5.83%)	7(5.83%)	14(11.67%)
10	Marketing	2(1.67%)	1(0.83%)	3(2.5%)
11	Mass comm.	1(0.83%)	1(0.83%)	2(1.67%)
12	Medicine	12(10%)	7(5.83%)	19(15.83%)
13	Military	1(0.83%)	0	1(0.83%)
14	Music	1(0.83%)	5(4.17%)	6(5%)
15	News caster	5(4.17%)	1(0.83%)	6(5%)
16	Nursing	3(2.5%)	0	3(2.5%)
17	Pharmacy	1(0.83%)	1(0.83%)	2(1.67%)
18	Pilot	0	3(2.5%)	3(2.5%)
19	Secretary	1(0.83%)	0	1(0.83%)
20	Bus. Studies Teacher	1(0.83%)	0	1(0.83%)
21	Writer	2(1.67%)	0	2(1.67%)
	Total	60(49.99) ≈ 50%	60(49.97) ≈ 50%	120(99.96) ≈ 100%

Evidence from table IV shows that the calculated X^2 value is less than the critical X^2 value at 0.05 level of significance and degrees of freedom of 9. Since $X^2_{cal} < X^2_{crit}$, the null hypothesis H_{04} is accepted. Therefore, gender has no significant influence on the interest of the students for career choice. However, it should be noted that no girl indicated having her area of highest interest in outdoor and artistic activities, while two boys indicated highest interest in each of the areas. Again more boys than girls chose Mechanical and Persuasive activities as highest interest areas. On the other hand, 7 out of the 9 students whose highest area of interest fall in Computational activities are girls, and 11 out of 17 students in the literary areas of interest are girls. It could be noted that out of 18 students that chose Engineering, only 5 were female. All the 3 students that chose to become pilots are male, 4 out of the 5 students that chose music are male. On the other hand, all the 3 students that chose nursing were

female, A female indicated interest in each case to become secretary, teacher and writer while no male did.

3. Discussions and Findings

Hypothesis one (H_{01}): There is no significant influence of the interest of students on their career choices.

Evidence from table I shows that interests of students have significant influence on their career choices. Furthermore, it is of noteworthy that all the 25 students whose highest interest area fell in scientific chose careers which are Science related. And only two students out of the 15 that had their interest in Medical activities chose outside their area of revealed interest. The remaining thirteen out of 15 (about 87%) chose careers that are related to their areas of interest. Career choices of the students who showed highest interest in musical activities is different from

this trend. This may be due to the fact that some students may have musical interests as hobbies. From the foregoing, a very high percentage of the students displayed a good match between their areas of interest and their career choices. This is in line with the findings of Alkhelil (2016), Kimongo-Kemboi, Kindiki & Misigo(2016), Anake, Adigeb & Bassey (2017) and Fareo and Garkuwa (2018) whose studies indicate a significant influence of personality traits on career choice. The findings of this study is however contrariwise to the work of Onoyase and Onoyase (2009) on the relationship between personality types and career choice, where 57 out of 79 students who belong to the conventional personality type also chose careers that do not match their personality type.

Hypothesis two (Ho₂): There is no significant influence of motivation of students on their career choices. The null hypothesis is accepted. Therefore, motivation of students has no significant influence on their choices of career. In as much as this outcome is a surprise to the researcher, it throws light to the statement in the manual for MOPS by Bakare (1977) which says that an individual prefers a job that he thinks would satisfy his basic psychological needs and that the reasons why he likes a job are the same as the things he hopes to achieve by choosing that job. Moreover, what an individual hopes to derive from an occupation is a possible indication of his value-orientation, that is, of the things he holds dear. Since different people have different values for a particular thing, it may suggest that in as much as an individual is uniquely motivated for a career choice, there may not be a general trend for motivations for specific careers. For instance, three persons may be interested in medicine as a career, while one may be motivated by external influence, another may be motivated by people-oriented values and the other by self-expression or extrinsic-reward oriented values. The fact is that, there are, indeed, basic motivations indicated by the students for choices of their careers. This finding corroborates that of Kinanee (2009) and Oyadeyi & Olafusi (2020) which revealed a significant relationship between external factors and intrinsic reward in the choice of nursing career and that the decision for either a male or female student to become a nurse or midwife is influenced by almost similar factors/reasons.

Hypothesis three (Ho₃): There is no significant gender influence on the motivation of the SS II students for career choices. The null hypothesis was accepted owing to the fact that results from tables III A, B, C show that gender has no significant influence on the motivation for career choices. This finding is contrary to that of Oyadeyi & Olafusi (2020) who found a significant influence of gender on career

choice of Nursing and Midwifery students of the Ondo State School of Nursing and Midwifery.

Hypothesis four (Ho₄): Gender has no influence on the interest of students for career choices.

This null hypothesis is retained because evidence from table IV shows that gender has no significant influence on the interest of the students for career choice. This finding negates that of Oyadeyi & Olafusi (2020) whose study revealed a significant relationship between gender and respondents' interest in nursing career.

4. Implications for Career Guidance in the Post Covid-19 era

It was noted that a good majority of students whose highest area of interest fall in computational activities are girls with just few male students indicating interest. There is the need to encourage male students towards computational activities going by the current trend of digitalisation where most things including teaching-learning, job engagements and commercial activities have become more ICT based in the face of COVID-19. Again, there is the need for a paradigm shift in counsellors approach to career guidance of secondary schools in the post COVID-19 era as it is possible for an individual to be interested in or motivated towards a career but the prevailing situation might hamper such interest and motivation.

5. Recommendations

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

- While students should endeavour to discover their real interest in order to choose careers that will suit them, they should be exposed to a number of trainings to sharpen their ICT skills to cope with the prevailing job performance challenges associated with our present age – the post covid-19 era.
- There is need to expose the students to activities that will arouse their interest in outdoor and artistic areas of works. Schools should organize more excursions or interactions with workplaces via the internet. Practical and Artistic activities should be inculcated into the students' lessons.
- Teaching on values should be organized from time to time in schools to enable students to be rightly motivated for their careers.
- Counsellors should periodically administer psychological test on the students, interpret

and explain the result of such tests to help them understand their areas of interest, motivation for their career choices and other personality variables.

- Parents and guardians should make efforts to understand their child(ren)'s and wards' personality variables so that they will not influence them unduly into wrong careers.
- There should be more career awareness campaign to enlighten students of certain vocations and careers other than the conventional ones which they are used to.

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