

Career Adjustment for Senior Secondary School Students: Implications for Vocational Guidance

Chinwe C. Ebenezer-Nwokeji (Mrs.)

Department of Office Technology and Management
Imo State Polytechnic, Omuma, Imo State

&

Ile C. M.

Department of Vocational and Technology Education
Nnamdi Azikiwe University, Awka
Anambra State

Abstract

The study was designed to investigate Career Adjustment for Senior Secondary School Students; Implications for Vocational Guidance. Specifically, the study focused on business subject teacher's ratings of Career adjustment of Senior secondary school students in Imo State. One research questions guided the study while two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population size was 994 teachers in 469 public schools in Imo State was studied and manageable, thus, census sampling was done. The instrument for data collection was a four-point rating scale Career Adjustment and Vocational Guidance for Senior Secondary Students (CAVGSS) questionnaire which contained a 15 item. The instrument was validated by three experts, Two in Business Education and one in Measurement and Evaluation. Data for the study were collected from the respondents through the administration of validated questionnaire. The reliability of the instrument was established using Cronbach Alpha method. The reliability coefficient obtained was 0.48. The mean statistic was used to answer the research question and the t-test statistic was used to test the null hypotheses at 0.05 level of significance. Out of 994 questionnaires distributed, 909 were correctly filled and returned upon which the analysis for this study was performed. The findings of the study revealed that in the rating of business subject teachers' career adjustment of secondary school students in Imo State can be influenced by Vocational Guidance. Gender significantly influenced the mean rating of respondents on career adjustment. Teaching experience of the respondents do not differ significantly in their mean ratings of the influence of vocational guidance on Career Adjustment for Senior Secondary School Students in Imo State. The implications of the findings were discussed and conclusions drawn. Possible recommendations were made towards the improvement of quality vocational guidance including the need for government and other

stakeholders to ensure that Vocational guidance is Effectively implemented at the secondary school level of Education in Nigeria.

Keywords: Career, Career Adjustment, Vocational Guidance, Business Subject, Implications

Introduction:

Senior secondary school education according to the Federal Republic of Nigeria (FRN, 2013) in its education policy document is the education a child receives immediately after junior secondary school education or at the post-basic level of education. The curriculum of the senior secondary school education according to the FRN (2013) in its education policy document consists of many fields of study, which include business subjects. Ohiwerei (2015) pointed out that business subjects (ie Economic, Commerce, Book keeping, Accounting, Keyboarding are designed to equip students with vocational knowledge and practical skills that would enable them to participate a meaningful career in the future. Therefore, a business study subject teacher is a professionally-trained teacher who performs the task of equipping students with entrepreneurship skills to be self-reliance. Teachers possess skills and relevant knowledge to discharge their functions including guiding secondary school students into vocational lines that agree with their interest and abilities, in fact the class room teacher is a closest guide to a student and monitors them through their continuous assessments' records Okwelle (2007). More experienced teachers by their exposure in field trips are able to dictate changes in the world of work, in relation to the school curriculum. The natural instinct of the male and female gender usually influences their values and areas of interest.

A careful look at the above goals showed that Nigerian government recognizes the relevance of senior secondary school education in preparing students for useful living within the society and higher education. There are many definitions of career. A comparison of these definitions revealed some common elements that described a career as individual's work histories, sequences of and patterns in occupations and work positions and progressions that are upward in an ordered hierarchy in life generally. Some definitions of career go beyond working life and narrow the definition to lifelong education or training. Bringing these two sets of definitions together, one may view a career as a lifelong progression in work, education or training and life in general.

Neuenschwander and Hoffman (2021) opined that career adjustment is a transition from school-to- work. It involves having a personal valid information about a future job to be able to properly fit into it. Findeisen *et al.* (2022) opined that career adjustment also means an organization

strategy that supports fitness of adolescence into work. With adequate and proper career guidance and awareness, young people may arm or equip themselves with the information and knowledge that may help prepare them for their future careers.

Sultana (2017) defined vocational guidance as a logical, mutually pedagogical relationship, which serves individuals about the social forces that define the world of work and that affect the range of career opportunities available to them, while at the same time equipping them with skills, networks, resources, values and dispositions to struggle for social and work arrangements that are equitable and just, where individuals development themselves and self-fulfillment advances the development and fulfillment of others. In essence, vocational guidance could assist in preparing the senior secondary school students for the pursuit of their careers in education and in vocation. Vocational guidance is a system of scientifically based measures that help young people to choose a vocation, while taking into account individual aptitude and the needs of the national economy (Peter (2014). saw it as a process of assisting individuals to choose an occupation, prepare for it, enter into it, and progress in it. The author added that ideal career choices are based on matching personal traits (aptitude, abilities, resources, personality) with job factors (related knowledge, skills, wages and environment) to produce the best conditions for vocational success.

Vocational guidance seems to be crucial in reinforcing student's efficacy for their career pursuit. Yet, vocational guidance in Nigeria is relatively ineffective in educational sector and is still on a trial-and-error basis (Amalaha, 2017). Providing opportunities for students to choose the right career that can be compatible with their intrinsic abilities can potentially play an important role in instilling self-confidence so that they can continually update and update their skills throughout the lifespan (Igbinedion, *et al.*, 2015). This implies that the increased use of Effective vocational guidance may help in preparing students to choose or pursue the right career in lifespan. As such, the consistent link between vocational guidance and career adjustment is very important in an era of uncertainty and turmoil. To sustain employment and tackle uncertainties, students need to be prepared to continuously learn new skills in response to the changing world of work.

Statement of the Problem

It is worrisome that many youths are not prepared to gear up for in increasing complicated and fast changing society which results to a complex need for personal social adjustment, economic and vocational awareness among others (Adegoke (2014) that memans that secondary school students require more career information. After leaving school, they are often faced with myriad of problems such as seeking for admission for further studies, looking for a job or employment and adjusting to the constant changes or the dynamics in the society. In some cases,

the students pursue higher education programmes in any appealing field of study without due regard to the marketability and employability of current graduates.

In their contribution, Getachew and Gobena (2016) noted that vocational guidance help students to prepare themselves for entry into the careers of their choice and also helping them to get suitable jobs in their chosen field. Any vocational guidance programme will be incomplete if it does not include placement service. Good beginning of vocation is very important and essential. It is the duty of the school to provide proper information regarding this service to the school leavers so that the help can be sought in the selection of the vacation and placement in it. Due to the nature of the economy, the labour market is unstable, there is a tendency to learn multiple ways of making income and self-development.

Generally, teachers direct the affairs of learning of students in secondary schools. Secondary school graduates who seem to be working appear not to be gainfully employed. This perhaps show that the secondary school graduates are not properly guided on the careers especially in vocations to pursue that may be compatible with their interests and abilities after school. This may have contributed to the alarming rate of unemployment, underemployment, social vices, due to poor career selections and adjustments. The emergence of all these social problems is mere pointer to the fact that a greater percentage of the secondary school graduates in particular and Nigerian youths in general lack the right sense of career direction and career guidance both in education and in vocation. Guiding secondary school students about their careers can be seen as a powerful tool that represents a pre-eminent force for preparing the workforce of the future. It is on this that this study is set out to assess the Career Adjustment for Senior Secondary School Students; Implications for Vocational Guidance.

Purpose of Study

The main purpose of the study was to investigate Career Adjustment for Senior Secondary School Students; Implications for Vocational Guidance. Specifically, the study examined the Career Adjustment for Senior Secondary School Students; Implications for Vocational Guidance

1. Business studies subject teachers' ratings of Career Adjustment of vocational guidance on career adjustment.
2. Influence of teaching experience on career adjustment and vocational guidance.

Research Question

The study was guided by the following research questions.

1. What is the rating of business subject teachers on the influence of vocational guidance on career Adjustment for senior secondary school students in Imo State?
2. What is the rating of business subject teachers on the influence of teaching experience on vocational guidance and on career adjustment of senior secondary school students in Imo State?

Null Hypotheses:

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of male and female business studies subject teachers of Career Adjustment of senior secondary school students in Imo State.
2. : There is no significant difference between the mean ratings of more experience and less experience business studies subject teachers of Career Adjustment of senior secondary school students in Imo State.

Methodology

The study adopted descriptive survey design. One research questions guided the study while two null hypotheses were tested at 0.05 level of significance. The population of this study comprised 994 Business Subject Teachers in 469 public secondary schools as at the time of study in Imo State. Thus, there was no sampling of respondents. Data was collected through the administration of a structured questionnaire titled Career Adjustment and Vocational Guidance for Senior Secondary Students questionnaire (CAVGSSQ) which was validated by three experts. The reliability of the instrument was ensured through a trial test. Analysis of data collected in the pilot test was done using Cronbach Alpha method which yielded reliability co-efficient of 0.84 on respective clusters. Mean statistics was used to answer the research questions while t-test statistics was employed to test the null hypothesis at 0.05 level of significance.

Results:

1. **Research Question 1:** What is the rating of business subject teachers on the influence of vocational guidance on career Adjustment for senior secondary school students in Imo State?

Table 1: Mean and Standard Deviation of Career Adjustment and Vocational Guidance

SN	Item Statement	Mean	SD	Remarks
----	----------------	------	----	---------

1	Adapt to current changes in the world of work world of work	3.81	0.44	Agree
2	Develop critical awareness to Effectively collaborate with others in new environment	3.19	0.59	Agree
3	Discover areas were interest can be controlled `	3.60	0.55	Agree
4	Make appropriate use of feedback for positive change	3.32	0.53	Agree
5	Increase the desire to learn, adapt to changes life generally	3.48	0.67	Agree
6	Effectively cope with work under pressure	3.35	0.55	Agree
7	Acquire skills in organizing resources for goal attainment	3.51	0.56	Agree
8	Understand the meaning of work in human life	3.42	0.58	Agree
9	Enlighten students on the potency and possibilities attaining expected height in any chosen profession	3.41	0.58	Agree
10	Adjust to entrepreneurial and vocational demands of the present-day economy	3.37	0.59	Agree
Cluster mean		3.44	0.22	Agree

Data shown in Table 1 reveal the mean and standard deviation of business studies subject teachers' ratings on the influence of vocational guidance in career adjustment of senior secondary school students. The Table shows that the mean responses for the 10 items on career adjustment range from 3.19 to 3.81, while the corresponding standard deviation range from 0.44 to 0.67. The mean responses of the teachers reveal that they agreed that the 10 items of Career Adjustment and implications for vocational guidance of senior secondary school students. From the Table, the relative low standard deviation indicates that there is relative homogeneity in the mean ratings of the teachers. Therefore, the mean responses of 3.44 also depict that vocational guidance plays a role in senior secondary school students' career adjustment.

Research Question 2: What is the rating of business subject teachers on the influence of teaching experience on vocational guidance and on career adjustment of senior secondary school students in Imo State?

Table 2: Mean and Standard Deviation of Vocational Guidance and Teaching Experience

SN	Item Statement	Mean	SD	Remarks
11	Easy identification of areas of interest	3.79	0.44	Strongly Agree
12	Early dictation of counseling needs	3.50	0.59	Agree
13	Applying classroom mentoring	3.47	0.56	Agree
14	Providing guide for subject selection	3.51	0.71	Strongly Agree
15	Making referrals for the professional counselor	3.43	0.58	Agree
	Cluster mean	3.54	0.15	Strongly Agree

The result shown in Table 2 shows that the mean and standard deviation of business subject teachers rating on the influence of vocational guidance in career adjustment of senior secondary school students. The table shows that the mean ranging for the five items of teaching experience rating from 3.43 to 3.79, while the corresponding standard deviation range from 0.44 to 0.71. From the mean ratings, the teachers agreed that the five items of career adjustment in vocational guidance are influenced by teaching experience. The relative low standard deviation indicates that there is relative homogeneity in the mean ratings of the teachers. From the Table, the mean ratings of 3.43 reveals that vocational guidance plays roles in the career development of senior secondary school.

Hypothesis 1: There is no significant difference between the mean ratings of male and female business studies subject teachers on the influence by Vocational guidance on Senior Secondary School Students; Implications for Vocational Guidance.

Table 3: t-test Analysis of Less Experienced and More Experienced Business Studies Teachers Ratings on the Role of Vocational Guidance on Career Adjustment

Teaching Experience	N	Mean	SD	df	t	p	Decision
Less Experienced (1-10 years)	125	3.44	0.22				
More Experienced (Above 10 years)	784	3.44	0.23	907	-.092	.927	NS

Note. NS = not significant, SD = Standard Deviation

Table 2 shows the t-test on the difference between the mean ratings of male and female business studies subject teachers as regards the influence of vocational guidance in the career adjustment of senior secondary school students. The aggregate mean ratings of the male and female business studies teachers are 3.50 and 3.40 respectively; while the corresponding standard deviations are 0.21 and 0.23. Testing at 0.05 level of significance, the difference between the mean ratings of male and female business studies subject teachers on the roles of vocational guidance in the career adjustment is significant ($t = 6.614, p = .000, p < .05$). All in all, the null hypothesis is not accepted. Therefore, business studies subject teachers differ significantly in their mean of Career Adjustment and implications for vocational guidance of senior secondary school students in Imo State on the basis of gender.

Null Hypothesis 2: There is no significant difference between the mean ratings of less experienced and more experienced business studies subject teachers on the roles of vocational guidance in career adjustment of senior secondary school graduates in Imo State.

Table 4: t-test Analysis of Less Experienced and More Experienced Business Studies Teachers Ratings on the Role of Vocational Guidance on Career Adjustment

Teaching Experience	N	Mean	SD	df	t	p	Decision
Less Experienced (1-10 years)	125	3.44	0.22	907	-.092	.927	NS
More Experienced (Above 10 years)	784	3.44	0.23				

Note. NS = not significant, SD = standard deviation

Data shown in Table 2 represent the t-test on the difference between the mean ratings of less experienced and more experienced business studies subject teachers as regards the influence of vocational guidance in the career adjustment of senior secondary school students. The aggregate mean ratings of the less experienced and more experienced teachers are 3.44 and 3.44 respectively; while the corresponding standard deviations are 0.22 and 0.23. Testing at 0.05 level of significance, the difference between the mean ratings of less experienced and more experienced business studies subject teachers on the roles of vocational guidance in the career adjustment is not significant ($t = -.092, p = .927, p > .05$). By and large, the null hypothesis is not rejected. Therefore, business studies subject teachers do not differ significantly in their mean ratings of

Career Adjustment and implications for vocational guidance of senior secondary school students in Imo State on the basis of teaching experience.

Discussion of Findings:

Implication of vocational guidance on career adjustment

The study also revealed that vocational guidance plays of Career Adjustment and implications for vocational guidance of senior secondary school students in Imo State. The study found that vocational guidance of Career Adjustment and implications for vocational guidance of senior secondary school students in Imo State by ensuring that they adapt to current changes in vocational and technological world of work, develop critical awareness to Effectively collaborate with others in new environment, discover, recognize, feel and increase control, make appropriate use of feedback for positive change and improved performance, increase the desire to learn and adapt to changes in school and life generally, Effectively manage time and cope with work under pressure, acquire skills in organizing and reorganizing resources for goal attainment, understand the meaning of work in human life, enlighten students on the potency and possibilities attaining expected height in any chosen profession, adjust to entrepreneurial and vocational demands of the present day economy.

The findings of the study are in line with the views of Kiran (2017) that carried out a study on vocational guidance needs in relation to family climate of adolescents. Results revealed significant relationship between variables of vocational guidance needs and self-concept of adolescents. The result is in agreement with the views of Bossman (2014), who noted that career adjustment has been linked to the ability to achieve more career satisfaction regardless of the situation the individual is in. Similarly, Nyamwange (2016) added that vocational guidance provides for work adjustment which provides individual with (a) ability to focus on what is needed to be satisfied in one's career, (b) the knowledge of what one has to offer as an employee, (c) opportunity to develop confidence and remain confident in one's own capabilities, (d) ability to articulate to others what it is that one need, have or want in a career to remain satisfied, (e) ability to transit at the times that one may need to and (f) ability to be innovative and supportive in new business environments. It therefore becomes necessary that every worker must adjust to the demand of one's work and role in employment.

Implication for Vocational Guidance

Vocational guidance services provided in schools include as follows: Career counseling service to assist each school child which aids the student understand himself. In support of the findings of this study, Okwelle considers Vocational guidance services in the career adjustment of

students as a team work were the class room teacher plays a pivotal role. He or she gets involved in the initial counseling service through continuous assessment records of the students. The teacher also is now enabled to participate in assisting a young school leaver find a job through field trip contacts, refer a weaker student to train experts in vocational counseling in the same dimension. Teachers with more experience are able to develop techniques for quick guidance in occupational adjustment.

Conclusion

Male and female business studies subject teachers differ significantly in their responses of Career Adjustment and implications for vocational guidance of senior secondary school students in Imo State. Male and female business studies subject teachers differ significantly in their responses of Career Adjustment and implications for vocational guidance of senior secondary school students in Imo State. This means with well-articulated vocational guidance in secondary schools in the state, students can easily adjust to the ever evolving technological driven society. It implies that being redundant career wise and professionally obsolete will become a thing of the past if adequate provision is made for vocational guidance programme in our schools in spite of technological inventions and innovations.

Recommendations

In view the findings and the conclusion of the study, the following recommendations were made

1. Appropriate measures at this point need to be adopted by the Federal government, State Government, institutions training teachers to increase awareness of vocational guidance for Secondary school student's youth oriented non-governmental organization, Tertiary Institution to promote public and private research in strategies of vocational guidance of secondary school students.
2. Collaboration of parents, teachers and other partners in industry is needed to create a link of occupational, environmental needs at the early stage of Secondary school training.
3. Curriculum planners need to consistently do a review on Vocational guidance and occupational gaps in the society.

References

Amalaha, M. C. (2017). *The Effect of the economic recession on the educational guidance system:*

Experience from Nigeria. A Paper Presented at the 10th Annual International Conference of the Delta State University. Abraka.

- Federal Republic of Nigeria (2013). Technical & vocational education in Nigeria: issues, challenges & a way forward. *Journal of Education and Practice* 7(3).
- Getachew A. & Gobena D. (2016). Effect of career counseling & vocational guidance on employment in TVET sector. *International Journal of Human Resources Studies* 8(1), 274
- Igbinedion, V. I., Edokpolor, J. E., & Oyenuga, A. O. (2015). Trends toward a closer integration of vocational education and career guidance in Nigeria. *The Vocational and Applied Science Journal*, 12, 48-63.
- Kiran, W. (2017). A study of vocational guidance needs in relation to family climate of adolescents. *International Journal on Arts, Management & Humanity*. 6(2), 222-
- Neuenschwander M. & Hoffman (2021). Division Adjustment, and person- job fit of Adolescents. Moderating Effects of parental support. *Journal of Career Development*. (49) 1. <http://doi.org/10.1177/089484532199596>. Retrieved 10th June 2022.
- Ohiwerei, F. O. (2015). *Pedagogy of teaching business education courses*. Ekpoma, Edo State: Cynos Printing Press.
- Okwelle, P.C (2007). Vocational guidance in secondary schools: The case for a cooperative staff team strategy. *Journal of Research in Education* 4 (3).
- Peter A. (2014). Career adaptability of vocational education and training graduates in the period of prospective school-to-work transition. *Studia paedagogica*, 24(2), 59-83.
- Sultana, R. G. (2017). Anchoring career guidance in the Mediterranean? In search of southern perspectives. In R. G. Sultana (Ed.). *Career guidance and livelihood planning across the Mediterranean: Challenging transitions in South Europe and the MENA Region*. Rotterdam, The Netherlands: Sense Publishers