

**RELATIONSHIP BETWEEN OCCUPATIONAL SELF-CONCEPT AND
CAREER INTEREST AMONG SENIOR SECONDARY SCHOOL
STUDENTS IN SULEJA EDUCATIONAL ZONE OF
NIGER STATE, NIGERIA**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF
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DECLARATION

The researcher declares that the work in this Dissertation entitled “Relationship between Occupational Self-concept and Career Interest among Senior Secondary School Students in Suleja Educational Zone of Niger State” has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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.....

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Name of Student

Signature

Date

CERTIFICATION

This dissertation entitled “Relationship between Occupational Self-Concept and Career Interest among Senior Secondary School Students in Suleja Educational Zone of Niger State” by Yunusa SALIHU meets the regulations governing the award of the master degree of the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to Almighty Allah (S W T) and my parents, wife, children and the entire family of Mal. Salihu Barde for their prayers towards the success of this study.

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ABSTRACT

This research work investigates the relationship between occupational self-concept and career interest among senior secondary school students in Suleja educational zone of Niger state. The study employed a correlational research design. The total of 310 senior secondary school students took part in the study: out of which 181 (58.4%) were males and 129 (41.6%) were females. Modified version of James Rounds Occupational Self-Concept scale (MVJROSCS) and Career Interest Inventory (CII) were used for data collection. Ten hypotheses were tested using Pearson Product Moment Correlation coefficient statistics at 0.05 level of significance. Results of the analysis indicated among other that significant positive relationship exist between outdoor occupational self-concept and outdoor career interest among senior secondary school students majoring in outdoor occupational environments. The results also shows that significant negative relationship exist between mechanical occupational self-concept and mechanical career interest among senior secondary school students majoring in mechanical occupational environments. Also, the result revealed that significant negative relationship exist between artistic occupational self-concept and artistic career interest among senior secondary school students majoring in artistic occupational environments. Based on these findings, it was recommended among others that guidance counsellors and teachers should help to motivate and encourage students majoring in outdoor occupational environment that had positive correlation between their outdoor occupational self-concept and outdoor career interest. Guidance counsellors and teachers in secondary schools should help to improve mechanical occupational self-concept and mechanical career interest of students majoring in mechanical occupational environments by helping them see how mechanical occupational self-concept is connected to mechanical career interest during counselling and teaching. Also, Government and NGOs should collaborate with school guidance counsellors and organize programme such as Art Day or Art Week for secondary school students majoring in artistic occupational environment and artists on different areas should be invited to exhibit their talents. This will assist them to promote their interest in art activities.

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Operational Definition of Terms

For the purpose of clarity, the following terms are operationally defined:

Occupational Self-concept: Refers to the way individuals perceive, evaluate or rate themselves in relation to outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social science and clerical occupational activities.

CareerInterest: Refers to careers that individual likes or wants to study which may belong to outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social science and clerical occupational environment.

Outdoor Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to outdoor occupational activities.

Outdoor Career interest:Refers to the interest individual student has in careers within outdoor occupational environment.

Mechanical Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to mechanical occupational activities.

Mechanical Career interest:Refers to the interest individual student has in careers within mechanical occupational environment.

Computational Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to computational occupational activities.

Computational Career interest:Refers to the interest individual student has in careers within computational occupational environment.

Scientific Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to scientific occupational activities.

Scientific Career interest:Refers to the interest individual student has in careers within scientific occupational environment.

Persuasive Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to persuasive occupational activities.

Persuasive Career interest:Refers to the interest individual student has in careers within persuasive occupational environment.

Artistic Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to artistic occupational activities.

Artistic Career interest:Refers to the interest individual student has in careers within artistic occupational environment.

Literary Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to literary occupational activities.

Literary Career interest:Refers to the interest individual student has in careers within literary occupational environment.

Musical Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to musical occupational activities.

Musical Career interest:Refers to the interest individual student has in careers within musical occupational environment.

Social Service Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to social service occupational activities.

Social Service Career interest: Refers to the interest individual student has in careers within social service occupational environment.

Clerical Occupational Self-concept: Refers to the way individual student perceives, evaluates and rates him/her in relation to clerical occupational activities.

Clerical Career interest: Refers to the interest individual student has in careers within clerical occupational environment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Self-concept is a popular psychological variable which captivates the mind of many researchers such as Rogers, Erikson, Cooley and Mead, Maslow, Lazarus, Mukhejee, Freud, Sullivan etc., in the field of psychology and counselling. Self-concept is a characteristics feature that human beings recognize and express themselves using personalized terms like “I, me, my, myself” which signify the awareness of oneself as distinct from others. It is this awareness of one’s self or self-perception otherwise known as self-concept that makes each individual to react and respond to situations in distinct ways. Individuals who are otherwise similar feel differently about themselves and this suggests that people behave in ways that are consonant with their self-concept.

Jersild as cited by Mohammed (2008) sees the self as a composite of thoughts and feelings which constitute a person’s awareness of his individual existence. His conception of who and what he is which include system of ideas, attitudes, values, and commitments. Self-concept has been seen as the way an individual perceives him/herself, his/her feelings, and thoughts about him/herself. Thus, these perceptions, thoughts and feelings may give the individual an insight about himself/herself. These perceptions include the family background, the school location and gender. Occupational self-concept is an aspect of self-concept which refers to way individuals view, perceive and rate themselves in relation to various occupational activities, and to some extent this occupational self-concept influence individual career interest. Career interest are careers that individual likes and is from these careers which individual has interest that one make his/her career preference and choice.

It was observed by Udoh (2005) that through interaction, some students found themselves confused whenever it comes to deciding which subjects they are to choose for their registration in the Senior School Certificate Examination (S.S.C.E) or the National Examination Council (NECO). Similarly, Mohammed (2008) observed that many Nigeria secondary school students have incongruent patterns between aspirations or vocational interest and subject combination in the school certificate examination.

It is important to note that a choice of the type of vocation one wants to go into is a crucial and delicate decision as such decision marks the beginning of one's identification of which he is and type of person he can become later and also dictate the type of life such an individual will adopt. The career aspiration also shapes the type of friends one has and also exerts some influence upon his personal and social upbringing, particularly at adolescence. Therefore, these consequences identified above, necessitate the need for provision of vocational guidance in the schools so that by the time students are making choices of vocation to enter into, they may likely choose those vocations that could give them inner satisfaction. Also, understanding of one's self concept and knowledge of the requirement of various occupations in the world of work are the most important factors an individual should consider when making a career choice (Tiedeman, 2000).

Sambo (2014) reported that some of the effects or consequences of wrong placement in school or choice of career by the students without adequate knowledge of their ability, interest, personality type, financial involvement, self- concept etc will lead to frustration, underachievement and withdrawn from school (dropout). He further observed that the effects of wrong placement in school or wrong choice of career does not only stopped at pursuing the career but it also extends to place of work as it lead to poor motivation, low productivity, job

dissatisfaction, vocational maladjustment, vocational failure, outright frustration and constant change or loss of work. Also, Mohammed (2008) observed that incongruence between students' self-concept and career aspiration will lead to disappointment and unfulfilment in life. This study correlates occupational self-concept and career interest of senior secondary school students considering only 10 occupational environments, because the instruments used in this study were structured based on the outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical occupational environments, and interest areas. These terminologies were used throughout this study. This study was carried out to explore more sources of data in examining the relationship between occupational self-concept and career interest among senior secondary school students in Suleja educational zone of Niger state.

1.2 Statement of the Problem

Career is an important issue in the life of an individual as it influences one's general life. It determines both the economic and social status of the entire family. As such, there is need for an individual student to have adequate knowledge of him/herself as well as current information on various occupation/careers before making a career choice. But today unfortunately, due to lack of professional career guidance counsellors in schools, students are ignorant about career choice; many Nigerian Adolescents have unrealistic ideas about career to choose in life. This is because it is common to find students who are only good at Arts subjects but wanting to read Medicine or Engineering. It was also observed that through interaction, some senior secondary school students are found indicated their interest to take to career such as medicine, law, pharmacy, engineering, accountancy, psychology and so on without a single thought of the congruence between their career interest and personality type. These are pointers to the fact that most Nigeria

secondary school students lack adequate information about their self-concept and the information in the world of work available.

These challenges are worrisome to many concerned Nigerians because it has lot of effects in the life of the students in the future. These effects may include underachievement, frustrations and withdrawal from the school system in their further studies and some of these effects may not only stop at pursuing the occupation but it may extend to place of work and lead to poor motivation, low productivity, job dissatisfaction and constant change or loss of work.

However, previous studies conducted on relationship between vocational self-concept and career interest has yielded competing and inconsistent findings. Based on this observation and what literature has said on the issue of vocational self-concept and career interest, the researcher was motivated to carry out this study to authenticate the relationship between occupational self-concept and career interest among senior secondary school students in Suleja educational zone of Niger state.

1.3 Objectives of the Study

The study set out to achieve the following objectives;

1. To examine the relationship between outdoor occupational self-concept and outdoor career interest among senior secondary school students in Suleja educational zone of Niger state.
2. To examine the relationship between mechanical occupational self-concept and mechanical career interest among senior secondary school students in Suleja educational zone of Niger state.

3. To determine the relationship between computational occupational self-concept and computational career interest among senior secondary school students in Suleja educational zone of Niger state.
4. To investigate the relationship between scientific occupational self-concept and scientific career interest among senior secondary school students in Suleja educational zone of Niger state.
5. To investigate the relationship between persuasive occupational self-concept and persuasive career interest among senior secondary school students in Suleja educational zone of Niger state.
6. To examine the relationship between artistic occupational self-concept and artistic career interest among senior secondary school students in Suleja educational zone of Niger state.
7. To determine the relationship between literary occupational self-concept and literary career interest among senior secondary school students in Suleja educational zone of Niger state
8. To investigate relationship between musical occupational self-concept and musical career interest among senior secondary school students in Suleja educational zone of Niger state
9. To determine the relationship between social service occupational self-concept and social service career interest among senior secondary school students in Suleja educational zone of Niger state

10. To examine the relationship between clerical occupational self-concept and clerical career interest among senior secondary school students in Suleja educational zone of Niger state.

1.4 Research Questions

For the purpose of this study, the following research questions guided the study.

1. What is the relationship between outdoor occupational self-concept and outdoor career interest among senior secondary school students in Suleja educational zone of Niger state?
2. What is the relationship between mechanical occupational self-concept and mechanical career interest among senior secondary school students in Suleja educational zone of Niger state?
3. What is the relationship between computational occupational self-concept and computational career interest among senior secondary school students in Suleja educational zone of Niger state?
4. What is the relationship between scientific occupational self-concept and scientific career interest among senior secondary school students in Suleja educational zone of Niger state?
5. What is the relationship between persuasive occupational self-concept and persuasive career interest among senior secondary school students in Suleja educational zone of Niger state?

6. What is the relationship between artistic occupational self-concept and artistic career interest among senior secondary school students in Suleja educational zone of Niger state?
7. What is the relationship between literary occupational self-concept and literary career interest among senior secondary school students in Suleja educational zone of Niger state?
8. What is the relationship between musical occupational self-concept and musical career interest among senior secondary school students in Suleja educational zone of Niger state?
9. What is the relationship between social service occupational self-concept and social service career interest among senior secondary school students in Suleja educational zone of Niger state?
10. What is the relationship between clerical occupational self-concept and clerical career interest among senior secondary school students in Suleja educational zone of Niger state?

1.5 Hypotheses

For the purpose of this research work, the following null hypotheses were tested;

1. There is no significant relationship between outdoor occupational self-concept and outdoor career interest among senior secondary school students in Suleja educational zone of Niger state.
2. There is no significant relationship between mechanical occupational self-concept and mechanical career interest among senior secondary school students in Suleja educational zone of Niger state.

3. There is no significant relationship between computational occupational self-concept and computational career interest among senior secondary school students in Suleja educational zone of Niger state.
4. There is no significant relationship between scientific occupational self-concept and scientific career interest among senior secondary school students in Suleja educational zone of Niger state.
5. There is no significant relationship between persuasive occupational self-concept and persuasive career interest among senior secondary school students in Suleja educational zone of Niger state.
6. There is no significant relationship between artistic occupational self-concept and artistic career interest among senior secondary school students in Suleja educational zone of Niger state.
7. There is no significant relationship between literary occupational self-concept and literary career interest among senior secondary school students in Suleja educational zone of Niger state.
8. There is no significant relationship between musical occupational self-concept and musical career interest among senior secondary school students in Suleja educational zone of Niger state.
9. There is no significant relationship between social service occupational self-concept and social service career interest among senior secondary school students in Suleja educational zone of Niger state.

10. There is no significant relationship between clerical occupational self-concept and clerical career interest among senior secondary school students in Suleja educational zone of Niger state.

1.6 Basic Assumptions

This study has the following basic assumptions:

1. That positive relationship may exist between outdoor occupational self-concept and outdoor career interest among senior secondary school students in Suleja educational zone of Niger state.
2. That positive relationship may exist between mechanical occupational self-concept and mechanical career interest among senior secondary school students in Suleja educational zone of Niger state.
3. That positive relationship may exist between computational occupational self-concept and computational career interest among senior secondary school students in Suleja educational zone of Niger state.
4. That positive relationship may exist between scientific occupational self-concept and scientific career interest among senior secondary school students in Suleja educational zone of Niger state.
5. That positive relationship may exist between persuasive occupational self-concept and persuasive career interest among senior secondary school students in Suleja educational zone of Niger state.
6. That positive relationship may exist between artistic occupational self-concept and artistic career interest among senior secondary school students in Suleja educational zone of Niger state.

7. That positive relationship may exist between literary occupational self-concept and literary career interest among senior secondary school students in Suleja educational zone of Niger state.
8. That positive relationship may exist between musical occupational self-concept and musical career interest among senior secondary school students in Suleja educational zone of Niger state.
9. That positive relationship may exist between social service occupational self-concept and social service career interest among senior secondary school students in Suleja educational zone of Niger state.
10. That positive relationship may exist between clerical occupational self-concept and clerical career interest among senior secondary school students in Suleja educational zone of Niger state.

1.7 Significance of the Study

It has been a common practice among parents, guardians, teachers and society in general to make occupational choice for students, and this is hazardous to both students and even the society. In line with this the researcher hopes that the findings of this study will provide vital information that will enable parents, guardians, teachers and others to realize the importance of occupational self-concept in relation to career choice, and also see reasons why they should allow their children or students to choose careers that commensurate with their occupational self-concept. This will in turn minimize or even eliminate the problems of dissatisfaction, unproductive and failure in imposed career.

It is also expected that the findings help to provide relevant information to the students and interested readers to recognize the value of occupational self-concept in relation to career

choice, and subsequently, it will serve as guide to them in making appropriate career choice that will match with their occupational self-concept.

Similarly it is hope that the findings of this study will be of immense use to career counsellors, educational planners and policy makers. It will enable them to identify the problems related to students' occupational self-concept and career choice and find ways of solving them.

Also, Findings of this study will serve as additional literature to the relatively few existing ones on occupational self-concept and career interest for the researchers to review for further studies in order to establish more evidence on the relationship between occupational self-concept and career interest among senior secondary school students.

1.8 Scope and Delimitation of the Study

The area of coverage in this study comprised all the fifty three (53) public senior secondary school students in Suleja educational zone of Niger State. These students comprised both male and female students as well as students from urban and rural public senior secondary schools in Suleja educational zone of Niger state. The study however, covered only five (5) schools selected randomly in five (5) Local Government Areas across the zone and the study is delimited to investigate the relationship between occupational self-concept and career interest among senior secondary school students in Suleja educational zone of Niger state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of related literature on the relationship between occupational self-concept and career interest under the following sub-headings: concept of occupation, types of occupation, self-concept, concept of career, career interest, concept of career choice and empirical studies.

2.2.1 Concept of Occupation

The concept of occupation is defined as one's regular, daily and specific job or work through which one earns a living. Oladele (2007), defined occupation as one's principal employment, business, vocation, trade or other means of livelihood. It is a specific job or work activity. It is society-centered. Shaffer (2005) defined occupation as a means by which one may satisfy many of his psychological needs. Some of these needs are recognized by the individual and some are not. All of them, however, have direct bearing on his feeling of significance in the society in which he lives. Tambawal (2009), states that, occupation is one's regular, daily and specific job or work through which one earns a living. Mohammed (2012) that, occupation is a way of life. It molds one's character, determines one's social status, income, style of life, one's choice of friends, one's mental and physical health.

Therefore, occupation refers to the work a person does, regardless of his/her occupational status occupation has a persuasive connection with one's entire way of life. To choose it therefore, may be difficult and demands for a professional intervention and advice for a successful life.

2.2.2 Types of Occupation

Occupation as seen earlier as one's regular, daily and specific job or work through which one earns a living is of different types. Types of occupation were identified by many scholars and organizations such as Egbule (2002) classified occupations into 12 types: service occupation, business occupation, persuasive occupation, mechanical occupation, outdoor occupation, scientific occupation, general culture occupation, computational occupation, literary occupation, protection occupation, agricultural occupation and artistic occupation. Anwana as cited by Kochhar (2007) identified the following types of occupation: Outdoor occupation, mechanical occupation, computational occupation, scientific occupation, persuasive occupation, artistic occupation, literary occupation, musical occupation, social service and clerical occupation. Oduan (2012) loosely categorized occupations into 5 type: service, technical, mechanical, creative, health and business. Olayinka(2006) categorized occupation into 10 major groups: Managers; professionals; technicians and associate professionals; clerical support workers; service and sales workers; skilled agricultural, forestry and fishery workers; craft and related trade workers; plant and machine operators, and assemblers occupations; elementary occupations; and armed forces occupations.

Also, Nwamuo (2001) classified occupation into 23 majors groups: management occupation; business and financial operation occupation; computer and mathematical occupation; architecture and engineering occupation; life, physical and social science occupation; community and social services occupation; legal occupation; educational, training and library occupation; healthcare support occupation; protective service occupation; food preparation and serving related occupation; personal care and service occupation; office and administration support occupation; farming, fishing and forestry occupation; construction and extraction occupation;

installation, maintenance and repair occupation; production occupation; transportation and materials moving occupation; military specific occupation; building and grounds cleaning and maintenance occupation; healthcare practitioners and technical occupation; art, design, entertainment, sport and media occupation; and sales and related occupation. American Career Resource Network (2010) classified occupations into 9 major types: managers and administrators occupations; professional occupations; associate professionals occupation; tradespersons and related workers; advanced clerical and service workers; intermediate clerical, sales and service workers; intermediate production and transport workers; elementary clerical, sales and service workers; and labourers and related workers. Conclusively, it could be observed that it is often difficult to determine the category into which a given job falls. None of the above terms has a clear-cut definition because an occupation could fall into two or even three classification. This is only done for the sake of classification or grouping for the occupants to know the type(s) of occupation he/she may be involved in order to predict his/her occupation as well as the subjects' areas.

2.2.3 Self-concept

The term self-concept has been severally defined by many scholars to suit their theoretical frame works. But despite the differences in the perspectives taken there is also considerable consensus in the definitions offered. Shaffer (2005), self is the combination of physical and psychological attributes that is unique to each individual. The self and social developments are intertwined. The self-develop through interactions and acquire information among people around the self to form the social self. This self-require social cognition which Shaffer described as the thinking that people display about the thoughts, feelings motivates and behaviours of themselves and others. Shaffer agreed that this will lead the self to self-

recognition. He added that the ability to recognize oneself couple with the conscious awareness that “I” represents my own is self- recognition. The self-recognition will help the adolescent to develop physical self-concept, psychological self-concept and academic self-concept, and this in one way or the other, influence the vocational interest of the adolescent and promote the adolescent’s self-esteem.

Self is a composite of thoughts and feelings which constitute a person’s awareness of his individual existence. His conception of who and what he is which include system of ideas, attitudes, values, and commitments. Self-concept has been seen as the way an individual perceives him/herself, his/her feelings, and thoughts about him/herself. Thus, these perceptions, thoughts and feelings may give the individual an insight about himself/herself. These perceptions include the family background, the school location and gender. Occupational self-concept is an aspect of self-concept which refers to way individuals view, perceive and rate themselves in relation to various occupational activities, and to some extent this occupational self-concept influence individual career interest. Career interest are careers that individual likes and is from these careers which individual has interest that one make his/her career preference and choice Jersild as cited in Mohammed(2008).

According to Bako (2004) ideal self is shown in both aspiration and identifications. The concept in either case has been found useful in studying the development of character and personality. To the Freudians, the origin of the ego ideal is result identification with individuals that the child loves, admires or fears. It deals with identification through which the child takes on the attitudes of such person. The social psychologists on the other hand reject the ideals self as a term for the roles or aspiration that continuously after the individual life. Sharf (2006) self-image is the view of our real self that we carry around with us and which is a corner stone of our

personality, while the ideal self is the image we have of the way we hope to be or could be or should be. The image of the ideal self has its origin in the perceptions we have of other's expectation of us. These expectations, which come both significant individuals in our environment as well as from social institutions such as school, become internalized into an ideal self towards whom we feel we ought to strive. They become conscience which provides us with the possibility of self-guidance. The ideal self also has its origin in our tendency to model ourselves on other people; young children tend to model themselves upon their parents or other members of the family. During adolescence, it tends to be glamorous people such as sport men, popular film actors or even pop-stars (musicians) who provide models. It is very common now to find children, particularly the youth, or in some cases trying to imitate film actors in their actions or behaviours and perhaps wish to be like them.

Sharf (2006), further opines that self-concept includes three (3) main elements. First, is the self-image which is the impression which we have of ourselves. Second, is the ideal self which is our image of the way we could be or ought to be, or would like to be, and the last is the element of self-esteem which consists of the feelings that we have about the self we believe should be. If a child is appreciated by his parents said "is a good boy" the child internalized into his self-three things via: his act which was approved, parents approval of his act and interpretation of that act as being good from such internalization of "good" behavior the child is likely to say to himself in his imagination. If I do this, others will think I am good.

The term self and self-concept used by some theorists to mean the same thing. For instance, James 'I and My theory'; Cooley 'Looking glass theory'; Rogers 'self-theory'; Maslow 'self-actualization theory'. Oladele (2006) used the two terms to mean different things. They considered self to embrace all attribute of a person and self-concept to mean that part of self

which is aware of itself. That is the perception one has of his own image, characteristics, feelings, strength and limitations and the enduring state of readiness to respond in characterize ways to stimuli and experiences. Bukoye (2010) defined self-concept as a combination of all thoughts and feelings that a person has about him or his picture of him. Both the physical and psychological dimension makes up the self-concept (pp 58-59). Bukoye (2010) considers self or self-concept to consist of three components namely: Cognitive domain (person's knowledge about his real self), Effective domain (person's feelings about himself and evaluation of his own behavior or abilities) and Behavioural domain (when a person behaves in ways he wants others to regard him). For the purpose of this study, occupational self-concept of secondary school students refers to the private and personal image each student has of him/herself occupationally.

Therefore, Self-concept is a characteristics feature that human beings recognize and express themselves using personalized terms like "I, me, my, myself" which signify the awareness of oneself as distinct from others. It is this awareness of one's self or self-perception otherwise known as self-concept that makes each individual to react and respond to situations in distinct ways. Individuals who are otherwise similar feel differently about themselves and this suggests that people behave in ways that are consonant with their self-concept.

2.2.4 Concept of Career

Career is an occupation to which a person is specifically drawn or for which he/she is suited, trained or qualified. Olayinka (2006), defined career as a sequence of occupation, job and positions occupy during a person's working life. A career refers to a sequence of roles or position including work, leisure and educational pursuits during one's working life. In other words, it describes job-related activities of a person. According to Scott (2002) career could be referred to the work activities which a man could engage I or prepares people for specific trades,

craftsman careers at various levels from a trade, a craft, technician or a professional position in engineering, accounting, nursing, medicine, architecture, pharmacy, law and so on. Career counselling describes the processes and activities designed to facilitate the attainments of career goals of an individual's group. Career counselling emphasizes the process of preparing individuals to choose their vocations and implement the choices in ways that will bring personal satisfaction to an individual and benefit to society (Mohammed, 2008).

Oladele (2006), views career as the sequence of major positions occupied by a person throughout one's life span which includes home, school, community experience related to an individual's life concept and its implementation in life style as a living. Super as cited by Adeoye and Bukoye (2010) observed that career has become a necessity not only as a means of consistent sets of problems confronting young people is that of choosing a vocation. The taste of choosing a life career has become a thorn in flesh of many adolescents and many fall by the way side in an attempt to a vocation. Whereas researchers argued that it is very necessary to guide young ones to aspire for jobs of their interest and ability. Ibrahim (2004), career is one's area of specialization that earns him/her a living and which distinguishes him/her from other individuals while work is a activity calling for the expenditure of effort towards some definite achievement or outcome and whether paid or not, hard or easy, it is always an effort towards some specified end. Career development is continuous process of making work related decisions and embraces the decision preceding and leading to engagement in an occupation and decision culminating in all experiences during which the job is hold and often one retire from work

2.2.5 Career Interests

Career interests have been defined by many researchers such as Fortune (2011) who says word 'interest' is a term used very often in our day to day life. It may appear to be a very simple term, but it is quite difficult to define and interpret it. Interest is an orientation towards certain objects, activities and expressions. It is an expression of our likes and dislikes or attractions and aversions. Interest decides if we would be attentive to a particular stimulus or not. Further described that career or vocational interests reflect individuals' choices in engaging in tasks and activities of their choice. They liked to be in environments where they are attracted by the people like them. Balogun (2006) described interests as attitudes that reflect stable personality traits. Holland as cited by Balogun(2006) stated that, "career interests are simply another aspect of personality ... If career interests are expressions of personality, then it follows that interest inventories are personality inventories". To be more precise, vocational psychology is concerned an individual's choice of a particular occupation and is related to satisfaction and productivity in it. Career interests of the students are measured through the use of Self-Directed Search savickas as cited by Fred(2002).

2.2.6 Concept of Career Choice

Career choice can be defined as a particular career an individual choose from the alternative. A happy life depends often on the choice of a suitable career, few people can be happy in a job which does not employ their abilities to the full. It is true that modern industrial conditions do not make this possible for everyone, but is still possible for a great many. If people can fit into their right type of job it becomes possible they would work happily in full capacity. In career development therefore, the important thing that comes to mind is to make a choice and that choice should be one which the individual is best suitable by his physical structure,

education, intelligence, natural aptitude and character. Different jobs demand different capabilities and every individual should discover what his or her capabilities are (Fortune, 2011). Olajude as cited by Ibrahim(2004) Pp.103career choice is a response that indicates the individual's probable realistic occupation. By choice an individual expresses his assessment of his chances of entering the occupation and of being adjusted to it. Therefore, by choice, the reality has been considered and this is why his choice is intent to go into a particular job. It is the selection or picking up of a career which one has the potentials of entering. Three conditions necessary to follow before a choice could take place. These are as follows.

- **A Choice Supply.** That is to say there must be two or more careers from which an individual could select from.
- **The Incentive to Make a Choice.** The individual must be motivated to choose.
- **Freedom to Choice.** The individual must not be restricted in exercising the will to choose. Once there are some strings attached to the choice, and then it is no longer a choice (Olajude as cited by Ibrahim, 2004).

2.3 Theoretical Framework

2.3.1 Ginzberg and Associates Developmental Theory of Vocational Choice

Individual, according to Ginzberg as cited by Sternberg(2005) select occupations not through chance as the accident and economic theories but through life-long stages or phases of development patterns that are largely irreversible. This theory believes that career choice and development is a process that culminates in an occupational choice in one's early twenties. This theory stressed that occupational choice is an irreversible development process involving a series of decisions. Ginzberg indentified three (3) stages in the period of career choice and development. The three (3) stages are: the Fantasy stage, the Tentative stage, and the Realistic stage.

1. The Fantasy stage (0-11 years)

The stage begins from birth to eleven years. It is a stage characterized by wishful thinking and arbitrary choices. The main features of this stage, according to Ginzberg are the arbitrary nature of the child's choices and the lack of reality orientation reflected in the fact that children ignore reality, their own potentials and abilities in the vocational choice process. Immediate environment especially the parents and what the child sees around him/her influences his/her occupational likes and dislikes, and their approach to career decision making lacks "reality orientation", while it is firmly dominated by "play orientation".

2. The Tentative stage (11-17 years)

The tentative stage occurs between the age of approximately 11 and 17 years. This period is an advancement of the fantasy stage. It is called tentative because as an individual become more mature, he/she becomes aware of his/her own interest, capacities, value and these serve as a basis for his/her vocational choice. This stage has four sub-stages:

Interest sub-stage (11-12 years): At this period, the individual begins to realize that there are some activities he/she likes and enjoying doing more than other activities. He/she gradually develops interest in those activities he/she likes doing, but even though interests form the primary basis of choice here, there is also a rather subtle of the fact that ability is also necessary which make the choice tentative or subject to change.

Capacity sub-stage (12-14 years): The capacity sub-stage manifests from 12 to 14 years. At this stage, the individual begins to be aware of the importance of his/her abilities in his/her vocational choice. So he begins to consider his own abilities and capacities in the vocational choice process. However, because knowledge of capacities for most adolescents is incomplete, career choices made at this sub-stage are still tentative.

Value Sub-stage (15-16 years): The individual at this stage consider the value of his service to society before making a choice. Individual allow their value system about life to dominate their vocation consideration. However, the important thing at this stage is that values override interests and abilities.

Transition sub- stage (16-17 years): This is the last sub-stage of the tentative period. This sub-stage marked the concrete realistic future vocational planning, and its characterized with integration of interest, capacities and values and their utilization in the career decision making process.

3. The Realistic Stage (18-22years)

This marks the last stage in the process of vocational choice and development. This stage is also sub divided into two: the exploration, crystallization and specification sub-stages.

Exploration sub-stage (18-19years): The individual at this stage tries to acquire experience and select a path to follow from or among two or more strongly held alternative vocational interests. Here, the individual investigates occupational opportunities virtually the last time and options are sorted out. But individual nonetheless still displays a good deal of vocational flexibility, as general indecisiveness of the tentative period still persists.

Crystallization sub-stage (20-21 years): This is the time when the vocational patterns of the individual become clear to him/her. So he/she actually makes a vocational choice, having in mind a clear idea of occupational tasks he/she wishes to engage in and those he/she wishes to avoid. Ginzberg stressed that individual at this stage may likely change his/her career choice due to new experiences or reappraisal of old ones.

Specification Sub-stage (21-22 years): The sub-stage represents the final point of career development, according to Ginzberg. At this time, the individual focuses on a particular occupation. Individual is ready to accommodate him/herself or compromise with reality. Here, choices are delimited and the individual becomes more specific in career choice. This theory identified four sets of factors or variables that it believes interact to influence the ultimate career choice. The factors are: the reality factor, the value system, the educational process, and the individual's emotional make-up (Sternberg, 2005).

The relationship of this theory to the study is that individual occupational choice is not through chance but through life-long stages of irreversible development process involving a series of decisions. This implies that individual career decision according to this theory is not point in time affairs but a developmental process involving series of decisions that are largely irreversible. So, Ginzberg believes that individuals who are properly guided throughout their developmental stages of career choice are in the right path to choice career that will give them inner job satisfaction and vice versa. Therefore, this implies in this study that students that have positive congruence between their occupational self-concept and career interest are properly guided throughout their developmental stages of career stage and development. But students that have negative congruence between their occupational self-concept and career interest were not properly guided throughout their developmental stages of career choice and development and they are at high risk to experience vocational failure in the future if they are not helped. So, in line with this, there is need for professional guidance counsellors to assist students throughout their various developmental stages of career choice and development.

2.3.2 Donald Super Self-concept Theory of Career Choice and Development

Super as cited by Sternberg(2005) believed that self-concept changes overtime and develop as a result of experience. This theory believes that career choice and development is essentially a process of developing and implementing a person's self-concept. Super (1957) postulated that man's career choice and development normally progresses through five main stages. Namely: Growth stage (0-14 years), Exploration stage (15-25years), Establishment stage (25-45 years), Maintenance stage (45 to 64 years) and Decline stage (65 till death).Each of these stages has its distinct vocational characteristics and one's rate of progression through the stages could be affected by number of factors such as intelligence, socio-economic status of the parents and cultural influence. Also in each stage one has to successfully manage the vocational developmental tasks that are socially expected of persons in the given chronological age range.

1. GROWTH STAGE (0-14 YEARS)

This stage witnesses the development of self-concept through identification with parents, teachers, and other significant people. Therefore, the availability of appropriate models becomes an important factor in the development of self-concept. At this level of development or stage, needs and fantasies dominate vocational thinking process. As the child socialized more and more his interest and capacities also begin to play a prominent role in his activities especially as he compares himself with others and also as he enjoys success experience in that he does. There are three sub-stages constituting growth stage: fantasy sub-stage (4-11years), interest sub-stage (11-12 years) and capacity sub-stage (13-14 years).

Fantasy sub-stage (4-11 years): Here needs, impulses and other fantasy consideration governed career preference or choice.

Interest sub-stage (11-12 years): The individual's likes and dislikes determine his vocational preference.

Capacity sub stage (13-14 years): Ability consideration dominate decision making at this stage. Student usually attached much weight on performances.

2. EXPLORATION STAGE (15-25 YEAR)

The general picture of this stage shows that the young person examine his/her assets and immediately tries out various roles functions and engages in occupation exploration in school and in extra-curricular activities and if possible tries out these roles in part-time work. This period is characterized by indecision or some sort of tentativeness. There are three (3) sub-stages: tentative sub-stage (15-17 years), transition sub-stage (18-21 years) and trial sub-stage (22-24 years)

Tentative sub-stage (15-17 years): Individual at this stage take their needs, interest, capacities, values and training opportunities into consideration when chosen a job. He/she make a number of tentative choices which are discuss in school and home with friends and then tries them out in work-experience if possible.

Transition sub-stage (18-21 years): Individual at this stage may start work but increasingly he gives more weight to reality factors in his/her vocational choices or his courses for high training. For example, in Nigeria reality factors may include the availability of job or training within the area one lives in, availability of the money with which paid for further education in the absent of bursary, whether one is the eldest child in the family whose further education might jeopardize the chances of the other members of the family been educated.

Trial sub-stage (22-24 years): At this stage the individual would have either found an appropriate field of work or further training to commit himself to if all works well in the transition period. He/she chooses a specific job in a particular broad field and tries out as his life's work.

3. ESTABLISHMENT STAGE (25-45 YEARS)

It is expected at this stage an appropriate or suitable work field is found. Conscious and practical attempts are made to earn a permanent place in it. There are two sub-stages: trial sub-stage (25-30 years) and stabilization sub-stage (31-45 years).

Trial sub-stage (25-30 years): Most people experience entry into the world of work through job placement. Individual may decide to change job if the initial job works unsuitable. Some time one or two job changes may be made by individual within this age range before a suitable occupation is found. Those in the professional area hardly change job at all during this stage.

Stabilization sub-stage (31-45 years): The changes individual experienced during the trial stage should have helped him/her to acquire a clear view of his career pattern. Once individual established in a given job he/she strives to maintain and improve on it. He/she works hard to secure a place in his job especially in the face of competition from younger people on the job who may possess threat to his job security.

4. MAINTENANCE STAGE (46-64 YEARS)

Here the individual who had secured a place in his work and has worked-hard to keep and progress in it merely continuous along this established lines. This stage also witness pre-retirement planning at its terminal points. For some people the later part of this stage may witness actual retirement from paid work.

5. DECLINE STAGE (65 YEARS - TILL DEATH)

This stage for most people falls largely within post-retirement years. Due to decreasing in physical and mental power individual at this stage restructure his/her work roles. Work activities witness change to reflect declining capacities. This is when part-time jobs are taking to replace full-time jobs. For example, when civil servant who retired from paid work shift to being chairman of a number of corporation or institutions. It should be noted that the age limits are not meant to be rigid (Sternberg, 2005).

In respect to the theory cited above, if career choice and development is essentially a process of developing and implementing a person's self-concept, then individual need to develop positive self-concept in order to have a successful implementation of his/her self-concept to the positive end. Super believes that self-concept changes overtime and develop as a result of experience. This mean that individuals who have good experience, that is, guided experience will develop positive self-concept that will influence his/her career decision positively. But individuals who have unguided experiences will develop negative self-concept that will affect his/his career decisions negatively. This implies in this study that students that have positive congruence between their occupational self-concept and career interest is as a result of their guided experiences. But students that have negative congruence between their occupational self-concept and career interest may be as a result of unguided experiences. In line with this, there is need for professional guidance counsellors to guide students properly so that they can develop positive self-concept that will influence their career decision making positively.

2.3.3 John Holland Personality Theory of Career Choice and Development.

Holland as cited by Cronbach(2000) believed that persons obtain satisfaction performing the particular kind of work activity that closely fits their personality. This theory postulates that

individuals express their personality through the choice of occupation. This theory is based on the notion that an individual's personality characteristics and his/her occupational environment should correspond. Holland believes that there is a relationship between the personality type and suitable working environment. He assumed that a person vocational choice or interest express his personality or lifestyle (Robbins, 2006).

Holland identifies six (6) personality types:

I. Realistic person: this group are usually physically strong, interested in concrete activities which demand motor coordination. They tend to avoid tasks that involve abstract, interpersonal and verbal skills. Suitable working environment for this personality type according to Holland include farming, automobile mechanic, air plane mechanic, carpentry, construction inspector, electrical engineering, surveying, building, mining, master plumber, power station operator, tool designer and so on.

II. Investigative person: this group are usually thoughtful, precise and naturally inquisitive. They show interest in activities that involves abstraction. They tend to be less sociable and assumed leadership position. Suitable working environment for this personality type according to Holland include engineering, researching, medical laboratory assistant, scientist, anthropologist, astronomer, airplane pilot, mathematician, biologist, botanist, chemist, physician, geologist, medical laboratory assistant, computer programmer, military officer, zoologist and so on. He or she is therefore found in work environment which allows him her to think than act.

III. Artistic Person: This group of people is creative in nature; they show interest in situation that provides for absolute permissiveness. They tend to avoid tasks that are structured and expressive in nature as well as routine and repetitive activities. Suitable jobs which reflects this

personality type according to Holland include fine art, fashion models, artists, writer, photographer, dramatists, poets, stage directors, interior decorators, musicians, architects, cartoonists, composers and so on; in order to find outlets for their emotions and imaginations

IV. Social Person: Group of people with this personality type prefer people oriented activities, they are usually sociable, out-going, and often show interest in interpersonal relationship. they tend to avoid situations or activities that demand extensive physical skill – use of tools and machines. The social person according Holland prefers to engage in helping occupations such as teaching, vocational counselling, therapist social welfare, nursing or medicine, clergy work, educational administration, clinical psychologist, juvenile delinquency expert, marriage counselling, physical education teacher, speech therapist and so on. He or she rates himself or herself as liking to help others, understanding of others, having teaching ability, and lacking mechanical and scientific ability. Members of this type of personality are apt to show themselves to be cooperative, friendly, generous, helpful, idealistic, insightful, kind, sociable, understanding etc.

V. Enterprising Person: this group of people possesses high verbal and social skills which they often used to manipulate other either for economic or political reasons or games. They are adventurous and they tend to dominate and manipulate others. Vocational preferences for this personality type according to Holland include politicians, political campaign manager, business executive, lawyer, insurance, sale work, real estate, economists, buyer, hotel manager, master of ceremonies, contractors, bankers, sport promoters, restaurant worker, employment interviewer, industrial relations consultant, television producer, etc. besides, this type of persons prefer supervisory and leadership roles to any others. The enterprising person is apt to show

himself/herself to be adventurous, ambitious, argumentative, dependent, domineering, energetic, impulsive, optimistic, pleasure-seeking, self-confident, sociable, talkative.

VI. Conventional Person: This group of people prefers to engage in routine activities. They have preference for order and regimentation in their choice of activities. They show concern to rules and regulations. Suitable working environment for this personality type according to Holland include accountancy, clerks, receptionist, traffic wardens or controllers, military, paramilitary, administrative secretaries, statisticians, financial analysts, inventory controllers, quality control experts, tax experts, cost estimators budget reviewers, typists, auditors and so on. The conventional person is apt to show himself or herself to be conforming, conscientious, defensive, efficient, inflexible, obedient, orderly, persistent, practical, prudish, self-controlled (calm), unimaginative.

Holland (1973) concluded that individual rarely possess one pure personality type. Though one personality disposition may pre-dominate in an individual, he often exhibits the characteristics of other types of personality. According to Holland an individual who is about to choose an occupation seeks out an environment most conducive to his personality attribute, based on the image he/she builds about him/herself and occupations.

In respect to the above theory cited, researcher used 10 occupational environments (outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical) because the two instruments (MVJROSCS and VII) used in this study were structured based on these 10 occupational environments. Holland personality theory of career choice is closely related to these 10 occupational environments used in this study because Holland categorized personality type into 6 (realistic, investigative, artistic, social, conventional

and enterprising persons) and the characteristics of the occupational activities described in each one of the 10 occupational environments fall within the example of the occupational environments Holland considered to correspond with one of the 6 personality types. Holland believes that individual obtain satisfaction performing the particular kind of work activity that closely fit his/her personality. This implies in this study that individual who is about to choose an career seeks out environment most conducive to his/her personality attributes, based on the image he/she builds about him/herself and occupation.

From the above theories reviewed, it could be understood that several positions have actually been proposed from several different perspectives. The first two theories are based on the human development throughout life span, while the last theory is based on specific personality. Due to differences in approaches, none of the theories could be considered sufficient and wholly embracing but rather there is a need to comprehend and converge the ideas in order to yield to intellectual progress.

2.4 Empirical Studies

Egwuchukwu (2003) investigates relationship between vocational self-concept and vocational choice of senior secondary school students in Federal Government Colleges in Enugu state, Nigeria. The study employed correlational research designed. The total population for the study was 28,694 students. 560 respondents took part in the study. Questionnaire was used for data collection. Six research questions hypotheses were formulated to guide the conduct of the study. Pearson Product Moment Correlation Coefficient was used to test the hypotheses. It was found among other that significant positive relationship exist between mechanical vocational self-concept and mechanical vocational choice among students ($r = .462, p = .001$), it also reveals that significant positive relationship exist between musical vocational self-concept and musical

vocational choice among the students ($r = .185$, $p=.000$), significant positive relationship exist between artistic vocational self-concept and artistic vocational choice among students ($r = .602$, $p= .021$), also, the study revealed that significant negative relationship exist between outdoor vocational self-concept and outdoor vocational choice among students ($r = -.311$, $p= .005$).

Otta and Williams (2012) conducted research on relationship between self-concept and vocational interest among senior secondary school students (adolescents) in Ohafia educational zone of Abia state. The study employed descriptive survey research designed. Three research questions were answered and three null hypotheses were tested at 0.05 alpha level. Regression Analysis of Variance (ANOVA), z-test statistics and Parson Product moment correlation coefficient statistics were used for data analysis. The population of 16,309 senior secondary school II (SS II) constituted the population of the study. The sample of the study was 799 SS II students. Purposive sampling technique was used to select the sampled schools. Adolescent Personal Data Inventory (APDI) 'A' section and Vocational Interest Inventory (VII) were adopted for data collation. The findings revealed that significant relationship exist between students' self-concept and vocational interest. The results further revealed that those adolescent students with high self-concept and high vocational interest turned to direction of scientific, clerical, persuasive, social services, literary and computational vocational interest areas, whereas those students with low self-concept and low vocational interest turned to outdoor, mechanical, artistic and musical. Also, gender showed no difference in their self-concept and vocational interest.

Asika (2011) carried out a research on relationship between occupational self-concept and career preference among senior secondary school students in Ilorin metropolis, Kwara state, Nigeria. The study adopted correlational research designed. The population of the study

comprised 9,706 senior secondary school students in Ilorin metropolis. The total of 300 respondents took part in the study. Self-constructed instrument was used for data collection. Ten hypotheses were tested using Pearson product moment correlation coefficient at 0.05 alpha levels. Based on the results obtained among other revealed that significant positive relationship exist between literary occupational self-concept and literary career preference among students ($r = .529, p = .011$), significant negative relationship exist between mechanical occupational self-concept and mechanical career preference among students ($r = -.362, p = .000$), significant negative relationship exist between persuasive occupational self-concept and persuasive career preference among students ($r = -.102, p = .018$) and also, significant positive relationship exist between social science occupational self-concept and social service career preference among students ($r = .420, p = .000$).

Nasir and Lin (2013) investigate relationship between vocational self-concept and vocational choice among secondary school students in Lokoja metropolis, Kogi state. The study employed correlational research designed. Six research questions were answered and six research hypotheses were tested at 0.05 alpha level. The population of the study constituted 9,207 senior secondary two (SS II) students in Lokoja metropolis. The total of 420 respondents took part in the study. Self-designed instruments tagged “Vocational self-concept Questionnaire for secondary school students” (VSCQSSS) and “Students Vocational Choice Questionnaire” (SVCQ) were used for data collection. Spearman rank correlation coefficient was used to test hypotheses. The findings revealed that significant negative relationship exist between computational vocational self-concept and computational vocational choice among students ($r = -.308, p = .026$), significant negative relationship exist between scientific vocational self-concept and scientific vocational choice among students ($r = -.610, p = .001$), significant positive

relationship exist between outdoor vocational self-concept and outdoor vocational choice among students ($r = .293$, $p = .019$) and also among other, the result showed that significant positive relationship exist between literary vocational self-concept and literary vocational choice among students ($r = .407$, $p = .036$).

Peng (2007) conducted research on relationship between vocational self-concept and vocational choice among post-secondary school students in Timbuntu, Kenya. The study employed descriptive survey research designed. Population of the study constituted 9,110 male and female post-secondary school students. The total of 436 respondents took part in the study. Self-designed questionnaire was used for data collection. Five research questions were answered and five research hypotheses were tested at 0.05 alpha level. Spearman rank correlation coefficient was used to test the hypotheses. The findings among others revealed that significant positive relationship exist between technical vocational self-concept and technical vocational choice among students ($r = .412$, $p = .005$), significant relationship exist between artistic vocational self-concept and artistic vocational choice ($r = .298$, $p = .001$), significant negative relationship exist between musical vocational self-concept and musical vocational choice among students ($r = .172$, $p = .000$), significant positive relationship exist between persuasive vocational self-concept and persuasive vocational choice among students ($r = .506$, $p = .001$) and also, significant negative relationship exist between clerical vocational self-concept and clerical vocational choice among students ($r = -.209$, $p = .001$).

2.5 Summary

The chapter two has highlighted conceptual framework: concept of occupation, type of occupation, self-concept, concept of career, concept of career interest, concept of career choice were discussed. Theoretical framework include: Ginzberg and Associates Developmental Theory

of Vocational Choice, Donald Super Self-concept Theory of Career Choice and Development and John Holland Personality Theory of Career Choice and Development were critically examined. Review of relevant literatures/Empirical studies on the relationship between occupational self-concept and career interest were looked into from the previous studies. It was discovered that many studies were conducted on vocational self-concept and vocational choice/preference in secondary school in other environment or geographical location that is different from the environment being considered by this study (Suleja educational zone of Niger state) and the results yielded competing and inconsistent findings. Some studies revealed that significant relationship exist between outdoor vocational self-concept and outdoor vocational interest among secondary school students while other studies revealed that significant relationship does not exist between outdoor vocational self-concept and outdoor vocational interest among secondary school students and so on. This has provided a backing for the need to investigate relationship between occupational self-concept and career interest among senior secondary school students in Suleja educational zone of Niger state. The findings of the study revealed that Significant positive relationship exists between outdoor occupational self-concept and outdoor career interest among senior secondary school students majoring in the outdoor occupational environments; Significant negative relationship exists between mechanical occupational self-concept and mechanical career interest among senior secondary school students majoring in mechanical occupational environments; Significant negative relationship exists between computational occupational self-concept and computational career interest among senior secondary school students majoring in the computational occupational environments; Significant positive relationship exists between scientific occupational self-concept and scientific career interest among senior secondary school students majoring in scientific occupational

environments; Negative relationship exists between persuasive occupational self-concept and persuasive career interest among senior secondary school students majoring in persuasive occupational environments; Significant positive relationship exists between artistic occupational self-concept and artistic career interest among senior secondary school students majoring in artistic occupational environments; Significant negative relationship exists between literary occupational self-concept and literary career interest among senior secondary school students majoring in literary occupational environments; Significant positive relationship exists between musical occupational self-concept and musical career interest among senior secondary school students majoring in musical occupational environments; Significant positive relationship exists between social service occupational self-concept and social service career interest among senior secondary school students majoring in social service occupational environments and Significant negative relationship exists between clerical occupational self-concept and clerical career interest among senior secondary school students majoring in clerical occupational environments.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes and discusses the method and procedures used in carrying out the study. This was discussed under the following sub-headings: research design, population of the study, sample and sampling technique, instrumentation, validity and reliability of the instruments, procedure for data collection and procedure for data analysis.

3.2 Research Design

The Correlational design was adopted by the researcher for this study. According to Emmanuel, Bulus and Andy-Philip (2010), correlation research design is aimed at measuring the degree of relationship between two or more variables for the purpose of describing and comparing such variables. This design allows the researcher to obtain data from the same group of people (sample) on two or more variables and such data are analyzed to determine the degree of relationship between or among these variables.

3.3 Population of the study

The population of this study comprises of all the students from fifty three (53) public senior secondary schools across Suleja educational zone of Niger state. According to the statistical data from the Planning, Research and Statistic Department, Niger State Ministry of Education, Minna (2016), the public senior secondary schools in Suleja educational zone has eighteen thousand, eight hundred and ninety seven (18,897) students. This Population includes both male and female students from public senior secondary schools across the five (5) Local Government Areas that make up the Suleja educational zone of Niger state. The distributions of

the population in the Suleja educational zone by local government areas is presented in table 3.1 below:

Table 3.1: Presents Population Distributions by Local Government Area in Suleja Educational Zone

S/N	Name of Local Gov't. Area	Number of Senior Sec. Schools	Population
1.	Gurara	14	4051
2.	Suleja	9	5215
3.	Tafa	8	3142
4.	Lapai	17	4116
5.	Munya	5	2372
Total	53	18897	

Source: Niger State Ministry of Education, Minna 2016.

3.4 Sample and Sampling Technique

The sample size for this study consists of three hundred and ten (310) students which were selected in line with the provision of Gay and Diehl, (1992) who suggested that 10% of the total population of the study will be appropriate for sample size for a study in social sciences and humanity. A multi-stage sampling technique was used by the researcher to select the sample for the study. Multistage sampling techniques is a complex form of cluster sampling in which the population of the study is divided according to cluster and further sampling take place in cluster until participants are finally selected for the study. However, Suleja educational zone was divided into five according to the local government areas in the zone (Gurara, Suleja, Tafa, Lapai and Munya respectively); and one public senior secondary school was picked randomly from each local government area to participate in the study. The researcher used hat method of simple

random sampling techniques by writing names of all senior secondary schools in each five local government area in a small piece of paper and fold it, then the researcher put it in the hat andshacked it thoroughly and one folded piece of the paper was picked randomly and the folded paper was opened and any name of the school appeared on that paper was picked to represents senior secondary schools in that local government area in the study. In each sample school, participants were selected randomly but proportionately, out of which a sample of the respondents for the study were obtained. The researcher chose this sampling technique in order to obtain more accurate representation, and to address the different characteristic of the entire population. To this regard, five (5) senior secondary schools selected through simple random sampling technique (hat method) to participate in the study are presented in table 3.2 below:

TABLE 3.2: List of Sample Schools, Population Distribution and Sample Selected

S/N	Name of School	Population	Sample
Gurara L.G.A.			
1.	GDSS Gawu-Babangida	690	69
Suleja L.G.A.			
2.	CSS Suleja	801	80
Tafa L.G.A.			
3.	DSS Ijah Gwari	431	43
Lapai L.G.A			
4.	DSS Gulu	723	72
Munya L.G.A			
5.	DSS Guni	463	46
Total		3,108	310

Source: sample size by the researcher

3.5 Instrumentation

For the purpose of this study, the two instruments were used to generate relevant data for the study. These instruments are Modified Version of James Rounds Occupational Self-Concept Scale (MVJROSCS) and Vocational Interest Inventory (VII).

3.5.1 Modified Version of James Rounds Occupational Self-Concept Scale (MVJROSCS)

This scale was developed by James Rounds (2008) but the instrument was adapted with little modification by this researcher. The MVJROSCS having on the front page space for obtaining some relevant personal information about the respondent as well as the directions for completing the scale. The main content of the scale is sub-divided into five sections (section A to E) and ten occupational environments (i.e. outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical). Each section consists of ten items (i.e. 50 items in all). Each of the ten items on any section belongs to one of the ten occupational environments. Thus, for instance, the first item on any section belongs to the outdoor occupational environment while the second item on any section belongs to mechanical occupational environment and so on. At the end of the scale, there is space for collating the respondent's scores in each occupational environment. The 50 items on this instrument were categorized into ten occupational environments (i.e. outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical), and space for collating the respondent's scores in each occupational environment at the end of the scale was added.

3.5.2 Vocational Interest Inventory (VII)

This inventory was developed by Bakare (1977) but the instrument was adapted with little modifications by the researcher. Bakare in an attempt to produce valid and reliable instrument for the measurement of career/vocational interest of the students. The VII having on the front page space for obtaining some relevant personal information about the respondent and the directions for completing the inventory. The main content of the inventory consist of ten sections (section A to E) and ten occupational environments (outdoor, mechanical,

computational, scientific, persuasive, artistic, literary, musical, social service and clerical). Each section consists of ten items (i.e. 50 items in all). Each of the ten items on any one section belongs to one of the ten interest areas. Thus, for instance, the first item on any section belongs to the outdoor interest area while the second item on any section belongs to mechanical interest area and so on. At the end of the inventory, there is space for collating the respondent's scores in each interest area. The VII has been published under the auspices of the Behavioural Science Research Unit, University of Ibadan, Nigeria.

3.6 Validity/Reliability of the Instruments

3.6.1 Validity of the Modified Version of James Rounds Occupational Self-concept Scale (MVJROSCS)

The MVJROSCS was validated through the experts from the Ahmadu Bello University, Zaria under educational psychology and guidance and counselling evaluated the contents of the items on the instrument, scrutinized them and makes necessary corrections and modifications to ascertain their appropriateness and content coverage with the reference to the research objectives. Thus the final copies of the MVJROSCS were produced in the light of the experts' observations, opinions and corrections that were harmonized. Examples of the observations and corrections made include:

- Table for collating scores on the occupational environments was added at the end of the instrument.
- The items were grouped into sections (A-E).
- The items were arranged in each section according to the 10 occupational environments.

For instance, the first item on any section belongs to the outdoor occupational

environment while the second item on any section belongs to mechanical occupational environment and so on.

- Word ‘captain’ was added to the sentence on item 1 in section D of the instrument.
- Word ‘organization’ was also added to the sentence on the item 10 in section E of the instrument.
- Section for obtaining Bio Data was added at the beginning of the instrument.

3.6.2 Validity of the Vocational Interest Inventory (VII)

The VII was validated through the experts from the Ahmadu Bello University, Zaria under educational psychology and guidance and counselling evaluated the contents of the items on the instrument, scrutinized them and makes necessary corrections and modifications to ascertain their appropriateness and content coverage with the reference to the research objectives. Thus, the final copies of the VII were produced in the light of the experts’ observations, opinions and corrections that were harmonized. Examples of the observations and corrections made include:

- The total numbers of the items were reduced to 50 from 100 items.
- That 100 items were too much for secondary school students..
- The experts picked the 50 items that are more appropriate for the study from the 100 items through ticking.

3.6.3 Scoring Procedure

The research instruments were scored through the following procedure:

1. Modified Version of James Rounds Occupational Self-concept Scale (MVJROSCS): The MVJROSCS has 50 items structured on a 4 – points Likert’s scale and was measured through Completely True, Mostly True, Mostly False and Completely False and scored 4, 3, 2, and 1 respectively. A respondent can therefore score a maximum of 200 (4 x 50) and minimum of 50 points (1 x 50).

2. Vocational Interest Inventory (VII): The VII was measured on a 4 – points Likert’s scale across 50 items. The scoring pattern was Like Very Much = 4, Like = 3, Dislike = 2 and Dislike Very Much =1. A respondent can score a maximum of 200 (4 x 50), and the minimum points can be 50.

3.6.4 Pilot Testing

To estimate reliability of the instruments, a test re-test method was used to ascertain the internal consistency of the items. A pilot testing was conducted picking at random forty (40) SS II students of Government Day Secondary School Lambata. This school was not part of the school selected for the main study but share the same characteristic with those selected. Test re-test method of reliability was used by administered forty (40) copies of instrument to students in DSS Lambata twice within interval of two weeks. The result of the two test scores were correlated using Cronbach Alpha (r), after the computation the internal consistency coefficient was determined at the 0.05 level of significance. The reliability index of the instruments indicated that: MVJROSCS – Outdoor 0.82, mechanical 0.76, computational 0.81, scientific 69, persuasive 0.82, artistic 0.74, literary 0.76, musical 0.86, social service 0.69 and clerical 0.80. VII-Outdoor 0.71, Mechanical 0.84, Computational 0.68, Scientific 0.89, Persuasive 0.84, Artistic 0.58, literary 0.91, musical 0.80, social service 0.78, and clerical 0.72. The reliability coefficient was considered adequate for the internal consistencies of the instruments. The results of the pilot study therefore, revealed high positive numerical values of correlations which provided strong evidence for use in this study.

3.7 Procedure for Data Collection

The school principals were informed through an introductory letter that was obtained from the department of educational psychology and counselling, faculty of education, Ahmadu Bello university, Zaria which served as a channel of introducing the researcher to the teachers and respondents, the researcher established good relationship with the respondents to make them feel

free to respond to all the test items with the assurance of utmost confidentiality. The researcher was assisted by the research assistants to administer the instrument to the sample respondents from the selected schools. Two weeks were used for administration of the instrument. Sixty (60) minutes each were given to the respondents to react to the items on occupational self-concept scale and career interest inventory. The instruments were administered to 310 male and female respondents. When the respondents finished answering the occupational self-concept scale and career interest inventory, the researcher collected the completed instruments with the help of the two (2) research assistants.

3.8 Procedure for Data Analysis

The data collected from the respondents were subjected to statistical analysis. Frequency counts and simple percentages were used for demographic data of the respondents which is gender. Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of Pearson Product Moment Correlation Coefficient was used to test all the hypotheses. Decisions on outcome of hypotheses testing were based on 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussion of major findings. The data collected through the use of James Rounds occupational self-concept scale and Bakare's vocational interest inventory were analyzed using frequency counts, percentage, mean, standard deviation and Pearson Product Moment Correlation Coefficient statistics with the aid of Statistical Package for Social Sciences (SPSS) computer software.

4.2 Demographic Data of the Respondents

This section presents the demographic data of the respondents as follows:

Table 4.2.1: Distribution of Sample by Gender

Gender	N	Percentage
Male	181	58.4%
Female	129	41.6%
Total	310	100%

Table 4.2.1 above reveals distribution of sample by gender and the table shows that out of 310 respondents, 181 were male students representing 58.4% while 129 were female students representing 41.6%.

4.3 Hypotheses Testing

The hypotheses formulated in this study were tested using Pearson Product Moment Correlation Co-efficient statistics.

Hypothesis 1

There is no significant relationship between outdoor occupational self-concept and outdoor career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.1: Pearson Product Moment Correlations Co-efficient Analysis between Outdoor Occupational Self-concept and Outdoor Career Interest of SSS

Students

Variables	No	Mean	SD	r	df	P-value
Outdoor Occupational self-concept	29	79.310	12.669			
Outdoor Career Interest	29	75.551	13.114	0.700**	27	0.000

**Correlation is significant at the 0.05 level (2-tailed)

Table 4.4.1 above reveals that correlation index r value is 0.700; degree of freedom 27 and P-value of 0.000. This result shows that correlation is significant, because P-value is lower than 0.05 alpha level of significance. Therefore, the null hypothesis one which states that there is no significant relationship between outdoor occupational self-concept and outdoor career interest among senior secondary school students in Suleja educational zone of Niger state is hereby rejected. This result indicated that significant positive relationship exist between outdoor occupational self-concept and outdoor career interest among those senior secondary school students majoring in the outdoor occupational environment. This implies that the higher the outdoor occupational self-concept, the higher the outdoor career interest and vice versa.

Hypothesis 2

There is no significant relationship between mechanical occupational self-concept and mechanical career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.2: Pearson Product Moment Correlations Co-efficient Analysis between Mechanical Occupational Self-concept and Mechanical Career Interest of SSS

Students

Variables	No	Mean	S.D	r	df	P-value
Mechanical Occupational self-concept	42	86.262	14.714			
Mechanical Career Interest	42	41.786	13.124	-0.613**	40	0.000

**Correlation is significant at 0.05 level (2-tailed)

Table 4.4.2 above reveals that correlation index r value is -0.613, degree of freedom 40 and P-value is 0.000. This result shows that correlation is significant, because P-value was lower than 0.05 alpha level of significance. Therefore, the null hypothesis two which states that there is no significant relationship between mechanical occupational self-concept and mechanical career interest among senior secondary school students in Suleja educational zone of Niger state is hereby retained. This result shows that significant negative relationship exist between mechanical occupational self-concept and mechanical career interest among those senior secondary school students majoring in mechanical occupational environments. This means that the higher the mechanical occupational self-concept, the lower the mechanical career interest of the senior secondary school students and vice versa.

Hypothesis 3

There is no significant relationship between computational occupational self-concept and computational career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.3: Pearson Product Moment Correlations Co-efficient Analysis between Computational Occupational Self-concept and Computational Career Interest Of SSS Students

Variables	No	Mean	S.D	r	df	P-value
Computational Occupational self-concept	34	94.500	7.790			
Computational Career Interest	34	64.118	6.423	-0.185	32	0.014

Correlation is significant at 0.05 level (2-tailed)

Table 4.4.3 above shows correlation index r value of -0.185, degree of freedom 32 and P-value of 0.014. This result shows that correlation is significant, because P-value was lower than 0.05 alpha level of significance. Therefore, the null hypothesis three which states that there is no significant relationship between computational occupational self-concept and computational career interest among senior secondary school students in Suleja educational zone of Niger state is hereby retained. This result indicated that significant negative relationship exist between computational occupational self-concept and computational career interest among those senior secondary school students majoring in the computational occupational environments. This means that the higher the computational occupational self-concept, the lower the computational career interest of the students and vice versa.

Hypothesis 4

There is no significant relationship between scientific occupational self-concept and scientific career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.4: Pearson Product Moment Correlations Co-efficient Analysis between Scientific Self-concept and Scientific Career Interest of SSS Students

Variables	No	Mean	S.D	r	df	P-value
ScientificOccupational self-concept	36	92.111	10.350			
Scientific Career Interest	36	79.000	9.562	0.286**	34	0.040

**Correlation is significant at 0.05 level (2-tailed)

Table 4.4.4 above shows correlation index r value of 0.286, degree of freedom 34 and P-value of 0.040. This result shows that correlation is significant, because P-value was lower than 0.05 alpha level of significance, the null hypothesis four which states that there is no significant relationship between scientific occupational self-concept and scientific career interest among senior secondary school students in Suleja educational zone of Niger state is hereby rejected. This result indicated that significant positive relationship exist between scientific occupational self-concept and scientific career interest among those senior secondary school students majoring in scientific occupational environment. This means that the higher the scientific occupational self-concept, the higher the scientific career interest of the students and vice versa.

Hypothesis 5

There is no significant relationship between persuasive occupational self-concept and persuasive career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.5: Pearson Product Moment Correlations Co-efficient Analysis between PersuasiveOccupational Self-concept and Persuasive Career Interest of SSS

Students

Variables	No	Mean	S.D	r	df	P-value
PersuasiveOccupational self-concept	40	97.475	10.796			
Persuasive Career Interest	40	60.750	7.363	-0.210	38	0.626

Correlation not significant at 0.05 level (2-tailed)

Table 4.4.5 above reveals correlation index r value of -0.210, degree of freedom 38 and P-value of 0.626. This result shows that correlation is not significant, because P-value was greater than 0.05 alpha level of significance. Therefore, the null hypothesis five which states that there is no significant relationship between persuasive occupational self-concept and persuasive career interest among senior secondary school students in Suleja educational zone of Niger state is hereby retained. This result indicated that negative relationship exists between persuasive occupational self-concept and persuasive career interest among those senior secondary school students majoring in persuasive occupational environment. This means that the higher the persuasive occupational self-concept, the lower the persuasive career interest of the students and vice versa.

Hypothesis 6

There is no significant relationship between artistic occupational self-concept and artistic career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.6: Pearson Product Moment Correlations Co-efficient Analysis between Artistic Self-concept and Artistic Career Interest of SSS Students

Variables	No	Mean	S.D	r	df	P-value
ArtisticOccupational self-concept	21	83.429	8.698			
Artistic Career Interest	21	75.571	6.384	0.483**	19	0.026

** Correlation is significant at 0.05 level (2-tailed)

Table 4.4.6 above reveals correlation index r value of 0.483, degree of freedom 19 and P-value of 0.026. This result shows that correlation is significant, because P-value was lower than 0.05 alpha level of significance. Therefore, the null hypothesis six which states that there is no significant relationship between artistic occupational self-concept and artistic career interest among senior secondary school students in Suleja educational zone of Niger state is hereby rejected. This result indicated that significant positive relationship exists between artistic occupational self-concept and artistic career interest among those senior secondary school students majoring in artistic occupational environment. This means that the higher the artistic occupational self-concept, the higher the artistic career interest of the students and vice versa.

Hypothesis 7

There is no significant relationship between literary occupational self-concept and literary career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.7: Pearson Product Moment Correlations Co-efficient Analysis between Literary Self-concept and Literary Career Interest of SSS Students

Variables	No	Mean	S.D	r	df	P-value
LiteraryOccupational self-concept	31	88.419	6.454			
Literary Career Interest	31	43.807	5.544	-0.591**	29	0.000

**Correlation is significant at 0.05 level (2-tailed)

Table 4.4.7 above reveals correlation index r value of -0.591, degree of freedom 29 and P-value of 0.000. This result shows that correlation is significant, because P-value was lower than 0.05 alpha level of significance. Therefore, the null hypothesis seven which states that there is no significant relationship between literary occupational self-concept and literary career interest among senior secondary school students in Suleja educational zone of Niger state is hereby retained. This result indicated that significant negative relationship exist between literary occupational self-concept and literary career interest among those senior secondary school students majoring in literary occupational environment. This means that the higher the literary occupational self-concept, the lower the literary career interest of the students and vice versa.

Hypothesis 8

There is no significant relationship between musical occupational self-concept and musical career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.8: Pearson Product Moment Correlations Co-efficient Analysis between Musical Self-concept and Musical Career Interest of SSS Students

Variables	No	Mean	S.D	r	df	P-value
MusicalOccupational self-concept	20	91.250	4.789			
Musical Career Interest	20	74.800	4.830	0.175**	18	0.002

**Correlation is significant at 0.05 level (2-tailed)

Table 4.4.8 above reveals correlation index r value of 0.175, degree of freedom 18 and P-value of 0.002. This result shows that correlation is significant, because P-value was lower than 0.05 alpha level of significance. Therefore, the null hypothesis eight which states that there is no significant relationship between musical occupational self-concept and musical career interest among senior secondary school students in Suleja educational zone of Niger state is hereby rejected. This result indicated that significant positive relationship exist between musical occupational self-concept and musical career interest among those senior secondary school students majoring in musical occupational environment. This means that the higher the musical occupational self-concept, the higher the musical career interest of the students and vice versa.

Hypothesis 9

There is no significant relationship between social service occupational self-concept and social service career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.9: Pearson Product Moment Correlations Co-efficient Analysis between Social Service Occupational Self-concept and Social Service Career Interest of SSS Students

Variables	No	Mean	S.D	r	df	P-value
Social ServiceOccupational self-concept	32	90.688	3.596			
Social Service Career Interest	32	72.031	4.652	0.369**	30	0.038

**Correlation is significant at 0.05 level (2-tailed)

Table 4.4.9 above reveals correlation index r value of 0.369, degree of freedom 30 and P-value of 0.038. This result shows that correlation is significant, because P-value was lower than 0.05 alpha level of significance. Therefore, the null hypothesis nine which states that there is no significant relationship between social service occupational self-concept and social service career interest among senior secondary school students in Suleja educational zone of Niger state is hereby rejected. This result indicated that significant positive relationship exist between social service occupational self-concept and social service career interest among those senior secondary school students majoring in social service occupational environment. This means that the higher the social service occupational self-concept, the higher the social service career interest of the students and vice versa.

Hypothesis 10

There is no significant relationship between clerical occupational self-concept and clerical career interest among senior secondary school students in Suleja educational zone of Niger state.

Table 4.3.10: Pearson Product Moment Correlations Co-efficient Analysis between Clerical Occupational Self-concept and Clerical Career Interest of SSS Students

Variables	No	Mean	S.D	r	df	P-value
ClericalOccupational self-concept			25	86.520	6.199	
Clerical Career Interest			25	76.080	6.197	-0.126 23 0.021

Correlation is significant at 0.05 level (2-tailed)

Table 4.4.10 above reveals correlation index r value of -0.126, degree of freedom 23 and P-value of 0.021. This result shows that correlation is significant, because P-value was lower than 0.05 alpha level of significance. Therefore, the null hypothesis ten which states that there is no significant relationship between clerical occupational self-concept and clerical career interest among senior secondary school students in Suleja educational zone of Niger state is hereby retained. This result indicated that significant negative relationship exist between clerical occupational self-concept and clerical career interest among those senior secondary school students majoring in clerical occupational environment. This means that the higher the clerical occupational self-concept, the lower the clerical career interest of the students and vice versa.

4.5 Summary of Major Findings

The following are the summary of major findings

1. Significant positive relationship existed between outdoor occupational self-concept and outdoor career interest among senior secondary school students majoring in the outdoor occupational environments.
2. Significant negative relationship existed between mechanical occupational self-concept and mechanical career interest among senior secondary school students majoring in mechanical occupational environments.
3. Significant negative relationship existed between computational occupational self-concept and computational career interest among senior secondary school students majoring in the computational occupational environments.
4. Significant positive relationship existed between scientific occupational self-concept and scientific career interest among senior secondary school students majoring in scientific occupational environments.
5. Negative relationship existed between persuasive occupational self-concept and persuasive career interest among senior secondary school students majoring in persuasive occupational environments.
6. Significant positive relationship existed between artistic occupational self-concept and artistic career interest among senior secondary school students majoring in artistic occupational environments.
7. Significant negative relationship existed between literary occupational self-concept and literary career interest among senior secondary school students majoring in literary occupational environments.

8. Significant positive relationship existed between musical occupational self-concept and musical career interest among senior secondary school students majoring in musical occupational environments.
9. Significant positive relationship existed between social service occupational self-concept and social service career interest among senior secondary school students majoring in social service occupational environments.
10. Significant negative relationship existed between clerical occupational self-concept and clerical career interest among senior secondary school students majoring in clerical occupational environments.

4.6 Discussion of Findings

The purpose of this study is to examine the relationship between occupational self-concept and career interest among senior secondary school students in Suleja educational zone of Niger state. This section therefore discusses the findings of the study, in terms of the hypotheses tested in the study.

HO¹: Result revealed that significant positive relationship exist between outdoor occupational self-concept and outdoor career interest among senior secondary school students majoring in outdoor occupational environment in Suleja educational zone of Niger state. Though, a great number of students who are majoring in outdoor occupational environment rated themselves high in both outdoor occupational activities and outdoor careers interest. Therefore, one can categorically say that there is a balance between their occupational self-concept and career interest. A possible explanation for this finding could be that, most of these respondents are from semi urban and rural areas of which farming occupations are common and practiced. This could be due to their observation and identification with adults that engaged in some these outdoor

careers which served as factors that influence positively on the responses of the respondents on outdoor occupational activities and outdoor career interest. Super as cited by Sharf (2006) asserted that vocational self-concept develop on the basis of children's observation and identifications with adults in work. He further explained that vocational self-concept requires a person to recognize himself/herself as an individual and to realize his/her similarities with others. Mohammed (2008) stressed that when an individual chooses a career or develops genuine interest for careers that confirmed with his/her self-image and ideal self, he/she is more likely to perform and function effectively in that career. He further explains that success in life is mostly associated with how successful one is in his/her career.

This finding however, agreed with findings of Nasir and Lin (2013) and Peng (2007), who examine the relationship between vocational self-concept and vocational choice of post-secondary school students and found that significant relationship exist between outdoor vocational self-concept and outdoor vocational choice of the students. These findings show the fact that self-concept played significant role in students' career interest and choice. And by choosing a career according to Super in Oluloye (2005) one is implementing his/her self-concept. Otta and Williams (2012) stressed that both self-concept and career interest or choices are function of each other. This finding disagreed with the finding of Oluloye (2005) who reported that negative relationship exists between outdoor occupational self-concept and career choice among students. Oluwu (2005) asserted that Nigerians do not relate self-concept with vocation. And this might be due to partly, the traditional African set up and Nigerians like most Africans are more concerned with satisfying communal rather than self-needs. According to him most Africans, enter into career based on family or societal needs.

HO²:Result of findings revealed that significant negative relationship exist between mechanical occupational self-concept and mechanical career interest among senior secondary school students majoring in mechanical occupational environments. Though, majority of students who are majoring in mechanical occupational environment rated themselves high in mechanical occupational activities and low in mechanical career interest. This means that their careers interest does not correlate with their occupational self-concept. Therefore, one can categorically say that there is no fit between this occupational self-concept and career interest. A possible explanation for this finding could be that, the respondents of this study are northerners and from my observation most of northern youth shows low passion for mechanical related occupations that involves high exhibition of mechanical skills. And likewise most of northern youth have high passion for ‘white collar jobs’ and prefer to engage in such jobs. This might be the factors that influenced negatively on the responses of the respondents on mechanical occupational activities and mechanical career interest.

When a person chooses a career or pushed into a career that conflicts with his/her occupational self-concept, problems are bound to occur. These problems according to Sambo (2014) that individual may likely become frustrated, underachieved and withdrawn from school (dropout) in the part of the students. He further said that the effects of individual chosen a career or pursue a career that did not match with his self-concept does not only end or stopped at pursuing the career but it also extends to place of work as it lead to poor motivation, low productivity, job dissatisfaction, vocational maladjustment, vocational failure, outright frustration and constant change or loss of work. Sababa (2010) maintained that most parents are illiterates who do not know much about vocational interest or career choice thereby pushed their children to choose career that suit their minds without considering their capabilities, self-concept

and personality type. These create problems for most students. This must have informed American Career Resource Network (2010) to states that the counsellors and teachers should help to improve students' self-concept and vocational interest by helping them see how education is connected to vocation during counselling, teaching, workshop or practical work at school.

HO³:The result indicated that significant negative relationship exist between computational occupational self-concept and computational career interest among senior secondary school students majoring in the computational occupational environments. Though, majority of students who are majoring in computational occupational environment rated themselves high in computational occupational activities but low in computational career interest. This means that there is imbalance between their occupational self-concept and career interest among these students. That is, their occupational self-concept does not correlate with their career interest. The possible explanation of this finding could be that most of secondary school students always have excessive fear for tasks that involves calculation (mathematics). This could be the factor that reflected on the respondents' responses on computational occupational activities and computational career interest. When a person chooses or pushed into a career that conflicts with his/her occupational self-concept, problems are bound to occur. These problems according to Sambo (2014) that individual may likely become frustrated, underachieved and withdrawn from school (dropout) in the part of the students.

This finding supported the work of Egwuchukwu (2003), who investigated relationship between mechanical vocational self-concept and vocational choice of secondary school students in federal government colleges in Enugu state, Nigeria and found significant negative exist relationship between vocational self-concept and vocational choice of students. Also, Asika (2011) studied relationship between occupational self-concept and career preference among SS II

students in Ilorin metropolis, Kwara state and discovered that computational occupational self-concept of the students' correlates negatively with their career preference.

HO⁴:Result of the findings revealed that significant positive relationship exist between scientific occupational self-concept and scientific career interest among senior secondary school students in majoring in scientific occupational environment. Though, majority of students who are majoring in scientific occupational environment rated themselves high in both scientific occupational activities and scientific career interest. This means that there is balance between occupational self-concept and career interest among these students. That is, their occupational self-concept correlates with their career interest. The possible explanation for this finding could be due to experiences some of these respondents have about the advancement in science and technology. Or it might be due to some of these respondents are science students and their science background reflected positively on their responses on scientific occupational activities and scientific career interest. Super as cited by Sharf (2006) stated that adolescents indicate interest in the activities they believes they have abilities and capacities to accomplish.

Also, previous empirical studies conducted in secondary schools and post-secondary schools among several communities and ethnic groups have demonstrated that scientific vocational self-concept correlate significantly with scientific vocational choice/preference. A correlational study conducted by Nworah (2000) revealed that significant positive relationship between scientific vocational self-concept and vocational choice. He further discovered that students choose vocation without considering the factors that influenced vocational choice such as intellectual ability, personality type and vocational self-concept. The analysis of Egwuchukwu (2003) reported that significant positive relationship between scientific vocational self-concept and vocational choice among students.

HO⁵: There is no significant relationship between persuasive occupational self-concept and persuasive career interest among senior secondary school students in Suleja educational zone of Niger state.

HO⁵: Result of findings showed that negative relationship exists between persuasive occupational self-concept and persuasive career interest among senior secondary school students majoring in persuasive occupational environment. Though, majority of students who are majoring in persuasive occupational environment rated themselves high in persuasive occupational activities but low in persuasive career interest. This means that there is imbalance between their occupational self-concept and career interest. That is, their occupational self-concept does not correlate with their career interest. A possible explanation for this finding could be due to absence of professional guidance counsellors in our secondary schools to guide students on their occupational self-concept and career interest, and other career related issues. Some of these respondents may not have much idea about their occupational self-concept and its role in their career life. So, this absence of professional guidance counsellors in our secondary schools to guide students might be the factor that reflected on the responses of the respondents on persuasive occupational activities and persuasive career interest.

Mohammed (2008) observed that many Nigeria secondary school students have incongruent pattern between their vocational interest and subjects' combination due to absence of professional guidance counsellors in our secondary schools to assist students. He further explained that these are pointers to the fact that most Nigeria secondary school students lack adequate information about their self-concept and the information in the world of work available. This must have informed American Career Resource Network (2010) to state that the counsellors and teachers

should help to improve students' self-concept and vocational interest by helping them see how education is connected to vocation during counselling, teaching, workshop or practical work at school.

This finding agreed with the findings of Asika (2011) and Egwuchukwu (2003) that investigated relationship between vocational self-concept and vocational choice of secondary school students and discovered no significant relationship exist between persuasive vocational self-concept and vocational choice. The finding contradicted the study of Nasir and Lin (2013) that investigated relationship between persuasive vocational self-concept and persuasive vocational choice of students and found significant positive relationship exist between persuasive vocational self-concept and persuasive vocational choice. Studies carried out by Nworah (2000) and Peng (2007) revealed that significant positive relationship exist between persuasive vocational self-concept and vocational interest among the respondents.

HO⁶: Result of study indicated that significant positive relationship exist between artistic occupational self-concept and artistic career interest among senior secondary school students majoring in artistic occupational environment. Though, a great number of respondents who are majoring in artistic occupational environment rated themselves high in both artistic occupational activities and artistic careers interest. This means that there is balance between their occupational self-concept and career interest. That is, their occupational self-concept correlates with their career interest. A possible explanation for this finding could be due to early exposure some of these respondents had on the creative art during their elementary school days enabled them develops art skills and abilities or it may be due to natural love some of these respondents has for art activities enable them develops interest for art careers. These could be the factors that influenced positively on respondents' responses on artistic occupational activities and artistic

career interest. Abubakar (2008), Otta and Williams (2012) stressed that when an individual chooses a job that confirmed with his/her self-image and ideal self, he/she is more liable or likely to perform and function effectively in that career, and that this could lead to job satisfaction both on the part of the employer and the employee.

This finding agreed with some previous studies such as Peng (2007) and Bellamy (2001) studied relationship between vocational self-concept and vocational choice among post-secondary school students and found significant positive relationship exist between artistic vocational self-concept and artistic vocational choice. Also, analysis of Nisir and Lin (2013) and Egwuchukwu (2003) revealed that significant positive exist relationship between artistic vocational self-concept and artistic vocational choice of secondary school students.

HO⁷:The result of findings revealed that significant negative relationship exist between literary occupational self-concept and literary career interest among senior secondary school students majoring in literary occupational environment. Though, a great number of students who are majoring in literary occupational environment rated themselves high in literary occupational activities and low in literary careers interest. This means that, there is imbalance between their occupational self-concept and their career interest. That is, their occupational self-concept does not correlate with their career interest. A possible explanation for this finding could be due to the absence of professional guidance counsellors in our secondary schools to assist students on academic, vocational and personal social issues. So, may be due to lack of proper guidance from professional guidance counsellors that enabled these students develop negative impression for literary occupations activities as a result of wrong information they had about literary occupations from people around them. This could be the factor that affects the responses of the respondents negatively on literary occupational activities and literary career interest.

Sambo (2014) stressed that the type of information one receives about an occupation may suggest whether he/she would develop interest for such occupation and it would determine to some extent the career choice of an individual. The finding agreed with the findings of Asika (2011); Egwuchukwu (2003) and Nworah (2000) that investigated relationship between vocational self-concept and vocational choice of students and discovered negative relationship exist between literary vocational self-concept and vocational choice. However, this finding disagreed with the findings of Nasir and Lin (2013); Peng (2007) who revealed that significant positive relationship exist between literary vocational self-concept and literary vocational interest among the respondents.

HO⁸: Result of findings revealed that significant positive relationship exist between musical occupational self-concept and musical career interest among senior secondary school students majoring in musical occupational environment. Though, majority of students who are majoring in musical occupational environment rated themselves high in both musical occupational activities and musical career interest. This means that there is balance between their occupational self-concept and their career interest. That is, their occupational self-concept correlates with their career interest. The possible explanation for this finding could be that most of these respondents are adolescents, and most of adolescents are attracted to activities that permit them to express their feelings. However most of these respondents might think that musical occupations may provide them with this opportunity. This could be the factor that influenced the responses of the respondents positively on musical occupational activities and musical career interest. Sambo (2009) asserted that a major aspect of the adolescent pre-occupation with identity and matching it with social values is the question of occupation. He further explained that choice of occupation is

now wider but misconception is a frequent obstacle to find the right career and that vocational counselling ensures that adolescents make the right career decisions.

However, this finding correlates with the findings of Egwuchukwu (2003); Nasir and Lin (2013) who investigated relationship between vocational self-concept and vocational choice of secondary school students and discovered significant positive relationship exist between musical vocational self-concept and vocational choice. Also, analysis of Oluloye (2005) on relationship between musical occupational self-concept and career choice among secondary school students revealed that positive relationship between exist musical occupational self-concept and career choice among students.

HO⁹: Results of findings shows that significant positive relationship exist between social service occupational self-concept and social service career interest among senior secondary school students majoring in social service occupational environment. Though, a great number of students who are majoring in social service occupational environment rated themselves high in both social service occupational activities and social service careers interest. This means that there is balance between their occupational self-concept and their career interest. That is, their occupational self-concept correlates with their career interest. The possible explanation for this finding could be due to the experiences most of these students had as human beings about the value attached to assisting people that are in need.

However, this finding agreed with the finding of Peng (2007) and Bellamy (2001) who investigated relationship between vocational self-concept and vocational interest among post-secondary school students and found significant relationship between exist social service vocational self-concept and vocational choice. Also, Asika (2011) studied relationship between

occupational self-concept and career preference students and found that significant positive relationship exist between social service occupational self-concept and career preference among students.

HO¹⁰: Results of findings revealed that significant negative relationship exist between clerical occupational self-concept and clerical career interest among senior secondary school students majoring in clerical occupational environment. This means that there is imbalance between their occupational self-concept and their career interest. That is, their occupational self-concept does not correlate with their career interest. Oluwu (2005) stressed that Nigerians do not relate self-concept with vocation. And this might be due to the traditional African set up, and Nigerians like most Africans, are more concerned with satisfying communal rather than self-needs. According to him most Africans, enter into career based on family or societal needs.

However, this finding agreed with the findings of Egwuchukwu (2003) and Nwarah (2000) who investigated relationship between vocational self-concept and vocational interest among secondary school students and found significant negative relationship exist between clerical vocational self-concept and vocational interest. Also Bellamy (2001) reported from his study that significant negative relationship exist between vocational self-concept and vocational choice of post-secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations as well as suggestions for further study.

5.2 Summary of the Study

Five chapters formed the structure of this research. The study was carried out to determine the relationship between occupational self-concept and career interest among senior secondary school students in Suleja educational zone of Niger state. In order to achieve this, the study was divided into five chapters.

The background of the study, statement of the problem, ten specific objectives were raised, ten research questions were asked and ten hypotheses were formulated which among other include: There is no significant relationship between outdoor occupational self-concept and outdoor career interest among senior secondary school students; there is no significant relationship between mechanical occupational self-concept and mechanical career interest among senior secondary school students; there is no significant relationship between computational occupational self-concept and computational career interest among senior secondary school students; there is no significant relationship between scientific occupational self-concept and scientific career interest among senior secondary school students; there is no significant relationship between persuasive occupational self-concept and persuasive career interest among senior secondary school students; there is no significant relationship between artistic occupational self-concept and artistic career interest among senior secondary school students; there is no significant relationship between literary occupational self-concept and literary career

interest among senior secondary school students; there is no significant relationship between musical occupational self-concept and musical career interest among senior secondary school students; there is no significant relationship between social service occupational self-concept and social service career interest among senior secondary school students; there is no significant relationship between clerical occupational self-concept and clerical career interest among senior secondary school students in Suleja educational zone of Niger state. The study was limited to occupational self-concept and career interest of senior secondary school students in five selected schools in Suleja educational zone of Niger state.

Review of related literature where several materials were consulted. The concept of occupation, types of occupation, self-concept, career, career interest and career choice were discussed. Ginzberg and associate theory of career choice and development, Super's self-concept theory of vocational choice and John Holland personality theory of career choice and development were adopted as theoretical framework for this study. Reviews of related empirical studies were also reviewed.

Correlational research design was adopted for this study. The total population for the study was 18,897 senior secondary school students in Suleja educational zone of Niger state. The sample size was 310 respondents consisting of 181 males and 129 females. Modified version of James Rounds occupational self-concept scale and Career Interest Inventory were used for data collection. Statistical tool of Pearson Moment Correlation Coefficient was used to analyze data collected and the results presented in chapter four of this study. Frequency, and simple percentages were used for demographic variables, Mean and Standard Deviation were used to analyze the research questions, while the null hypotheses (1-10) were tested using Pearson

Moment Correlation Coefficient to test significant relationship of the variables at 0.05 level of significance.

The result revealed among other that significant positive relationship exist between outdoor occupational self-concept and outdoor career interest among those senior secondary school students majoring in the outdoor occupational environment, significant negative relationship exist between mechanical occupational self-concept and mechanical career interest among those senior secondary school students majoring in mechanical occupational environment, significant negative relationship exist between computational occupational self-concept and computational career interest among those senior secondary school students majoring in the computational occupational environments, significant positive relationship exist between scientific occupational self-concept and scientific career interest among those senior secondary school students majoring in scientific occupational environments, and also, negative relationship exist between persuasive occupational self-concept and persuasive career interest among those senior secondary school students majoring in persuasive occupational environments.

5.3 Contribution to Knowledge

This study could contribute to knowledge in the following ways;

1. Outdoor occupational self-concept correlates positively with outdoor career interest among senior secondary school students majoring in the outdoor occupational environment.
2. Mechanical occupational self-concept correlates negatively with mechanical career interest among senior secondary school students majoring in the mechanical occupational environment.

3. Computational occupational self-concept correlates negatively with computational career interest among senior secondary school students majoring in the computational occupational environment.
4. Scientific occupational self-concept correlates positively with scientific career interest among senior secondary school students majoring in the scientific occupational environment.
5. Persuasive occupational self-concept correlates negatively with persuasive career interest among senior secondary school students majoring in the persuasive occupational environment.
6. Artistic occupational self-concept correlates positively with artistic career interest among senior secondary school students majoring in the artistic occupational environment.
7. Literary occupational self-concept correlates negatively with literary career interest among senior secondary school students majoring in the literary occupational environment.
8. Musical occupational self-concept correlates positively with musical career interest among senior secondary school students majoring in the musical occupational environment.
9. Social service occupational self-concept correlates positively with social service career interest among senior secondary school students majoring in the social service occupational environment.
10. Clerical occupational self-concept correlates negatively with clerical career interest among senior secondary school students majoring in the clerical occupational environment.

5.4 Conclusion

Based on the findings, the researcher concluded that:

Significant positive relationship existed between outdoor occupational self-concept and outdoor career interest among senior secondary school students majoring in the outdoor occupational environment.

Significant negative relationship existed between Mechanical occupational self-concept and mechanical career interest among senior secondary school students majoring in the mechanical occupational environment.

Significant negative relationship existed between computational occupational self-concept and computational career interest among senior secondary school students majoring in the computational occupational environment.

Significant positive relationship existed between scientific occupational self-concept and scientific career interest among senior secondary school students majoring in the scientific occupational environment.

Negative relationship existed between persuasive occupational self-concept and persuasive career interest among senior secondary school students majoring in the persuasive occupational environment.

Significant positive relationship existed between artistic occupational self-concept and artistic career interest among senior secondary school students majoring in the artistic occupational environment.

Significant negative relationship existed between literary occupational self-concept and literary career interest among senior secondary school students majoring in the literary occupational environment.

Significant positive relationship existed between musical occupational self-concept and musical career interest among senior secondary school students majoring in the musical occupational environment.

Significant positive relationship existed between social service occupational self-concept and social service career interest among senior secondary school students majoring in social service occupational environment.

Significant negative relationship existed between clerical occupational self-concept and clerical career interest among senior secondary school students majoring in the clerical occupational environment.

5.4 Recommendations

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

1. Guidance counsellors and teachers should help to motivate and encourage students majoring in outdoor occupational environment that had positive correlation between their outdoor occupational self-concept and outdoor career interest. This will assist them to maintain this right path of the congruency.
2. Guidance counsellors and teachers should help to improve students' mechanical occupational self-concept and mechanical career interest of students majoring in mechanical occupational environment by helping them see how mechanical

- occupational self-concept is connected to mechanical career interest during counselling and teaching.
3. Guidance counsellors in secondary schools should adopt strategies such as occupational self-concept intervention technique, self-enhancement technique to help students majoring in computational occupational environment to improve their mechanical occupational self-concept. Once their mechanical occupational self-concept is improved, they will be able to channel their interest towards careers that correlate with their computational occupational self-concept.
 4. Guidance counsellors should provide relevant and current career information to the students majoring in scientific occupational environment. This will enable them to sustain this positive relationship that exists between their scientific occupational self-concept and scientific career interest.
 5. Government and NGOs should collaborate with school guidance counsellors and organize seminars and workshops for secondary school students majoring in persuasive occupational environment. These programmes should focus on how to improve persuasive occupational self-concept of the students and how their persuasive occupational self-concept is connected to their persuasive career interest.
 6. Government and NGOs should collaborate with school guidance counsellors and organize programmes such as Art Day or Art Week for secondary school students majoring in artistic occupational environment and artists on different areas should be invited to exhibit their talents. This will assist to promote or sustain students' interest in art activities

7. Guidance counsellors should help students majoring in literary occupational environment through psychotherapies to improve their literary occupational self-concept. Once their literary occupational self-concept is improved, they will be able to rechannel their interest towards careers that correlate with their literary occupational self-concept.
8. Government through ministry of education should employ music teachers and post them to secondary schools, so that these music teachers will assist students majoring in musical occupational environment to nurture their musical talents and interest.
9. Guidance counsellors in secondary schools should collaborate with teachers and school administrators and organize Career Day programme for secondary school students majoring in social service occupational environment. This programme should focus on careers that render social services to people and experts from different social service occupation should be invited to enlighten students on the benefits of rendering social services to humanity. This will help to sustain the relationship that exists between their social service occupational self-concept and social service career interest.
10. Guidance counsellors in secondary schools should use psychotherapy as technique to assist students majoring in clerical occupational environment to improve their clerical occupational self-concept. This will help them to develop realistic interest for career that correlate with their clerical occupational self-concept.

5.7 Suggestions for Further Studies

This study is limited to examine the relationship between occupational self-concept and career interest among senior secondary school students in Suleja educational zone of Niger state.

The study does not cover much in terms of area of coverage and variables. Therefore, the researcher advises that further studies be carried out on:

1. This study is limited to only one educational zone in Niger state. Therefore, the study can be replicated in other educational zones in Niger state or covering the whole Niger state.
2. Further study should be undertaken to correlates occupational self-concept and other variables such as career preference or career choice among senior secondary school students in Suleja educational zone of Niger state.
3. Studies need to be carried out on the relationship between occupational self-concept and career interest among public and private Senior Secondary School students in Suleja educational zone of Niger state.

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Appendix I

MODIFIED VERSION OF JAMES ROUNDS OCCUPATIONAL SELF- CONCEPT SCALE (MVJROSCS)

Department of Educational Psychology and Counselling
Ahmadu Bello University, Zaria.

Section A: Bio Data

Sex: Male () Female ()
Class: SS 1 () SS 2 () SS 3 ()
Age: 10-15yrs () 16-20yrs () 20yrs and above ()
Religion: Islam () Christianity () Others ()
Marital Status: Single () Married ()

Section B

INSTRUCTION: These occupational statements are to help you describe yourself. Please answer them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the following answers; by ticking the number that represent that particular answer in the column spaces at the end of each statement. Use the four scales below

Completely True = 4 Mostly True = 3 Mostly False = 2 Completely False = 1

Remember you are not trying to describe yourself as other see you, but only as you see yourself.

Statement A	Completely True	Mostly True	Mostly False	Completely False
1. I can do research on plant and animals				
2. I can assemble products in a factory				
3. I can compute & record statistical & other numerical data				

4. I can work in a biology lab				
5. I can run a toy store				
6. I can design artwork for magazines				
7. I can do interpretive reading				
8. I can conduct or participate in a musical Choir				
9. I can teach children how to read				
10. I can supervise the work of other				
B				
1. I can work on an offshore oil-drilling Rig				
2. I can lay brick or tile				
3. I can use computer programme to generate customers' bills				
4. I can study the structure of the human body				
5. I am a good sales-person				
6. I can perform stunts for a movie or television show				
7. I can read two to three novels within a week				
8. I can write a song				
9. I can help people with family-related problems				
10. I can file correspondence and other papers				
C				
1. I can sketch people so that they can be recognized				
2. I can assemble electronic parts				
3. I can generate the monthly payroll checks for an Office				
4. I am good at explaining things to Others				

5. I am good at selling things				
6. I can operate a beauty salon or barber shop				
7. I can cover & report several events or cases to press club in my school				
8. I can play a musical instrument				
9. I can work as a volunteer aid in a place of accident				
10. I can maintain employee records				
D				
1. I can work as a pilot/captain of a airplane/ship				
2. I can make simple repairs on radio Set				
3. I can operate a duplicating or adding machine				
4. I can interpret simple chemical Formulas				
5. I am a good debater				
6. I can design costume for a play				
7. I can write short stories or book				
8. I can sing songs in my language				
9. look after sick people in a clinic or Hospital				
10. I can type at least 45 words in a Minute				
E				
1. I can work in environments that do not involve much people.				
2. I can make simple plumbing Repairs				
3. I can keep accurate records of payment or sales				
4. I can work in science lab to discover cures for various diseases				
5. I can convince people easily to subscribe to my ideas				
6. I can do painting				

7. I can work as a book reviewer				
8. I can plan entertainment for a party				
49. I can work as a volunteer aid in a place of accident				
50. I can works as an office secretary in an big film or organization				

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 SCORES ON MODIFIED VERSION OF JAMES ROUNDS OCCUPATIONAL
 ENVIRONMENT OF THE OSCS

OCCUPATIONAL ENVIRONMENT	SCORE
1. OUTDOOR	
2. MECHANICAL	
3. COMPUTATIONAL	
4. SCIENTIFIC	
5. PERSUASIVE	
6. ARTISTIC	
7. LITERARY	
8. MUSICAL	
9. SOCIAL SERVICE	
10. CLERICAL	

Appendix II

Section C

Career/Vocational Interest Inventory

Do not omit any item! Read each statement carefully; then select one of the following answers; by ticking the number that represent that particular answer in the column spaces at the end of each statement.

Choose from the four scales below

Like Very Much = 4 Like = 3 Dislike = 2 Dislike Very Much = 1

Statement A	Like very much	Like	Dislike	Dislike Very Much
1. explore the countryside for mineral & oil Deposits				
2. design and build a new machine				
3. cash cheques for people in a bank				
4. read about the causes of various diseases				
5. persuade people to take a life insurance Policy				
6. design the costume for a play				
7. write short stories				
8. attend lectures on how to compose music				
9. look after sick people in a clinic or hospital				
10. type letters and documents in an office				
B				
1. travel over wide areas to collect soil Samples				
2. assembly small mechanical units of an Engine				
3. add up long columns of figures				
4. learn to use certain scientific instruments				
5. study advertising techniques				
6. learn to make carvings or sculpturing				
7. read a book on how to become a writer				
8. learn to play complicated musical Instruments				
9. do voluntary work in a camp for people who have no homes of their own				

10. learn to take notes in shorthand				
C				
1. take a long walk in a rural area				
2. raise cow, poultry, pigs or sheep Scientifically				
3. take a job which require a lot of mental Arithmetic				
4. study the various effects of various drugs on human beings				
5. preach a sermon in a church or mosque				
6. design posters for advertisements				
7. review book for a magazine				
8. be a vocalist in a pop band				
9. work in a home for helping delinquent Children				
10. study office –efficiency methods				
D				
1. go on a long sea trip				
2. learn how an airplane works				
3. go on a long sea trip				
4. take a course in advanced biology				
5. be in charge of the accounts department of a large company				
6. teach a course on modern art				
7. report news for a local newspaper				
8. take a course in public speaking				
9. look after children in an orphanage				
10. keep records of sales in a store				
E				
1. repair a car that has broken down				
2. keep records of sales in a store				
3. be a guide on camping expeditions				
4. test blood or urine in a laboratory				
5. be a publicity director for a big Company				
6. draw cartoons for a newspaper				
7. read manuscripts of books to be Published				
8. teach music in a school or colleges				
9. help in rehabilitating disable persons				
10. learn how to furnish an office with the right equipment				

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SCORES ON THE INTEREST AREAS OF THE CAREER INTEREST INVENTORY

INTEREST AREA	SCORE
1. OUTDOOR	
2. MECHANICAL	
3. COMPUTATIONAL	
4. SCIENTIFIC	
5. PERSUASIVE	
6. ARTISTIC	
7. LITERARY	
8. MUSICAL	
9. SOCIAL SERVICE	
10. CLERICAL	

Appendix III

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Outdoor Occupation Self-concept	79.3102	12.66913	29
Outdoor Career Interest	75.5511	13.11402	29

Correlations

		Outdoor Occupational Self-Concept	Outdoor Career Interest
Outdoor Occupational Self-Concept	Pearson Correlation	1	.700(**)
	Sig. (2-tailed)		.000
	N	29	29
Outdoor Career Interest	Pearson Correlation	.700(**)	1
	Sig. (2-tailed)	.000	
	N	29	29

** Correlation is significant at the 0.05 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Mechanical Occupation Self-concept	86.2619	14.71362	42
Mechanical Career Interest	41.7857	14.12408	42

Correlations

		Mechanical Occupation Self-concept	Mechanical Career Interest
Mechanical Occupation Self-concept	Pearson Correlation	1	-.613(**)
	Sig. (2-tailed)		.000
	N	42	42
Mechanical Career Interest	Pearson Correlation	-.613(**)	1
	Sig. (2-tailed)	.000	
	N	42	42

** Correlation is significant at the 0.05 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Computational Occupational Self-concept	94.5003	7.79041	34
Computational Career Interest	64.1180	6.42310	34

Correlations

		Computational Occupational Self-concept	Computational Career Interest
Computational Occupational Self-concept	Pearson Correlation	1	-.185
	Sig. (2-tailed)		.014
	N	34	34
Computational Career Interest	Pearson Correlation	-.185	1
	Sig. (2-tailed)	.014	
	N	34	34

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Scientific Occupational Self-concept	92.1111	10.35037	36
Scientific Career Interest	79.0001	9.56183	36

Correlations

		Scientific Occupational Self-concept	Scientific Career Interest
Scientific Occupational Self-concept	Pearson Correlation	1	.286
	Sig. (2-tailed)		.040
	N	36	36
Scientific Career Interest	Pearson Correlation	.286	1
	Sig. (2-tailed)	.040	
	N	36	36

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Persuasive Occupational Self-concept	97.4750	10.79646	40
Persuasive Career Interest	60.7500	7.36302	40

Correlations

		Persuasive Occupational Self-concept	Persuasive Career Interest
Persuasive Occupational Self-concept	Pearson Correlation	1	-.210
	Sig. (2-tailed)		.626
	N	40	40
Persuasive Career Interest	Pearson Correlation	-.210	1
	Sig. (2-tailed)	.626	
	N	40	40

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Artistic Occupational Self-concept	83.4286	8.69811	21
Artistic Career Interest	75.5714	6.38413	21

Correlations

		Artistic Occupational Self-concept	Artistic Career Interest
Artistic Occupational Self-concept	Pearson Correlation	1	.483(*)
	Sig. (2-tailed)		.026
	N	21	21
Artistic Career Interest	Pearson Correlation	.483(*)	1
	Sig. (2-tailed)	.026	
	N	21	21

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Literary Occupational Self-concept	88.41935	6.453806	31
Literary Career Interest	43.8065	5.54431	31

Correlations

		Literary Occupational Self-concept	Literary Career Interest
Literary Occupational Self-concept	Pearson Correlation	1	-.591(**)
	Sig. (2-tailed)		.000
	N	31	31
Literary Career Interest	Pearson Correlation	-.591(**)	1
	Sig. (2-tailed)	.000	
	N	31	31

** Correlation is significant at the 0.05 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Musical Occupation Self-concept	91.2500	4.78897	20
Musical Career Interest	74.8000	4.82973	20

Correlations

		Musical Occupation Self-concept	Musical Career Interest
Musical Occupation Self-concept	Pearson Correlation	1	.175
	Sig. (2-tailed)		.002
	N	20	20
Musical Career Interest	Pearson Correlation	.175	1
	Sig. (2-tailed)	.002	
	N	20	20

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Social Service Occupation self-concept	90.6875	3.59603	32
Social Service Career Interest	72.0313	4.65233	32

Correlations

		Social Service Occupation self-concept	Social Service Career Interest
Social Service Occupation self-concept	Pearson Correlation	1	.369(*)
	Sig. (2-tailed)		.038
	N	32	32
Social Service Career Interest	Pearson Correlation	.369(*)	1
	Sig. (2-tailed)	.038	
	N	32	32

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Clerical Occupational self-concept	86.5200	6.19892	25
Clerical Career Interest	76.0800	6.19748	25

Correlations

		Clerical Occupational self-concept	Clerical Career Interest
Clerical Occupational self-concept	Pearson Correlation	1	-.126
	Sig. (2-tailed)		.021
	N	25	25
Clerical Career Interest	Pearson Correlation	-.126	1
	Sig. (2-tailed)	.021	
	N	25	25

