# A Study On The Relationship Between Factors That Determine Career Decision Making Among Undergraduate Students In Jigawa State Nigeria

Salisu Yunusa, Wan Marzuki Bin Wan Jaafar, Asmah Ismail, and Wan Norhayati Binti Wan Othman

***Abstract –* The purpose of this research paper was to investigate the relationship between career decision making and financial reasons, school environment, Counsellor/Teacher among undergraduate students in Jigawa state, Nigeria. This research work utilizes a quantitative correlational research design. The study uses correlational design to investigate the correlation between financial reasons, school environment and Counsellor/Teacher influence among undergraduate students in Jigawa state, Nigeria. 1,200 undergraduates form the population while 373 constitute the sample size. Instruments used are Factors influencing undergraduate students career decision making questionnaire and Career decision making self-efficacy short form questionnaire. Structural Equation Modelling (SEM) by using Smart Partial Least Squares (Smart-PLS 3.2.9) in line with the hypotheses show that the highest significant path is financial reasons and CDM (t=4.761), (β=0.230) and (P=0.000) which shows that financial reasons have significant relationship on CDM, the school environment and CDM (t=0.361), (β=0.038) and (P= 0.718) meaning that no significant relationship between school environment and career decision making at 0.05 level of significant. Recommendation: Schools, government and non-governmental organizations should be offering scholarships to the needy students in order to pursue their chosen careers. The School administrators should be exposing students to career information and mentoring that would help them in making wise and realistic career decision. Conclusion: The study concluded that schools and non-governmental organizations should be organizing regular career guidance programs, this will enable students to acquire career information that would help them in choosing realistic careers.**

***Keywords:*** **Career decision making, Financial reasons, School Environment and Counsellor/Teacher.**

## I. INTRODUCTION

Career decision making leads individuals to make choices of educational or vocational program to pursue at various stages of their lives. Choosing career comes with number of obstacles; such obstacles have an impact that adversely affects individual's life. It was reported by (Ched, 2008) cited by (Khasmohammadi, 2018) that in some African and Asian countries such as South Africa and Philippines 40% of registered students either quit their university in their first year or fail to complete their study, Nigeria is not exceptional.

In Nigeria it is unfortunate that many inappropriate career choices were made by young people due to ignorance and illiteracy on their part and on the other hand due to their parental or others pressure (Babatunde, 2018); (Omoponle, 2019). Meaning that there are so many factors that determine career decision making of students. This study focuses on some of the factors that have relationship with career decision making in Nigeria. Nigeria is the most populous country in Africa, with over 180 million inhabitant has considerable challenges in making realistic career decision on the growing population (S. Adeyanju, E. Mogaji, J. Olusola, & M. Oyinlola, 2020).

## II. STATEMENT OF THE PROBLEM

It's not easy for students to choose career compatible with his/her talents, beliefs, interests and ability. In reality, 9 out of 10 people aged between 21 and 65 In UK claim they regret rushing their career choice, with many spontaneously taking up a university course because they really don't know what they want to do and feel forced to make a decision because they are running out of time (Cision, 2017). The consequences of making an inappropriate career decision may be significant educationally, economically and psychologically. It was found that 20 to 50 percent of undergraduate students change their courses they had originally picked (Kanyingi-Maina, 2020).

It was discovered that ignorance or inadequate awareness on career choice among undergraduate students was the key factor responsible for their wrong career decision which leads to career displeasure, poor performance, withdrawal, frustration and psychological problem (Adeyanju, Mogaji, Olusola, & M. Oyinlola, 2020).

Although there are so many factors that determine career decision making, this study lookout the relationships between financial reasons, school environment, Counsellor/Teacher and Career Decision Making among undergraduate students in Nigeria.

Salisu Yunusa, Department of Counsellor Education and Counselling Psychology, Universiti Putra Malaysia. (sykafinhausa@gamil.com)

Wan Marzuki Bin Wan Jaafar, Department of Counsellor Education and Counselling Psychology, Universiti Putra Malaysia. (wanmarzuki@upm.edu.my)

Asmah Ismail, Department of Counsellor Education and Counselling Psychology, Universiti Putra Malaysia. (asmahis@upm.edu.my)

Wan Norhayati Binti Wan Othman, Department of Counsellor Education and Counselling Psychology, Universiti Putra Malaysia. (wannorhayati@upm.edu.my)

### III. LITERATURE REVIEW

#### a) Social Learning theory of career

Krumboltz's (1976) Social Learning Theory of Career Decision Making (SLTCDM) explained the factors that determine career decision making. In general, The theory was designed to determine the factors that influenced career decisions, to decide how certain students were in their career choices, to assess the preparedness of institutions in career education and to find out the views of both students and teachers on career education (Ngunjiri, 2013).The main factors are genetic endowments and special abilities, environmental conditions and events, learning experiences, and task approach skills (Krumboltz, Mitchell, & Jones, 1976). This study focused on environmental conditions, environmental conditions and events that are usually outside the control of any one individual. They include: Number and nature of career opportunities, number and nature of training opportunities, social policies and procedures for selecting trainees and workers, rate of return for various occupations, labour laws and union rules, physical events such as earthquakes, droughts, floods, and hurricanes, availability of and demand of natural resources, technological developments, changes in social organization, family training experiences and resources, educational systems, and neighbourhood and community, etc (Suryani & George, 2021). In this study, environmental conditions were considered to be the following factors: financial reasons, school environment and counsellor/teacher.

#### b) Financial Reasons

There are many factors that can affect a student's decision to pursue a career, one of them can be financial reasons wither financial constraint or financial renumeration. Many students are considering financial rewards, salary and allowances which are obtained from the organization as a factor that influence their career decisions. This agrees with the findings of (Oluwole & Umar, 2014), who found out that many students in Africa are choosing careers simply because it has a high financial benefits or large measure of prestige attached to it. A study revealed that forecasted future benefits from the career including chances for higher future earnings and promotions were factors that influence career choice amongst undergraduate students in South Africa (Ahmed, Sharif, & Ahmad, 2017). While on the other hand financial constraint affect students career decision making, study reveals that parents fear that rising on education costs will be a barrier for higher education opportunities for their children, whereas the academicians and schools' administrators support the increase in tuition fees because they often benefit from these increases (Zain, Jan, & Ibrahim, 2013). In a study by, (Arshad, Farooq, & Farooq, 2019) The Effect of Intrinsic and extrinsic factors on entrepreneurial intentions the moderating role of collectivist orientation: intrinsic factors are (personal growth, affiliation, community contribution, health) and extrinsic factors are (financial success, fame, physical appearance). The results suggest that all three extrinsic factors positively affect individuals' entrepreneurial intentions. However, financial success has (0.20, p0.01) which shows it has great relationships with career decision of an individual. Salary was ranked as the largest factor influencing the decision making of career choices (Muhamad, Salleh, & Nordin, 2016).

#### C) School Environment

School environment in the context of this study, could be seen as infrastructures, geographical location and proximity. This study will find out the relationship between school environment and career decision making among undergraduate students in Nigeria.

In Malaysia, the most important criteria for students' selection of university includes facilities, infrastructures, academic quality, and personal characteristics (Sidin, Hussin, & Tan, 2003). Another study also reveals that, In Turkey, the university location, ranking and language of instruction are the top determinants for students career choice (Çokgezen, 2014). In a study by (Agrey & Lampadan, 2014), Determinant Factors Contributing to Student Choice in Selecting a University I Thailand: It was revealed that learning environment as well as the potential of good job prospects was the strongest factor for university selection among the respondents (learning environment, r=.795) and (institutional reputation, r=.602). This indicates that students favour those institutions which provide for an updated learning environment and modern facilities. School with modern learning facilities, a beautiful campus, maintaining a good reputation, attract more students compared with one that hasn't had.

#### d) Counsellor/Teacher

It is observed that students in any nation are always facing problems of career choice toward the tail end of their secondary school education, (Babatunde, 2018). Career guidance is an essential component of providing guidance and counselling services in schools and other learning institutions such as universities and colleges. In some schools without guidance and counselling, a Teacher is selected to render such service.

This study will find out the relationship between counsellor/Teacher and career decision making among undergraduate students in Nigeria. A study by (Kanyingi-Maina, 2020) Influence of Career Guidance Programmes on Change of Programme of Study among First-Year Undergraduate Students in Kenyan Universities. The result indicated that career information had the greatest influence on students' career decision (β=0.378) and (P=0.000) at 0.05 level of significant. Also, it was discovered that Teachers influenced the career decision of students. For instance, in Pakistan (Abbasi & Sarwat, 2014), America (Faiter & Faiter, 2013), the Philippines (Aguado, Laguador, & Deligero, 2015) and Nigeria (Gbenga & Toyin, 2014). Several studies disclosed that there is relationship between Counsellor/Teacher and Career decision making. In a contrary study by (Olamide & Olawaiye, 2013)it was found that counsellor has no significant relationship with students'

career decision making. (Ko et al., 2007) established that the career decisions of British students have no significant relationship with Counsellor or Teacher.

### e) Conceptual Framework

By Considering reviewed literatures, identified problems, and underlying theory above, the following framework (figure 1) was developed to base the present study.
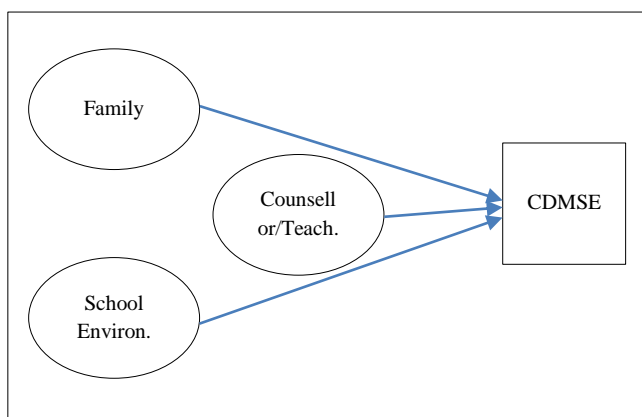


Figure 1- The Conceptual model

## IV. METHODOLOGY

Research design: This research work utilized a quantitative correlational research design. The study uses correlational design to evaluate the correlation between Financial reasons, school environment, Counsellor/Teacher and career decision making among undergraduate students in Jigawa State, Nigeria. The population of the study stood at 1,200 level one hundred undergraduate students at Sule Lamido University and Federal University Dutse. The sample size was 373 undergraduate students. The students were randomly selected to complete the questionnaires. The data collection instruments of this study are Factors influencing undergraduate students career decision making questionnaire with 24 items (IVs) adapted and Career decision making self-efficacy short form questionnaire with 25 items adopted (DV). The questionnaires consist of 49 items used to investigate the relationships between financial reasons, school environment, Counsellor/Teacher (IVs) and Career decision Making (DV). A 4- points Likert scale was used from 4 (strongly agree) to 1 (strongly disagree) for the (IVs). The second questionnaire for (DV) has 5-poits Likert scale from completely confidence to 1 No confidence at all. The instruments were given to 2 experts for content validity. Thirty (30) of the instruments were pilot-tested by the researcher for validity and reliability. The Factors influencing undergraduate students career decision making questionnaire has 24 items $\alpha$ = .920 and Career decision making self-efficacy short form questionnaire has 25 items $\alpha$ = 919, this indicate that the instrument was valid and reliable to investigate the relationship between financial reasons, school environment, counsellor/teacher and Career decision making. The instruments were administered after researcher explained the aim of the research to the students, 30-40 minutes were given to complete the administered

questionnaires. Data analysis was carried out by SPSS version 23 and Smart partial least squares (Smart-PLS 3.2.9) in line with the hypotheses.

### a) Objectives of the study

General objective is to examine the relationship between Financial reasons, school environment, Counsellor/Teacher and career decision making among undergraduate students in Jigawa State Nigeria. The specific objectives are as follows:

1. To investigate the relationship between Financial reasons and career decision making among undergraduate students in Jigawa State Nigeria.
2. To investigate the relationship between School environment and career decision making among undergraduate students in Jigawa State Nigeria.
3. To investigate the relationship between Counsellor/Teacher and career decision making among undergraduate students in Jigawa State Nigeria.

### b) Research Questions

The study answers the following research questions:

1. What is the relationship between Financial reasons and career decision making among undergraduate students in Jigawa State Nigeria?
2. Is there any relationship between School environment and career decision making among undergraduate students in Jigawa State Nigeria?
3. Is there any relationship between Counsellor/Teacher and career decision making among undergraduate students in Jigawa State Nigeria?

### c) Hypotheses

The study answers the following research hypotheses:
**H1.** There is significant relationship between financial reasons and career decision making among undergraduate students in Jigawa State Nigeria.
**H2**. There is significant relationship between school environment and career decision making among undergraduate students in Jigawa State Nigeria
**H3**. There is significant relationship between Counsellor/Teacher and career decision making among undergraduate students in Jigawa State Nigeria

## V. ANALYSIS AND FINDINGS OF THE STUDY

The conceptual framework of this study was tested using the Smart-PLS 3.0. The factor loadings, Cronbach's Alpha, composite reliability and average variance extracted (AVE) of the variables as presented in figure 2 and Table 1, were tested to ensure the model is fit or valid. Furthermore, no items were deleted as the factor loadings were in between 0.829 to 0.953 to fulfil the minimum threshold criterion of 0.50, (Chin, 1998). All the composite reliability for the item

was in an acceptable range, which was above 0.70 cut-off value, (Hair, Risher, Sarstedt, & Ringle, 2019). The study revealed that the convergent validity for every latent variable was greater than the recommended value of 0.5 (50%), which indicated acceptable convergence of each construct, (Hair et al., 2019).

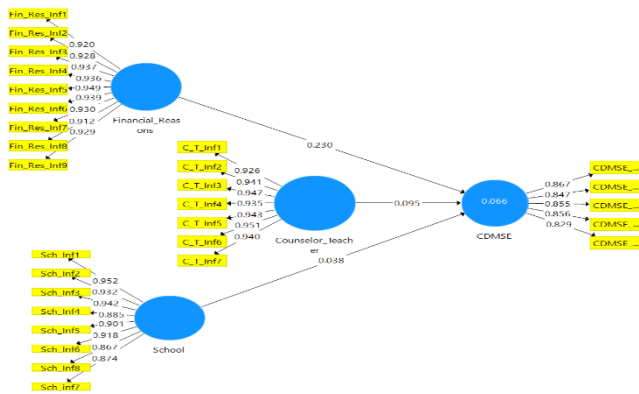THE FACTOR LOADINGS/OUTER LOADINGS OF EACH ITEMS CALCULATED THROUGH PLS-ALGORITHM



Figure 2. Factor loadings/outer loadings

4.2 TABLE I. INTERNAL CONSISTENCY AND CONVERGENT VALIDITY

| Factor/Items | Factor Loading | Cronbach's Alpha | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|---|---|
| **CDMSE** | | **0.905** | **0.929** | **0.725** |
| CDM1. | 0.867 | | | |
| CDM2. | 0.847 | | | |
| CDM3. | 0.855 | | | |
| CDM4. | 0.856 | | | |
| CDM5. | 0.829 | | | |
| **Counsellor/Teacher** | | **0.978** | **0.982** | **0.884** |
| C/T1. | 0.926 | | | |
| C/T2. | 0.941 | | | |
| C/T3. | 0.947 | | | |
| C/T4. | 0.935 | | | |
| C/T5. | 0.943 | | | |
| C/T6. | 0.951 | | | |
| C/T7. | 0.940 | | | |
| **Financial Reasons** | | **0.981** | **0.983** | **0.867** |
| Fin.Reas1. | 0.926 | | | |
| Fin.Reas2. | 0.937 | | | |
| Fin.Reas3. | 0.941 | | | |
| Fin.Reas4. | 0.936 | | | |
| Fin.Reas5. | 0.949 | | | |
| Fin.Reas6. | 0.939 | | | |
| Fin.Reas7. | 0.930 | | | |
| Fin.Reas8. | 0.912 | | | |
| Fin.Reas9. | 0.929 | | | |
| **School Environment** | | **0.976** | **0.975** | **0.827** |
| Sch.Env1. | 0.953 | | | |
| Sch.Env2. | 0.932 | | | |
| Sch.Env3. | 0.943 | | | |
| Sch.Env4. | 0.885 | | | |
| Sch.Env5. | 0.901 | | | |
| Sch.Env6. | 0.918 | | | |
| Sch.Env7. | 0.887 | | | |
| Sch.Env8. | 0.874 | | | |

In addition, discriminant validity reflects the actual distinctiveness of one construct from other constructs. Heterotrait-Monotrait Ratio (HTMT) was used to measure the discriminant validity. According to (Kline, 2011), the values of the HTMT must be lower than 0.85. However, in term of the present study, the upper threshold value was 0.298 as shown in table 3 to comply with the discriminant validity because the value is lower than 0.85.

4.3 TABLE 3. HETEROTRAIT- MONOTRAIT RATIO (HTMT)

| Construct | CDMSE | Counsellor/Teach | Financial reasons | School Environment |
|---|---|---|---|---|
| CDMSE | | | | |
| Counsellor/Teach | 0.105 | | | |
| Financial reasons. | 0.238 | 0.033 | | |
| School Environmt. | 0.055 | 0.298 | 0.073 | |

Based on the statement above, all the requirements have been fulfilled and the criterion to test the present study relationships have also been achieved. According to (Hair et al., 2019). The bootstrapping procedure was done to estimate *t* statistics and confidence intervals. Table 4 and Figure 3 presented the path coefficient assessment result, where the proposed hypotheses one was significant. The supported hypothesis was statistically significant at the level of 0.05.

STRUCTURAL MODEL WITH T-VALUES (BOOTSTRAPPING RESULT) DISPLAYED THE DIRECT RELATIONSHIPS
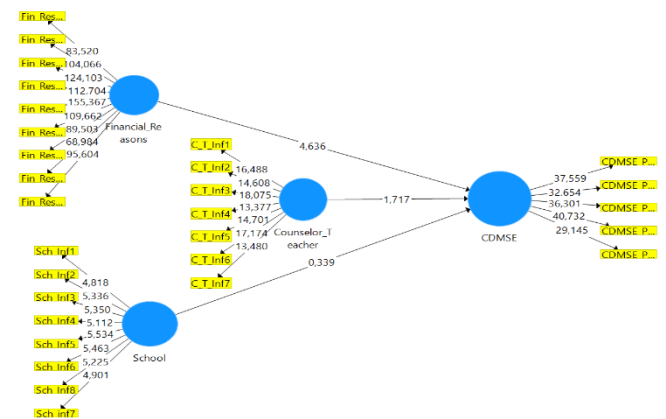


Figure 3. Structural model with t-values

TABLE 4. PATH COEFFICIENT RESULT (DIRECT EFFECT) ASSESSMENT OF STRUCTURAL MODEL ANALYSIS

| Hypotheses | SM | SD | Beta-Value | T-Value | P-value | Decision |
|---|---|---|---|---|---|---|
| School-> CDMSE | 0.027 | 0.105 | 0.038 | 0.361 | 0.718 | Not Sig. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Financial->CDMSE | 0.232 | 0.048 | 0.230 | 4.761 | 0.000 | Sig. |
| Counsellor/Teacher->CDMSE | 0.103 | 0.055 | 0.095 | 1.722 | 0.086 | Not Sig |

**Note:** (SM) Sample mean. (SD) Standard deviation

## VI.    DISCUSSION OF THE FINDINGS

From the above present study, it was revealed that among the three factors, financial reasons are the most significant positive relationship towards career decision making (t=4.761), (β=0.230) and (P=0.000), which is supported by the findings of (Arshad, Farooq, & Farooq, 2019) and (Kazi Afaq Ahmed, Nimra Sharif and Nawaz Ahmad, 2017). It was found at previous studies that the students were faced with financial constraints which hinder them to achieve their career goals. Therefore, Schools, government and non-governmental organizations should be providing scholarship for the needy students, this would help in reducing financial constraints and it will motivate students to excel in choosing career.

The second factor is relationship between school environment and career decision making. The result revealed that there is no significant relationship between school environment and career decision making, (t=0.361), (β=0.38), (P= 0.718). In this regard, the finding shows that students are not considering the geographical location and infrastructures in making their career decision which is contrary with the previous research. Previous research shows that students do consider geographical location, infrastructure and proximity as factors that determine their career decision, (Cokgezen, 2012) and (Agrey and Lampadan, 2014).

The third factor is the relationship between Counsellor/Teacher and Career decision making. The result reveal that there is no significant relationship between Counsellor/Teacher and career decision making, has (t=1.722), (β=0.095) and (P=0.086) which is in line with the result of (Olamide & Olawaiye, 2013) and they found that a Counsellor has no significant relationship with students' career decision making. (Ko et al., 2007) established that the career decisions of British students have no significant relationship with Counsellor or Teacher. Possible reason for the present findings could be that students are not exposed to career information or career programs that would help them in choosing realistic career. In this regard, schools are advised to be organizing career guidance programs to the parents and students like career conference or career convention that would help in providing opportunity for students, parents and counsellor to exchange views, provide or shortlisting preferable careers and to create awareness regarding areas of interest and prospective career fields.

## VII) CONCLUSION AND RECOMMENDATIONS

### *Conclusion*

The study concluded that schools and non-governmental organizations should be organizing regular career guidance programs, this will enable students to acquire career information that would help them in choosing realistic careers.

### *Recommendations*

On the basis of the finding, it was recommended that government, schools, and non-governmental organizations should be offering scholarships to the needy students in order to pursue their chosen careers. That would help in reducing financial constraints among students and it will help them in achieving their career goal. Schools should be providing modern learning facilities, safe and friendly environment, sporting facilities, beautifying the campus and to maintaining a good reputation. These will help students in making wise and realistic career decision. Schools should be organizing career guidance programs to the parents and students like career conference or career convention that would help in providing opportunity for students, parents and counsellor to exchange views, provide or shortlisting preferable careers and to create awareness regarding areas of interest and prospective career fields.

## REFERENCE

Abbasi, M. N., & Sarwat, N. (2014). Factors inducing career choice: Comparative study of five leading professions in Pakistan. *Pakistan Journal of Commerce and Social Sciences, 8(3), 830-845.*

Adeyanju, Mogaji, Olusola, & Oyinlola, M. (2020). Correction to: Factors Influencing Students' Choice of a Federal University: A Case Study of a Nigerian Federal University. In *Higher Education Marketing in Africa* (pp. C1-C1): Springer.

Adeyanju, S., Mogaji, E., Olusola, J., & Oyinlola, M. (2020). Factors influencing students' choice of a federal university: a case study of a Nigerian federal university. In *Higher Education Marketing in Africa* (pp. 135-163): Springer.

Agrey, L., & Lampadan, N. (2014). Determinant factors contributing to student choice in selecting a university. *Journal of Education and Human Development, 3*(2), 391-404.

Aguado, C. L., Laguador, J. M., & Deligero, J. C. L. (2015). Factors Affecting the Choice of School and Students' Level of Interest towards the Maritime Program. *Asian Social Science, 11*(21), 231.

Ahmed, K. A., Sharif, N., & Ahmad, N. (2017). Factors influencing students' career choices: empirical evidence from business students. *Journal of Southeast Asian Research, 2017*(2017), 1-15.

Arshad, M., Farooq, O., & Farooq, M. (2019). The effect of intrinsic and extrinsic factors on entrepreneurial intentions. *Management Decision*.

Babatunde, J., O. (2018). Effectiveness of guidance and counselling strategies at promoting career decision making among youths in Nigeria. *International Research Journals Vol. 9(5)* ((ISSN: 2141-5161)), pp. 151-156, December, 2018Copyright

Chin, W. W. (1998). The partial least squares approach to structural equation modeling. *Modern methods for business research, 295*(2), 295-336.

Cision, P. (2017). Newswire. *News provided by Research and Markets, 4.*

Çokgezen, M. (2014). Determinants of university choice: A study on economics departments in Turkey. *Yükseköğretim Dergisi, 4*(1), 23-31.

Gbenga, O. A., & Toyin, F. C. (2014). Impact of vocational guidance in addressing the choice of vocational and technical education among Nigeria youth. *Open Science Journal of Education, 2*(5), 56-60.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European business review*.

Kanyingi-Maina, M. W. (2020). Influence of Career Guidance Programmes on Change of Programme of Study among First-Year Undergraduate Students in Kenyan Universities. *Journal of Education, 3*(7), 28-41.

Khasmohammadi, M. (2018). Influence of Career Decision-Making Self-Efficacy, Career Maturity, Parenting Style, And Parental Perfectionism on Career Decision Among Undergraduate Students. In: UPM.

Kline, R. B. (2011). Convergence of structural equation modeling and multilevel modeling. In: na.

Ko, H. H., Lee, T. K., Leung, Y., Fleming, B., Vikis, E., & Yoshida, E. M. (2007). Factors influencing career choices made by medical students, residents, and practising physicians. *British Columbia Medical Journal, 49*(9), 482.

Krumboltz, J. D., Mitchell, A. M., & Jones, G. B. (1976). A social learning theory of career selection. *The counseling psychologist, 6*(1), 71-81.

Muhamad, H., Salleh, M. M., & Nordin, M. S. M. (2016). Factors influencing career choice of accounting students in University Putra Malaysia: Qualitative pilot study. *Journal of Advanced Research in Social and Behavioural Sciences, 5*(1), 25-34.

Ngunjiri, G. F. (2013). Decisiveness in Career Choices among Secondary School Students in Kiambu West District-Kiambu County, Kenya. *School of Education in Partial Fulfillment for the Requirements for Award of Degree of Master of Education, Kenyatta University*.

Olamide, S. O., & Olawaiye, S. O. (2013). The factors determining the choice of career among secondary school students. *The International Journal of Engineering and Science, 2*(6), 33-44.

Oluwole, A., & Umar, T. I. (2014). Psychological predictors of career decision among school-going adolescents in Katsina state, Nigeria. *African journal for the psychological studies of social issues, 16*(1), 140-147.

Omoponle, A. H. (2019). Religiosity, Family Back Ground and Occupational Prestige as Predictors of Career Preference Among Secondary School Adolescents in Osun State. *American Journal of Psychology and Behavioral Sciences, 6*(2), 8.

Sidin, S. M., Hussin, S. R., & Tan, H. S. (2003). An exploratory study of factors influencing the college choice decision of undergraduate students in Malaysia. *Asia Pacific Management Review, 8*(3).

Suryani, A., & George, S. (2021). "Teacher education is a good choice, but I don't want to teach in schools." An analysis of university students' career decision making. *Journal of Education for Teaching*, 1-15.

Zain, O. M., Jan, M. T., & Ibrahim, A. B. (2013). Factors Influencing Students'decisions In Choosing Private Institutions Of Higher Education In Malaysia: A Structural Equation Modelling Approach. *Asian Academy of Management Journal, 18*(1), 75.