

VOCATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA: APPLICATION OF DONALD SUPER'S AND ELI GINZBERG'S THEORIES

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Abstract

The study investigated the Application of Donald Super's and Ginzberg's theories on Vocational Aspiration of Secondary School Students in Ogun State, Nigeria. Quasi-experimental pre-test/post-test Control Group designs were adopted for the study. Simple and stratified random sampling techniques were used to select 116 participants, consisting of 61 male and 55 female participants drawn from three Junior Secondary Schools in Ogun State. Two research instruments were adapted and used to collect data for the study. The data collected were analysed statistically, using Analysis of Covariance (ANCOVA). Results revealed that application of the theories were effective in improving students' self-efficacy and vocational aspirations. Also, self-efficacy significantly influenced vocational aspiration of students. It was recommended that school administrators, teachers and parents should provide a favourable atmosphere that enhances students' self-efficacy while students should also be helped to set realistic and stimulating goals based on their capabilities and interests.

Keywords: Vocational Aspiration, Application, Theories, Students, and Self-Efficacy.

Introduction

The need for a vocation in human life is real. There is a stage of life that the need to plan, aspire, explore, choose vocations for living begins to unfold to individual. The aspiration for one vocation or the other is often considered a major turning point in a young adult life. Vocational aspiration is an important decision in the life of every individual. Its importance in everyday life, contextual, social status, financial, security and job satisfaction cannot be overemphasised. Meanwhile, people aspire for one vocation or the other, especially when they are young, some always aspire for vocations that are considered more lucrative and money spinning in the society.

Ashby & Schoon (2010) described vocational aspiration as an individual's ambition in relation to vocations. Most of the time, it is something that is too ideal to reach because it is a vocation that individuals think they can achieve. Tali and Rosy (2012) in their study believed that vocational aspiration refers to a decision made by a student on his or her future

vocation, work or profession and it is for young and older adults to either start a new career or enter a new vocation that they have never done. Rojewski (2005) defined vocational aspiration as an individual's expressed vocational related goals or choices. He emphasised that aspiration represents individual goals given ideal conditions, while interests reflect an individual's emotional disposition toward particular vocational options. Consequently, career aspiration refers to an individual's expressed career related goals or intentions and also include motivational components which are not present in mere interests.

Schoon & Parsons (2002) and Trice & McClellan (1993) indicated that adolescents' vocational aspiration is among the most useful predictors of eventual occupational choices made in adulthood. Therefore, occupational expectations represent occupations that the individual assumes might be realistic and these have been viewed as significant determinants of both short-term educational and long-term vocational choices.

Scholars like Rojewski (2005) and Staff, Harris, Sabates & Briddell (2010), explained that individuals' aspirations always influence their future career. Understanding students' aspiration can help teachers and counsellors relate their teaching and counselling activities to students' efforts towards the achievement of their desired vocations. Lips-Wiersma & McMorland, (2006) postulated that in an age of economic globalisation, all individuals are affected by an array of work-related concerns. Students' vocational aspiration is being influenced by myriads of factors. Such factors are parental influence, self-efficacy, and family level of income, personal interest, peer attachment, and teacher's advice or prestige attached to particular jobs among others.

An important psychological factor that influences an individual's vocational aspiration is self-efficacy (Bindu & Pad, 2016). Self-efficacy refers to the knowledge and belief of one's own potentials and abilities. It is defined as an individual's level of confidence in and beliefs about his or her capabilities to successfully carry out courses of action, perform given behaviours, accomplish given tasks, and attain desired performance outcomes (Betz & Taylor, 2001). Bindu and Padmanabhan (2016) carried out research investigated on the relationship between self-efficacy and vocational aspiration among secondary school students in India. Their findings showed the significant positive relationship between self-efficacy and vocational aspiration. Adeyemo (2001) and Pajares (1996) found that self-efficacy enhances students' academic accomplishment, quality of functioning and personal well-being in which vocational aspiration is not an exemption. Busch (1995) carried out a research on students' self-efficacy and career choice and found that self-efficacy is an important predictor of students' vocational aspiration.

The theory of vocational development by Donald Super states that vocational aspiration is developmental in nature, rather than being an event which occurs at a particular point in time. Super (1963) proposed that the choice of a vocation constitutes an implementation of self-concept which requires a person to recognise himself as a distinct individual, yet at the same time to be aware of the similarities between himself and others. He summed-up aspiration as a developmental process with a series of life stages with characteristics of growth, (birth to 14);, exploration, (15 to 24);, establishment, (25-44);

maintenance (45 to 64) and declining stages, (65 to death). He further states that vocation is developed through physical and mental growth, observations of work, identification with working adults, general environment, and general experiences. Super's contribution was the formalisation of stages and developmental tasks over the life span. Although super originally presented the stages and tasks in a sequential manner, he later added that people cycle and recycle their decisions throughout life span as they adapt to changes in themselves as well as to the trends in the workplace. This theory is relevant to this study because it encourages early preparedness of individuals for many jobs they are capable of understanding. It also helps in determining the life stage and developmental tasks of the child and find out if the child is ready to cope with the vocational tasks as compared with those tasks in his life stage.

On the other hand, the theory of developmental process by Eli Ginzberg states that the process of vocational decision-making was not a single decision but a series of decisions made over a period of years. Ginzberg (1952) explained that vocational aspiration is a lifelong process of decision-making for those who seek major satisfactions from their work. He further states that vocational decision-making occurs in three phases which are: fantasy, tentative and realistic. In the fantasy period, choices are made without any concept of limits. The child in this period, generally, up to age eleven, feels as if anything and everything are possible and will make it happen. In the second period, tentative choice (ages eleven to seventeen) the person makes choices basically on personal criteria: interests; abilities; and, values. This tentative period may be broken into three stages: interactive stage; capacity stage; and value stage. The third period, realistic, (between the ages of seventeen and the early years of adulthood) is a time of compromise in which the individual tries to consider all other factors before taking a decision about his choice of vocation. This theory is relevant to this study because it helps counsellors to anticipate problems that might be encountered by the students at predicted stages of development in vocational aspiration so as to develop preventive procedures to deal with the expected challenges in future.

Thus, vocational aspiration of the students is the prospective vocational choices of the students which they intended to adopt in future. Therefore, this study was carried out to investigate the application of

Donald Super's and Elli Ginzberg's theories on vocational aspiration of Junior Secondary School students in Ogun State, Nigeria.

Statement of the Problem

At one stage of life from the earliest, every individual often comes across the question on what they want to become in future or the type of vocation they want to pursue when they grow up. It has been observed that students all over the world are usually faced with the difficult task of vocational decisions making. The choices of vocational subjects in school and the paths to follow are always a serious problem facing many secondary school students. At times, choosing the right subject combination leading to the right vocation can make the difference between enjoying and disliking a particular vocation in future. Aspiring to vocations that are unattainable can also lead to frustration.

In Nigerian today, it seems many graduates go into unsuitable vocations because of ignorance, inexperience, advice from friends, parental influence, and teacher's advice or due to the prestige attached to particular jobs without proper and adequate vocational guidance and vocational counselling. As a result of these, many students are most unsuited for their vocations as they usually find themselves in jobs where they could not satisfy their value needs. When this happens, they constitute a nuisance to themselves, their employers, as well as become a liability to the society and entire nation. However, many vocational and educational psychologists have demonstrated a lot of interest in the process by which individuals select their vocation.

Consequently, different theories and strategies have been put forward to explain the complexities of vocational aspiration. There is need to help individual students evaluate their vocational aspiration so as to make intelligent and brilliant vocational decisions. It is out of this concern that this study was conceived to investigate the applicability of Donald Super's and Elli Ginzberg's theories on vocational aspiration among Junior Secondary School students in Ogun State, Nigeria.

Purpose of the Study

The primary purpose of this study was to:

1. Investigate the applicability of Donald Super's and Elli Ginzberg's Theories on

Vocational Aspiration of Junior Secondary School Students in Ogun State, Nigeria.

2. Ascertain the difference in the post-test scores on Self-efficacy among participants exposed to the three experimental groups.

Research Hypotheses

1. There is no significant difference in the post-test scores on vocational aspiration among participants exposed to Super's developmental theory, Ginzberg's process theory and the control groups.
2. There is no significant difference in the post-test scores on Self-Efficacy among participants exposed to the three experimental groups.

Research Method

The research design used for the study was quasi-experimental pre-test and post-test control group design. This type of design requires that participants be tested with the same instruments before and after treatment. To determine the effects of the treatment, the result of the participants in the treatment groups were compared with the scores in the control group.

Instrumentation

Two research instruments were used to obtain relevant data for this study:

Vocational Aspiration Questionnaire (VAQ)

The Vocational Aspiration Questionnaire (VAQ) was adapted from Githang'a (2007) to measure the participant's vocational goals. It is a 4- point Likert-scale. Higher scores reflected a stronger aspiration towards vocational goals while lower scores reflect a less inclination towards the achievement of vocational goals. The scale was piloted on thirty respondents using test-retest while Pearson Product Moment Correlation statistics were used to estimate the reliability coefficient of the two administrations. The reliability coefficient value obtained was 0.72.

Self-efficacy Questionnaire (SEQ)

General Self-Efficacy Scale developed by Schwazer and Jerusalem (1995) was adapted for the study. The response formats for the instrument was 4-point Likert. Higher scores reflected a higher self-efficacy while lower scores reflect a lower self-efficacy. The scale was piloted on thirty respondents using test-retest while Pearson Product Moment Correlation

statistics were used to estimate the reliability coefficient of the two administrations. The reliability coefficient value obtained was 0.75.

On the validity of the instruments, copies of the instruments were given to the researcher's supervisors and other experts in Guidance and Counselling who are professional counsellors to remove the necessary flaws on the content. Based on the comments and suggestions of professional counsellors in the department and the researcher's supervisors, the necessary correction was made and the final version of the instruments was pilot tested on thirty respondents.

Procedure

To select the participants for the study, out of the initial sample of 183 students comprising of 95 males and 88 females, a baseline assessment was carried out on the participants. A total of 116 Junior Secondary School Students (61 boys and 55 girls) who scored 48% and below on the assessment were selected for the study. After, the baseline assessment, 116 were randomly selected for the main study. 41 participants were selected for treatment 1, 39 for treatment 2 while 36 for the control group.

Intervention procedure:

The study was carried out in three phases and lasted for eight (8) weeks.

Phase 1: Pre-Treatment Assessment: The instruments were administered to all the participants (two treatment groups and control group). This was done one week before the commencement of the treatment intervention.

Results

Table 1: Means, Standard Deviations and Mean differences of Pre-Test and Post-test Scores on Vocational aspiration across groups.

Group	Pre-test			Post- Test		Mean Differences
	N	Mean	S.D	Mean	S.D	
Ginzberg's theory	41	37.12	1.21	43.65	1.96	6.53
Super's theory	39	37.10	0.91	46.28	1.31	9.18
Control	38	37.16	1.02	39.83	1.15	2.67
Total	116	37.13	1.05	43.25	1.47	6.12

Evidence from Table 1 shows that participants that were exposed to Donald Super's theory had the highest mean difference of 9.18 on vocational aspiration followed by participants in Ginzberg's theory who had the mean difference of 6.53 whereas the control group had the least mean difference of

Phase 2: Treatment Package: The researcher met with the two treatment groups and a control group once a week for six (6) weeks and each session lasted for 45 minutes. Participants were randomly assigned to experimental groups. There were two treatment packages:

Treatment 1: Application of Donald Super's Theory of Vocational development on vocational aspiration and self-efficacy.

Treatment 2: Application of Eli Ginzberg's Theory of Vocational development on vocational aspiration and self-efficacy

Control group did not receive any treatment nor given any intervention, but the researcher visited them to keep them busy.

Phase 3: Post-Treatment Assessment: The researcher together with the research assistants re-administered the instruments to all the participants in the three experimental groups for post-test assessment with the use of Vocational Aspiration Questionnaire (VAQ) and Self-efficacy Questionnaire.

Method of data Analysis

The two hypotheses formulated in the study were tested using Analysis of Covariance (ANCOVA). The level of significance was determined at 0.05 level.

2.67. To determine whether a significant difference exists in vocational aspiration among secondary school students due to the application of the theories, Analysis of covariance statistics (ANCOVA) was done. The result is presented in Table 2.

Table 2: Analysis of Covariance on the Difference in Participants' Vocational Aspiration across the three experimental groups

Sources	Sum of Square	Degree of Freedom	Mean of Square	F	Sig
Corrected Model	784.44	3	261.48	109.41	*
Covariate(Pre-Voc Aspiration)	0.05	1	0.05	0.02	ns
Experimental Condition	784.22	2	392.11	164.06	*
Within Group	268.07	112	2.39		
Total	1052.34	115			

Significant at 0.05; df = 2 & 112, F-critical = 3.09; F-cal=164.06

The results shown in Table 2 revealed that a calculated F-value of 164.06 obtained is greater than the F-critical value of 3.09 (df=2,112) degrees of freedom at 0.05 level of significance. Therefore, hypothesis 1 was rejected. This shows that there is a significant difference among the experimental groups on vocational aspiration. This, therefore, suggests that the application of both theories on participants were effective in improving the participants' vocational aspiration. As a result, a pair-wise comparison was done to determine which group significantly scored highest than others. The result is presented in Table 3.

Table 3: Pairwise comparison

(I) EXP. Conditions	(J) EXP. Conditions	Mean Difference (I-J)
Ginzberg's theory	Super 's theory	-2.63*
	Control	3.82*
	Ginzberg's theory	2.63*
Super's theory	Control	6.45*
	Ginzberg's theory	-3.82*
Control	Super's theory	-6.45*

Employing the LSD post-hoc test, significant differences were found among participants that were exposed to the application of Ginzberg's and Super's theories with a mean difference of 2.63, ($p < 0.05$). The significant difference was also found among participants exposed to Ginzberg's theory and Control group with a mean difference of 3.82, ($p < 0.05$). Significant differences also exist between participants that were exposed to Donald Super's theory and the

control group with a mean difference of 6.4 ($p < 0.05$). Evidence from Table 3 also shows that the application of Donald Super's theory had more impact on participants' vocational aspiration than those exposed to Ginzberg's theory and the control group, while those exposed to Ginzberg's theory scored higher than the control group on vocational aspiration.

Table 4: Descriptive Data on Pre and Post-Test scores of self-efficacy in the three experimental groups.

Group	Pre-test			Post- Test		Mean Differences
	N	Mea n	S.D	Mea n	S.D	
Ginzberg's theory	41	27.63	1.62	32.02	3.25	4.39
Donald Super's theory	39	27.77	2.86	36.59	3.83	8.82
Control	36	27.44	1.79	28.42	1.71	0.98
Total	118	27.61	2.09	32.34	2.93	4.73

Evidence from Table 4 shows that the group that was exposed to Donald Super's theory had the highest mean difference of 8.82 on self-efficacy among secondary school students while those exposed to Ginzberg's theory had a mean difference of 4.39 whereas the control group had the least mean difference of 0.98. ANCOVA was used to determine whether a significant difference exists in self-efficacy among secondary school students due to training conditions, the result is presented in Table 5.

Table 5: Analysis of Covariance on the Difference in Participants' Self-efficacy across the three experimental groups

Sources	Sum of Square	Degree of Freedom	Mean of Square	F-Ratio Sig
Corrected Model	1263.86	3	421.29	43.66
Covariate(Pre-Self-Efficacy)	2.45	1	2.45	0.25
Experimental Condition	1250.16	2	625.08	64.78
Within Group	1080.71	112	9.65	
Total	2333.32	115		

Significant at 0.05; df = 2 & 112, F-critical = 3.09; F-cal=64.78

The results presented in Table 5 shows that a calculated F-value of 64.78 is greater than the F-critical value of 3.09, given 2 and 112 degrees of freedom at 0.05 level of significance. Therefore, hypothesis 2 was rejected. This shows that there is a significant difference among the experimental groups on self-efficacy. This, therefore, suggests that the application of both theories were effective in improving the participants' self-efficacy. As a result, a pair-wise comparison was done to determine which group differs from one another. The result is presented in Table 6.

Table 6: Pair-wise comparison of self-efficacy among the three experimental group

(I) EXP Conditions	(J) EXP Conditions	Mean Difference (I- J)
Ginzberg's theory	Super's theory	-4.57*
	Control	3.60*
Super's theory	Ginzberg's theory	4.57*
	Control	8.17*
Control	Ginzberg's theory	-3.60*
	Super's theory	-8.17*

Employing the LSD post-hoc test, significant differences were found among participants that were exposed to Ginzberg and Donald Super Theories with a mean difference of 4.57, ($p < 0.05$). Significant difference was also found among participants exposed to Ginzberg's theory and Control group with a mean difference of 3.60, ($p < 0.05$). Significant differences also exist between participants that were exposed to Donald Super's theory and the control group with a mean difference of 8.17 ($p < 0.05$). Evidence from Table 6 also shows that participants that were exposed to Donald Super's theory have higher self-efficacy than those exposed to both Ginzberg's theory and control group while participants in Ginzberg's theory group have higher self-efficacy than the Control Group.

Discussion

The result from the study shows a significant difference in the post-test scores of vocational aspiration and self-efficacy among participants. In support of this finding, Bindu and Padmanabhan (2016) did a study on the relationship between self-efficacy and career aspiration among higher secondary school students. Their findings showed that there exists a significant positive correlation between self-efficacy and career aspiration. The finding of the study is also in agreement with Adeyemo (2001) and Pajares (1996) who found that self-efficacy enhances students' academic accomplishment, quality of functioning and personal well-being in which vocational aspiration is not an exemption. Busch (1995) carried out a research on self-efficacy and career choice and found that self-efficacy is an important predictor of career choice. Brown (1991) also in his study posited that channelling self-efficacy beliefs towards positive outcomes affects students' vocational aspiration.

Conclusion and Recommendations

It was established from the study that application of Donald Super's theory of vocational development and Eli Ginzberg's theory of developmental process was effective in improving students' self-efficacy and vocational aspiration. Thus, student's self-efficacy enhances positive career aspirations and decisions afterwards. Therefore, counsellors must be available at every stage of educational ladder to provide adequate information and guidance to enhance students' vocational aspirations. The success of the theory in schools equally implies obtaining, storing, and retrieving of appropriate information on students about vocations at the different educational levels. Ministries of education and other agencies must live to expectation by having available data to help career counsellors.

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