**AN APPLICATION IN CAREER DECISION MAKING.**

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**CERTIFICATION**

This is to certify that work, was carried out by Ojo Soliat Ayomide with Matric No: 22/105/01/F/0055 and Odekunle Ridwan Temitope with Matric No: 22/105/01/F/0134 of the Department of Computer Science, School of Science and Technology, Moshood Abiola Polytechnic, Abeokuta Ogun State in partial fulfillment of the requirement for the award of National Diploma (ND) in Computer Science..

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**HEAD OF DEPARTMENT DATE**

**DEDICATION**

This project is dedicated to Almighty God. The alpha and omega who strengthened us with defined wisdom and knowledge throughout our formative years and specially dedicated to our parent Mr. & Mrs. Ojo and Mr. & Mrs. Odekunle.

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ABSTRACT

This study examined the application of decision-making of grade SSS2 learners in Abeokuta Girls Grammar schools in Onikolobo Abeokuta, Ogun state. The correlational survey research design was adopted. The sample size comprised 50 SSS2 learners selected from Abeokuta Girls Grammar school (AGGS)

The decision-making scales were used to collect data from the learners. The Future Track App was used to transmitted information while other method of data collection was used such as: file down load fron internet, textbook in the library, newspaper, journals and articles, other publications, institution websites and government education portal. The study concludes that the career interest model, is a significant predictor of career decision-making among the SS2 students. The study recommends that school psychologists should do early assessment of learners to ascertain their career interests.

Keywords: Career interest, career decision-making, secondary school, SS2 learners, township schools

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**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background to the Study**

Career selection is one of many important choices students will make in determining future plans. This decision will impact them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life-long work. Basavage (2018) in her thesis asked, “What is it that influences children one way or another?” Over the school’s front door at Rindge School of Technical Arts is the saying, “Work is one of our greatest blessings. Everyone should have an honest occupation” (Rosenstock & Steinberg, cited in O’Brien, 2017). Every student carries the unique history of their past and this determines how they view the world. That history created, in part by the student’s environment, personality, and opportunity, will determine how students make career choices. It then follows that how the student perceives their environment, personality, and opportunity also will determine the career choices students make.

**Factors in Career Choice:**

The first factor in career choice, environment, may influence the career students choose. For example, students who have lived on an island may choose a career dealing with the water, or they may choose to leave the island behind, never to have anything to do with water again. Maybe someone in the student’s life has made a significant impact or impression, leading to a definite career choice. Parents’ educational background may influence student views on whether or not to continue their education. Someone they saw on television may have influenced the student, or parents may have demanded that they assume a family business. These are various environmental factors that would lead a student to a chosen career. How students have seen themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. For example, sales people have to be outgoing. Splaver (2016) said “personality” plays an important role in the choosing of the right career. A student’s personality must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. Splaver went on to say, “It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans” (Splaver, 2016). Opportunity is the third factor that has shaped career choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all. The income level of high school families may determine what career a student chooses during a specific time in the student’s life; choices that will determine a large part of that student’s future. Some students will have to budget education according to their personal income. Thout (2017) addressed those in desperate need, “Where necessary, these persons [Individuals described as living under the poverty level] must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met”. Students in many cases will need the proper mentoring opportunities to succeed. These support groups will be another opportunity that if properly implemented, can help a student in the career choice process. The support system must have been in place and readily available for the student to utilize. The creation of support groups will have to be in place to sustain the student through times of financial, emotional, and educational need. In a dissertation by Thomas O’Brien (2018), the subjects were based on case studies of six different high school students ‘interested’ in enrolling into a program titled Workbound. Workbound is considered an opportunity only available to some students during their high school experience. The perceptions of these students upon entering a structured cooperative work program varied from “eager” to “skeptical and suspicious” to “a resume´ builder.” Students see the world in many different ways according to O’Brien. The various views were described in the interviews that took place during implementation of that Workbound program. Opportunities that students pointed out in these interviews motivated students to pursue future career choices with every one of theses students. These motivational values will affect them for the rest of their lives. The perceptions and eventual decisions these students made were based on the microcosm of the previous opportunities during the first seventeen to eighteen years of their lives. These formative years include the history from which students draw, to make decisions concerning the rest of their lives. That is not to say there isn’t a time later on in life for modifying and re-grouping; however, this will not come without cost. In an attempt to see how students took advantage and followed through on opportunities, the researcher interviewed University Wisconsin-Stout’s Assistant Director of Admissions, Barbara Tuchel, who indicated that students take the path of least resistance to enter the University. If a parent had exerted enough pressure on the student to enter a particular career field and the student had no current plans, then students followed their parents’ suggestion. Tuchel thought that students should be thinking about career decisions in their senior year of high school. It should become apparent at that time that the student will have to do something. Tuchel stated that the environment plays a large part in a student’s career choice. Students traditionally stay at home to either obtain education or start employment. Tuchel mentioned that marriage also played a large part in career decisions. She stated that the economics of marriage either solidified the commitment to go on to higher education or stopped career plans short, depending on the stability of the marriage (B.J.Tuchel, personal communication, June 18, 2012). Examples such as these are opportunities that can play a large determining factor in student’s career choice.

**Various field of career system**

Fields are the social contexts within which practices take place. They correspond to a network of positions, to a playground where agents realise individual strategies, playing according to, and thereby openly reproducing, the rules of the game (as defined by the specific set of capital most valuable for holding power within the field).

**Capitals of the field of career**

Like any other field, the field of career values a particular sort of capital.

Career capitalconsists of the different modes of support the individual obtains and has at his/her

disposal and may invest for his/her further career success. Career capital is a mix of the three generic sorts of capital identified by Bourdieu: economic, social, and cultural capital (Cammaert, et al., 2024)

1. **Economic capital**

This is the most efficient form of capital, for it alone can be conveyed in the appearance of general, anonymous, all-purpose convertible money from one generation to the next. It can be more easily and efficiently converted into cultural, social and symbolic capital than vice versa(Postone, LiPuma et al. 2017). Income is a particularly important element of economic capital.

ii. **Social capital** involves relationships of mutual recognition and acquaintance, resources based upon social connections and group or class membership. It might be legitimised and institutionalised by family-, group-or class-membership and works as a multiplier which enhances the effects of economic and cultural capital. Social networks can be regarded as a product of permanent efforts in the form of continuos acts of exchange in order to institutionalisesocial relationships, whereby economic capital may also be spent (Bourdieu 2016)

iii. **Cultural or informational capital designates education**, i.e. durable dispositions of the body (culture, cultivation). To attain these, an internalising process is necessary which consumes time. Therefore the duration of this process seems to be the most exact indicator (Bourdieu 2016). It appears in three forms:

(1) incorporated, i.e. durable dispositions of habitus,

(2) objectivised, that is in form of cultural products (books, paintings, machines) and

(3) institutionalised, in form of academic titles and degrees, which are relatively independent of the actually incorporated cultural capital. Institutionalised cultural capital may more easily be compared and converted into other forms of capital. In any case, cultural capital is the accumulated result of educational and cultural effort, undertaken either by the agent or by his/her ancestors.

**1.2 Statement of Problem**

It has been observed that so many secondary school student most especially those in the junior class know less to nothing about the subject combination to choose in order to achieve their purpose. The Joint Admission and Matriculation Board (JAMB) which was saddled with the responsibility of placing secondary school student into appropriate life career has its full documentation called the brochure where students will know the subject combination for a choosing field or career. For instance a student who wishes to study mass communication in te higher institution must have at least Credit pass in English. Mathematics, Economics, Literature, Yoruba language and any other subject while the jamb combination should be English, mathematics, literature in english and any other subject. Some secondary school students who intended to become a layer or a Newsbroadcaster or journalist do not understand that the inclusion of literature in english and other related subjects are necessary to help their well choosing career or the student who want to become an engineer should understand that subjects like: physics, chemistry, biology and geography must be included in their subjects. Not to talk about the one whos field in the futeure will be a banker must not be running away for a subject like financial account, book-keeping or principle of account as it is normal call. This project will answer more of these problems and foster a likely way out for the young student to be able to make a viable decision in chossing a career for themselves.

**1.3 Aim and Objective**

The three major areas affecting career choice were environment, opportunity and personality. The aim and objective of the study was to:

1. That will provide adequate information that will guide students on the requirement in various fields of study.
2. To enable thhe student to know which line of decipline (course of study) to emback upon in the higher institution.
3. It provide trust informations on different discipline.

**1.4 Scope of Study**

The scope of this research work is to be able to assist the secondary school student that are in the senior level help make useful decisions as regards to their future career. Student of AGGS know mainly to be girls are sometimes challenged in thhe ares of cxhossing a carrer, but this research work will help facilitate a landing space for them and to be able to make a useful decision regarding their career.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Conceptual framework**

**2.1.1 Concept of Career**

Career talk of this nature is very complex and wide field with wide implications for the students, teachers, parents and industry as well as the larger society. Career refers to the major life domains which engage the individual in multiple roles, such as worker, family member, community participant and leisure–time participant. Yet other scholars’ sees a career as the sequence of occupations, jobs and positions held during the course of life. On the other hand, career education is the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from the nursery school through adulthood (Osuala, 2017).

Career Education The term career education is used to include those educational experiences and service provided at the elementary, secondary, post-secondary and adult levels, which help people to make more intelligent occupational of their choice, and to advance in their choosen field. All education should be directed towards preparing the individual for entry into and adjustment to the world of work (Osuala, 2018). Proper choice of career (Ogueze, 2018) leads to success and happiness and indeed is a prerequisite for self-actualization. Career exploration begins in the secondary school. The career education at the Secondary School level is grouped into two parts; the career educators is Junior secondary school (Jss) and senior secondary school (SSS). At JSS level, the progamme provide separate courses related to all fields of work. This includes opportunities for practical experience. Objective of career education in the (JSS) JuniorSecondary school should be to: Stimulated occupational interestϖ Provide exploratory prevocational experiences that involve specifics and occupationalϖ clusters. While at the (SSS) Senior Secondary School level, the objective of career education in SSS is to Provide advanced specific occupational training for specific occupations or occupational clusters to meet the specific needs of the individual. The question now is what are the subjects offered at the secondary school level that will enable these students to achieve their career target in life? The Secondary School Subjects In Nigeria educational system we operate 6-3-3-4 system of education. Primary school involves 6 years¬ Junior Secondary school (SSS) 3 years¬ Tertiary Institution 4 years¬ Junior Secondary School Subjects In the junior secondary school level the following subjects are involved; Elective Subjects: Three of the following subjects must be passed before such a students can proceed to junior secondary school year one; Physical and Health Education, CRS /IRK, Nigeria languages (Hausa), Yoruba, Ibo and Edo, Agricultural Science, Music, Arabic or French The Core Subjects: At Jss level, all students’ irrespective of the student’s attitude, interest or future ambition must register and pass the following compulsory subjects. English Language¬ Mathematics¬ Social Studies¬ Integrated Science¬ Pre-vocational Subjects: At Junior Secondary school level, the students are expected to offer and pass at least nine from the following subjects introductory Technology, Business Studies, H.P.E, C.R.K, Social Studies, Home Economics, Food Nutrition, Agricultural Science Fine Arts or Local Arts. Though English language, Mathematics and Inter-science are very compulsory subjects. The Senior Secondary School (SSS) Subjects The subjects offered at the Senior Secondary School level are grouped into Business Based Courses and Science Based courses. Science Based Subjects: The major subjects offered by the students in science based schools must include all the traditional science subjects such as chemistry, Biology, Physical and to some extent geography and mathematics. (National Policy on Education, 1981 and National Board for Technical Education, 1994). The courses of instructions have to essentially conform with the requirements leading to the pursuance of science and technically based careers or professions. The science-based courses and careers which students may opt or pursue for the whole of their life including Engineering and Technology, Environmental Sciences, Medical Science, Agricultural Sciences and a number of special or specific science disciplines (Abbass, 1997).

All such courses and careers are obtainable in all our universities, polytechnics and colleges of education. Courses and careers expressed below are in five major categories. Professionals, versed in specific fields, should be invited on regular basis to give career talks to the students. These courses/careers are Engineering and Technology: Agricultural Engineering, Automobile Engineering¬ Technology, Ceramics Engineering technology, Building construction, Chemical Engineering, Civil Engineering, Communication Engineering Technology, Electrical and Electronic Engineering, Electronic and Computer Engineering, Mechanical Engineering, Materials Engineering, Forestry Engineering, Food and Science Technology, Environmental and Public Health Engineering, Air Conditioning and Refrigeration, Meteorology, Mining, Metallurgical Engineering, Petroleum Engineering, Petrochemical Science and Technology, Power/Energy System, Production Engineering, Project Management Technology, Soil and Water Engineering Technology, Textile Science and Technology, Water Resources and Environmental Engineering, Wood Processing Engineering. Engineering¬ The Engineering and Technology courses above require the conditions which each aspirant must be very familiar with. If you do not posses the necessary subject requirements for any chosen discipline, you will not be admitted. Environmental Science: Architecture, Construction Management, Building Estate¬ Management, Industrial Design, Farm Management Land Surveying, Quantity Surveying, Urban and Regional Planning. Medical Science: Dentistry, Medicine and Surgery, Pharmacy, Medical Laboratory¬ Science, Physiology, Environmental Health, Human Nutrition Technology, Nursing, Veterinary Medicine, physiotherapy/Medical Rehabilitation, Radiology. Agricultural Sciences: Agricultural, Agricultural Economics, Crops Science/Production,¬ Agricultural Extension/Animal Science Production, fisheries, food science/Technology, forestry with wild life, Soil Science, home Economics, Nutrition and Dietetics. General and Specific Sciences: Analytical Chemistry, Applied Biology and¬ Biochemistry, Applied physics, Applied Mathematics, Biochemistry, Biology, Botany, chemistry, Computer Science, Dye and Textile Chemistry, Geology, Earth Science, Geography, Geophysics, Human Anatomy, Industrial Chemistry, Industrial Mathematics, Industrial Physics, Mathematics, Nuclear physics, meteorology, Microbiology, petrochemcial science and Technology, Pharmacology, Physics, polymer and fiber science, statistics, Toxicology, Wood Pulp Paper Chemistry, Zoology. These courses and careers may be pursued at the Universities, Polytechnics and Colleges of Education. Medical Sciences To read the above courses you need school certificate with five credits including: Mathematics, English Language, Physics and Chemistry and Biology. Other programmes in the Medical Sciences more or less require the same entry qualifications a minimum of four relevant subjects; qualify candidates into the various programmes. It must be stressed that English Language and mathematics are two core subjects, which are compulsory or required for a successful pursuance of such careers. Business Based Subjects The world of business also offers very fascinating opportunities for careers life that could even provide the individual independent and every profitable life. The business areas include Accountancy, Business Management, Banking, Marketing, Insurance and Public Administration, etc. The business of producing, transporting and marketing the numerous items of life’s needs gives regular employment to millions of people. There is nothing to stop activities necessary to carry on these businesses (Hill, 2023). Other very fascinating areas are the legal profession and mass communication. One can make very profitable independent living in these fields. Educational industry is one other vast area. Many people particularly the youth have negative attitude towards teaching and educating others. Children to be taught. The misconceptions and prejudice at its three levels of primary, secondary and tertiary (Ogueze, 2018) Education is very flexible in its recruitment to admit people of varying disciplines. One could establish private educational institution in order to make independent living out of education but this may not be possible immediately to the youth trying to survive. Besides the above situation, there are opportunities in other areas of public service. They include the following white colour jobs: Welding, lumbering, furniture making, and shoemaking, etc. (Ard, et al., 2024).

**2.1.2 Career System**

Career development is not a one-shot process of deciding on a job and work organization in your early twenties and then sitting back to let nature take its course. It is a lifelong endeavour that requires substantial self-assessment and analysis and, in turn, provides challenges and opportunities. Most of us face many career transitions or breakpoints. It is a breakpoint in which established relationships are severed and new ones forged, old behaviour patterns forgotten and new ones learned, former responsibilities abandoned and new ones taken on (Evans et al., 2024) In short, breakpoints require the individual to discover or reformulate certain everyday assumptions about their working life. In our society, people are facing many careers transition. They are changing their professions, organization’s and geographic locations. We also face career transitions because of changes in ourselves-our attitudes, values, motivations, and preferred life styles. For example, a young adult may have a different internal orientation towards his career than the long-term middle-aged employee. External forces, such as economic advertise, changing technologies, and company takeovers or reorganizations may force individuals to make career changes. Each transition requires career decisions (Evans et al., 2024). These are perhaps some of the most important and difficult decisions facing people during their lifetime. Here is a sample:

1) Deciding on career to pursue.

2) Obtaining education and training necessary for career.

3) Selecting a beginning job to fulfill career plans.

4) Developing a strategy for obtaining a specific position in an appropriate organization.

5) Selection job offer from among alternatives.

6) Deciding the assignments and tasks to pursue within the organization.

7) Developing a career path, such as technical or managerial.

8) Obtaining a position in another location or with another organization.

9) Preparing for the next position. Strategies for continuing education and development.

10) Continuing self-appraisal and development of career goals.

11) Deciding to step down or move laterally during latter part of career.

12) Selecting the time for retirement and strategy of disengagement. In career – development seminars it is interesting to note the large number and great diversity of career decisions. No one seems to have difficulty in coming up with at least one issues and most have many. This is apparent regardless of the level or function in the organization. The president may be concerned with when he should retire and how to disengage smoothly. The young engineer is concerned with her next project assignment and how this will affect her future promotions. One will face many career transitions and choices, and one needs to manage the decision-making process. These choices should be made in the context of long-range career plans. This does not means that you cannot take advantage of good luck and chance opportunities. However, a good fortune in careers seems to come most frequently to those who positions themselves to take advantage of opportunities. It is not too early to recognize that you will make many career choices and that your life-time satisfactions will likely be enhanced if you develop long-range plans (Allen, and Lawrence, 2024).

**What are career field**

Career fields are ways of categorizing different [types of jobs](https://www.indeed.com/career-advice/finding-a-job/what-are-the-career-clusters) based on common similarities. These categories help people to narrow down their [career choices](https://www.indeed.com/career-advice/finding-a-job/choosing-a-career-path) so they can choose a specific path that suits them. Career fields help people to easily organize the different types of labor for easier understanding. Each career field has unique requirements and duties associated with its professions. When looking for a new job, you should consider what [career path](https://www.indeed.com/career-advice/finding-a-job/change-career-path) you would like to follow:

**Economic system**

The particularity of the relation between these two kinds of structures, the field of career and the economic sub-system, is that one is dependent on the existence of the other. The non-existence of the economic system would signify the impossibility of selling the outcome of one’s work, leading back to a situation without any labour division; a completely autonomous economic system (that is, one that is not dependenton the field of career) would suppose that it could function without any human resources that have be paid for, for example in the case of a fully automated production process or in a society where slavery is usual. This interdependency is not definitive in its form and strength, but depends on the changes occurring in both kinds of sub-systems considered (Cammaert et al., 2023).

The influence of the economic system on the field of career depends above all on the economic context. If unemployment is high, the impact of the economic system will be increased. If, on the other hand, unemployment is low or even non-existent, the agents of the fields of career will be in a position to impose their own conditions on organisations.

Although we are aware that these arguments may enhance the critics of Bourdieu’s work concerning the economist perspective on agency (Caillé 2021), we find it helpful to explain the logic of the fields of career and the economic system through the model of an exchange. We understand this as follows: an actor of the economic system –an organisation for example –needs a competence to increase its own position in its particular field (for instance the aeronautical industry). In other words, the company needs the highest competence at the lowest price in order to improve its position in a competitive market. This competence may only be found within the field of career. The organisation therefore acts as the buyer while an individual in the field of career is the seller. This relation between the company and the individual will be translated differently through the different logic within the two kinds of structures. For the company, driven by an economic logic, buying a competence is understood as the acquisition of a resource; for the individual who sells his/her competence, this bargain is interpreted as a signal of recognition. The higher the recognition and thus career capital, the better the place will be within the field of career (Bolles and Richard, 2020)

In order to enhance the chances of recognition, individuals within the field of career have to interpret the signals of the economic system. The quality of this interpretation depends on the different capitals they possess. Let us consider an example. We could say that an MBA from a prestigious business school is very helpful for an individual to reach top management positions. In the field of career the individual is confronted with several conditions for the handling of this information:

•the individual needs to have access to this informationa managerial career has to be desired

•business schools are expensive

•business schools are selective

The way in which these points will be treated is related to the volume and structure of social, cultural, and economic capital one may have, allowing access to knowledge about valued resources and strategies. The interdependence of the field of career and the economic system may also be seen with regard to the fact that each organisation is actually made up of agents of the field of career. The more an individual may influence what kinds of capitals will be valued by the actors of the economic system, the more dominant his/her position within the field of career will be, since one of the major element of struggle is precisely about the definition of the legitimate capitals for career (Finnegan, et al., 2021).

**Legal system**

The relation between field of career and economic system is characterised by interdependency. What we call the legal systemplays a quite different role, since the importance of its influence varies according to the country being considered. Following neo-liberal rationality for example, regulation of the labour market should be left to the only logic of market and no more regulated by the State. The legal system is defined as the ensemble of actors deciding about the legal frame of theprocess of recognition between the field of career and economic system. Actors may be deputies, senators, governments, unions, judges, lawyers, lobbyists, and so on (Bolles and Richard, 2020).

The influence of the legal system may concretely be seen in labour legislation. This influence will decrease (and even disappear) if the relation between the field of career and the economic system is regulated only by the market. And once again, the influence or the connections individuals may have in this system may improve their own position within the field of career (Cammaert et al., 2023)

The legal system also has a major influence on the institutionalised cultural capital. The higher the significance of, for instance, university degrees for valued career capital, the higher the impact on career capital. Another example may be seen in the definition and regulation of particular professions. Take the example of the British surgeons who became recognised as such, i.e. as distinct from barbers, in 1844. This particular example shows a possible strategy, by “creating” a specific and highly specialised group within the field of career and protecting it through rules which clearly define who may be part of it (and thus creating a new sub-field). Such a creation of a recognised group depends on the social capitals the interested agents may mobilise. This may lead to the creation of intermediary bodies, whose role is to regulate and defend the interests of a particular group, as for example the German and Austrian and the French Ordre des médecinsfor physicians. The example of the British surgeons shows the importance of the logic of distinction (i.e. logic of domination use by agents to classify themselves and the others) in the creation of a new field or within a field (Bourdieu 2021). More generally, the connections between agents through their social capital within the field of career and legal system, and thus their possibilities of influence, play a major role for career interests and strategies (Bolles and Nelson, 2020).

The diagram below shows the level at which career field could be applied:

Career field

Social and professional topics

Professional topics

Computing education

Computing literacy

Computing education programs

Computer science education

Information systen education

Fig.2.1 Career Field

**Brief Historical background of Abeokuta Girls Grammar School**

Abeokuta Girls’ Grammar School was founded in 1955 through the recommendations and efforts of prominent indigenes and the Anglican Missionaries of Abeokuta District Church Council (ADCC) under the chairmanship of Rev. Samuel Adeolu Delumo. The school had its root from a primary school founded for girls in 1921 by the same body and started with only 30 girls.  
The school shared premises at Iberekodo with the primary school and Abeokuta Girls’ Secondary Modern School for few years before moving to the present and permanent site – Onikolobo in 1959, which has since hosted various girls from different backgrounds, thereby making the community to take deep interest in the school’s project and provided facilities on occasions.

Abeokuta Girls’ Grammar School became a full secondary grammar school and started with one hundred and sixty-six (116) students when it moved to Onikolobo. In 1953 three Egba sons Dr. Femi Oyewole, Dr. Dotun Oyewole, and Dr. Adeyemi Ademola wrote the memorandum, which brought about the present school and the Abeokuta District Church Council under the Chairmanship of Late Venerable Archdeacon S.A. Delumo commissioned the school. It is on record that the Osile Oke-Ona Egba, Oba Adedamola represented the then Alake of Egbaland, Oba Oladapo Ademola II to formally open the new school building. The ceremony was attended by about 500 guests and dignities from far and near.

The school was named Anglican Girls Grammar School but it soon metamorphosed into Abeokuta Girls' Grammar School because of the interest of the Egbas in the school. The Abeokuta Girls’ Grammar School started with two blocks of four classrooms each, an administrative block for the principal, other administrative and non-teaching staff and a multi-purpose block of vocational studies such as Home Management, Clothing and Textile and Food and Nutrition.

From 1959 to 1990, A.G.G.S operated a five year secondary school programme like other Secondary Grammar Schools in Nigeria, having Form one to five, in which Form five served as the terminal class at the end of which students wrote their final examination conducted by the West African Examination Council (W.A.E.C).

**CHAPTER FIVE**

**CONCLUSION AND RECOMMENDATION**

**5.1 Conclusion**

Especially amidst a high unemployment rate, worldwide decline in humanities degrees (American Academy of Arts and Sciences, 2021), and the global pandemic, the career decision-making self-efficacy of humanities students is important research related to a population with marketable career skills. Prior to this study, minimal (if any) research existed on the career decision-making self-efficacy of the humanities student population, especially those in fields without direct career titles. In addition, the use of the CDSE-SF on an undergraduate humanities student population, to date, had not been previously explored or applied in this way.

The results from this inquiry contribute to, and provide data related to whether or not humanities students with higher self-efficacy also demonstrate more action steps towards their career goals and choice.

This study provides humanities faculty, students, practitioners, and community members with insights related to current perceptions within the field. The evidence suggests that humanities students, especially those within certain groups, would benefit from more intentional career decision-making practices and action steps. Similarly, although respondents demonstrated overall scores within average performance on the CDSE-SF instrument, (with Anthropology students and those who indicated Senior-year as the highest performers), the students’ overall

responses did not indicate high career decision-making self-efficacy.

Within the context of the current global pandemic, the need for secure employment has perhaps not seemed as necessary since the U.S. Great Depression. The current health environment has brought about necessary changes in distancing, awareness, and sanitation in both personal and professional practices. Likewise, the daily workplace is adapting to virtual transactions dependent upon the technology STEM fields boast about providing. Over 50% of employees found their work disrupted and changed due to the pandemic (DeLollis, 2021).

Within this new environment, students have begun exploring and pursuing less time-intensive,

non-traditional education options, such as stackable credits, skill development boot camps, and

hybrid education programs (DeLollis, 2021).

The foundation of the humanities –rooted in social discourse, debate and discussion –must now convert to a new context of social and physical safety. In order to remain current in the twenty-first century and beyond, the humanities and liberal arts must continue to navigate pedagogical and economical spaces with an insistence upon relevancy, adoption, and adaptability. The research provided asserts the value of degrees without direct career titles (i.e.-English, History, Philosophy, Anthropology, Philosophy). But these fields must also campaign for themselves and ensure they are equipping their students with the confidence to build self-efficacy and make career decisions. Humanities disciplines provide students with the tools they need for career success; but without explaining what the tools are and why they exist, students pursuing these majors may continue to exhibit low career decision-making self-efficacy and lack the awareness of the employability of their degrees.

Arguing for the validity of humanities and humanistic principles, Robert Newman (2021) explains, “Only with a turn toward the pragmatic might the esoteric be safely preserved and nurtured” (para.5). Through interdisciplinary and public enterprises, the reputation of the humanities can be rightfully restored to an asset rather than nuisance. Noting the connection to democracy, Newman writes, “For the humanities to survive, democracy must survive, and the survival of democracy is predicated upon robust humanistic inquiry and principles” Thus, it is vital that educators and economists rekindle humanistic pedagogy and link it to its crucial application in both the classroom and the workplace. Students’ and employees’ self-efficacy is dependent upon their understandings and practices; and it is the humanities that makes this transfer of utility to contribute to personal and professional success.

**5.2 Recommendation**

The findings have recommendation for teachers, school principals, school psychologists and parents. This study contributes to significant developments in the education sector and may assist in facilitating learners’ career opportunities and support learners towards achieving career success after secondary schools.

* The study recommends that school psychologists should do early assessment of learners to ascertain their career interests because it informs best career decision making practices among learners. This is important because early identification of career interests would lead to the most appropriate career decisions among learners and this would eventually minimize the shift from one career to another as a result of mismatch between an individual and career.
* The study also recommends that teacher counsellors should utilize the career interest results to provide guidance on career decision making among learners. This would ensure that learners are guided on to choosing careers that are in line with their personal interests. - The study recommends that school psychologists should adopt therapy strategies in career decision making for learners which has the steps such as: identification, awareness, and reframing. This would assist learners with dysfunctional career decision making styles. Further studies could examine home and school related factors influencing career decision making among learn

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**APENDIX**