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CAREER EXPLORATION AND CAREER CHOICE OF SECONDARY SCHOOL STUDENTS IN DELTA STATE

BY

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Abstract: *The study investigated the relationship between career exploration and the career choices of secondary school students in Delta State. To guide this study, two research questions were raised, and two hypotheses were formulated. The correlational survey design was employed, while the multi-stage random sampling technique was used to draw a sample of 1, 1,350 from a population of 13, 448 SS II students in 498 government-owned secondary schools in Delta State registered for the 2022/2023 academic session. Career Exploration and Career Choice Scale (CECCS) was used for data collection. The content and construct validity of the CECCS was estimated using factor analysis and principal component analysis through the extraction method. The reliability of the instrument was established using Cronbach's alpha statistics, with reliability indices of .765 for career self- exploration, 815 for environmental career exploration, and .858 for career choice obtained. In analysing data collected for this study, the Pearson Product-Moment Correlation and Coefficient of Determination were used to answer the research questions, while linear regression was employed to test hypotheses; multiple regression was used to test hypotheses 7 to 10 at a 0. 05 level of significance. From the data analysis, the results revealed that there is no significant relationship among self-career exploration, environmental career exploration, and the career choices of secondary school students. Based on the findings, it was recommended that secondary school students engage in self-career and environmental career exploration before making career choices.*

Keywords: Career Exploration, Career Choice, Delta State

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Introduction

Over the past twenty years, unemployment has remained a major challenge for young graduates in Nigeria, as both government institutions and non-governmental bodies have been unable to provide adequate job opportunities. Even in cases where employment exists, many individuals struggle to advance or find fulfillment in their roles, often switching careers due to a lack of the appropriate skills, aptitude, or personal interest. Some professionals acknowledge having other passions but pursued their current fields for various reasons.

At the secondary school level, students inevitably face the challenge of deciding on a career path. This decision often begins with the selection of subjects or programmes that align with their future aspirations. As Akpochafo (2021) observes, today's world offers an ever-growing number of occupational options, even for secondary school students. The importance of career choice lies in its potential influence on a person's income, social status, relationships, emotional health, and sense of self-worth. In other words, an individual's self-esteem may be closely tied to their chosen profession throughout life.

A career serves as a blueprint for an individual's future, shaping not only professional success but also overall satisfaction and happiness. Accurate career decisions can foster fulfillment, while poor choices may result in repeated changes that can harm a person's psychological well-being. Once time, money, and effort have been invested in a particular career path, altering direction becomes difficult. According to Koech et al. (2016), career choice is a complex process in which students consider their academic performance, personality, parental expectations, economic realities, social needs, and abilities in an effort to align their interests with available opportunities. It involves assessing one's own competencies and values against the demands and rewards of a chosen occupation. As Nyamwange (2016) explains, a career is not simply a job—it is a process of lifelong growth and development within a chosen sector, during which individuals gain experience and skills. Career choice is therefore more than the pursuit of immediate satisfaction; it is central to a person's lifestyle, physical health, emotional stability, and family well-being. The level of satisfaction a person derives from a career often depends on how well their personality, circumstances, and knowledge align with their professional activities.

Kazi and Akhlaq (2017) point out that career decision-making is one of the most difficult challenges students face, as numerous interconnected factors influence the process. Today, making informed choices requires careful planning and professional guidance to adapt to changing socio-economic conditions. However, many secondary school students lack accurate information about available occupations, making them susceptible to external pressures (Ombaba et al., 2014). This uncertainty is especially pronounced when students transition into senior secondary school or when registering for key examinations such as the Senior Secondary School Certificate Examination (SSCE) and the Unified Tertiary Matriculation Examination (UTME).

Ultimately, as Xing and Rojewski (2018) emphasize, selecting a profession is a pivotal decision with lifelong implications. A career encompasses the sequence of roles and responsibilities a person assumes over time, especially those tied to their occupation and advancement. For secondary school students, this choice can open pathways to success or, if made without sufficient insight, limit future opportunities.

The secondary school stage represents a pivotal period in which students begin to shape and transform their career aspirations, bridging the gap between classroom learning and participation in the workforce. In today's fast-changing, competitive, and diverse employment landscape, the process of personal career development has gained greater

significance, requiring students to develop the foundational skills and adaptability that will later enhance their employability. Career exploration during this stage is a critical competency for achieving long-term professional success, securing employment, making smooth career transitions, and sustaining growth over time.

Given the increasing specialization in modern workplaces, selecting a career has become a complex and demanding task. This process is influenced by multiple factors, both internal and external. Internal influences include personal interests and natural abilities, which may inspire students to choose fields such as engineering, while external factors—such as parental expectations, peer influence, and educational environments—can significantly shape career decisions. In some cases, integrative factors blend these influences; for example, a student's passion for video games might inspire a career in game development, while financial considerations could encourage the pursuit of a more traditional and stable profession like medicine. The challenge lies in harmonizing these elements—choosing a career that aligns with one's talents, values, and principles, while also considering practical realities. Ultimately, this involves an ongoing process of self-discovery, skill identification, and interest exploration. By recognizing how internal and external influences interact, students can navigate career decisions with greater confidence and move steadily toward a future filled with purpose and enthusiasm.

However, many secondary school students have limited awareness of the variety of career options available to them. A lack of exposure to diverse industries and professions can lead to a narrow understanding of opportunities, reducing their ability to make well-informed choices. Inadequate career guidance and counselling services within schools often compound this problem. Without sufficient self-awareness or understanding of their abilities and preferences, students may find it difficult to match their skills and passions with suitable career paths. At this point, the support of parents, teachers, career counsellors, and school psychologists becomes vital, as they can provide valuable guidance and help students make informed, well-aligned career decisions (Nyamwange, 2016)

It is widely recognized that many secondary school students select careers based on factors such as their parents' profession, parental expectations, peer influence, and societal demands, while only a minority make decisions grounded in their own aptitudes and interests. As a result, some students simply adapt to their chosen professions without making significant contributions or deriving personal fulfillment from them. This suggests that numerous variables influence career decisions at this stage. For the purpose of this study, attention is focused on examining the relationship between career exploration and career choice among secondary school students.

Career exploration refers to the intentional process of seeking and analysing information about occupations, industries, organizations, and career paths in order to make informed decisions and improve an individual's career management capabilities. This process encompasses two main dimensions: self-exploration and environmental exploration. Self-career exploration involves reflecting on one's interests, values, abilities, previous experiences, aspirations, and long-term goals. In contrast, environmental career exploration focuses on gathering external information about job opportunities, organizational structures, occupational requirements, and industry trends to support informed decision-making. Participation in such exploratory activities helps individuals develop a realistic understanding of themselves and the labour market, enabling them to set achievable career goals and formulate practical plans (Sugalski & Greenhaus, 2016). Although career exploration is a lifelong process, it is most prominent during late adolescence and early adulthood (Sharf, 2016). Access to accurate knowledge about career opportunities, including their prerequisites

and availability, can help students align their interests and skills with viable career options, thereby improving the quality of their career decisions.

The process of selecting a career generally begins between the ages of 15 and 17, ensuring that emerging human resources align with labour market demands. This exploration phase often extends until around age 24 (Yusran, Puad, & Omar, 2021). During this period, individuals engage in activities and decision-making processes that influence their long-term professional paths. However, some students lack the necessary information about career fields and potential employers, making them feel unprepared to make such critical decisions. To address this gap, students may engage in active career exploration, acquiring relevant information through self-directed research and participation in structured guidance activities (Kleine et al., 2021).

Career exploration functions as a self-regulatory behaviour, enabling individuals to define career goals and select appropriate pathways (Lent & Brown, 2019). According to Kleine et al. (2021), it entails both self-exploration—integrating one's values, aspirations, and past experiences into future plans—and environmental exploration, which involves investigating potential career paths, gathering details about specific roles or organizations, and seeking targeted industry information. Self-exploration encourages individuals to link their past behaviours and experiences to their envisioned career futures, promoting thoughtful and reflective planning. Both dimensions are crucial, as effective career exploration requires a balance between understanding oneself and understanding the opportunities available in the external environment.

Students can explore career options through two primary sources: the environment and the self (Blustein, 1997, as cited in Kleine et al., 2021). Environmental exploration involves gathering information about potential occupations and career opportunities, while self-exploration entails reflecting on how one's past behaviours, experiences, and interests align with future career aspirations. Engaging in both processes increases students' awareness of their career possibilities and helps them integrate personal values, interests, and behaviours into the broader world of work (Jiang et al., 2019).

According to Lent and Brown (2019), career exploration is a goal-directed behaviour that predicts key career-related outcomes such as career decidedness, reduced decisional distress, and enhanced career success. Scholars have further argued that individuals engage in career exploration to establish and refine a career identity, as the process facilitates self-construction, interest development, and clarification of vocational pathways (Agyiri, 2020). Empirical evidence supports this position. For instance, Praskova et al. (2015) found that young adults who engage more in career exploration tend to develop a clearer professional identity. Similarly, Lent and Brown (2019) reported a positive relationship between career exploration and identity achievement among college students, noting that such engagement allows individuals to better define themselves and commit to a vocational identity over time.

Career exploration can enhance students' readiness to choose a career path, reduce decision-making anxiety, and improve perceived employability (Kleine et al., 2021). By providing relevant career-related information, exploration reduces uncertainty, which in turn minimizes decisional difficulties (Xu et al., 2014; Xu & Tracey, 2014). Furthermore, career exploration offers students opportunities to apply their skills in diverse occupational contexts (Ezeani, 2013). Through activities such as workplace observations, instructional sessions, and hands-on experiences, students gain deeper insights into various professions (Hermawan & Farozin, 2018).

Jiang et al. (2019) emphasize that career exploration involves three key activities essential for informed decision-making: self-assessment—understanding one's interests and strengths; performance feedback—identifying suitable career fits; and career goal-setting—obtaining the training and experience required to meet those goals. This process not only clarifies what is involved in particular occupations but also broadens students' awareness of potential career options, equipping them to make more informed and strategic career plans.

Research indicates that the relationship between career exploration and career decision-making difficulties is complex. Xu and Tracey (2014) reported a positive association between environmental exploration and decision-making challenges, particularly when dysfunctional career beliefs are present. This suggests that career exploration does not always lead to easier decision-making. Conversely, Ran, Liu, Yuan, Yu, and Dong (2023) found that high school students who engaged more extensively in career exploration tended to be more achievement-oriented. Rogers et al. (2018) observed that career exploration had no significant effect on students' self-reported vocational identity.While career exploration can provide valuable information, the process itself may be stressful for some students, given the pressure to make the "right" career choice (Ran et al., 2023). This may explain why career exploration does not always reduce decisional stress. In some cases, exploration reduces the lack of information that contributes to commitment anxiety, but it can also increase the number of appealing options, leading to conflicts when choosing between equally desirable alternatives (Jiang et al., 2018). In this regard, Kleine et al. (2021) found that career exploration was unrelated to commitment anxiety and decisional stress but negatively associated with self-doubt and decision-making confusion, suggesting that its impact on these difficulties is nuanced.

There is considerable evidence supporting the role of career exploration in facilitating decision-making among young adults. It increases self-awareness and understanding of the world of work, enabling more effective career choices (Lent et al., 2017). Empirical studies have consistently shown that career exploration enhances career decision self-efficacy (Cheung & Arnold, 2014; Cheung &Jin, 2016; Lent et al., 2016). Notably, Cheung and Arnold (2014) found that environmental exploration strongly predicts career decision self-efficacy over time, while Cheung and Jin (2016) demonstrated that exploration positively influences career decidedness in quasi-experimental studies. Career exploration also helps individuals build relevant knowledge, skills, and resources needed for career development (Jiang et al., 2019).

Other studies reveal positive associations between career exploration, career self-efficacy, social support, and career choice (Chan, 2020). Aftab and Malik (2017) identified three important dimensions—exploration process, exploratory confidence, and exploratory reactions—which partially mediated the relationship between career perceptions and decisions, as well as between career decision and certainty. Similarly, Storme and Celik (2018) reported that exploratory activities contribute to career orientation and choice. Career exploration has also been linked to reduced career indecision (Park et al., 2017) and better management of indecision-related distress (Praskova et al., 2015), as well as addressing difficulties stemming from insufficient or inconsistent information (Xu et al., 2014).

However, findings are not entirely consistent. Downing and Nauta (2010, as cited in Jiang et al., 2019) reported that increased exploration among university students sometimes correlated with greater indecision. From a career construction theory perspective, Guan et al. (2015) found that Chinese undergraduates with higher exploration levels demonstrated greater career adaptability, which improved their self-regulatory capacities in career development. This aligns with the view that exploration can enhance motivation to acquire

resources and cope with complex work environments (Hermawan & Farozin, 2018). In contrast, Cheung and Jin (2016) found no evidence that exploration improved adaptability in the same population, highlighting the need for further investigation.

Overall, career exploration integrates both environmental and self-exploration (Ali et al., 2019; Storme & Celik, 2018). This process involves weighing personal, contextual, and situational factors, as well as experimenting with opportunities, before committing to a career path (Jiang et al., 2019). Such engagement can support job attainment and smooth career transitions (Denault et al., 2019). Self-exploration, in particular, provides accurate insight into one's abilities, interests, personality, and goals, guiding more compatible career choices (Xu, 2022; Chen et al., 2021). Studies show that effective self-exploration reduces hesitation in decision-making (Paixão & Gamboa, 2022), strengthens confidence in one's capabilities (Chen et al., 2020), and fosters a positive perception of career opportunities. This alignment between self-knowledge and occupational choice not only increases adaptability but also facilitates smoother workplace adjustment (Hu et al., 2022).

Statement of the problem

In Nigeria, career choice remains a major challenge among secondary school students. Many graduates remain unemployed due to inappropriate career decisions. Some individuals pursue career paths that are misaligned with their personal interests, skills, and abilities, often leading to dissatisfaction and underachievement.

Observations during field practicum training revealed that a significant number of secondary school students display uncertainty and confusion regarding their future career paths. Consequently, many make decisions that are incompatible with their inherent talents, aptitudes, or subject strengths. In some cases, students lack the necessary skills, aptitudes, and subject combinations required for their preferred careers.

When unsuitable career choices are made, the consequences can be far-reaching—affecting occupational prospects, job satisfaction, social life, and overall well-being. Employed graduates who find themselves in fields unrelated to their capabilities often struggle to progress, resulting in frequent job changes and career instability.These challenges sometimes push young people toward antisocial behaviours, such as armed robbery, drug abuse, and other criminal activities. The psychological effects of poor career decisions—including depression, anxiety, fear of failure, and low self-confidence—are also increasingly evident. Such conditions can lead to low self-esteem, diminished motivation, and poor performance, ultimately reducing individuals to mediocrity. In extreme cases, some students drop out of school when they cannot cope with unsuitable career paths.On a broader scale, this trend results in a shortage of skilled and motivated professionals, reduced productivity, and manpower deficits across industries and institutions. The fear of making the wrong career choice also fosters indecision and anxiety among students, with long-term implications such as job dissatisfaction and financial instabilityThe justification for this study lies in its advocacy for informed and appropriate career decision-making based on self-knowledge, academic competence, and realistic goal setting. By understanding their own interests, abilities, and aspirations, students are more likely to make satisfying and sustainable career choices.Therefore, the problem of this study is put in question form: **"**Is there a relationship between career exploration and career choice of secondary school students?

Research Questions

The following research questions were raised for the study.

1. What is the relationship between self-career exploration and career choice of secondary school students in Delta State?
2. What is the relationship between environmental career exploration and career choice of secondary school students in Delta State?

Hypotheses

The following null hypotheses were formulated to guide the study.

1. There is no significant relationship between self-career explorationand career choice of secondary school students in Delta State.
2. There is no significant relationship between environmental career exploration and career choice of secondary school students in Delta State.

Purpose of the Study

The purpose of this study is to investigate the relationship between career and career choice of secondary school students in Delta State.

Specifically, this study:

1. examined the relationship between self-career explorationand career choice of secondary school students in Delta State.
2. determined the relationship between environmental career exploration and career choice of secondary school students in Delta State.

Methods

The present study adopted a correlational survey design. The population for this study consisted of 13, 13,448 Senior Secondary School II (SS II) students enrolled in 498 government- owned secondary schools in Delta State for the 2022/2023 academic session. These figures were obtained from the Examination and Standards Department of the Ministry of Basic and Secondary Education, Asaba, in 2023.To draw a representative sample, the researcher employed a combination of multistage and stratified sampling techniques. A total of 1, 350 students, representing 10% of the overall population, were selected. The instrument for data collection was a structured questionnaire titled " Career Exploration and Career Choice Scale (CECCS). " The career exploration scale was adapted from the " Career Exploration Survey – Revised (CES- R) " by Nasta (2007), itself based on the original work of Stumpf et al. (1983). The CES- R typically contains 28 items, but for the purposes of this study, the researcher selected 14 items — 7 focusing on career self- exploration and 7 on environmental career exploration. These items were adapted to a 4- point Likert response format: Strongly Agree, Agree, Disagree, and Strongly Disagree. In terms of validity, the instrument underwent rigorous scrutiny. The face validity was ensured through expert review by the researcher's supervisors and two specialists from the Department of Guidance and Counselling at Delta State University. The content validity was examined using principal component analysis, revealing that the items under career self-exploration and environmental exploration accounted for 80. 90% and 83. 83% of variance, respectively, indicating strong internal coherence. The construct validity was also established using rotated factor loading matrices, with loadings ranging from .63 to .96 for career self- exploration and .69 to .97 for environmental career exploration, reflecting solid structural integrity.

The reliability of the instrument was assessed using the Cronbach's alpha method. A pilot test was conducted with 50 students from Egor Secondary School in Edo State. The reliability coefficients were .765 for career self-exploration and .815 for environmental exploration, demonstrating good internal consistency and confirming the psychometric strength of the

instrument. For data collection, the questionnaires were distributed directly by the researcher and trained assistants. In analysing the data, the Pearson Product- Moment Correlation and Coefficient of Determination were used to address the research questions. To test the hypotheses, linear regression analysis was applied. All statistical tests were conducted at the 0. 05 level of significance.

Findings and Discussion

Research Question 1: What is the relationship between self-career exploration and career choice of secondary school students in Delta State?

Table 1: Correlation and Coefficient of Determination of Self-Career Exploration and Career Choice of Secondary School Students

Variables	N	r	r^2	r^2 %	Decision
Self-Career Exploration Career Choice	1350	0.040	0.002	0.2	Low positive relationship

Predictor(s): Self-Career Exploration
Dependent: Career Choice

Table 1 showed the correlation value (r-value) of 0.040 as the relationship between self-career exploration and career choice of secondary school students. The coefficient of determination was 0.002 and the amount of contribution of self-career exploration to career choice of secondary school students. This revealed a low positive relationship between self-career exploration and career choice of secondary school students was 0.2%. This showed a low positive relationship.

Research Question 2: What is the relationship between environmental-career exploration and career choice of secondary school students in Delta State?

Table 2: Correlation and Coefficient of Determination of Environmental-Career Exploration and Career Choice of Secondary School Students

Variables	N	r	r^2	r^2 %	Decision
Environmental-Career Exploration Career Choice	1350	0.030	0.001	0.1	Low positive relationship

Predictor(s): Environmental-Career Exploration
Dependent: Career Choice

Table 2 showed the correlation value (r-value) of 0.030 as the relationship between environmental-career exploration and career choice of secondary school students. The coefficient of determination was 0.002 and the amount of contribution of environmental-career exploration to career choice of secondary school students. This revealed a low positive relationship between environmental-career exploration and career choice of secondary school students was 0.1%. This showed a low positive relationship.

Hypothesis 1: There is no significant relationship between self-career exploration and career choice of secondary school students in Delta State.

Table 3 Linear Regression Analysis of Self-Career Exploration and Career Choice of Secondary School Students

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.691	1	16.691	2.149	0.143
	Residual	10468.186	1348	7.766		
	Total	10484.877	1349			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	36.603	0.717		51.066	.000
	Self- Career Exploration	-0.046	0.031	-0.040	-1.466	.143

R= 0.040, p>0.05, Not Significant

a. Dependent Variable: Career Choice

b. Predictors: (Constant), Self-Career Exploration

Table 3 showed the f-value of 2.149 and p-value of 0.143. Testing the hypothesis at 0.05 alpha level, the p-value of 0.143 was greater than the alpha value of 0.05. This indicated a no significant relationship. Hence, the null hypothesis which stated that there was no significant relationship among self-career exploration and career choice of secondary school students in Delta State, is retained. This revealed that there was no significant relationship among self-career exploration and career choice of secondary school students in Delta State.

The unstandardized coefficient (B) for predicting career choice from self-career exploration was -0.046 and the standardized coefficient (β) was -0.040, t=-1.466. Hence, self-career exploration was not significant at an alpha level of 0.05.

Hypothesis 2: There is no significant relationship between environmental career exploration and career choice of secondary school students in Delta State

Table 4 Linear Regression Analysis of Environmental-Career Exploration and Career Choice of Secondary School Students

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.586	1	9.586	1.234	0.267
	Residual	10475.291	1348	7.771		
	Total	10484.877	1349			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	36.255	0.632		57.409	.000
	Environmental-Career Exploration	-0.030	0.029	-0.030	-1.111	0.267

R= 0.030, p>0.05, Not Significant

a. Dependent Variable: Career Choice

b. Predictors: (Constant), Environmental-Career Exploration

Table 4 showed the f-value of 1.234 and p-value of 0.267. Testing the hypothesis at 0.05 alpha level, the p-value of 0.267 was greater than the alpha value of 0.05. This indicated a no significant relationship. Hence, the null hypothesis which stated that there was no significant relationship among environmental-career exploration and career choice of secondary school students in Delta State, is retained. This revealed that there was no significant relationship among environmental-career exploration and career choice of secondary school students in Delta State.

The unstandardized coefficient (B) for predicting career choice from self-career exploration was --0.030 and the standardized coefficient (β) was -0.030, t=-1.111. Hence, environmental-career exploration was not significant at an alpha level of 0.05.

Discussion of Results

The findings from the analysis of the data collected are discussed under the following subheadings.

Self-Career Exploration and Career Choice of Secondary School Students

The result in hypothesis 1, showed that there was no significant relationship among self-career exploration and career choice of secondary school students. This means that self-career exploration has no significant predictive value in determining career choice of secondary school students. The possible reason for this finding is that, self-career exploration is one's own interest and dreams which might be influence for change by other significant factors like parents, peers, technological advancement among others. This finding is at variance with the studies of Pham et al (2024) who investigated Career exploration and its influence on the relationship between self-efficacy and career choice: the moderating role of social support. Results revealed that Self-exploration has a positive effect on career choice. This finding also at variance with the findings of Chen et al (2021) who investigated the effect of career exploration and career decision making self-efficacy on the relationship between career concern and career commitment. The result indicated that there was a significant positive correlation among career exploration and total score of the career decision making self-efficacy.

Environmental Career Exploration and Career Choice of Secondary School Students

The findings in hypothesis 2, indicated that there was no significant relationship among environmental career exploration and career choice of secondary school students. This means that environmental career exploration has no significant predictive value in determining career choice of secondary school students. The possible explanation for this finding is that individuals might look beyond their immediate environment for different career choice. As such, career jobs in a specific environment might not influence the choice of students as the possibility of migrating to other areas is open to them. This finding is at variance with the studies of Pham et al (2024) who investigated Career exploration and its influence on the relationship between self-efficacy and career choice: the moderating role of social support. Results revealed that environmental career exploration is significantly related to career choice.

Conclusions

The need for careers that can contribute to the growth and well-being of society is necessary. This is to help secondary school students make proper decisions in career-related subjects. From the study, it was found that self-career exploration, environmental and career exploration do not have a significant relationship with career choice among secondary school students in Delta State.

Recommendations

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

1. Self-career exploration enhances better choice making; as such secondary school students should engage in self-career exploration before making career choices. This is because knowing what attitude, aptitude and interest a students possess that can be matched to career requirements help them to make better choices.

2. Environmental career exploration enhances better career choice making; as such secondary school students should engage in environment-career exploration before making career choices. This is because knowing what careers available in an environment and requirements to enter will help them to make better choices.

Contribution to Knowledge

The contribution to knowledge by showing that both self and environmental career explorations do not have any impact on career decisions of secondary school students contrary to general view.

Implication for Counselling

From the study, the following counselling implication is acknowledged:

Career choice making counselling intervention approaches should be targeted at helping secondary school students do career exploration and economic factors of attractive salaries and quality of life.

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