Relationship between Career Interest and Career Decision-Making of Grade 12 Learners in Township Secondary Schools in South Africa

This study examined the relationship between career interests and career decision-making of Grade 12 learners in township secondary schools in South Africa. The Career Interest scale and Career Decision-Making Scale were used to collect required data for this study. The participants were 281 secondary school learners who were selected from six township secondary schools. The collected data for this study will be analysed using the Pearson correlation Analysis of Variance (ANOVA), and multiple regressions. The study findings indicated that, the correlation between enterprising career interest and career decision-making was established to be the strongest ($r=.535, n=204, p<.001$), followed by the relationship between adventurous career interest and career decision-making ($r=.465, n=204, p<.001$), but operational career interest had the least relationship with career decision-making, $r (204) = .284, p<.001$, two-tailed. The results of the study also showed that the model reached statistical significance, $F (9, 194) = 17.403, p<.01$, suggesting that the model is a significant predictor of career decision-making among the 12th grade learners.

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, Grade 12 learners, township schools

Introduction

Career is a lifetime process that entails incessant decision making that is linked to an individual’s general experience. A career is a series of connected vocational knowledge and activities that are extend over an individual’s life (Dobson et al., 2014). Kaur (2016) describes career decision making as a process that detailed individual’s choice when choosing a career. Career decision-making is a complicated and delicate process that individual experience in life. A prudent career decision making could be acknowledged as a decision that took place after a thorough analysis of all career preferences and personal capabilities necessary to function in a career of choice (Kaur, 2016). Making a career decision has recently developed into an extremely complex science; bearing in mind that many aspects in life affect this. However, choosing the correct career is essential in leading a satisfying life, to accomplish an outstanding vocational output that sets the platform for organizational growth and development (Sovet, 2018).

Career interest is the process through which individual’s investigate, explore and examine their interest prior to making a career decision. Choosing the right career is a challenge for most people because converting personal interest into a practicable career could be overwhelming sometimes. Nevertheless, the understanding of one’s capabilities, skills, beliefs, personality
and interests could help when making career decision. Exploring a probable
career requires knowledge of what a person takes pleasure in doing, what
he/she is good at and what serves as an inspiration to a person in his/her
environment as a key factor for career motivation (Nyamwange, 2016). It is
crucial for individuals to be conscious of aspects that affect, that motivate such
a significant decision from a position of adequate understanding (Nyamwange,
2016).

Career interest is a person’s inclination regarding vocational activities and
environments. Recognizing one’s career interest assists individuals to make
informed and a more logical decision regarding career. By an individual
understanding his/her career interests and choosing a career in this regard
means that he/she is able to identify his/her strength and ability to pursue a
vocation that complement his/her ability and supporting it with morals and
principles (Bartlett et al., 2015). Since an individual’s career interest could
transform eventually, it is therefore essential to identify vocational information
regularly. Given that individuals preferences concerning career and vocational
duties differ, based on individual interaction and integration in the environment.
Career interest could take diverse forms and shapes. The knowledge of various
forms of career interest could assist learners in identifying their career interest
as they progress in their studies. In this study, the different areas and forms of
career interest that was examined include artistic, Biotic, Conventional,
Expressive, Investigative, Operational, Social, Enterprising and Adventurous
career interests.

In South Africa, at the time of apartheid, education was separated across
racial lines to maintain white dominance (Mahlomaholo, 2012). This uneven
system of education also presented the discrepancy in the provision of career
guidance at schools (Buthelezi et al., 2009) and to the world of work where
jobs were set aside for whites. The function of career counselor were controlled
by the apartheid regulations, and the counselors need to get acquainted to the
established rules and regulations, in order to provide suitable career guidance
to learners as stipulated by the law (Buthelezi et al., 2009).

It seems that learners in affluent areas have access to career guidance
compare to learners in township schools, with little or no access to career
information services (Maree, 2013). A research conducted by Mudhovozi and
Chireshe (2017) assert that learners’ career decision making is dependent on
the category of school attended, parent level of education and parental income.
It also discovered that schools in affluent community present learners with
more career opportunities and options that are relevant to demands in the job
market while schools in disadvantaged communities associated career
decisions to the traditional careers, such as, nursing and teaching. These
findings complement findings from other research concerning career decision.
Consequently, this study examined the relationship between career interest and
career decision making of learners in disadvantaged schools.
Literature Review

Holland’s Theory of Career Choice (1959) asserts that individuals prefer to choose vocations that give them the opportunity to be around others and relate with people of like minds. Individuals look for environments that support their skills and knowledge, where they can express personal principles and values, while engaging in pleasurable activities to solve problems. The theory proposes that individual’s behavior is a result of their personality and environment in which they live, which inform their values and interest through personal experiences and career choices (Holland, 1992). Therefore, Holland classified human personality into six different types: realistic, investigative, artistic, social, enterprising and conventional, and clarifies how each personality type is appropriate for specific interest and work environment (Sharf, 2013).

At one time or another, individuals are faced with the challenge of work-related decision and most individuals are confronted with this issue especially when they are in secondary school and are required to choose their subject combinations at grade 10 level, which determines the career that they want to pursue in the future. In view of the above, most learners seek help from people around them, such as, parents, teachers, career officers or career counselor, who offers career guidance to learners in their professional capacity (Buthelezi et al., 2009). Unfortunately, a number of learners in township secondary schools do not have access to the professional service of a career guidance and counseling, which could assist them to explore their career interest before making a career decision that could favour their future (Buthelezi et al., 2009).

Plausibly, the importance of career decision-making could be emphasized by the direct influence that a good career choice has on an individual’s standard of living and status in the society. Therefore, it is imperative to connect one’s interest to their choice of career because deciding on a career will possibly influence individual all through their lives. Willner, et al. (2015) concur that life is meaningfully expressed with lucidity and precision in individual’s career. Therefore, suitable career decision-making could be effective when the individual is equipped with adequate information and proper career guidance.

The world of work is transforming on a daily basis, which requires an individual to develop their skills as part of the requirement for an area of interest and specialization in the work place, which makes it more intimidating for the individual to decide on a certain career. Research studies have indicated that some of the factors accountable for an individual’s career decision-making include personality, career interests, role models, ethnic background, level of education and accessibility to essential resources such as, finances and information (Enache & Matei, 2017; Vosh & Schauble, 2014).

Etiubon, et al., (2018) assert that many individuals are influenced greatly by their parent’s vocations, or the career that suits their educational achievements, still, professions that present high income and remuneration are influencing other people. However, there are individuals, who pursue careers that go with their interest and passion irrespective of the financial benefits, for the purpose, that everyday life revolves around one’s career as a vital component to
determine an individual’s every day practice. In reality, a career influences every aspect of one’s whole being. However, there are distinctions, as an individual’s differs. Generally, influences on career decision-making mostly differ from one person to another, according to an individual’s environment and interest. This is probably as a result of experience and support attainable in the community (Etiubon et al., 2018).

Brown and Crace (1996) affirm that high priority values are more critical to decision making than low-priority values. At the same time, if values are not fully crystallized or the outcomes are unclear, difficulties will arise and the choices made will be tentative (choosing liberal arts major). Sagiv (2002) reported that enterprising interests were positively correlated with Power and Achievement and negatively correlated with Universalism. Sagiv also found that enterprising interests were positively correlated with Power, whereas Social interests were negatively correlated with Power. The study suggested that Social and Enterprising interests reflect similar abilities and skills but differ in the underlying motivation. Overall, results of this study indicate that vocational interests systematically and moderately correlate with basic values. Smith and Campbell (2009) study reported that conventional and Realistic interest types had similar value profiles, with the values of Support and Working Conditions being the two highest values; (2) Investigative and Artistic interest types had similar value profiles, with the values of Achievement and Independence being the two highest values; and (3) Social and Enterprising interest types had similar value profiles, with relatively flat value profiles, except that the Social interest type had a solitary peak on the Relationships value. Smith and Campbell also found substantial canonical correlations (between .883 and .413, all p’s < .01) between four of the six linear composites of interests and values.

It is evident from the reviewed studies that even though studies have been carried out with objectives related to the current study, a research gap still exist because these studies examined career interest and basic values. Consequently, the current study investigated the relationship between career interest and career decision-making, this study further created a model summary and regression equations. In South Africa, prior to career decision-making, learners are presented with the opportunity to choose their subjects combination in grade 10, according to their performance from their previous grade (grade 9) (GDE, 2016). However, learners in township schools do not have the capability to discern the subjects that could lead them to their career interests and choices. Consequently, the choices that they make are based on their previous performance and their view of the perfect profession without considering their interest, as a result of a lack of adequate information and support in the form of career guidance and counseling.
The Present Study

This study examined the relationship between career interests and career decision-making of Grade 12 learners in township secondary schools in South Africa.

Research Hypotheses

The following null hypotheses were proposed and tested:

**Ho1:** There is no significant relationship between career interest and career decision-making of Grade 12 learners in Township secondary schools

**Ho2:** The career interest model is not adequate of career decision-making among the 12th grade learners

Methods

Research Design

The study is located within the quantitative research paradigm and specifically, the Ex Post Facto Study Design was adopted. This is a method of research that compares two qualities that are already in existence, participants in this research are grouped purposefully according to certain trait or condition that already exist (Creswell, 2015). This design was deemed suitable for this study because the participants were selected based on specific characteristics and traits, which are, grade 12 learners in township secondary schools. In this design, the purpose is to determine the relationship between the construct under investigation and takes a broad view of the obtained results of a chosen sample from the total population (Creswell & Plano Clark, 2018). Furthermore, the selected sample was similar to the population in a way necessary for the subject under investigation.

Study Participants

The target population for this study was 720 participants, 120 participants from each of the six selected township secondary schools. The stratified random sampling technique was employed to select the sample for this study. This method is important, in order to deal with the disparity that occurred in the number of participants selected from each school. In addition, the stratified random sampling technique assisted the researcher to obtain an impartial number of participants regarding their gender, to ensure equal representation of each school in this study. Consequently, the established sample for this study was 281 learner participants; according to Krejcie and Morgan (1970), a sample size proposed plan for a prearranged population is necessary.
Research Tools

The instrument used for data collection was a questionnaire to obtain information from the participants. The Career Interest Scale and the Career Decision-Making Scale was used to gather the requisite data for this study. A 5 point-Likert scale was employed as a response format to establish the relationship between career interests and career decision-making of grade 12 learners in township secondary schools. This study ensured the validity of the questionnaire with Kaiser-Olkin Measure adequacy and Bartlett’s Test of Sphericity. In the first part of the questionnaire, the participants were requested to present demographic information, this involved information regarding the participants age, socio-cultural group, gender and grade. It was crucial to observe the Covid-19 protocols that were in place during data collection for this study, consequently, the questionnaire was delivered to each school and handed over to the teachers in charge of grade 12 learners. To ensure the return and proper handling of the completed questionnaire, the questionnaire was given to the grade 12 Life Orientation teachers in charge of grade 12 learners. The questionnaire completion procedure and necessary information for guiding the learners in completing the questionnaire appropriately was provided to the teachers by a telephonic conversation. Furthermore, the completion process was monitored telephonically to eradicate ambiguity; the completed questionnaires were collected from the schools with Covid-19 protocols duly observed.

Table 1. Internal Consistency: Cronbach’s Alpha Results for the Questionnaires

<table>
<thead>
<tr>
<th>Scales</th>
<th>No.</th>
<th>Cronbach’</th>
<th>Scale</th>
<th>No. Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Decision Making scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Career interest scale</td>
<td>5</td>
<td>.842</td>
<td>None</td>
<td>Excellent</td>
</tr>
<tr>
<td>• Artistic</td>
<td>5</td>
<td>.793</td>
<td>None</td>
<td>Acceptable</td>
</tr>
<tr>
<td>• Biotic</td>
<td>5</td>
<td>.755</td>
<td>None</td>
<td>Acceptable</td>
</tr>
<tr>
<td>• Conventional</td>
<td>5</td>
<td>.762</td>
<td>None</td>
<td>Good</td>
</tr>
<tr>
<td>• Expressive</td>
<td>5</td>
<td>.741</td>
<td>None</td>
<td>Good</td>
</tr>
<tr>
<td>• Investigative</td>
<td>5</td>
<td>.816</td>
<td>None</td>
<td>Excellent</td>
</tr>
<tr>
<td>• Operational</td>
<td>5</td>
<td>.835</td>
<td>None</td>
<td>Excellent</td>
</tr>
<tr>
<td>• Social</td>
<td>5</td>
<td>.821</td>
<td>None</td>
<td>Excellent</td>
</tr>
<tr>
<td>• Enterprising</td>
<td>5</td>
<td>.822</td>
<td>None</td>
<td>Excellent</td>
</tr>
<tr>
<td>• Adventurous</td>
<td>5</td>
<td>.789</td>
<td>None</td>
<td>Good</td>
</tr>
</tbody>
</table>

Equally, on career interest scale, all the sub-scales had their Cronbach’s values within the appropriate range, with the least being expressive career interest at alpha=.741 and the highest being career operational at .835. Likewise, career decision-making sub-scale had excellent internal consistent reliability, as interpreted from Cronbach’s alpha value of .842.
Procedure

In a research process, sufficient care should be ensured when conducting research that involves human beings, by making sure that the participants are safe and that injury and harm are avoided (Polit & Beck, 2014). First, ethical approval was obtained from the University of the Witwatersrand Human Research Ethics Committee. Thereafter, to access the sampled secondary schools, the researcher obtained ethical clearance from the Gauteng Department of Education (GDE). Additionally, permission to access schools was obtained from the selected schools’ principals. Confidentiality, anonymity, voluntary participation, freedom to withdraw participation and informed consent were strictly adhered to. Consequently, the researcher observed all Covid 19 protocols; the questionnaires were delivered to the six schools and handed over to Life Orientation teachers’ in-charge of Grade 12 learners, who assisted in administering the instrument.

Data Analysis

Responses from the administered questionnaires will be converted from the raw data into a structure for data analysis to begin. The researcher will score the data and assign numerical values to each response by creating special categories (Miles, Huberman & Saldana, 2014). The researcher will employ descriptive statistics such as frequencies and percentages to analyse data, which are applied for labeling, summarizing and creating sense of a specific set of data (Creswell & Plano Clark, 2018). Recording and collating will be performed using the statistical Package for the Social Sciences (SPSS) computer program version 24. The null hypotheses will be tested at the 0.05 level of significance. Inferential statistics such as Pearson Product Moment Correlation will be used to investigate the relationship between research variables, career decision-making and career interest. Multiple Regression Analysis will be used to analyse the associations between two or more independent variables and Structural Equation Modeling will be used to analyse the structural relationship between variables.

Results

Relationship between Career Interest and Career Decision-Making

This study sought to ascertain the relationship between career interest and career decision-making. Career interest was operationalized using nine sub-themes. The sub-themes investigated included artistic, biotic, conventional, expressive, investigative, operational, social, enterprising and adventurous. In testing the hypothesis that, “there is no significant relationship between career interests and career decision-making of Grade 12 learners in Township secondary schools”, the data collected was analyzed using multiple linear regressions to determine whether there is effect of career interests on career
decision-making. Career interests investigated included artistic, biotic, conventional, expressive, investigative, operational, social, enterprising and adventurous. The career decision-making was the response variable while career interests was the predictor variable. First, the correlation between the aspects of career interests and career decision making was calculated to determine the direction and magnitude of the linear relationships, as shown in Table 2.

Table 2. Correlations between Career Interest and Career Decision-Making

| Career Interest               | N  | Pearson Correlation
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic Career Interest</td>
<td>204</td>
<td>.412**</td>
</tr>
<tr>
<td>Biotic Career Interest</td>
<td>204</td>
<td>.296**</td>
</tr>
<tr>
<td>Conventional Career Interest</td>
<td>204</td>
<td>.342**</td>
</tr>
<tr>
<td>Expressive Career Interest</td>
<td>204</td>
<td>.353**</td>
</tr>
<tr>
<td>Investigative Career Interest</td>
<td>204</td>
<td>.303**</td>
</tr>
<tr>
<td>Operational Career Interest</td>
<td>204</td>
<td>.284**</td>
</tr>
<tr>
<td>Social Career Interest</td>
<td>204</td>
<td>.428**</td>
</tr>
<tr>
<td>Enterprising Career Interest</td>
<td>204</td>
<td>.535**</td>
</tr>
<tr>
<td>Adventurous Career Interest</td>
<td>204</td>
<td>.465**</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

As reflected in Table 2, a Pearson product-moment correlation coefficient which was computed to assess the relationship between the variables indicate that there is generally a direct relationship between career interest and career decision-making among the 12th grade learners. However, the magnitude of the relationships varies among the aspects of career interest. For instance, the correlation between enterprising career interest and career decision-making was established to be the strongest ($r=.535$, $n=204$, $p<.001$), followed by the relationship between adventurous career interest and career decision-making ($r=.465$, $n=204$, $p<.001$), but operational career interest had the least relationship with career decision-making, $r (204) = .284$, $p<.001$, two-tailed. Equally, all other aspects of career interests had statistically significant positive relationship with career decision-making among the 12th grade learners. In overall, there was a plausible positive correlation between career interests and decision-making on career choice. This suggests that generally a higher career interest is associated to a faster decision making on career choice and vice versa. Further, model summary and regression equations were generated where the predictor variables were the individual aspects of career interest and dependent variable being decision making on career choice. Table 3 shows summary of regression analysis results.
Table 3. Regression results on Career Interests and Career Decision-Making

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
<th>Part corr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.745</td>
<td>0.088</td>
<td>19.868</td>
<td>0.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistic Career Interest</td>
<td>0.119</td>
<td>0.042</td>
<td>0.17</td>
<td>2.805</td>
<td>0.006</td>
<td>0.07</td>
</tr>
<tr>
<td>Biotic Career Interest</td>
<td>0.058</td>
<td>0.045</td>
<td>0.077</td>
<td>1.302</td>
<td>0.195</td>
<td>0.065</td>
</tr>
<tr>
<td>Conventional Career Interest</td>
<td>0.052</td>
<td>0.043</td>
<td>0.078</td>
<td>1.224</td>
<td>0.222</td>
<td>0.075</td>
</tr>
<tr>
<td>Expressive Career Interest</td>
<td>0.054</td>
<td>0.039</td>
<td>0.084</td>
<td>1.397</td>
<td>0.164</td>
<td>0.056</td>
</tr>
<tr>
<td>Investigative Career Interest</td>
<td>0.04</td>
<td>0.038</td>
<td>0.064</td>
<td>1.05</td>
<td>0.295</td>
<td>-0.004</td>
</tr>
<tr>
<td>Operational Career Interest</td>
<td>-0.003</td>
<td>0.039</td>
<td>-0.005</td>
<td>-0.082</td>
<td>0.935</td>
<td>0.103</td>
</tr>
<tr>
<td>Social Career Interest</td>
<td>0.077</td>
<td>0.04</td>
<td>0.123</td>
<td>1.927</td>
<td>0.045</td>
<td>0.195</td>
</tr>
<tr>
<td>Enterprising Career Interest</td>
<td>0.146</td>
<td>0.04</td>
<td>0.251</td>
<td>3.659</td>
<td>0.003</td>
<td>0.168</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.421</td>
<td></td>
</tr>
<tr>
<td>F-ratio</td>
<td>17.403**</td>
<td>df1=9</td>
<td>df2=194</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As indicated in Table 3, using the enter method, it was found out that the model was able to account for 42.1% (Adjusted R Square = .421) of the variance in career decision-making among the 12th grade learners. To assess the statistical significance of the result, a multiple regression Analysis of Variance (ANOVA) results was interpreted with the null hypothesis being that multiple R in the population equals 0. The results of the study show that the model reached statistical significance, $F(9, 194) = 17.403, p<.01$, suggesting that the model is a significant predictor of career decision-making among the 12th grade learners.

However, exploration of Beta values indicates that the individual aspects of career interest vary in their level of influence on career decision-making. For instance, of these eight variables, Enterprising Career Interest makes the largest unique contribution (beta=−.251). This suggests that when a learner’s enterprising career interest rise by one standard deviation, the learners’ ability to make career decision improves by .251 standard deviations and vice versa. Equally, rise in the level of Social Career Interest by one standard deviation, would results into improvement of career decision-making by .125 (beta = - .125) standard deviations.

The other potentially useful piece of information in this regression results is the part correlation coefficients, which gives an indication of the contribution of each of the aspect of career interest to the total R squared. For instance, the results show that Artistic Career Interest has a part correlation coefficient
of .150, Biotic Career Interest of .070, Conventional Career Interest of .065, Expressive Career Interest of .075, Investigative Career Interest of .056, Operational Career Interest of -.004, Social Career Interest of .103, Enterprising Career Interest of .195 and Adventurous Career Interest had part correlation of .168. Squaring these values indicates how much of the total variance in the career decision-making is uniquely explained by the variable and how much $R^2$ would drop if it wasn’t included in the model. For example, Enterprising Career Interest which has the largest contribution to the model uniquely explains 3.8% and Adventurous Career Interest uniquely explains 2.8% of the variance in career decision-making. However, Operational Career Interest only accounted for a negligible amount (<.001%) of the variance in career decision-making. Its noteworthy that total $R^2$ value for the model (0.421 or 42.1 per cent explained variance) was not equal to all the squared part correlation values added up because overlaps or shared variance were removed.

In addition to these findings, the regression equations were extracted to help predict the influence of career interest on career decision-making among the 12th grade learners. The study was guided by a general regression prediction model as follows:

$$\text{Career Decision-Making} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \epsilon$$

Where; $X_1$=Artistic, $X_2$ = Biotic, $X_3$ = Conventional, $X_4$ = Expressive, $X_5$ =Investigative, $X_6$ =Operational, $X_7$ =Social, $X_8$ =Enterprising and $X_9$ =Adventurous and $\epsilon$ being error term. Thus, the predicated optimum level of career decision making among 12th grade learners in secondary school was represented by:

$$\text{Career Decision-Making}=1.745 \text{ units } + .119 X_1 \text{ units } + .058 X_2 \text{ units } + .052 X_3 \text{ units } + .054 X_4 \text{ units } + .040 X_5 \text{ units } - .003 X_6 \text{ units } + .077 X_7 \text{ units } + .146 X_8 \text{ units } + .121 X_9 \text{ units } + \text{error}$$

From the model, the coefficients indicate how much career decision making changes with a change of an aspect of career interest when all other variables are held constant. However, the results of the study show that whereas some of the aspects of career interest had significant change on career decision-making when increased by one unit, others did not cause any significant change. For instance, those with significant unstandardized coefficient values included Artistic Career Interest ($B = .119; t=2.805, p=.006$), Social Career Interest ($B=.077; t=1.927, p=.045$) and Enterprising Career Interest ($B = .146; t=3.659, p=.003$), implying that change on career interest by one unit causes a significant increase on career decision-making. On the other hand, the coefficients values for Biotic Career Interest ($B=0.058; t=1.302, p=.195$), Conventional Career Interest ($B=.052; t=1.224, p=.222$), Expressive Career Interest ($B=.054; t=1.397, p=.164$), Investigative Career Interest ($B=.04; t=.1.05, p=.295$) and Operational Career Interest ($B=.003; t = -0.082$,}
were not significant, suggesting that change in them by unit would not
make any significant change in career decision-making regression
model. However, the model was statistically significant \( F(9, 194) = 17.403, p < 0.01 \), \( R^2 \) Adjusted = .421. This indicates that the model is a significant predictor
of career decision-making among the 12th grade learners.

Using a multiple regression analysis, the investigated null hypothesis was
that \( H_0: \beta_1=\beta_2=\beta_3=\beta_4=\beta_5=\beta_6=\beta_7=\beta_8=\beta_9=0 \) and the corresponding alternative
hypothesis being \( H_1: \) at least one \( \beta_i \neq 0 \). If the null hypothesis is true, then from
\( E(Y) = \beta_0 + \beta_i X_i \) the population mean of \( Y \) is \( \beta_i \) for every \( X \) value, which indicates that \( X \) (career interest) has no influence on \( Y \) (career decision-making) and the alternative being that career interest has statistical significant
influence on career decision-making. Based on the findings of the regression
equation in Table 5.25, the null hypothesis which stated that, career interests
have no statistically significant effect on career decision-making among the
12\(^{th} \) grade learners, was rejected. Hence, the alternative hypothesis which
states that career interest has significant effect on career decision-making
among 12\(^{th} \) grade learners was adopted. It was therefore concluded that career
interest has a significant positive effect on career decision-making among the
12\(^{th} \) grade learners in secondary schools.

**Discussion**

This study sought to ascertain the relationship between career interest and
career decision-making. The study indicated that, the correlation between
enterprising career interest and career decision-making was established to be
the strongest (\( r=.535, n=204, p<.001 \)), followed by the relationship between
adventurous career interest and career decision-making (\( r=.465, n=204, \)
\( p<.001 \)), but operational career interest had the least relationship with career
decision-making, \( r (204) \). Equally, all other aspects of career interests had
statistically significant positive relationship with career decision-making
among the 12\(^{th} \) grade learners. In overall, there was a plausible positive
correlation between career interests and decision-making on career choice. This
suggests that generally a higher career interest is associated to a faster decision
making on career choice. This finding supports Holland’s Theory of Career
Choice (1959) which asserts that individuals prefer to choose vocations that
give them the opportunity to be around others and relate with people of like
minds. Individuals look for environments that support their skills and
knowledge, where they can express personal principles and values, while
engaging in pleasurable activities to solve problems. Similarly, Holland,
(1992) also argue that individual’s behavior is a result of their personality and
environment in which they live, which inform their values and interest through
concur that, suitable career decision-making could be effective when the
individual is equipped with adequate information and proper career guidance.
Similarly, Enache and Matei, (2017) also indicated that some of the factors accountable for an individual’s career decision-making include career interests.

The results of the study also showed that the model reached statistical significance, $F (9, 194) = 17.403$, $p<.01$, suggesting that the model is a significant predictor of career decision-making among the 12th grade learners. For example, Enterprising Career Interest which has the largest contribution to the model uniquely explains 3.8% and Adventurous Career Interest uniquely explains 2.8% of the variance in career decision-making. However, Operational Career Interest only accounted for a negligible amount (<.001%) of the variance in career decision-making. Its noteworthy that total R Squared value for the model (0.421 or 42.1 per cent explained variance) was not equal to all the squared part correlation values added up because overlaps or shared variance were removed. This finding supports Etiubon, et al., (2018) which assert that there are individuals, who pursue careers that go with their interest and passion irrespective of the financial benefits, for the purpose, that everyday life revolves around one’s career as a vital component to determine an individual’s every day practice. Etiubon et al., (2018) further argues that, influences on career decision-making mostly differ from one person to another, according to an individual’s environment and interest. This is probably as a result of experience and support attainable in the community. Moreover, Brown and Crace (1996) affirm that high priority values are more critical to decision making than low-priority values and that, if values are not fully crystallized or the outcomes are unclear, difficulties will arise and the choices made will be tentative (choosing liberal arts major). In agreement, Sagiv (2002) reported that enterprising interests were positively correlated with Power and Achievement and negatively correlated with Universalism. The study also found that enterprising interests were positively correlated with Power, whereas Social interests were negatively correlated with Power. Finally, Smith and Campbell (2009) reported that conventional and realistic interest types had similar value profiles, and that there are substantial canonical correlations between four of the six linear composites of interests and values.

**Conclusion & Recommendation**

The study concludes that the career interest model is a significant predictor of career decision-making among the 12th grade learners. Moreover, from the career interests evident among grade 12 learners, enterprising career interest which has the largest contribution to the model uniquely explains 3.8% and adventurous Career Interest uniquely explains 2.8% of the variance in career decision-making. The career interest model accounted for 42.1% of career decision making among learners. This means that career decisions made by learners is greatly influenced by career interests that are exhibited by learners. The findings from this study could contribute 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 findings have implications for teachers, school principals, school psychologists and parents. The study recommends that school psychologists should do early assessment of learners to ascertain their career interests. This would be important because it informs best career decision making practices among learners. The study also recommends that teachers should utilize the career interest results to provide guidance on career decision making among learners. Further studies could examine home related factors influencing career decision making among learners.

References


