Effect Of Psychological Indices On Adolescents’ Dysfunctional Career Decision Making In Rivers State, Nigeria: Implications For Career Counselling

Agi, W. Comfort & Amadi, Nwando Vidal
Department of Educational Foundations
Rivers State University, Port Harcourt, Nigeria
Email: comfortagi@gmail.com; 08030958193

ABSTRACT
This study investigated effect of psychological indices on adolescents’ dysfunctional career decision-making in Rivers State, Nigeria: Implications for counseling. This study aimed at finding out whether there is gender disparities on adolescents’ career decision-making and self-esteem. The researchers employed the descriptive survey method for the study. The population comprised all senior secondary two (SS2) students in Obio/Akpor LGA numbering 6168 from the 14 public secondary schools. The questionnaire titled, “Adolescents’ Dysfunctional Career Decision-Making Scale” (ADCDMS) was administered to the respondents to collect relevant data. The t-test statistics were used to test the null hypotheses generated for the study. The findings show that, there is significant difference between self-esteem and adolescents’ dysfunctional career decision making based on gender. All the hypotheses indicated significant difference based on age and gender. This means that self-esteem, self-efficacy, lack of interest and personal ability of students in Obio/Akpor Local Government Area have positive effect regarding career decision making. Based on the findings, it was recommended that counselors employ REBT to reinstate a client have right thinking and on how to overcome his psychological and emotional problems.

Keyword: Psychological, indices, adolescent, dysfunctional career decision, career counselling

INTRODUCTION
From the very earliest times society is interested in occupational future of the youths. The youths were expected to learn one form of trade or the other. In River State in particular and other part of the country in general. It was usual for the first son to take to his father’s occupations and while the first daughter to her mother’s trade. On this note, Woko (2012) through Ikeotuonye observed that siblings could as well take to their fathers’ career or be apprentice to other professionals to learn their trades in occupations like blacksmith, fortunetelling, hunting, fishing, weaving among others. Female siblings usually took to learning the home-making skills. The girls were specifically prepared for marriage, home making and child rearing. Nevertheless, like in other areas of human endeavour, vocational guidance has developed over the years. Vocational aspect of education is one of the prominent features of Nigeria’s educational system. The policy document specifically indicates the need for training needs of our young ones, most especially in the secondary school level. This is because, the planners were able to note that past experiences of lack of proper information was either fully or partially responsible for the type of attitude people have toward work. Based on this understanding, it was enshrined in the New National Policy on Education (2004) thus: In view of the apparent ignorance of many young people about career prospects and in view of the personality maladjustment among school children, career officers and counsellors will be appointed in Post Primary Institutions. Despite this working document, one of the pitfalls of career development in Nigeria society is the neglect of career counselling centres in both our primary and post primary schools. It is so amazing to realize that school children are faced with problems regarding career choice due to the fact that they are ill-equipped with information or the absence of career counselling centres in their respective
schools. Based on this assertion Chima and Chimankpa (2012) through Oni in Obinne and Adikwu opined that most Nigerian youths are career immature and undeveloped.

**Conceptualizing Career**

Many scholars propound various definitions on the concept “career”. According to Ekechukwu (2009) and Echebe (2013), career is a person’s professional course which he pursues throughout his life for progress or advancement. In the same vein, Akinade (2016) maintained that career is a term that embraces accumulated experiences, sequence of positions, a total pattern of jobs, or occupations (paid and unpaid) which one undertakes throughout his work life. It includes leisure engagement, learning, work, progress and other life role. A career is often composed of job held; titles earned, and work accomplished over a long period, rather than one position. Kolo (1991) posited that career is the total life long experience of a person in the world of work, which has come to serve as his/her means of livelihood. Career can also be experienced as a profession one does over a life span and is significantly influenced by self concept (Echebe, 2013).

**Conceptualizing Dysfunctional Career Decision Making**

Dysfunctional career decision making is the direct opposite of functional career decision making. According to Webster’s New Encyclopedic Dictionary (2002), dysfunction means impaired or abnormal functioning. This, therefore means an impaired or abnormal career decision initiated by an individual (whether student or not) who intends to pick up a career for life is hampered by certain factors but dashed into mental conflict caused by low cognitive abilities or neuro developmental disorder leading to indecisionsism. Conflict can lead to serious consequences such as obstacles, anarchy and chaos. According to Ipem, Paul-Cookey and Opara (2016) conflict can bring organization to a stand-still. Conflict can lead to negative stereotyping, such as negative feeling. It can lead to behaviour problems such as sabotage, stealing, lying, distortion of information and riot (Okoli, 2013).

**Career Choice Development from the Perspective of Identity Theory:** Making satisfying career choices can be seen as the development of strong and adaptive vocational commitments, and this is an important aspect of identity development (Kroger, 2007). It is also difficult task: many late adolescents struggle with it (Feldman, Grati and Asulin – Peretz in Kunnen, 2011). Career choice problems can be seen as a manifestation of problematic identity development and more especially vocational identity. Exploration and commitment are identified as two crucial categories in identity development (Marcia, 1996). By exploration we mean that individuals are seriously considering different possibilities before They form commitments. Commitment formation refers to the process of making choices in which individuals are personally involved, thus choices about issues that really matter to them. Optimally, identity development proceeds from an initial state in which there are either no commitment or commitments that are adopted from significant others. [Marcia, (1966) coined these as diffused and foreclosed statuses, respectively] via a period characterized by the absence of commitments and high exploratory activity (the moratorium status) to the identity achieve status. In this status, the individual has developed mature commitments, that is, has made strong and satisfying choice (such as career choices) that fit in with the own values, interests and abilities and with the possibilities offered by the environment commitments that have been developed on the basis of a period of exploration are flexible, strong and give the person a sense of direction and of knowing who one is (Bosma and Kunnen, 2001; Marcia, 2002). Research suggests that having commitments is important for ones well being (Vleloras and Bosma, 2005, Schwartz, et al 2011). Applied to the domain of career choice, making satisfying and adaptive vocational choices can be seen as the development of achieved commitments in the vocational domain. However, this does not mean that career choice development is restricted to the vocational domain only. A career choice represents a watch between characteristics of the person and of the study or career, and if the person can integrate his or her choice in his/her overall identity. This implies that also personal and global commitment development are relevant aspects in career choice development. Therefore, we will use vocational personal and global commitment development as indicators of career development.

**Career Decision Making in Nigeria**

The development of career choice commitments is considered an important developmental task, and it is seen as one of the most vital parts of identity development in late adolescence in the Western World (Bosma, 1985). However, especially in Nigeria career choice development is considered very
important because failure in making the right vocational choice has major consequences. Secondary education in Nigeria in characterized by large amount of specific different studies such as Sciences, Arts, Technical and Commercials and students have to choose for one of these studies. According to Trendrapport, (2010), figures of dropout in higher education show that in the Netherlands about 30% of all students stop with the study in the first years, most because the students feel they have made the wrong choices. Dropout often means that the students have to wait until the next year before they can start a new study or a change of programme from one faculty to another. Moreover, the governmental support for students is restricted in time, so drop out costs the students time and money. Thus, developing satisfying vocational commitments is at the same important and difficult for many late adolescents and career choice counsellors report a rapid growth in the number of clients (personal communications). As a consequence, development and evaluation of career choice interventions is considered highly important. Although a vast amount of research demonstrates general effectiveness of career choice interventions, more knowledge is needed concerning their affectivity in different groups. Brown and Ryankrane (2000) even state that career counselling is definitively found to be effective and that sex, race, sexual orientation, etc, that means that we have to investigate what type of characteristics facilitate and or hamper the effects of career choice intervention in various individuals. One of the potentially relevant characteristics is the presence of psychological problems.

Career Choice Dysfunctionality and Psychological Problems

Empirical evidence shows that late adolescents with career choice dysfunctions often have high levels of psychological problems. For example, Feldman (2003) found that several factors, such as low levels of self esteem and self efficacy and low cognitive abilities to be positively related to career indecision. According to Kunnen, (2011), University students who made a career decision were less depressed than students who were undecided. Also, Creed et al, (2004) found positive relations between indicators of adaptational and well-being and indications of career decisiveness: high levels of self efficacy, optimism, self-esteem and low levels of pessimism and low tendency to perceive external barriers were significant predictors for career decision, in which self-esteem emerged as sole significant individual predictor. In another study, Creed and Patton (2003) found that self-efficacy, age, career decidedness (certainty) and work commitments were the main predictors of career maturity attitude. Oyo (2016) cited Bronfenbrenner and Morris (1998) opined that any psychopathological condition needs to be considered in the light of complex matrix of individual characteristics, experiences and social contextual influences. Personal influence includes: locus of control, self esteem, sensation seeking and optimism while interpersonal influence includes: supportive home environment, socio-economic status and peer support. All these indices could influence the development of dysfunctional career decision making. Self esteem is one of the variables predispose a student dysfunctional career decision making. Arnett (2014) defined self esteem as the individual belief as to whether he/she can expect success or failure, how much effort should be put forth, whether failure at a task will hurt and whether he or she will become more capable as a result of difficult experiences. Self esteem is an important component of good martial health among adolescents. Adolescence is marked by a growing sense of self identity and perceptions which could influence their choice of activities such as career. Adolescents’ beliefs and perceptions about themselves reflect in their behavior characteristics when making decisions. Conversely, the study conducted by Engelmann, Lovitt in Having and Nc;prunick (1986) declared that inadequate or poor learning environments significantly contribute to the learning and behavior problems of many students with learning disability. Wallac & Mcloughlin (1979) attested that poor instructional programming, lack of motivating activities, and in appropriate methods, materials and curricula have infact been found to cause childhood learning disorders. This implies that in appropriate counseling information or any educational information that is inadequate and lack of exposure to students are capable of stampeding his career decision. The study of Haring and McCormick (1986) showed that students who could not make strong decisions have anxiety, inferiority which results in low self-esteem, situation specific, avoidance, crying, physiological over arousal, statements of worry skill disorganization, failure to initiate verbal or motor behavior etc. Kunnen, et al (2009) found that individuals who sought help for their career choice problems had above average levels of psychological problems and less effective coping strategies. Skorikor (2007) in Kunnen (2011) suggests that because the relation between career choice problems and
psychological problems, and because career choice is so important for large groups of late adolescents, career choice counseling should be a standard component of general prevention programmes for adolescents. Concluding literature shows that students who do have career choice problems on average have higher levels of various kinds of psychological problems. Career counselling is the one-on-one or group professional assistive given to client(s) for decision making tasks related to methods of searching for employment and choosing occupation, resume writing and interview skills, transition into or within the world of work, getting better salary and promotion packages and generally steer the individual in the right direction. UNESCO (2002) stated that career counselling basically consists of four elements such as:

(i) Helping individuals to gain greater self-awareness in areas such as interests, values, abilities, and personality state;
(ii) Connecting students to resources so that they can become more knowledgeable about jobs and occupations;
(iii) Engaging students in the decision-making process in order that they can choose a career path that is well suited to their own interests, values, abilities and personality style;
(iv) Assisting individuals to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as becoming life-long learners in the sense of professional development over the life span.

Statement of the Problem
The challenge among some Nigerians is that they like to copy write, duplicate or emulate others in their own fields. Whenever we engage in similar activities we do not have a second thought whether we can excel or actualize. Most times we fail because we did not weigh our abilities or rather we do not have interest and commitments to it; because we just want to be like that man or woman. Sometimes we will determine to become a politician and sometimes we want to be an actor/actress. We dangle and become pendulum because we lack the ability to make a career choice. This in ability to make a decision for one’s future life affect students and opens a door for them to be copted into secret cults easily to become tough and be on top. This research, therefore, examined whether psychological indices in the real sense affect late adolescents dysfunctional career decision making and if it does what remedies can be useful to students overcome the menace.

The purpose of this study was to examine the effect of psychological indices on late adolescent’s dysfunctional career decision making in Rivers State, Nigeria. Implications for career counselling. The study examined: the extent to which self-esteem affect adolescents dysfunctional career decision making; the extent to which interest affect adolescents’ dysfunctional career decision making. It also assessed if personal ability affects career decision making.

Research Questions
The following research questions guided the study:
1. To what extent does self-esteem affect adolescents’ dysfunctional career decision-making in Rivers State Based on gender?
2. To what extent does self-efficacy affect adolescents’ dysfunctional career decision-making in Rivers State Based on age?
3. To what extent does lack of interest affect adolescents’ dysfunctional career decision-making in Rivers State Based on gender?
4. To what extent does personal ability affect adolescents’ dysfunctional career decision-making in Rivers State Based on gender?

Hypothesis
The following null hypotheses guide the study:
H_o: There is no significant difference between self-esteem and adolescents’ dysfunctional career decision making in Rivers State based on gender.
H_o: There is no significant difference between self-efficacy and adolescents’ dysfunctional career decision making in Rivers State based on Age.
H_o: There is no significant difference between lack of interest and adolescents’ dysfunctional career decision making in Rivers State based on gender.
H_o: There is no significant difference between personal abilities and adolescents’ dysfunctional career decision making in Rivers State based on gender.
METHODOLOGY
The design for this study is the quantitative research design while the method is the descriptive research survey. The descriptive survey involves gather data on people’s opinions beliefs attitudes, motivations and behaviours (Esere, Okonkwo & Omotosho, 2015). The descriptive nature of this design makes it suitable for this study since the goal is to establish the challenges faced by students who could not make career choice and determine or proffered solutions to ameliorate the problems. The population for this study comprised of all senior secondary two (SS2) students in Obio/Akpor Local Government Area numbering 6168 from the 14 public secondary schools (Source: Senior Secondary Schools Board, Office of the Director, Planning, Research and Statistics, Rivers State Ministry of Education). For easier manageability and with due regard to certain extraneous variables, four schools were purposively chosen from the Local Government Area. A sample of 100 students were identified as having dysfunctional career decision making. The sample size of 100 students was randomized into two equal groups of 50 male and female each respectively. The instrument used for data collection was Adolescents’ Dysfunctional Career Decision-Making Scale” (ADCDMS), which was designed by the researchers. ADCDMS is divided into two sections, A and B. Section A is titled Demographic Scale (DS) and elicited personal information from the respondents on school, class, sex, and age. Section B comprise sixteen question items based on the research questions raised. A modified Likert four-point scale questionnaire items was provided to elicit responses from participants. The instrument was given to three experts in the Department of Educational Foundations on Counselling Education who vetted the questionnaire independently to establish its face and content validity. Their corrections led to the modifications of the instrument to suit the intended respondents. The reliability of the instrument was determined using a test-retest procedure. Ten (10) copies of questionnaire were administered to ten (10) students with this psychological factors in Rivers State (5 boys) and (5 girls) in Port Harcourt Local Government Area outside the study area. After an interval of two weeks, the instrument was re-administered to the same set of students. The two sets of scores were correlated using the Pearson’s Product Moment Correlation Coefficient (PPMC). A correlation coefficient 0.73 was derived which indicated that the instrument is reliable enough to work with.

RESULTS
The data were analyzed using z-test statistical method. All hypotheses were tested at 0.05 level of significance. The responses of the students to hypothesis one:
There is no significant difference between self-esteem and adolescents’ dysfunctional career decision making in Rivers State based on gender.

Table 1: t-test analyses of self-esteem and adolescents’ dysfunctional career decision making based on gender.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>Std</th>
<th>t-cal</th>
<th>t-crit</th>
<th>df</th>
<th>P-Value</th>
<th>Sig.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>15.8</td>
<td>2.876</td>
<td>26.206</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>15.18</td>
<td>3.758</td>
<td></td>
<td>1.96</td>
<td>98</td>
<td>0.002</td>
<td>0.05</td>
<td></td>
</tr>
</tbody>
</table>

Significant at P < 0.05

From the table 1 above presented, the calculated P-value of 0.002 is less than 0.05 level of significance with degree of freedom 98. Therefore, it can be observed that there was significant gender difference in dysfunctional career decision making. In view of this, the null hypothesis which stated that there is no significant difference between self esteem and adolescents’ dysfunctional career decision making based on gender in therefore not accepted. Meaning that self-esteem and adolescents’ dysfunctional career decision making differ among gender. All though it differs among gender, one’s self esteem affects dysfunctional career decision-making.

Hypothesis 2: There is no significant difference between self-efficacy and late adolescents’ dysfunctional career decision making based in Age in Rivers State.
Table 2: t-test analysis of self-efficacy and late adolescents’ dysfunctional career decision making based on Age

<table>
<thead>
<tr>
<th>Self-Efficacy</th>
<th>N</th>
<th>Mean</th>
<th>Std</th>
<th>t-cal</th>
<th>t-crit</th>
<th>df</th>
<th>P-Value</th>
<th>Sign.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14 years</td>
<td>50</td>
<td>20.9</td>
<td>2.344</td>
<td>12.642</td>
<td>1.96</td>
<td>98</td>
<td>0.046</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>15-19 years</td>
<td>50</td>
<td>21.85</td>
<td>3.105</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Significant at P < 0.05

From the table 2 above indicated the calculated p-value of 0.046 is less than 0.05 level of significance with degree of freedom 98. Therefore, it can be observed that there was a significant age difference in adolescents’ dysfunctional career decision making. In view of this, the null hypotheses which stated that there is no significant difference between self-efficacy and adolescents’ dysfunctional career decision making in Rivers State based on age in therefore not accepted. This means that self-efficacy and adolescents’ dysfunctional career decision making differ among age.

Hypothesis 3: There is no significant difference between lack of interest and adolescents’ dysfunctional career decision making in Rivers State based on gender.

Table 3: t-test analysis of lack of interest and adolescents’ dysfunctional career decision making based on gender.

<table>
<thead>
<tr>
<th>Lack of Interest</th>
<th>N</th>
<th>Mean</th>
<th>Std</th>
<th>t-cal</th>
<th>t-crit</th>
<th>df</th>
<th>P-Value</th>
<th>Sign.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>13.33</td>
<td>3.66</td>
<td>18.049</td>
<td>1.96</td>
<td>98</td>
<td>0.036</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>14.53</td>
<td>3.105</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Significant at P < 0.05

From the table 3 above shown the calculated p-value of 0.036 is less than 0.05 level of significance with degree of freedom 98. Therefore, it can be observed that there was a significant gender difference in adolescents’ dysfunctional career decision making in Rivers State. In view of this, the null hypothesis which states that there is no significant difference between lack of interest and adolescents’ dysfunctional career decision making in Rivers State based on gender differ among gender.

Hypothesis 4: There is no significant difference between personal ability and adolescents’ dysfunctional career decision making in Rivers State based on gender.

Table 4: t-test analysis of personal ability and adolescents’ dysfunctional career decision making based on gender.

<table>
<thead>
<tr>
<th>Personal Ability</th>
<th>N</th>
<th>Mean</th>
<th>Std</th>
<th>t-cal</th>
<th>t-crit</th>
<th>df</th>
<th>P-Value</th>
<th>Sign.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>9.36</td>
<td>1.882</td>
<td>15.062</td>
<td>1.96</td>
<td>98</td>
<td>0.000</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>10.15</td>
<td>2.701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Significant at P < 0.05

From the table above the calculated p-value of 0.000 is less than 0.05 level of significance with degree of freedom 98. Therefore, it can be observed that there was a significant gender difference in dysfunctional career decision-making in Rivers State. In view of this, the null hypothesis which states that there is no significant difference between personal ability as psychological indices and adolescents’ dysfunctional career decision-making based on gender is therefore rejected. This indicated that personal ability and adolescents’ dysfunctional career decision making differ among gender in favour of the female.

DISCUSSION

Finding revealed that there was difference in the career path awaiting male students and female students. This study is in freedom with the findings of Terborg (1977) whose study concluded that male students were mostly affected by teetering to the biddings of their parents’ interest by pressure in the choice of career as compared to female students. Madeline Heilman desirables how stereotyped conceptions and sex typing of jobs affect women’s acceptance, participation and advancement in the work world with the help of the “Lack of Fit Model” (Heilman, 1983). She considers expectations about how successful or unsuccessful and individual will be when working at a particular job to be determined by the fit between the perception of an individuals attributes and the perception of the job.
requirements in terms of skills and abilities. Thus, perception of a good fit gives rise to expectations of success and perceptions of a poor fit give rise to expectation of failure. These perceptions influence selection of individuals, their evaluations and rewards and their career related choices. Thus, in the case of women, expectations of failure ensues when they apply to male dominated job. Due to the existence of stereotypes, she would not be believed to be, or believe herself to be, capable of handling her job competently. This model is explained thus: (1) Even if women manage to enter the male dominated roles, due to lack of fit between their individual self assessment and assessment by their organization, a role conflict occurs. The consequence of this role conflict is self limiting behaviour by women. This self limiting behavior may manifest either during the career choice stage, or at later stage in the career. Thus, women may choose to pursue lower status careers even when other alternatives are available. Alternately, even if they choose to pursue “male careers, they may maintain negative self-views and be over critical of their performance. Even if a woman happens to succeed in a non-traditional male dominated profession, there is a tendency to de-value or explain away her success. This tendency is observed not just in employers but also in the women themselves. Attribution theory states that when an individual performs in accordance with expectations, the outcome is regarded as due to ability or skill whereas when an individual performs inconstantly with expectations, the outcome is regarded as an exception, and due to causal factors behaved to be outside the locus of his/her control such as luck, etc. Both males and females tend to attribute the above average performance of a male on a masculine task due to skill whereas as that of a woman as due to luck (Deaux and Emswiller, 1974). Finding on hypothesis two is not contrary to the study of In-Jo Park, Minne Kim, Seungwoo Kwon and Hae-Gyoun Lee (2018) that says that examining career decision-making self-efficacy and career choice anxiety can provide more insight into the career decision-making process. People with high self-efficacy for career decision-making can develop career plans effectively, but those with a high level of choice anxiety may experience difficulties in the career decision-making process. In other words, those with high career decision-making efficacy can make successful career decision and perform successfully in their careers whereas those with high career choice anxiety may experience negative outcomes in career discontinuity and re-employment found that the most prominent difficulty faced by women with career disconnection was the loss of self-efficacy regarding making new career decisions (Gwal, 2016, in IN-Jo Park, et al (2018). Based on this findings, it is needful to identify individual factors that effect the career decision-making process, such as career choice anxiety. According to Bandura (1977) self-efficacy refers to beliefs that people have about their abilities to plan and execute performance successfully which subsequently had to the formation of career-related interests, choice, goals, and performance. The third finding that interest difference has significantly influence adolescents dysfunctional career decision making based on gender is corroborated by similar studies. Decisions to choose and persist in a career or to change career, jobs or organization are made from adolescence to middle age and are influenced by a number of factors. These factors may be internal to the individual, such as interest or skills, or external, such as influences by families, the economy, or even certain policies. Programs or activities that increase exposure to, understanding of or experiences play a role in these decisions. The study according to National Academy of Engineering (NAE, 2018) examined the factors that influenced the decision making of engineering students and graduates, starting with K-12 preparation and then considering experiences through college and into the workforce concluded that women and certain minority population are severely under represented away engineering degree holders at all levels and even more so in the engineering workforce. In general, this study compare women and men and did not take race or ethnicity in the account. NAE (2014)discloses that Asians are overrepresented in engineering compared to their representation in the US population, differences in attainment of bachelors degrees exist across groups with different national origins. For example, South east Asians and Pucitic Islanders have lower rates of college completion than Chinese, Japanese, Indians, or Koreani students, so in preventions designed for some sub-groups may not work for others, and because the demographics of the US population change constantly. Lack of awareness about skills, values and interests can form a roadblock when trying to choose a career. While this is a typical problem for people newly entering or re-entering the workforce, it can affect anyone who is out of touch with what he wants from a career, career aptitude tests and career counselling can help a person determine the type of careers he should pursue.
Hypothesis 4 which stated that there is no significant difference between personal ability and adolescents’ dysfunctional career decision making in Rivers State based on gender was rejected. This means that there was a strong evidence of significant psychological consequence of person ability and adolescents’ dysfunctional career decision-making. This study also supports that skills and abilities may fit a particular occupation. This is in consonance with trait and factor theories which maintains that certain occupational profiles for specific jobs as well as identifying individual differences, matching individuals to occupations based on these differences.

**Implications for Career Counselling**

The adolescents who experience dysfunctional career decision-making happen to face psychological and emotional challenges. Some decide to dropout of school. Personal interaction with one of my church girl who was in SS2 said she left school not because of finance but because she did not really know subject selections; that she was confused so she decided to drop. Interactions with her and other showed that they were depressed, impaired concentration and anxiety disorder among others. Counselling intervention in this instance should be directed towards redirecting the illogical thinking of self-defect and “I can’t make it syndrome” (ICMIS) to logical ones (positive behavior change) with the application of appropriate behavior modification techniques. In doing this, the researchers suggested the use of Rational Emotive Behaviour Therapy by Albert Ellis (1956) in conjunction with other behavior therapies:

Rational Emotive Behaviour Therapy (REBT) is a comprehensive, psychotherapy based on clear philosophy and empiricism which focuses on resolving emotional and behavioural problems and disturbances and enabling people to lead happier and more fulfilling lives. The most prominent part of this theory is that people don’t get disturbed emotionally by unfortunate circumstances, but by how they react to these circumstances through their beliefs, meanings, language and their philosophies about themselves, the world and others. REBT framework assumes that humans have to innate rational (meaning self-helping, socially helping =, and constructive) and irrational (meaning self-defecting, socially defecting, and unhelpful) tendencies. REBT claims that, individuals to a large extent consciously and unconsciously construct emotional road blocks and emotional ghosts such as self-blame, self-pity, clinical anger, hurt, guilt, shame, depression and anxiety, and behavior tendencies like procrastination compulsiveness, avoidance, addiction and withdrawal by the means of their irrational and self-defecting thinking, emoting and behaving.

REBT is seen as an educational process in which the therapist often active directly teaches the client how to identify irrational and self-defeating beliefs and philosophies which in nature are rigid, extreme, unrealistic, illogical and absolutist, and then to forcefully and actively question and dispute them and replace them with more rational and self helping ones. One of the main objectives of REBT is to show the client that whenever unpleasant and unfortunate activating events occur in people’s lives, they have a choice of making themselves full healthily and self-helping sorry, disappointed, frustrated and annoyed, or making themselves feel unhealthily and self-defeating horrified, terrified, panicked, depressed, self-hating and self-pitying (Ellis, 2003). By attaining and in gaining a more rational and self-constructive philosophy of themselves, others and the world, people often are most likely to behave and emote in more life-serving and adaptive ways (Tawo, 2017).

Also, REBT is used with non-clinical problems and problems of living through counselling, consultation and coaching settings dealing with problems including relationships, social skills, career changes, stress management, assertiveness training, grief, problems with terror, fear and great loss. This theory is relevant here as it relates to the use psychosocial support in assisting individuals devastated by fear, loss of interest, how self-esteem and feelings of inability to succeed. It is also important for people who have been induced by internal conflicts as a means of fast forwarding their emotional and psychological recovery.

**CONCLUSION**

The findings from the study revealed that psychological indices such as self-esteem, self-efficacy, lack of interest and personal ability all affect the adolescents in choosing a career path. The study further showed that students who are vulnerable to dysfunctional career decision-making developed psychological and emotional problems resulting in withdrawal, self-defeating thinking, self-blame, guilt, self-pity, procrastination among others. Dysfunctional career decision-making can affect anyone who is out of touch with what he wants from a career. The study showed that career tests and career
counselling can help a person determine the type of careers he should pursue. Furthermore, the study revealed that Rational Emotive Behaviour Therapy (REBT) was so effective in improving adolescents’ career decision making and all other behavior abnormalities the student exhibit.

REFERENCES


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