



Influence of Social Media on the Vocational Choice of Senior Secondary School Students in Anambra State: Implications for Counselling

***Ebenezer, Jacinta Chinyeaka & Prof. J. B. Vipene**

**Department of Educational Foundations
Faculty of Education
Rivers State University
Nkpolu Oroworukwo Port Harcourt.
*ebenezerjacinta@gmail.com**

ABSTRACT

The study investigated influence of social media on the vocational choice of senior secondary school students in Anambra State, with implications for counselling. The study adopted the descriptive survey research design. The study was carried out in Anambra State. The population of the study consisted of all senior secondary school two (SSS2) students of all the public senior secondary schools in Anambra State. The Taro Yamene formula was applied to arrive at the sample size of 390 students using the simple random sampling technique. The instrument developed for data collection was a self-constructed questionnaire titled “Influence of Social Media on Vocational Choice of Students Questionnaire” (ISMVCSQ). The response format is a 4 point Likert type scale of Very High Extent (VHE) with 4 points, High Extent (HE) with 3 points, Low Extent (LE) with 2 points and Very Low Extent (VLE) with 1 point. The instrument was validated by two measurement and evaluation experts in Rivers State University, Port Harcourt. Using Cronbach’s Alpha reliability formula, a coefficient index of 0.75 was found, which implied that the instrument was reliable for the study. The data obtained from the study was analyzed using descriptive statistics of mean and standard deviation to answer research questions, while the hypotheses were tested at 0.05 alpha level using the inferential statistic of Analysis of Variance (ANOVA). The study revealed that there is no significant difference among the mean rating of students in the six educational zones on the extent to which WhatsApp, Twitter and Instagram influence the vocational choice of senior secondary school students in Anambra State. In other words, the various components of social media improve the vocational choice of senior secondary school students in Anambra State. The study recommended that the use of social media should be deliberately included in the curriculum and school time-table as to enable teachers and counsellors guide students on how to navigate, execute and have an in-depth awareness of the world of work around them, and that guidance counsellors and vocational experts should post more information or current findings on career so as to make inferred choice.

Keywords: Social Media, Vocational Choice, Senior Secondary School Students, Anambra State

INTRODUCTION

Recent technology in communication has no doubt turned the entire world into a global village as the world today is improving in communication technology. This has widened the scope of communication through Information and Communication Technologies (ICTs). ICT has helped adolescents to be better informed, educated and kept abreast with world developments. The 21st century continues to offer technological advancement that change the nature of communication, socialization and private versus unrestricted information. The change is the introduction of social media site that the world’s population

currently enjoys, especially among the adolescence where they socialize with peers and friends (Adomi & Ejirefe, 2012). The migration of internet technology has made its use as the best avenue for communication, making up to two-third of the world's population that visit social networking or blogging sites, serving as communication and connection tool. Social media has become an international trend and has spread its reach to almost every corner of the world.

Social media comprises of activities that involve socializing, interacting and networking online through words, pictures and videos. Social media has many benefits gained through it including breaking the barrier of distance communication for people living in distant places. Kaplan and Halein (2010) defined social media as a group of internet-based applications that build on the ideological and technological foundations of Web and that allows the creation and exchange of user-generated content. It also refers to activities, practices and behavior among communities of people who gather online to share information, knowledge and opinion using interactive media. Kuss and Griffiths (2011) described social media as virtual communities where users can create public profiles; interact with real- life friends and meet other people based on shared interests. It is also referred to as virtual places where people find themselves and share information. These social media have an open membership that as soon as one opens an account and uploads his or her data on the profile page, the person is entitled to create a network of friends. Depending on the website in question, many of these online community members share a common interest such as hobbies, religion or politics.

Through social media people seek and enjoy the companionship of others online. It supports the sharing of information and services among adolescence and groups having a common interest. In other words, a social media service is an online platform that is used by people to build social networks with other people who share similar personal or career interests, activities, backgrounds or real-life connections. Social media are often perceived as closed environments where members talk to other members and allow the creation and exchange of user generated content. It is the latest technological explosion in the world of information as an online platform that focuses on building and reflecting on social relation among people who share common interest or activities on the network. Social media is also a social structure made up of adolescents, individuals or organizations called nodes, which are connected by one or more specific types of interdependency, such as vocational, friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige (Asemah & Edegoh, 2012).

It is also of importance to students for various reasons like exchanging ideas, feelings, personal information, vocation, counselling, pictures, and videos. This is especially helpful in school environment where students create a bond within the institution. More so, it is useful for team projects where students can hold meetings in real time and work on their projects and also provide a richer experience for resources like videos, resource website, tutorials which can be shared very easily with the entire classroom at the click of the button. Furthermore, some of the postings can be informative and educative and the students after reading such posts can comment on them. They also use it to access information that is involved in school life as well as entertainment. Social media platform can be relevant to information seeking, sharing and retrieval as well as providing speed and quick information to the information community by connecting and collecting digital information required by the user (Sherwin, 2013).

A social media platform allows the student to create a profile, select other members of the site as contacts or connections, communicate and engage with these users and an interface to build applications. Social media like Blog, Google are also used to complement formal educational activities and enhance learning outcomes as the students' use them. Consequently, the use of social media extends opportunities for formal learning across geographical contexts and there are various social media that are being accessed. Social media sites such as yahoo messenger, facebook, facebook messenger, twitter, whatsapp, whatsapp messenger and others are becoming more popular among adolescents especially senior secondary school students.

According to Asamah and Edegohs (2012), these sites are mostly used by people to interact with old and new friends. There are no restrictions as to which social media one should belong; one can be a member of as many as possible. Some sites accommodate distinct viewers, while others attract people based on similarities, such as common languages or shared racial, sexual, religious, or nationality-based

identities. Social media are widely utilized by adolescents both male and female. Some research works found out that gender interests differ in social media activities. More males use the internet in these recent years than female. However, females use Facebook for maintaining existing relationships, academic purposes and following agenda higher than males while males use it for making new relationships at a rate higher than the females. Specifically, according to Loving and Ochoa (2010), both used it for the purpose of connecting with friends and family regardless of location, keeping up with the latest events and for academic purposes.

Social media is increasingly becoming a critical element of human society by changing society's social norms, values, and culture (Chukwuere & Chukwuere, 2017). Information sharing and the distribution of content are becoming important social desires. Social media has changed how people, including secondary school students-and mainly female students communicate, interact, and socialize over the course of their learning processes at educational institutions (Terzi, Bulut & Kaya, 2019). This new form of media is playing a vital role in content sharing among secondary school students and the rest of society. Students now have the opportunity to participate in social discussion by sharing images and pictures, posting their comments, disseminating ideas, and so on. Today, social media generally impacts youths' daily lives and secondary school students in particular. Suseno, Laurell and Sick (2018) purported that digital media and social networking are revolutionizing methods of everyday communication, collaboration, information sharing, and information consumption (Richey & Ravishankar, 2017). Social media incorporates websites, wikis, video- or photo-sharing sites, and other diverse platforms. Berezan, Krishen, Agarwal and Kachroo (2018) maintained that presently, participating in digital media sharing and social networking is not only beneficial, but it also facilitates individual social interactions, as well as communication, by allowing users to building brands and create professional opportunities.

Nigeria as one of the developing country is at the verge of changing from a traditionally agricultural country to an industrial one, the choice of a vocation is a difficult task. The longer years of apprenticeship to the family trade such as weaving, carving and fishing are being replaced by years of formal education in primary and secondary school with resultant effect that the children may not take up their parents' trade. Vocation is a job, profession, work, trade, career and others making up one's life style expressed in time, energy and activity (Sherwin, 2013).The issue of vocational choice has attracted the interest of many adolescents, parents, counsellors and government. Vocational choice is a developmental process and lasts almost through a person's life time. The choice determines satisfaction one expects to get from his work and the opportunities he has for promotion and advancement. Individual social status, income, life style, choice of friends, mental and physical health is influenced by the type of work he or she does. In other words a person's vocational choice plays an important role in his entire life. As viewed by Agi (2014), students' freedom to choose the kind of work they will pursue is determined by the type of society in which he lives. There are so many sources from which students get vocational information. They could be sourced from guidance counsellors, teachers, parents, ministries or government organization at various levels of government, journals, bulletins, through radio, television and other social media sources.

The vocational category according to Sherwin (2013), include the following areas; professional vocations such as; (medicine, law, clergy, teaching, counselling, psychology, pharmacy, nursing, engineering), managerial vocation such as; (heads of state, state governors, federal ministers, directors, managers, proprietors) business vocations such as; (accounting, insurance, salesmanship, banking marketing) clerical vocations such as; (cashiers, typists, book keepers, tax collectors, receptionists) agricultural vocations such as; (farmers, farm managers, agricultural extension officers, palm wine tapers and palm harvesters) technological vocations such as; (agriculture and food technicians, engineering and science technicians, air plane technicians) skilled/semiskilled vocations such as; (photography, plumbing works, printing, hair dressing/barbing, computer operator). Apprenticeship vocations such as (welders, electricians, cabinet makers, vulcanizers, fashion designers, goldsmiths) Service vocations such as (waiters/waitresses, cooks in hotels, security men, firemen, army, naval force, police force, air force) unskilled labourers (farm labourers, cleaners. The choice of a vocation therefore is one of the most important decisions one makes in life. Vocation is valued by most adolescents for its contribution to self-esteem, financial independence and social maturity (Dube, 2013). In Nigeria and beyond, boys and girls

choose their vocation when they are in the secondary school. This is mostly in the adolescence stage of their development. The adolescence period is characterized by both physiological and psychological changes in the body. It begins when an individual attains sexual maturity and stops when independence from adult authority is legally assured.

Statement of the Problem

In the modern era, social media and social networks greatly influence the student community, and such technology is progressively becoming part of every individual's life in modern society. The popularity of social media applications and social networking sites have increased significantly during the last decade (Malita, 2011). Typically, the reason for this rapid increase is that teenagers and college students are using social media applications to gain global access. These social media sites, such as Facebook and Twitter, are cherished by all and sundry these days. Innovations are taking place rapidly in the field of information technologies and are being introduced via numerous social media and networking websites. One major area that has not been given proper attention is how the use of the social media has influenced or impacted on senior secondary school students' decision on their future career/vocation. It is against this backdrop that the researcher intends to investigate the influence of social media on vocational choice of senior secondary school students in Anambra State with implications for counselling.

Purpose of the Study

The purpose of this study is to investigate the influence of social media on the vocational choice of senior secondary school students in Anambra State. The study intends to:

1. Determine the extent to which Whatsapp influences the vocational choice of senior secondary school students in Anambra State.
2. Investigate the extent to which Twitter influences the vocational choice of senior secondary school students in Anambra State.
3. Find out the extent to which Instagram influences the vocational choice of senior secondary school students in Anambra State.

Research Questions

The following research questions directed the investigation:

1. To what extent does Whatsapp influence the vocational choice of senior secondary school students in Anambra State?
2. To what extent does Twitter influence the vocational choice of senior secondary school students in Anambra State?
3. To what extent does Instagram influence the vocational choice of senior secondary school students in Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference among the mean rating of students in the six educational zones on the extent to which Whatsapp influence the vocational choice of senior secondary school students in Anambra State.
2. There is no significant difference among the mean rating of students in the six educational zones on the extent to which Twitter influence the vocational choice of senior secondary school students in Anambra State.
3. There is no significant difference among the mean rating of students in the six educational zones on the extent to which Instagram influence the vocational choice of senior secondary school students in Anambra State.

METHODOLOGY

The design of this study was descriptive survey. The study was carried out in Anambra State. The population of the study consisted of all senior secondary school two (SSS2) students in all the public senior secondary schools in Anambra State. The Taro Yamen formula was applied to arrive at the sample size of 390 students (Aguata educational zone 70, Awka educational zone 124, Ogidi educational zone 32, Onitsha educational zone 41, Otuocha educational zone 33, and Nnewi educational zone 90). A random

sample of 4 schools was selected from each zone giving a total of twenty-four (24) schools. Samples for each of the selected schools were equally distributed according to the sample size for the zone, but participants were assigned by simple random sampling (balloting method). The instrument developed for data collection was a self-constructed questionnaire titled “Influence of Social Media on Vocational Choice of Students’ Questionnaire (ISMVCSQ). The Cronbach’s Alpha method was used to obtain a reliability coefficient of 0.75. Descriptive statistics of mean and standard were used to answer the research questions. A weighted mean of 2.50 indicated the acceptance of the research questions. The hypotheses were tested at 0.05 alpha level using the inferential statistic of Analysis of Variance (ANOVA).

RESULTS

Research Question 1: *To what extent does Whatsapp influence the vocational choice of senior secondary school students in Anambra State?*

Table 1: Descriptive statistics on the extent whatsapp influences vocational choice of senior secondary school students in Anambra State.

S/No	Statement	Aguata zone [n ₁ = 70]		Awka zone [n ₂ = 116]		Ogidi zone [n ₃ = 32]		Onitsha zone [n ₄ = 41]		Otuocha zone [n ₅ = 33]		Nnewi zone [n ₆ = 90]		Rmk
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	
1	I send and receive pictures through Whatsapp because it is more necessary than vocational information.	3.22	0.87	3.03	0.97	3.19	1.13	3.14	0.75	3.06	0.83	2.66	1.20	HE
2	I can have group chatting through Whatsapp to be acquainted with available vocations.	3.15	1.21	2.95	1.26	3.01	1.30	2.67	1.25	3.04	0.92	3.28	1.24	HE
3	Whatsapp is faster in message sending as regards to vocational choice than any other network.	3.19	0.99	3.04	1.02	3.22	1.25	3.31	1.15	2.70	1.06	3.01	0.97	HE
4	There are voice messages through Whatsapp which can help in making right choice of vocation.	3.21	1.26	3.31	1.35	3.15	1.22	2.98	1.24	2.83	1.10	3.05	1.32	HE
5	I prefer using Whatsapp platform more than others because, it is costs less.	3.39	0.82	3.10	1.18	3.02	1.28	3.13	1.05	3.11	1.31	2.91	1.09	HE
Grand Score/Remark		3.23		3.09		3.12		3.05		2.95		2.98		HE
		1.03		1.16		1.24		1.09		1.04		1.16		

Source: Survey Data, 2021.

The information in Table 1 above presents that students from Aguata educational zone have a grand mean of 3.23 and standard deviation of 1.03, Awka educational zone have a grand mean of 3.09 and standard deviation of 1.16, Ogidi educational zone have a grand mean of 3.12 and standard deviation of 1.24, Onitsha educational zone have a grand mean of 3.05 and standard deviation of 1.09, Otuocha educational zone have a grand mean of 2.95 and standard deviation of 1.04, and Nnewi educational zone have a grand

mean of 2.98 and standard deviation of 1.16, in their rating on the extent Whatsapp influences the vocational choice of senior secondary school students in Anambra State. In other words, for each of the items 1 to 5 listed in connection with the influence of Whatsapp on vocational choice of students, the respondents rated high extent. Above all, students of the six educational zones have total mean that lie between 2.5–3.80, which indicates that Whatsapp influences the vocational choice of senior secondary school students in Anambra State.

Research Question 2: *To what extent does Twitter influence the vocational choice of senior secondary school students in Anambra State?*

Table 2: Descriptive statistics on the extent twitter influences vocational choice of senior secondary school students in Anambra State.

S/No	Statement	Aguata zone [n ₁ = 70]		Awka zone [n ₂ = 116]		Ogidi zone [n ₃ = 32]		Onitsha zone [n ₄ = 41]		Otuocha zone [n ₅ = 33]		Nnewi zone [n ₆ = 90]		Rmk
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	
6	I can block certain friends on Twitter who often discourage me on my choice vocation if I want to stop their contacts.	2.60	0.81	3.20	0.84	3.01	1.13	3.06	1.05	3.22	1.03	2.69	1.30	HE
7	I post vocational information on a micro blog such as Twitter.	3.03	1.20	2.85	1.03	2.93	1.10	3.17	1.09	2.66	1.07	3.08	1.04	HE
8	I get entertained on Twitter through various professional talks.	2.91	0.95	3.02	1.30	2.83	1.28	3.01	1.13	3.40	1.32	3.31	0.57	HE
9	I tweet friends around me frequently to be aware of recent career opportunities.	3.01	1.26	2.77	1.09	3.04	1.29	2.72	1.02	3.01	0.87	3.00	1.39	HE
10	I spend a lot of time on Twitter when I am less busy than searching for available vocations.	3.15	1.12	3.17	1.32	3.11	1.08	3.00	1.07	2.65	1.26	2.92	1.20	HE
Grand Score/Remark		2.94	1.07	3.00	1.12	2.98	1.18	2.99	1.07	2.99	1.11	3.00	1.10	HE

Source: Survey Data, 2021.

The information in Table 2 above presents that students from Aguata educational zone have a grand mean of 2.94 and standard deviation of 1.07, Awka educational zone have a grand mean of 3.00 and standard deviation of 1.12, Ogidi educational zone have a grand mean of 2.98 and standard deviation of 1.18, Onitsha educational zone have a grand mean of 2.99 and standard deviation of 1.07, Otuocho educational zone have a grand mean of 2.99 and standard deviation of 1.11, and Nnewi educational zone have a grand mean of 3.00 and standard deviation of 1.10, in their rating on the extent Twitter influences the vocational choice of senior secondary school students in Anambra State. In other words, for each of the items 1 to 5 listed in connection with the influence of Twitter on vocational choice of students, the respondents rated high extent. Above all, students of the six educational zones have total mean that lie between 2.5–3.80, which indicates that Twitter influences the vocational choice of senior secondary school students in Anambra State.

Research Question 3: *To what extent does Instagram influence the vocational choice of senior secondary school students in Anambra State?*

Table 3: **Descriptive statistics on the extent instagram influences vocational choice of senior secondary school students in Anambra State.**

S/No	Statement	Aguata zone [n ₁ = 70]		Awka zone [n ₂ = 116]		Ogidi zone [n ₃ = 32]		Onitsha zone [n ₄ = 41]		Otuocha zone [n ₅ = 33]		Nnewi zone [n ₆ = 90]		Rmk
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	
11	I enjoy posting pictures of doctors, nurses, lawyers and other professions on Instagram more than chatting with friends.	3.06	0.83	3.42	1.20	3.01	1.13	3.06	1.05	2.99	1.21	2.95	1.30	HE
12	I make comments on most pictures sent to Instagram as well as uploading photographs to know if such can convince me on any vocation.	3.04	0.92	3.33	1.06	2.93	1.19	3.17	1.09	2.86	1.16	2.98	1.04	HE
13	I spend a lot of time following up other users especially celebrities.	2.70	1.06	3.01	1.12	2.83	1.28	3.01	1.13	3.05	1.09	3.14	1.27	HE
14	I watch a lot of videos on Instagram more than paying attention to any vocational information.	2.83	1.10	3.15	1.32	3.04	1.06	2.72	1.02	3.03	0.73	3.40	1.09	HE
15	Instagram photos sometimes give a wrong impression on people's profession than in real life.	3.11	1.31	2.91	1.19	2.61	1.20	3.00	1.07	2.81	1.06	2.97	1.31	HE
Grand Score/Remark		2.95	1.04	3.16	1.18	2.88	1.17	2.99	1.07	2.95	1.05	3.09	1.20	HE

Source: Survey Data, 2021.

The information in Table 3 above presents that students from Aguata educational zone have a grand mean of 2.95 and standard deviation of 1.04, Awka educational zone have a grand mean of 3.16 and standard deviation of 1.18, Ogidi educational zone have a grand mean of 2.88 and standard deviation of 1.17, Onitsha educational zone have a grand mean of 2.99 and standard deviation of 1.07, Otuocha educational zone have a grand mean of 2.95 and standard deviation of 1.05, and Nnewi educational zone have a grand mean of 3.09 and standard deviation of 1.20, in their rating on the extent Instagram influences the vocational choice of senior secondary school students in Anambra State. Comparing the mean responses of both categories to the bench-mark or decision mean of 2.50 set for decision, it would be observed that all rated means are higher than the bench-mark. In other words, for each of the items 1 to 5 listed in connection with the influence of Instagram on vocational choice of students, the respondents rated high extent. Above all, students of the six educational zones have total mean that lie between 2.5–3.80, which indicates that Instagram influences the vocational choice of senior secondary school students in Anambra State.

Test of Hypotheses

Hypothesis 1: There is no significant difference among the mean rating of students in the six educational zones on the extent to which WhatsApp influence the vocational choice of senior secondary school students in Anambra State.

Table 4: Summary of One-way Analysis of Variance (ANOVA) on the influence of WhatsApp on the vocational choice of senior secondary school students in Anambra State.

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	1.862	2	.182	18.301	.017	H ₀
Within Groups	71.160	380	.263			
Total	73.022	382				Accepted

N = 382; $F(2, 0.182) = 18.301$; $p = 0.017 < 0.05$

Table 4 above presents the sum of squares of 1.862, with 2 degrees of freedom, and a mean square of 0.182 for between groups. Within groups has the sum of squares of 71.160, degrees of freedom of 380, and a mean square of 0.263, while the total has 73.022 sum of squares and 382 degrees of freedom. The computed F is 18.301 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six educational zones on the extent to which WhatsApp influence the vocational choice of senior secondary school students in Anambra State” is hereby accepted: $F(2, 0.182) = 18.301$, $p < .05$. In other words, students in the six educational zones consented that WhatsApp influence the vocational choice of senior secondary school students in Anambra State to a High Extent.

Hypothesis 2: There is no significant difference among the mean rating of students in the six educational zones on the extent to which Twitter influence the vocational choice of senior secondary school students in Anambra State.

Table 5: Summary of One-way Analysis of Variance (ANOVA) on the influence of Twitter on the vocational choice of senior secondary school students in Anambra State.

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	1.632	2	.525	42.816	.019	H ₀
Within Groups	64.185	380	.716			
Total	65.817	382				Accepted

1. N = 382; $F(2, 0.525) = 42.816$; $p = 0.019 < 0.05$

Table 5 above presents the sum of squares of 1.632, with 2 degrees of freedom, and a mean square of 0.525 for between groups. Within groups has the sum of squares of 64.185, degrees of freedom of 380, and a mean square of 0.716, while the total has 65.817 sum of squares and 382 degrees of freedom. The computed F is 42.816 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six educational zones on the extent to which Twitter influence the vocational choice of senior secondary school students in Anambra State” is hereby accepted: $F(2, 0.525) = 42.816$, $p < .05$. In other words, students in the six educational zones accepted that Twitter influence the vocational choice of senior secondary school students in Anambra State to a High Extent.

Hypothesis 3: There is no significant difference among the mean rating of students in the six educational zones on the extent to which Instagram influence the vocational choice of senior secondary school students in Anambra State.

Table 6: Summary of One-way Analysis of Variance (ANOVA) on the influence of Instagram on the vocational choice of senior secondary school students in Anambra State.

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	.961	2	.682	102.612	.012	H ₀
Within Groups	33.726	380	.919			
Total	34.687	382				Accepted

$N = 382$; $F(2, 0.682) = 102.612$; $p = 0.012 < 0.05$

Table 6 above presents the sum of squares of 0.961, with 2 degrees of freedom, and a mean square of 0.682 for between groups. Within groups has the sum of squares of 33.726, degrees of freedom of 380, and a mean square of 0.919, while the total has 34.687 sum of squares and 382 degrees of freedom. The computed F is 102.612 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six educational zones on the extent to which Instagram influence the vocational choice of senior secondary school students in Anambra State” is hereby accepted: $F(2, 0.682) = 102.612$, $p < .05$. In other words, students in the six educational zones accepted that Instagram influence the vocational choice of senior secondary school students in Anambra State to a High Extent

DISCUSSION OF FINDINGS

The study investigated the influence of social media on the vocational choice of senior secondary school students in Anambra State. The research question one (1), revealed the extent Whatsapp influences the vocational choice of senior secondary school students in Anambra State. It was found that students from Aguata educational zone had a grand mean of 3.23 and standard deviation of 1.03, Awka educational zone had a grand mean of 3.09 and standard deviation of 1.16, Ogidi educational zone had a grand mean of 3.12 and standard deviation of 1.24, Onitsha educational zone had a grand mean of 3.05 and standard deviation of 1.09, Otuocha educational zone had a grand mean of 2.95 and standard deviation of 1.04, and Nnewi educational zone had a grand mean of 2.98 and standard deviation of 1.16, in their rating on the extent Whatsapp influences the vocational choice of senior secondary school students in Anambra State. In other words, for each of the items 1 to 5 listed in connection with the influence of Whatsapp on vocational choice of students, the respondents rated high extent. Above all, students of the six educational zones had total mean that lie between 2.5–3.80, which indicated that Whatsapp influences the vocational choice of senior secondary school students in Anambra State. The test of hypothesis one (1), presented the significant difference among the mean rating of students in the six educational zones on the extent to which WhatsApp influence the vocational choice of senior secondary school students in Anambra State. The analysis established the sum of squares of 1.862, with 2 degrees of freedom, and a mean square of 0.182 for between groups. Within groups has the sum of squares of 71.160, degrees of freedom of 380, and a mean square of 0.263, while the total has 73.022 sum of squares and 382 degrees of freedom. The computed F is 18.301 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six educational zones on the extent to which WhatsApp influence the vocational choice of senior secondary school students in Anambra State” is hereby accepted: $F(2, 0.182) = 18.301$, $p < .05$. In other words, students in the six educational zones consented that WhatsApp influence the vocational choice of senior secondary school students in Anambra State to a High Extent. A similar finding to this was reported by Chongqing and Xucsing (2017) when they investigated social media use in the career development of graduates in China. Their study sought to establish whether relationship exist between social media usage and employability skills. The two studies have a relationship in that both deal with social media use and its influence and relationship to employability which is determined to some extent by career or vocation. In addition to

basic messaging, WhatsApp provides group chat and location sharing options. With the social media network like WhatsApp one can initiate and build strong business partnership in any part of the world without meeting that individual in person. Technically speaking, WhatsApp uses a customized version of the open standard Extensible Messaging and Presence Protocol (XMPP). It was purposely created to make communication and the distribution of multimedia messaging easier and faster. In as much as the application has a lot of benefits, it also has its flaws that are currently causing more harm than good among the students nowadays.

The research question two (2) revealed the extent Twitter influence the vocational choice of senior secondary school students in Anambra State. It was found that students from Aguata educational zone had a grand mean of 2.94 and standard deviation of 1.07, Awka educational zone have a grand mean of 3.00 and standard deviation of 1.12, Ogidi educational zone had a grand mean of 2.98 and standard deviation of 1.18, Onitsha educational zone had a grand mean of 2.99 and standard deviation of 1.07, Otuocha educational zone had a grand mean of 2.99 and standard deviation of 1.11, and Nnewi educational zone had a grand mean of 3.00 and standard deviation of 1.10, in their rating on the extent Twitter influences the vocational choice of senior secondary school students in Anambra State. In other words, for each of the items 1 to 5 listed in connection with the influence of Twitter on vocational choice of students, the respondents rated high extent. Above all, students of the six educational zones had total mean that lie between 2.5–3.80, which indicates that Twitter influences the vocational choice of senior secondary school students in Anambra State. The test of hypothesis two (2), presented the significant difference among the mean rating of students in the six educational zones on the extent to which Twitter influence the vocational choice of senior secondary school students in Anambra State. It was found that the sum of squares of 1.632, with 2 degrees of freedom, and a mean square of 0.525 is for between groups. Within groups has the sum of squares of 64.185, degrees of freedom of 380, and a mean square of 0.716, while the total has 65.817 sum of squares and 382 degrees of freedom. The computed F is 42.816 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six educational zones on the extent to which Twitter influence the vocational choice of senior secondary school students in Anambra State” is hereby accepted: $F(2, 0.525) = 42.816$, $p < .05$. In other words, students in the six educational zones accepted that Twitter influence the vocational choice of senior secondary school students in Anambra State to a High Extent. Congruent to this is the results by Knoth and Zdrahal (2013) that facebook, linkedln, twitter are some most preferred social media platform that had influenced their choice of course which translates to career or vocation. The two studies are related as both investigated social media platform usage as they relate to or influence vocational choice or career choice. Twitter is a social networking and microblogging service. Users use mobile phones or computers to send and to read messages, called "tweets". For years, tweets could be up to 140 characters long, then doubled in November 2017 to 280 characters. They appear on the user's profile page. Tweets can usually be read by anyone, but senders can also keep messages private. Private tweets only go to their list of friends. Users may subscribe to tweets from other people. This is called following, and subscribers are known as followers. As of late 2009, users can also follow lists of authors. All users can send and receive tweets using the Twitter website. They can also use other applications that work with Twitter on smartphones. Twitter by Short Message Service (SMS) is available in certain countries. Using Twitter is free, but sending or getting tweets by SMS may cost money. The website is based in San Francisco, California. Twitter also has servers and offices in San Antonio, Texas and Boston, Massachusetts, and soon in Salt Lake City, Utah.

The research question three (3) revealed the extent Instagram influence the vocational choice of senior secondary school students in Anambra State. The study presented that students from Aguata educational zone had a grand mean of 2.95 and standard deviation of 1.04, Awka educational zone had a grand mean of 3.16 and standard deviation of 1.18, Ogidi educational zone had a grand mean of 2.88 and standard deviation of 1.17, Onitsha educational zone had a grand mean of 2.99 and standard deviation of 1.07, Otuocha educational zone had a grand mean of 2.95 and standard deviation of 1.05, and Nnewi educational zone had a grand mean of 3.09 and standard deviation of 1.20, in their rating on the extent Instagram influences the vocational choice of senior secondary school students in Anambra State.

Comparing the mean responses of both categories to the bench-mark or decision mean of 2.50 set for decision, it would be observed that all rated means are higher than the bench-mark. In other words, for each of the items 1 to 5 listed in connection with the influence of Instagram on vocational choice of students, the respondents rated high extent. Above all, students of the six educational zones had total mean that lie between 2.5–3.80, which indicates that Instagram influences the vocational choice of senior secondary school students in Anambra State. The test of hypothesis three (3), presented the significant difference among the mean rating of students in the six educational zones on the extent to which Instagram influence the vocational choice of senior secondary school students in Anambra State. It established the sum of squares of 0.961, with 2 degrees of freedom, and a mean square of 0.682 for between groups. Within groups has the sum of squares of 33.726, degrees of freedom of 380, and a mean square of 0.919, while the total has 34.687 sum of squares and 382 degrees of freedom. The computed F is 102.612 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six educational zones on the extent to which Instagram influence the vocational choice of senior secondary school students in Anambra State” is hereby accepted: $F(2, 0.682) = 102.612, p < .05$. In other words, students in the six educational zones accepted that Instagram influence the vocational choice of senior secondary school students in Anambra State to a High Extent. The study further revealed a significant influence of Instagram as a social media platform on the vocational choice of senior secondary school students in Anambra State. This findings supports the results obtained by Kazi and Akliq (2017) who upon investigating factors which affect the choice of career among student, found among other issues that peers significantly influenced students choice of career as a result of social media interaction among them. They reported that of the several factors investigated and found that they influence students’ choice of career (vocation, parental influence ranked first followed by peer influence through their interaction via the social media. Social media therefore play a significant role in students’ choice of career or vocation as revealed in both studies. Moreover, the two studies are related in their survey design, procedure of analysis and the variable under examination. The service also added messaging features, the ability to include multiple images or videos in a single post, as well as "Stories" similar to its main competitor Snapchat which allows users to post photos and videos to a sequential feed, with each post accessible by others for 24 hours each. As of January 2019, the Stories feature is being used by 500 million users daily.

CONCLUSION

It was concluded in this study that the social media has taken over all other instructional resources in the education sector and particular in the classroom. While it seems to make learning easier and more individualistic and independent, there are negative tendencies that the social media directly or indirectly input on the users. The recklessness displaced by students in choosing career or vocation based on who or what, professional they choose as model suggests that educators are negligent of some of their responsibilities in finding students even on the use of the social media. Students, on their part seem to believe and conclude that with the social media, they can get what they want through goggle. This is not very healthy to the education sector and society at large as what they learn from the social media is translated to real life in society. Conclusively, the result of this study indicated that, WhatsApp, Twitter and Instagram as aspects of social media improve the vocational choice of senior secondary school students in Anambra State.

Counselling Implications

From the study, it has been observed that the use of the social media has become a part of life to student, and people at large. Consequently, it has the following Counselling implications.

- (1) While students choose their vocation through professional models found from the social media, they might not be used to or grounded with the background of such professionals. Their performance in such careers might not be optimal and this will certainly require extra effort by both students and teachers as the major stakeholders in the educational sectors.
- (2) The negative tendencies of the social media coming in contact with wrong information, too much time spent online at the expense of other activities and in some cases the confusion that ends up

in students' mind when they come in contact with difficult vocations from social media affect their educational careers.

RECOMMENDATIONS

On the basis of the findings of this study, the following recommended actions are offered for our secondary educational system.

1. The use of Whatsapp should be deliberately included in the curriculum and school time-table to enable teachers and counselors guide students on how to navigate and execute a wide spectrum search for diverse study /exposure of the world of works for their future.
2. Based on the fact that Whatsapp, Twitter and Instagram are the mostly preferred social media sites for students' career choice, it is recommended that guidance counselors and other vocational experts should post more information or current findings on different types of career to widen the horizons of the students on career so as to make informed choice.
3. Instagram has adequate information on availability of diverse vocations in the labour market, therefore students should be encouraged by teachers, counselors and government to frequently visit the site. This will expose the vocational benefits and remunerations of careers which might have been neglected by many students as well as expose them to the availability of employment opportunities for their future wellbeing.

REFERENCES

- Adomi, E., & Ejirefe, L. (2012). Students' experiences with Facebook in Nigeria Library and Information Science (LIS) School. *Academy of Library Journal*, 4(2), 75-83.
- Agi, C. W. (2014). Counselling students on choice of careers in professional Areas in Rivers state university of science and technology, Port-Harcourt. *Journal of Education and practice*, 5(13), 20-34.
- Asamah, E.S., & Edegoh, L. O. N. (2012). Social media and insecurity in Nigeria a critical appraisal. *Journal of Peace Research*, 37(2), 131-143.
- Berezan, O., Krishen, A. S., Agarwal, S., & Kachroo, P. (2018). The pursuit of virtual happiness: Exploring the social media experience across generations. *Journal of Business Research*, 8(9), 455 - 461.
- Chukwuere, J. E., & Chukwuere, P.C. (2017). The impact of social media on social lifestyle: A case study of university female students. *Journal of Gender Behaviour*, 15(9), 966–981.
- Dube, S. (2013). Influence of home environment vocational interest among high school adolescents. *International Journal of Social and Economic Research*, 3(2), 142-149.
- Kaplan, A., & Haelein, M. (2010). Users of the world: The challenges and opportunities of social media. *Journal of Business Horizons*, 55(1), 590-668.
- Loving, M., & Ochoa, M. (2010). Supporting teachers in identifying students' learning styles in learning management systems: An automatic student modelling approach. *Educational Technology & Society*, 12(4), 3–14.
- Malita, L. (2011). Social media time management tools and tips. *Journal of Computer Science*, 3(4), 747–753.
- Richey, M., & Ravishankar, M. N. (2017). The role of frames and cultural toolkits in establishing new connections for social media innovation. *Computers in Human Behaviour*, 26(9), 1237–1245.
- Sherwin, R. (2013). Social media and academic performance of business education students in South East. *Journal of Education and Practice*, 6(25), 892-898.
- Suseno, Y., Laurell, C., & Sick, N. (2018). Assessing value creation in digital innovation ecosystems: A Social Media Analytics approach. *Journal of Strategic Information System*, 27(3), 335–349
- Terzi, B., Bulut, S., & Kaya, N. (2019). Factors affecting nursing and midwifery students' attitudes toward social media. *Journal of Nurse Education Practice*, 35(8), 141–149.