

Effect of Solution Focused brief technique on Vocational Interest among Students in Colleges of Education in Kano State, Nigeria

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Abstract

This study examined the effect of Solution Focused Brief Technique on Vocational Interest among students in Colleges of Education in Kano State, Nigeria. The study was guided by two objectives with two corresponding hypotheses. Quasi experimental design involving pre-test, post-test only was adopted for the study. The population of the study comprised of all NCE II students of Sa'adatu Rimi College of Education, FCE Kano and Kano State College of Education and Preliminary Studies, with the total number of three hundred (300) across the colleges. Thirty students were used as the sample of the study. The thirty students were drawn from the three colleges with ten students from each college. Purposive sampling technique was used to select students with low pre-test scores in standardized Vocational Interest Inventory developed by Bakare (1977). The identified students were exposed to solution focused brief technique for the period of eight weeks. The reliability of the instrument was obtained using test re-test method and found a reliability index of 0.81. The data collected at pre-test and post-test were analyzed using paired sample and independent sample t-tests. All hypotheses were tested at 0.05 level of significance. The findings revealed significant effect of Solution Focused Brief Technique on vocational interest of NCE II students in Kano state ($p = .000$). The findings also revealed no significant difference between the vocational interest of male and female students ($p = .406$). Based on the findings of the study, it was concluded that solution focused brief technique had effect on students' vocational interest. Also, male and female students had their vocational interests improved as a result of exposure to solution focused brief technique. Based on this, it was recommended that counsellors should use solution focused brief technique to resolve cases of lack of vocational interests among NCE students. Counsellors should equally use the technique irrespective of gender.

Keywords: Solution Focused brief technique, Vocational Interest, colleges of education, Kano State, Nigeria

1. INTRODUCTION

It is obvious that students are experiencing changes in the field of vocation, technology, science and society, which makes it, in most cases, uncertain to determine the future of NCE students in making a vocational choice that is beneficial to them and the society at large. Going by the present trends of unemployment and high school drop-up out, due to wrong choice of vocations, there is need to culverins effort, using available theories to properly counsel students at tertiary level to plan their future for tentative and permanent choice of vocations that will lead them to different professions. The choice of vocational interest is very crucial in determining the level of contribution an individual

could make to the nation, abilities, talents etc. And without considering other conclusions relevant to the vocations and urgent need of the society. This is therefore the main thrust to this study.

There are many theories of vocational choice and career development, some explaining vocational and occupational choice in terms of environmental influence. Others find their explanations in the needs of the individual. Solution-focused counselling provides career counsellors with a collaborative, constructivist, expertise-based, and change-oriented strategy which can help counsellors work in a holistic way by addressing the client's personal, emotional, family, social, and career concerns. Solution-focused therapy (SFT), with its basic philosophy and techniques, is an approach that focuses on solutions rather than problems, requires setting a goal quickly and taking quick steps to achieve this goal, emphasizes the strengths of individuals rather than their personality traits, and makes use of these strengths as potential to cope with problems, (Di Fabio, Palazzeschi, Levin, & Gati, 2015).

Vocational preference is simply the measurement of one personality, ability, ambition, interest, aptitude and resource toward answering the question who am I? Do I fit into the job or skills? In other words, an individual has to compare his capabilities and disposition with the demand of the job/market. In dealing with vocational interest among senior secondary school students, many studies on vocational choice have focused on socio economic aspects and self- concept dimensions. However, there is yet the intelligent factor. It is very possible that students of different level of intelligence would perceive vocations differently and make different choices. Hoppock (1976) noted that, there was a contrast between the reactions of children with low and high IQs who visited the felemirion- antenna plant, monotonous.

NCE student should therefore be properly guided by experts so as to make them fulfill their dreams of becoming what they want to become in future.

NCE student usually experienced problem in realizing their vocational interest, as such, a student become confuse of "What to do or what to become in life" as most of them have selected wrong professions or combinations that are not of their interest and cannot properly explore their potentialities, for this reason, student became less useful to themselves and to the society generally. Therefore, the level of vocational choice, trend of unemployment and drop out rise among others draw the attention of the researchers to determine the Effect of Solution Focused Brief Counselling Technique on The Vocational Interest of NCE Students in Kano State.

Statement of the Problem

Students are faced with the need to choose academic directions to guide them towards specific future vocational goals, and develop vocational interest properly, in line with an appropriate process and compatible with the individual's goals, strength and resources. The high increase and uncertain labour market in Nigeria today compounded the difficulties faced in vocational interest, this shows that seeking for job is a job, However, the capacity of female students in the selection career choice has been attributed to gender-based stereotype and bias which tend to favour males as more and willing to pursue vocational cuss above their females' counterparts. This belief and similar others make vocational choice especially physical sciences perceive as male domain to the detriment of females. This resulted to so many problems such as selection of wrong pathways, poor career decision-making, anxiety, depression, maladaptive belief and uncertainty about future career opportunities among others. The role of a

counselor therefore, is to find a proper solution or remedy for more opportunities for his clients. As such this study aims to address the issue of vocational interest among NCE students in Kano by examining the Effect of Solution Focused Brief Counselling Technique on Vocational Interest among Students in Colleges of Education in Kano State, Nigeria.

Research Objectives

The objectives of the study are to determine the:

1. Effect of Solution Focused Brief Technique on Vocational Interest among NCE II Students in Colleges of Education in Kano State
2. Gender difference in the Effect of Solution Focused Brief Technique on Vocational Interest among NCE II Students in Colleges of Education in Kano State.

Hypotheses

The followings hypotheses were tested:

1. There is no significant difference between the pre-test and post-test mean scores of Vocational Interests among NCE II Students exposed to Solution Focused Brief Technique in Colleges of Education in Kano State.
2. There is no significant gender difference in the post-test mean scores of Vocational Interests among NCE II Students exposed to Solution Focused Brief Technique in Colleges of Education in Kano State.

2. LITERATURE REVIEW

In most part of the country, the cultural role expectation of men and women seemed clearly defined, Okonko (1982) in Yunusa (2016) showed that there is a significant relationship between sex and occupational aspirations. Boys and girls undergo different socialization as such they experience different sex roles behaviour patterns which will eventually help them to develop different interest. These roles and interest later became dominant factors in vocational choice. Olayinka (1973) as cited in Habiba (2001) found variations in career choice of male and female secondary school students. Girls tend to choice middle level status jobs while boys' choice high level status occupations. Nursing, the medical profession and beauty culture (e.g. hair dressing) were preferred by girls more than boys. More boys than girls on the other hand prefer engineering occupations.

3. METHODOLOGY

The design used for this study is quasi-experimental design involving pre-test and post-test only. The participants were pre-tested using the instrument used for data collection. After the exposure to the treatment, the participants were post-tested to measure the difference between the pre-test and post-test scores. Karlinger (1986) posits that quasi-experimental research exploits the vigour and control that exist in experiments as well as precludes an absolute answer to cause-and-effect relationship between research variables. The design involves manipulation of one or more independent variable(s) but without random assignment of subjects to conditions.

The population of this study comprised all NCE II students from College of Education and Preliminary Studies Kano, Sa'adatu Rimi College of Education, Kano (SRCOE) and Federal College of Education, Kano state, Nigeria. Though, there is no substantial available statistics on the specific number of students with these issues, three hundred (300) of them were identified in the study area. Out of the total number, thirty (30) were purposefully selected and used for the study. For proper representation, ten (10) students (5 males and 5 females) were selected from each college. The instrument used for data collection was Vocational Interest Inventory developed by Bakare (1977). This instrument is designed to help one indicate the type of work he/she is interested which he/she will enjoy doing. It contained 100 statements and ten main subscales: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical. Each subscale consists of 10 items with a minimum score of 10 and a maximum of 50. The scoring of this inventory is based on a five-points scale ranging from like very much (score 5) to dislike very much (score 1). The reliability index of the instrument is 0.81.

Data collected in this study were analysed using inferential statistics. Paired sample t-test was used to analyse the first hypothesis. This statistical tool was used because it is the most appropriate for estimating whether the means of two related measurements are significantly different from one another. Independent sample t-test was used to analyse the second hypothesis. All the hypotheses were tested at 0.05 level of significance.

Treatment Procedure

The treatment involves the actual exposure of the participants to solution focused brief technique sessions for the period of six weeks. There were six sessions of the treatment programme which lasted for a period of 30-45minutes conducted every Wednesday of the treatment weeks. The sessions elaborately discussed on: Identifying and building on clients' strengths and resources, collaborating with the clients to establish clear, achievable goals, exploring possibilities and potential solutions rather than dwelling on past problems and empowering the clients to take an active role in the therapeutic process. Throughout the sessions, miracle questions, scaling questions, exception-finding questions, coping questions and presupposition questions were used to improve the vocational interest of the participants.

4. RESULTS

Hypothesis One: There is no significant difference between the pre-test and post-test mean scores of Vocational Interests among NCE II Students exposed to Solution Focused Brief Technique in Colleges of Education in Kano State.

Table 1: Paired Sample t-test on the difference between the pre-test and post-test mean scores of Vocational Interests among NCE II Students exposed to Solution Focused Brief Technique.

| SFBT | Tests | N | Mean | SD | t | df | p |
|---------------|-----------|----|---------|--------|---------|----|------|
| Voc. Interest | Pre-test | 30 | 227.366 | 19.855 | -19.132 | 29 | .000 |
| | Post-test | 30 | 335.000 | 18.515 | | | |

Significant at P < .05

Table 1 shows the pretest mean score of 227.366 and standard deviation of 19.855. After exposure to the treatment, the mean and standard deviation scores are 335.000 and 18.515. The table also shows the degree of freedom, t and p values of 29, -19.132 and .000 respectively. It can be deduced from the table that, the p-value of .000 is lesser than the 0.05 alpha level of significance. This suggests that there is a significant effect of solution focused brief technique on vocational interests of NCE II Students. Therefore, the null hypothesis which states that there is no significant difference between the pre-test and post-test mean scores of Vocational Interests among NCE II Students exposed to Solution Focused Brief Technique in Colleges of Education in Kano State is rejected.

Hypothesis Two: There is no significant gender difference in the post-test mean scores of Vocational Interests among NCE II Students exposed to Solution Focused Brief Technique in Colleges of Education in Kano State.

Table 2: Independent Sample t-test on gender difference in the post-test mean scores of Vocational Interests among NCE II Students exposed to Solution Focused Brief Technique

| SFBT | Group | N | Mean | SD | t | df | p |
|---------------|--------|----|---------|--------|-------|----|------|
| Voc. Interest | Male | 15 | 332.133 | 14.715 | -.884 | 29 | .406 |
| | Female | 15 | 337.866 | 21.816 | | | |

Not Significant at $P > .05$

Table 2 shows the post-test mean score of male students of 332.133 and standard deviation of 14.715. The posttest mean and the standard deviation scores of female students on the other hand are 337.866 and 21.816 with the t-value and degree of freedom of -.884 and 28 respectively. The table also shows a p-value of .406. It can therefore be observed that, the p-value of .406 is greater than 0.05 alpha level of significance. This means that there is no significant difference in the effect of solution focused brief technique on vocational interest of male and female NCE II students. Therefore, the null hypothesis which states that there is no significant gender difference in the post-test mean scores of vocational interests among NCE II Students exposed to solution focused brief technique in Colleges of Education in Kano State is retained.

Discussion of Findings

The findings of the study are discussed based upon the research questions and research objectives/hypotheses. The first finding of the study indicated that, there is a significant effect of solution focused brief technique on vocational interests of NCE II Students. Therefore, the null hypothesis which states that there is no significant difference between the pre-test and post-test mean scores of Vocational Interests among NCE II Students exposed to Solution Focused Brief Technique in Colleges of Education in Kano State is rejected. This shows that the Vocational Interest of the students has increased after exposure to the Solution Focused Brief Counselling Technique. Calculated $p = 0.000 < 0.05$, t computed 19.132 and df 29 respectively. This finding is relevant with the

finding of Budi, Sugiharto and Sunawan (2021) that solution-focused brief career counselling effectively reduced students' career issues.

The second finding of the study revealed that, there is no significant difference in the effect of solution focused brief technique on vocational interest of male and female NCE II students. Therefore, the null hypothesis which states that there is no significant gender difference in the post-test mean scores of vocational interests among NCE II Students exposed to solution focused brief technique in Colleges of Education in Kano State is retained. This finding differ with the findings of Okonkwo (1980) that boys preferred mechanical course while girls preferred nursing and teaching professions. However, it is different with the finding of Olayinka (1973) which discovered that girls chooses middle level status jobs like nursing, medical profession and beauty culture while boys chooses high level status occupation like engineering and persuasive occupation. More boys than girls on the other hand prefer engineering occupations.

5. CONCLUSION

Based on the findings of the study it is concluded that there is significant difference between the pretest and posttest mean score of Solution Focused Brief Counselling Technique on The Vocational Interest among NCE II Students in Kano State. This shows that the Vocational aspiration of the students has increased after exposure to the Solution Focused Brief Counselling Technique. The study also concluded that, there is no significant gender difference between the pretest and posttest mean score of Solution Focused Brief Counselling Technique on The Vocational interest among NCE II Students in Kano State. This shows that both at the pre test and post test levels, therefore, the Solution Focused Brief Counselling Technique is gender friendly.

6. RECOMMENDATIONS

1. Counsellors should use solution focused brief technique to resolve cases of lack of vocational interests among NCE students.
2. Counsellors should equally use the technique irrespective of gender to help NCE students develop vocational interest.

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