

Influence of Career Orientation and Aspiration on Innovative Culture and Attitudinal Disposition of Secondary School Teachers in Lagos State.

Dosunmu, Margaret Moronke

Abstract

The study examined the influence of career orientation and aspiration on innovative culture and attitudinal disposition of secondary school teachers in Lagos State. The sample for the study comprised of five hundred (500) teachers in senior secondary schools in Lagos State. Simple sampling technique was adopted for this study. Pearson Product Moment Correlation was used to analyse the research questions. The result revealed that career orientation had no significant influence on the innovative culture, career aspiration had no significant influence on the innovative culture, career orientation had no significant influence on attitudinal disposition, career orientation and career aspiration had no significant influence on the innovative culture. Lastly, career orientation and career aspiration had no significant influence on the attitudinal disposition of secondary school teachers in Lagos State. Based on the findings of the study, it was recommended that educational stakeholders should endeavour to encourage career aspirations of teachers towards innovative culture. There is need for Ministry of Education to give more attention to teaching profession which will in turn boost the morale of teachers thereby erasing bad attitude of teachers to the profession. There is need for the government and private individuals to provide more funds for schools in order to make the schools more conducive for teaching and learning. Finally, intensive career orientation programme should be put in place for in-coming teachers as this will enhance their innovative culture.

Keywords: *Career orientation, career aspiration, innovative culture and attitudinal disposition*

Introduction

The beauty of the teaching profession is being able to impact knowledge to the upcoming generation. The extent to which knowledge is impacted depends on the teachers. Some categories of teachers are specially gifted to teach, while some find teaching to be a herculean task which they had to face due to some factors beyond their control. The two categories of teachers painted above need some level of innovativeness, as it is the driving force in achieving performance. Innovation is the intentional introduction of new ideas and practice. Innovation in a way helps the teacher to show better performance in the classroom by putting new ideas into practice. Farr and Ford (2000) affirmed that innovative culture is a discretionary action of the employee which goes beyond the role description. Also, Scott and Bruce (2004) asserted that innovative culture is the intentional introduction of new ideas, processes, product or procedures by the employee. Hurley (2005) asserted that innovative culture is the generation, acceptance and implementation of new ideas, processes, products or services. Innovation deals with identifying a problem and proffering solutions. It is the ability of a teacher to identify the need of the students and creatively think of how the need could be met. Innovativeness refers to the generation, acceptance

and implementation of new ideas, processes, products or services Calanton, Cavusgil and Zhao (2002).

Amabile (1997) opined that innovativeness is the concept of firm creativity. Innovativeness entails openness and readiness of being creative and finding new ways of administrating school-related functions (Marcah, 2008). A teacher's disposition must be such that all students have the tendencies to learn.

Ajzen (1988) defined an attitude as the ability of an individual to act/respond favourably or otherwise to an object, person, ideas, event or institution. An attitude generally provokes behaviour which may either be appealing or irritating. An attitude is a tendency to reacting towards some environmental factors which may have a negative or positive value. Attitudinal disposition is the mental preparation for action. They are tendencies by an individual to respond favourably or unfavourably to an object (person, groups and events) which can either be positive or negative. Chang (2009) opined that attitudes provide a range of complex feelings and disposition. The attitudinal disposition of teachers is seen through their behaviour as they interact with students, colleagues and communities. A teacher's disposition must be such that all students must have the passion to learn when they are properly taught. Career is the acquired experience gained by an individual over a period of his/her work life. A career

orientation towards a specific job (teaching) involves some factors which include personal motivation to take teaching as a profession and understanding what the job requires. A teacher who has acquired this understanding of the job/career can be said to have a high level of professional awareness about the career (Oleg, Eugene, Bogdan, Pawel, Wojciech, Mariam & Zaborniak, 2011 as cited by Algadheed & Bint, 2015). Career according to Watts (1999) is the progression up an ordered hierarchy in a n occupation or profession. In other words, it is a life-long movement of an individual in a particular profession. Watts and Fretwell (2004) defined career orientation as the overall programmes designed to help an individual to make educational, training and occupational choices and to manage their careers. In achieving this, the following three domains are considered:

1. Career information which covers information on courses, occupations and career paths.
2. Career counseling – this explains the career issues the individual will face in the course of working.
3. Career education is helping the individual in developing his/her knowledge, skills, competencies for managing the career path and development.

According to Watts (1999), career orientation is the same as career guidance and it is the process of helping an individual in making the right choice from different available opportunities in relation to the individual abilities, interest and values.

Career aspiration is the individual's orientation towards a desired career goal under a normal condition. It is the goal an individual set to achieve in a desired profession. Domenico and Jones (2007) affirmed that career aspiration represent a teacher's orientation towards a particular occupational goal. Silvia (2001) defined aspirations as the individual's expressed career related goals or intentions and this include the motivational components which are not visible in mere interest. Career aspirations are the long-term and short-term career goals and objectives of an individual based on career path planning. Career aspiration is about working on a dream job and having a passion for doing the job. Some graduates passionately have flair for teaching while others find themselves in teaching due to circumstances. Career aspirations are the goals being set out to achieve by an individual in a particular profession. Farmer (1985) also

viewed that career aspiration is the intrinsic motivation for succeeding in a career path. Mayrhofer, Meyer, Steyrer, Strunk and Schiffinger (2011) asserted that career aspirations are cluster of needs, motives and behavioural intentions which individuals articulate with respect to different career fields. Bourdieu (1994) defined career aspiration as cluster of needs, motives and behavioural intentions which an individual articulate with respect to different career fields. It represents an individual's orientation towards a desired career goal under ideal conditions. It provides information about an individual's interest and hopes (Hellenga, Aber & Rhodes, 2002). Khallad (2000) highlighted some factors which can influence career aspiration as gender, socio-economic status, race, parents' occupation, educational level, and parental expectations. In order for a teacher to be innovative, attitude and behaviours such as caring, fairness, respect, commitment, aspiration, enthusiasm, motivation, interest, passion, positive attitude towards teaching and friendly dispositions to students are needed. Without all these attributes and dispositions, a teacher cannot be innovative, especially when the environment is not conducive for learning. In such an environment, career orientation and aspiration will be difficult to imbibe thereby making innovativeness in teaching difficult. This study therefore investigated the influence of career orientation and aspiration on innovative culture and attitudinal disposition of secondary school teachers in Lagos State.

Objectives of the Study

The objective of the study is to investigate the influence of career orientation and aspiration on innovative culture and attitudinal disposition of secondary school teachers in Lagos State. Specifically, the study seeks to:

1. Examine the influence of career orientation on innovative culture of secondary school teachers in Lagos State;
2. Investigate the influence of career aspiration on attitudinal disposition of the teachers;
3. Determine the influence of career orientation on attitudinal disposition of the teachers;
4. Find out the influence of career aspiration on innovative culture of the teachers;

5. Examine the influence of career orientation and career aspiration on innovative culture of the teachers;
6. Determine the influence of career orientation and career aspiration on attitudinal disposition of the secondary school teachers in Lagos State.

Statement of the Problem

Teachers' innovative culture and practice can effectively transform teaching and learning. In order for a teacher to be innovative, attitude and behaviours such as concern, empathy, respect, good disposition, positive attitude towards teaching and friendly interactions with students are required. Without a good attitude and disposition, innovation cannot take place, especially in a non-conducive environment for teaching and learning. It is perceived that a teacher with a good career orientation and aspiration will be innovative and his/her attitudes to work will aid the learning potentials of the students. As such, this study investigated the influence of career orientation and aspiration on innovative culture and attitudinal disposition of secondary school teachers in Lagos State.

Hypotheses

1. There is no significant influence of career orientation on innovative culture of secondary school teachers in Lagos State?
2. There is no significant influence of career aspiration on attitudinal disposition of secondary school teachers in Lagos State?
3. There is no significant influence of career orientation on attitudinal disposition of secondary school teachers in Lagos State?
4. There is no significant influence of career aspiration on innovative culture of secondary school teachers in Lagos State?
5. There is no significant influence of career orientation and career aspiration on innovative culture of secondary school teachers in Lagos State?

6. There is no significant influence of career orientation and career aspiration on attitudinal disposition of secondary school teachers in Lagos State?

Methodology

For the purpose of this research work, descriptive research design of ex-post facto type was adopted. This is appropriate because this study falls in line with the purpose and objectives of the study were a true reflection of a descriptive study. The population of the study comprised of all the public secondary school teachers in Lagos State. A sample size of five hundred (500) respondents was used for the study. A simple random sampling technique was employed to select the teachers from 20 public secondary schools in Lagos State. Thereafter, 25 teachers were selected from each of the 20 schools thereby making up a total of 500 teachers. The four instruments that were used to collect data for the study were: Career Orientation Questionnaire, Career Aspiration Questionnaire, Innovative Culture Questionnaire and Attitudinal Disposition Questionnaire. The questionnaires consisted of five sections each. Section A was used to elicit information on the demographic background of the respondents, while Section B was used to elicit information on the career orientation. Section C was on career aspiration, Section D was based on innovative culture, and Section E was used to elicit information on the attitudinal disposition of the teachers.

Career Orientation inventory was developed by Schien (1985). It was a measure containing 41 items. A 4-point Likert type was used for the subject responses to each of the 41 items. The career orientation inventory provides a pre-tested instrument with demonstrated high internal validity and reliability co-efficient of 0.84.

Career Aspiration Questionnaire instrument was developed by McClland (1961) who assessed personality variables and promotion tendencies. Factor loadings for leadership/achievement aspirations ranged from 0.40 to 0.82 and from 0.71 to 0.87 for educational aspirations.

Innovative Culture Questionnaire was developed by Janseen (2000). It consists of 9 items, each of which followed by a 4-point responses scale ranging from 1 (strongly disagree) to 4 (strongly agree). The questionnaire consisted of 3 components:

idea generation, idea promotion, and idea realization. Sample items included “creating new ideas for difficult issues”, “mobilizing support for innovative idea”, and “introducing innovative ideas into the work environment in a systematic way”. The original reliability co-efficient of the scale is 0.91.

Attitudinal Disposition questionnaire was developed by Galbraith and Haines (1998). It consisted of 5 sections: confidence, motivation, engagement, the computer confidence and interaction. Each section consists of 8-item measured on a Likert scale: Confidence (items 1 – 8), Motivation (items 9 – 16), Engagement (items 17 – 24), Computer confidence (items 25 – 32) and Interaction (items 33 – 40). The scale ranged from

1 (strongly disagree) to 4 (strongly agree). In order to determine the reliability of instrument, the Cronbach alpha method was used. The result obtained was 0.904 (grouped variables) and 0.902 (separated variables). Since the reliability of instrument is more than 0.60, it means the instrument applied provides the features of reliability and consistency.

Method of Data Analysis

The statistical method that was used for analyzing the response to the research questions were regression analysis at 0.05 level of significance.

Results

Hypotheses One: There is no significant influence of career orientation on innovative culture of secondary school teachers in Lagos State.

Table 1: Regression analysis of Career Orientation on Innovative Culture of Secondary school teachers

Regression			Anova			
Model	Source	Sum of	Df	Mean square	F	Sig.
R = .026 ^a	Regression	65.275	1	65.275	.334	.564 ^b
R ² = .001	Residual	97433.627	498	195.650		
Adj. R ² = -.001	Total	97498.902	499			

The result in table 1 revealed that career orientation and innovative culture yielded a co-efficient of regressions (R) of 0.026 and a regression square of 0.001. This shows that 0.1% of the total variance in innovative culture is accounted for by career orientation. The table also indicated that the analysis of variance of the regression data produced an F-ratio of 0.334, not significant at 0.05 level. This means

that career orientation had no significant influence on innovative culture of secondary school teachers in Lagos State.

Hypotheses Two: There is no significant influence of career aspiration on attitudinal disposition of secondary school teachers in Lagos State.

Table 2: Regression analysis of Career Aspiration on Attitudinal disposition of secondary school teachers

Regression			Anova			
Model	Source	Sum of	Df	Mean square	F	Sig.
R = .059 ^a	Regression	134.748	1	134.748	1.765	.185 ^b
R ² = .004	Residual	38009.930	498	76.325		
Adj. R ² = -.002	Total	38144.678	499			

Table 2 revealed that career aspiration and attitudinal disposition yielded a co-efficient of regressions (R) of 0.059 and a regression square of 0.004. This shows that 0.4% of the total variance in attitudinal disposition is accounted for by career orientation. The table also indicated that the analysis of variance of the regression data produced an F-ratio value of 1.765, not significant at 0.05 level of significance. This means that career aspiration had no significant

influence on attitudinal disposition of secondary school teachers in Lagos State.

Hypotheses Three: There is no significant influence of career aspiration on innovative culture of secondary school teachers in Lagos State.

Table 3: Regression analysis of Career aspiration on Innovative Culture of secondary school teachers

Regression			Anova			
Model	Source	Sum of	Df	Mean square	F	Sig.
R = .005 ^a	Regression	2.625	1	2.625	.013	.908 ^b
R ² =.000	Residual	97496.277	498	195.776		
Adj. R ² =-.002	Total	97498.902	499			

Table 3 revealed that career aspiration and innovative culture yielded a co-efficient of regression (R) of 0.005 and a regression square of 0.000. This shows that none of the total variance in innovative culture is accounted for by career aspiration. The table also indicated that the analysis of variance of the regression data produced an F-ratio value of 0.13, not significant at 0.05 level. This

means that career aspiration had no significant influence on innovative culture of secondary school teachers in Lagos State.

Hypotheses Four: There is no significant influence of career orientation on attitudinal disposition of secondary school teachers in Lagos State.

Table 1: Regression analysis of career orientation on attitudinal disposition of secondary school teachers in Lagos State.

Regression			Anova			
Model	Source	Sum of	Df	Mean square	F	Sig.
R = .010 ^a	Regression	3.809	1	3.809	.050	.824 ^b
R ² =.000	Residual	38140.869	498	76.588		
Adj. R ² =-.002	Total	38144.678	499			

Table 4 showed that career orientation and attitudinal disposition yielded a co-efficient of regression (R) of 0.010 and a regression square of 0.000. This shows that there is no variance in attitudinal disposition that is accounted for by career orientation. The table further indicated that the analysis of variance of the regression data produced an F-ratio value of 0.050 not significant at 0.05 level. This means that career

orientation had no significant influence on attitudinal disposition of secondary school teachers in Lagos State.

Hypotheses Five: There is no significant influence of career orientation and career aspiration on innovative culture of secondary school teachers in Lagos State.

Table 5: Summary of Multiple Regression analysis of career orientation and career aspiration on Innovative Culture of secondary school teachers.

Regression			Anova			
Model	Source	Sum of	Df	Mean square	F	Sig.
R = .027 ^a	Regression	70.651	2	35.326	.180	.835 ^b
R ² =.001	Residual	97428.251	497	196.033		
Adj. R ² =-.003	Total	97498.902	499			

Table 5 revealed that career orientation, career aspiration and innovative culture yielded a co-efficient of multiple regressions (R) of 0.027 and a regression square of 0.001. This shows that 0.1% of the total variance in innovative culture is accounted for by the combination of career orientation and career aspiration. The table also indicated that the analysis of variance of the multiple regression data produced an F-ratio value of 0.180, not significant at 0.05 level. This means that career orientation and

career aspiration had no significant influence on innovative culture of secondary school teachers in Lagos State.

Hypotheses Six: There is no significant influence of career orientation and career aspiration on attitudinal disposition of secondary school teachers in Lagos State.

Table 6: Regression analysis of career orientation and career aspiration on attitudinal disposition of secondary school teachers.

Regression			Anova			
Model	Source	Sum of	Df	Mean square	F	Sig.
R = .060 ^a	Regression	135.677	2	67.838	.887	.413 ^b
R ² = .004	Residual	38009.001	497	76.477		
Adj. R ² = -.000	Total	38144.678	499			

Table 6 revealed that career orientation, career aspiration and attitudinal disposition yielded a coefficient of multiple regressions (R) of 0.245 and a regression square of 0.004. This shows that 0.4% of the total variance in attitudinal disposition is accounted for by the combination of career orientation and career aspiration. The table also indicated that the analysis of variance of the multiple regression data produced an F-ratio value of 0.887, not significant at 0.05 level. This means that career orientation and career aspiration had no significant influence on attitudinal disposition of secondary school teachers in Lagos State.

Discussion

The result of the analysis in Table 1 showed that career orientation had no significant influence on innovative culture of secondary school teachers in Lagos State. The result contradicted the findings of Messman, Mulder and Gruber (2010) who revealed a positive correlation between career orientation and innovation. He indicated that innovative organisations generate more slack resources, which can be in turn allocated to cater for the interests of the employees. Their findings further revealed that career orientation leads to an increase in firms innovative output by fostering job security and enhancing the satisfaction of key stakeholders such as employees and customers. But the findings of this work corroborate the findings of Cheng and Tsui (2009) which stated that teachers can be prepared to take up the innovative culture and perform effectively to meet the challenges and expectations from the educational reforms, orientation and practice during teachers education and professional development.

Hypothesis two stated that there is no significant influence of career aspiration on attitudinal disposition of secondary school teachers in Lagos State. The result of the analysis revealed that career aspiration had no significant influence on attitudinal disposition of secondary school teachers in Lagos State. The result is in contrary with the findings of

Coolahan (2002) which revealed that attitude of innovative cultures of teachers is a continuous process which involves career aspiration, teacher preparation, induction at the beginning of teaching and further professional learning.

Hypothesis three stated that there is no significant influence of career aspiration on innovative culture of secondary school teachers in Lagos State. The result of the analysis revealed that there was no significant influence of career aspiration on innovative culture of secondary school teachers in Lagos State. The findings find agreement with the works of Domenico and Jones (2007) who opined that career aspiration is an evolutionary sequence of activities that a person follows, as well as the attitudes, knowledge and skills associated with learning and are developed over a period of time.

Hypothesis four stated that there is no significant influence of career orientation on attitudinal disposition of secondary school teachers in Lagos State. The result of the analysis revealed that career orientation had no significant influence on attitudinal disposition of secondary school teachers in Lagos State. This is opposed by the findings of Gerber, Wittenkind, Grote, and Staffelbach (2009) which stated that people and career orientation are essential to enhance the capacity to understand new ideas, notice novel opportunities and improve problem solving. Also, Tierney and Farmer (2004) opined that creativity is unlikely to be effective unless when there is an orientation and it is carried out in a professionally reflective manner.

Hypothesis five stated that there is no significant influence of career orientation and career aspiration on innovative culture of secondary school teachers in Lagos State. The result revealed that career orientation and career aspiration had no significant influence on innovative culture of secondary school teachers in Lagos State. This is in disagreement of the work of Gorard, Huat and Davies (2012) who affirmed that in order to enhance teachers' innovative

culture, it is important for teachers to have a career orientation, respect, right attitude and dispositions and accommodate discipline differences in approaches to education.

Hypothesis six stated that there is no significant influence of career orientation and career aspiration on attitudinal disposition of secondary school teachers in Lagos State. The findings revealed that career orientation and career aspiration had no significant influence on attitudinal disposition of secondary school teachers in Lagos State. The findings disagree with the study of Algadheed and Bint (2015) who revealed that career orientation-based learning encourages teachers to think positively and creatively about students and themselves.

Conclusion

It can be concluded that career orientation had no significant influence on innovative culture of secondary school teachers in Lagos State. Also, career aspiration had no significant influence on attitudinal disposition. There was no significant influence of career aspiration on innovative culture of the teachers. Also, career orientation had no significant influence on attitudinal disposition of the teachers. Career orientation and career aspiration had no significant influence on innovative culture of the teachers and finally, career orientation and career aspiration had no significant influence on attitudinal disposition of secondary school teachers in Lagos State.

Recommendations

Based on the findings of the study, it was recommended that educational stakeholders should endeavour to encourage career aspirations of teachers towards innovative culture. There is need for Ministry of Education to give more attention to teaching profession which will in turn boost the morale of teachers thereby erasing bad attitude of teachers to the profession. There is need for the government and private individuals to provide more funds for schools in order to make the schools more conducive for teaching and learning. Finally, intensive career orientation programme should be put in place for in-coming teachers as this will enhance their innovative culture.

References

- Ajzen, I. (1988). *Attitudes, Personality and Behaviour*. Milton Keynes: Open University Press.
- Algadheed, N. A, & Bint, N. (2015). Professional/Career Orientation, awareness and their relationship to Locus of Control. *Journal of College Teaching and Learning* 12(1).
- Amabile, T. M. (1997). Motivating Creativity in Organisations: On doing what you love and loving what you do. *California Management Review*, 40, 39–58.
- Calantone, R. J. Cavusgil, S. T. & Zhao, Y. (2002). Learning orientation, firm innovation capability and firm performance. *Industrial Marketing Management*, 31, 515–524.
- Chang, L. C. (2009). Employee empowerment, innovative behaviour and job productivity of public health nurses: a cross-sectional questionnaire survey. *International Journal of Nursing Studies*, 45, 1442–1448.
- Cheng, Y. C. & Tsui, K. T. (2009). Multi-models of teacher effectiveness. Implications for research. *Journal of Educational Research*, 92(3). 141–150.
- Coolahan, J. (2002). *Teacher education and the teaching career in an era of lifelong learning*. Paris: OECH Publishing.
- Domenico, D. M. & Jones, K. H. (2007). Career aspirations of pregnant and parenting adolescents. *Journal of Family and Consumer Science Education*, 25(1), 24–33.
- Farmer, H. S. (1985). Model of career and achievement motivation for women and men. *Journal of Counseling Psychology*, 32: 363 – 390.
- Farr, S. & Ford, M. (2000). *Researching Student Learning in Higher Education: a social realist approach*. London: Routledge (Society for Research into Higher Education (SRHE) series).
- Gerber, M; Wittenkind, H.; Grote, G. & Staffebach, B. (2009). Exploring types of career orientation: a latent class analysis approach. *Journal of Vocational Behaviour* 75(3). 303–318.
- Gorard, S., Huat, B., & Davies, P. (2012). *The impact of attitudes and aspirations on educational attainment and participation*. York: Joseph Towntree Foundation.

- Hellenga, K., Aber, M. S. & Rhodes J. E. (2002). African American Adolescent mothers' vocational aspiration – expectation gap: individual, social and environmental influences. *Psychology of Women quarterly*, 26, 200–212.
- Hurley, R. F. (2005). Innovative Market Orientation and Organisational Learning: an empirical examination. *Journal of Marketing*, 62, 42 – 54.
- Khallad, J. (2000). Education and career aspirations of Palestinian and US youth. *Journal of Social Psychology*, 140, 789–792.
- Lami, R. & Mile, K. (2013). Neoliberalism effects in Albanian higher education. *Journal of International Academic Research for Multidisciplinary*, 11, 487–494.
- Messman, G., Mulder, R. H. & Gruber, H. (2010). Relations between vocational teachers' characteristics of professionalism and their innovative work behaviour. *Empirical Research in Vocational Education and Training*, 2(1), 21–40.
- Marcati, A., Guido, G. & Peluso A. M. (2008). The Role of SME Entrepreneurs: Innovativeness and Personality in the adoption of innovations, *Research Policy*, 37, 1579-1590.
- Oleg, Z.; Eugene, P.; Bogdan, V.; Pawel, K.; Wojciech, B.; Mariam, R. & Zaborniak, S. (2011). The problem of professional awareness and legal culture of cadet rescuers. *Journal of Health Promotion and Recreation*. 3: 17–20.
- Rogers, E. M. (1983). *Diffusion of Innovations*. New York: Free Press.
- Silvia, P. J. (2001). Expressed and measured vocational interest: Distinctions and definitions. *Journal of Vocational Behaviour*, 59, 382-393.
- Tierney, P. & Farmer, S. M. (2004). The Pygmalion process and employee creativity. *Journal of Management*, 20, 413–432.
- Watts, A. G. (1999). *Re-shaping career development for the 21st century*. Derby Centre for Guidance studies, University of Derby.
- Watts, A.G. & Fretwell, D. (2004). *Public policies for career development*. Washington DC, World Bank.