

**PARENTAL INFLUENCE ON CAREER PREFERENCE AMONG  
SECONDARY SCHOOL STUDENTS IN EGOR LOCAL GOVERNMENT  
AREA OF EDO STATE**

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**A RESEARCH PROJECT WRITTEN AND SUBMITTED TO THE  
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## CERTIFICATION

We, the undersigned, hereby certify that this research work was carried out by **Ofure John ITEBIYE** with matriculation number **EDU1904241** of the department of Educational Evaluation and Counselling Psychology (EECP), Faculty of Education, University of Benin, Benin City, Edo State, Nigeria.

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## **DEDICATION**

This research is dedicated to my foster father Mr. Charles Ejeh for his love, prayers, advice and his support financially, morally, and materially throughout my stay in this great institution.

## ACKNOWLEDGEMENTS

The researcher's gratitude goes to God Almighty who has been the source of her strength in this great institution, for His unfailing love, grace and mercy sustained her irrespective of the uncertainties she encountered throughout the duration of this course.

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The researcher wishes to extent her heartfelt appreciation to her foster

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## ABSTRACT

This study investigates the influence of parental support and guidance on the career preferences of secondary school students in the Benin metropolis. The research examines the significance of parental involvement in shaping their children's career aspirations and the differences in parental influence based on gender and age.

The study adopted the descriptive survey research design. The population of the study comprised one thousand, eight hundred and fourth-eight (1,848) senior secondary school students in all the public secondary schools in Egor Local Government Area. The sample for the study consists of 150 respondents selected from three public secondary schools in Egor Local Government Area.

A survey was conducted among students, and the findings revealed that parental influence and support play a crucial role in determining students' career choices. The analysis showed that all aspects of parental influence and support scored higher than the criterion mean of 2.5, indicating strong agreement among the respondents.

The study also uncovered significant differences in parental influence between male and female students, with males experiencing higher levels of parental guidance. However, no significant differences in parental influence were found across various age categories.

This research highlights the pivotal role parents play in shaping their children's career aspirations and provides valuable insights for parents, educators, and policymakers seeking to understand and support the career development of secondary school students in the Benin metropolis. Furthermore, it emphasizes the need for targeted interventions and programs to address the gender differences in parental influence and ensure a more inclusive approach to career guidance and counselling in schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The role of parents in shaping the career preferences of their children cannot be underestimated. Parents are often considered significant influencers in the decision-making process and have the preconception to guide their children's career paths based on their own experiences, expectations, and aspirations. This research aims to investigate the extent of parental influence on career preferences among secondary school students and the potential long-term implications of such influence.

Choosing a career is one of the developmental task which adolescents must make at some point in their lives. Choosing a career is definitely a major milestone for adolescents. It's the time when they start to discover their passions, interests and abilities, and begin to think about what they want to become in the future. Adolescents face the challenge of making decisions which will shape their educational and professional paths. They might experience stress and feel pressure from parents, peers, and society's demand which can make the process even more difficult for them. It is important for adolescents to have guidance and support

during this time to help them steer through the various career options and make informed choices which align with their skills, values, and aspirations. It can either open up opportunities or limit them. Research shows that various factors like family, school, community, and economic factors influence career decisions (Ferry, 2006). Surprisingly, parents have a significant influence on their children's career choices. Some parents may not realize this, but studies have shown that parents have more influence than teachers (Kniveton, 2004). Even the career major their children choose in college can be influenced by parents. It is interesting how parents often underestimate their impact while children see them as the biggest influence. Parents can shape their children's career choices not only through direct advice but also by being role models. Kids as young as five start identifying with their parent's occupations. So, parental influence is a crucial factor to consider when it comes to career decisions.

A career is not just a job, but a lifelong pursuit and the work which individuals engage throughout their lives. It is so important because it is about finding their passion and success in their chosen profession. Stebleton (2017) mentioned that a career is the total experience that helps them learn and prepare for work as part of their way of living. It is a unique journey for each person,

influenced by factors like self-concept, interests, skills, knowledge, personality, ethnicity, age, and gender. Choosing a career can be really tough because their whole life depends on it.

Sometimes, parents may not be aware of how much their own beliefs and values can shape their child's career decisions. Kids often adopt their parent's views and preferences, which can influence their choices. This means that parents have a powerful impact on their children's career paths, even if they don't realize it. (Biddle, Bank, and Marlin, as cited in Simpson, 2003). Research shows that the way parents interact with their children, their involvement in schoolwork, and their expectations based on gender can greatly impact their children's career aspirations( Simpson, 2003). This means that parental norms and values have a strong influence on the career paths that children choose. It is fascinating how these different factors can shape a child's future (Simpson, 2003; Jacobs, Chhin & Bleeker, 2006; Hesse-Biber & Carter, 2000).

According to Simpson's research in 2003, parent's interest in their children's schoolwork and their aspirations for educational achievement tend to have the greatest impact. This means that when parents show a genuine interest in their children's academic pursuits and set high expectations for their educational

success, it can significantly influence their career choices. It is amazing how parental involvement can shape a child's path towards a successful future. Adults sometimes don't fully realize just how intuitive children can be. Children are always observing and absorbing everything around them, including their parent's behaviors, comments, and attitudes. These experiences can actually have a big influence on their career preferences (Poulter, 2006). It is important to note that these interactions, even if parents don't consider them influential at a young age, can notably impact their children's future career.

In addition to explore how parent's norms and values play a significant role in shaping their children's beliefs and career choices (as cited in Otto, 2000). Research has shown that young people often share their parent's values on major life issues, with studies indicating that around ninety-three percent of secondary school students hold similar values to their parents (Otto, 2000). This challenges the common misconception that children rebel against their parent's values. Instead, it seems that children are quick to adopt their parent's norms and values, sometimes without exploring their own. This could be attributed to their natural desire to connect with their parents and seek acceptance by aligning with their values and pursuing similar career aspirations (Poulter, 2006). However, it is

crucial to recognize the potential danger in these assumptions. Children may aspire to careers that align with their parent's norms and values without developing their own sense of self. Jacobsen highlights the importance of values alignment, stating that if their family's values mesh with their own, they can provide strength and guidance throughout their career. However, if there is a disconnect, they might end up building a career that pleases their parents but leaves them feeling unfulfilled. Hence, it is important for parents to understand the various ways they can influence their children's career choices.

### **Statement of the Problem**

This research focuses on how parental influences can impact the career preference of secondary school students in Egor Local Government Area of Edo State. Parents often want what they believe is best for their children, which can have both positive and negative effects. If a child can align their own aspirations with their parent's desires, it can be a positive experience. However, if a child has different plans in mind, it can lead to a lack of focus and potential negative outcomes like waywardness, secret cult involvement, or even involvement in criminal activities. It is important to find a balance between parental guidance and personal aspirations.

It is so true that sometimes children struggle to cope with their parent's constant pressure to follow a certain career path. The world is changing so fast, and everyone, including teachers and parents, is trying to prepare students for the demands of this new century. Mejer Bloomfield wrote about this back in 2007, and his words still hold relevance today. Career development and vocational guidance have become increasingly important, helping individuals align their abilities, interests, and goals with the roles and opportunities offered by the community and companies. It's interesting to examine the factors that influence career choices among secondary school students. In the past, it was assumed that as individuals entered late adolescence, they would become more independent and make career decisions based on their own interests and goals. However, it is not always that simple, as others can still have an influence on their decisions.

It is a fact that even when young adults move away from home, their family can still have a strong influence on two major life events, marriage and career. Family dynamics and values can play a significant role in shaping an individual's choices and decisions in these areas. When it comes to marriage, cultural and familial expectations, as well as parental guidance, can heavily impact the choices one makes regarding their partner and the timing of marriage.

Similarly, when it comes to career decisions, parent's opinions, beliefs, and experiences can greatly influence the path their children choose to pursue. It is important to recognize and navigate these influences while also considering one's own aspirations and goals.

### **Purpose of the Study**

The main goal of this study is to understand how parental influence affect students career preference in Egor Local Government Area of Edo State. By examining the extent of parental influence, the study aims to provide insights into how parent's advice and support shape their children's career decisions. The findings will help researchers make recommendations to parents on how to effectively guide their children in choosing a career path and whether that influence is always beneficial or not. Additionally, the study can contribute to the development of policies and programs that support students in making informed career choices. Ultimately, the purpose is to enhance student's career readiness and increase their chances of pursuing fulfilling and successful careers.

## **Research Questions**

The study aims to answer several research questions.

## **Research Questions**

The following research questions were raised to guide the study:

1. To what extent do parents influence the career preference of their secondary school children in Benin metropolis?
2. To what extent does parental support and encouragement shape the career preference of their secondary school children in Benin metropolis?
3. What is the difference in the level of parent's influence on the career preference of male and female secondary school students?
4. What is the difference in the level of parent's influence on the career preference secondary school students by age categories?

## **Research Hypotheses**

Research questions three and four were hypothesized as hypotheses one and two respectively:

**H<sub>01</sub>:** There is no significant difference in the level of parents influence on the career preference of male and female secondary school students

**H<sub>02</sub>:** There is no significant difference in the level of parents influence on the

career preference secondary school students by age categories

### **Significance of Study**

This research work has a significant purpose, to explore how parental guidance and support influence the career choices of students. By examining this connection, the research aims to provide valuable insights and recommendations to parents, educators, and policymakers. It will help parents gain a better understanding of their role in shaping their children's career decisions and offer guidance on how to provide effective support. Additionally, the findings can inform educational institutions in developing comprehensive career guidance programs that cater to the needs and aspirations of students. Ultimately, this research can contribute to the overall well-being and success of secondary school students as they navigate their future career paths.

### **Scope of Study**

The scope of the study is focused on examining the impact of parental influence on career preferences among students in the Egor Local Government Area of Edo State.

These questionnaires will help assess the level of parental involvement in their children's education and career choices.

Furthermore, for the survey to be properly conducted, questionnaire will be employed. Students questionnaires, teachers questionnaires and parents questionnaires will be given to men and women in the community to know their degree of involvement in their children's education and choice of career. The scope of the study includes, A review of the existing literature on parental influence and career preferences, including theoretical and empirical research. A survey of secondary school students to explore their career preferences, including the influence of parental influence and other factors. An analysis of the survey data to identify patterns and relationships between parental influence and career preferences.

### **Definition of Terms**

For the purpose of this study, the following terms have been operationally defined:

**Career** : A chosen pursuit or course of business activity or enterprise, especially one's professional life or employment that offers advancement and honour.

**Parent**: A parent is someone who is responsible for caring for and raising a child.

**Influence**: The power of acts by which parents or a person has to control the desire of another.

**Preference**: Preference refers to a personal liking or choice for one thing over

another. It's when you have a specific inclination or favoritism towards something or someone. It's like having a favorite color, food, or activity that you enjoy more than others. It's all about what you personally prefer or find more interesting

**Factors:** One of several things that cause or influence something or somebody to include as a particular fact or situation when you are thinking about or planning something.

**Effective:** It produces the desired result or achieves the intended purpose. It is successful in achieving its goal or having the desired impact.

**Counselling:** This is the process where a troubled or a confused person is helped by a professional to solve his problem and to make better adjustment to his society.

**Guidance:** This is the process of helping the student to understand himself and his environment in order to develop self-defectiveness.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter a comprehensive review of the existing literature relevant to the current study will be carried out. The purpose is to examine previous research and scholarly works on similar studies, theories, and concepts related to the research area. The review will be presented under the following sub headings:

- Theoretical Framework
- Concept of Career Preference
- Overview of Parental Influence on Career Choice
- Concept of Parental Influence
- Influence of Parent's Occupational Status on Children's Career Preference
- Need for Career Choice
- Factors Influencing Career Preference
- Concept of Parents Influence on Career Preference
- Positive Influence of Parents on Career Preference
- Summary of Literature Review

## **Theoretical Framework of the Study**

### **Social Cognitive Career Theory (SCCT)**

The social cognitive career theory was developed by Albert Bandura, a Canadian American psychologist in 1986. Bandura explains how people establish their job interests, make career decisions, and assess their level of performance. The Social Cognitive Career Theory (SCCT) was created to explain how people establish goals for their careers, stick with jobs they enjoy, and acquire career interests. According to Bandura's theory, people's perceptions of their own self-efficacy a measure of their confidence in their capacity to carry out tasks act as a mediator between their knowledge and behavior, and their views about their own abilities influence the decisions they make about what to do. Self-efficacy is derived from verbal persuasion, physiological states and arousal, past performance successes, and witnessing others. Additionally, according to Bandura's theory, self-efficacy is not the same as outcome expectancies, or the beliefs one has about how their actions will turn out. According to Bandura (1986), there is a difference between self-efficacy and outcome expectancies judgments. This is because people can believe that taking a certain course of action will result in a certain outcome, but they don't act on that belief because they doubt their ability to carry out the

required activities. Self-efficacy and outcome expectancies are constructs that represent an individual's perceptions of reality, which may or may not be grounded in fact. It is significant to remember that while making decisions, people's perceptions of reality are thought to influence behavior more than actual, objective fact.

According to Social Cognitive Career Theory (SCCT), parents influence the cognitive characteristics, which in turn influence occupational preferences. Parents can affect their children's self-efficacy, for instance, by modeling successful job practices or offering encouragement and support. This in turn may have an impact on the child's inclinations for a career.

In a similar vein, parents can shape their children's expectations for their future by educating them about the potential consequences of various career paths. With this knowledge, the youngster can build reasonable expectations regarding the possible consequences of various career pathways. Lastly, by giving their children direction and guidance, parents can affect their aspirations. This might assist the young person in creating clear, attainable goals.

## **Family Influence and Socioeconomic Status**

The impact of a child's socioeconomic status (SES) on their career preferences is covered in this section. Socio economic status (SES) is a metric that takes into account a family's occupation, income, and level of education to determine their economic and social standing. Research has indicated that children from homes with higher socioeconomic status (SES) tend to have more employment options and better access to professional information than children from families with lower SES. At every educational level, a student's academic achievement is influenced by their family's educational background and socioeconomic standing. Students who grew up in households where both parents had college degrees typically excelled. According to statistics, children from highly educated families are statistically more likely to attend tertiary education (Oloo, 2003).

Ahawo (2009), who noted that family influence played a significant role in a student's academic life in modern culture, lends additional evidence to this. Otula (2007) provided more evidence by suggesting that collaboration between parents, instructors, and students is necessary for optimal learning. Additionally, he noted that the quantity of emotional and material support that families provide influences

how motivated students are to pursue an education. Families socioeconomic situation has an impact on academic performance in various ways. According to Omoraka (2001), all children have certain physical and sociocultural demands that, when satisfied, have a favorable impact on their academic achievement. A comfortable environment for reading, delicious food, a playground, the availability of books and other materials, and enrollment in the best schools possible are a few examples of these demands. All of these support pupils in encouraging successful learning and academic success in the classroom. In order to facilitate wealth development and raise living standards, quality education is essential for supplying the appropriate human resources to the social and economic production sectors (Abdullah, 2011).

Career preferences can also be influenced by a wide range of other characteristics, including cultural background, values, hobbies, and personality. But it is crucial to take these two things into account, gender and Socio economic status.

## **The Concept of Career Preference**

The process of selecting or favoring a specific vocation is referred to as career preference. It is a multifaceted process impacted by many different elements. These include things like gender, Socio economic status (SES), resources available, personality, interests, and significant life events. A person's life can be greatly impacted by their profession preference, which makes it a crucial concept. A person's income, overall happiness and contentment, and quality of life can all be impacted by the vocation they chose.

## **Overview of Parental Influence on Career Choice**

Researchers have looked at how parent-child dynamics and interactions such as entanglement and attachment affect their children's career development. Among the academics who have studied this topic are Bratcher (2000), Roe (2001), and Zingaro (2004). More research is required to completely understand how much a family influences their children's professional choices. More specifically, more empirical research and analysis are needed to fully understand the importance of these factors. Unfortunately, less than two hundred empirical investigations have been carried out since Roe initially proposed more than 50 years ago that a person's family influences their career choice (Wiston and Keller,

2004). According to Keller & Whiston (2008), the absence of compelling evidence has caused career counsellors and vocational psychologists to operate under the premise that individuals are capable of making decisions that are reflective of their own aspirations. zeal and aptitude in the workplace. Free from the constraints of racism, classism, sexism, cultural roles, and family concerns. Blustein (2004) Since 2000, family therapists and career counselors have uncovered additional data regarding the crucial role parents play in their children's later life professional development. According to Kinnier Brigman & Wobel (2006) and Andres (2007), despite the fact that adolescents actively started to show signs of independence from their parents during their high school years, these young adults remain highly reliant on their parents for their professional development.

### **Concept of Parental Influence**

Parental influence is the idea that parents have the power to mold and sway their children's preferences for careers. This can be accomplished in a number of ways, including by offering advice, information, and assistance. Parents, for instance, can give information on various careers and the schooling and training needed for them. They can also offer direction by sharing their knowledge and counsel. Lastly, they might provide assistance by being sympathetic and upbeat. A

child's inclinations for a vocation can be greatly influenced by each of these elements.

### **Influence of Parent's Occupational Status on Children Career Preference**

The impact of a parent's occupation on a child's career preferences is covered in this section. Children who see their parents in high status jobs, for instance, could be more inclined to pursue careers in those fields. This section includes the fact that children of higher-status workers typically have higher goals for their careers than do offspring of lower-status workers. This could be caused by a number of things, including the child's exposure to their parent's place of employment, the parent's values and views, and the family's financial situation.

### **The Need for Career Choice**

The most difficult difficulty in the world is that we have to choose how we want to live and how we want to be a man.

Oladele (2001) noted that secondary school pupils must make an informed judgment about their job choice.

Their career should allow them to chose a life, not just a means of subsistence.

- A person's chosen career will influence his lifestyle on a worldwide scale.
- Encourage pupils to be satisfied in their careers.
- To close the gap between personal differences.

The possibility that irrational, irritated, and unrealistic people do not govern our society.

Career decisions are decided when the student is still isolated from the working world, according to Caplow (2000). They are created with school requirements in mind, which may demand entirely different skills and preferences than those connected to future employment.

According to Krumboltz (2001), there are three stages in the decision-making process for a career: dreams, tentative choices, and realistic choices. These can be distinguished by the manner in which the person converts his impulses and wants into a profession. These can be distinguished based on how each person translates his or her impulses and wants into the profession of their choice. Baker (2009) provided the framework for the technique of matching personal qualities to job attributes, a procedure that is still in progress today. Niles (2001) While each occupation has its own distinct qualities linked to tasks, skill required, and rewards, a person's work served as the basis for his or her particular

interests, abilities, and values. being the most traditional and extensively applied career development theory.

Based on those results, the counsellor then assist the client in finding occupation where his/her reported skill and interest have the strongest match, thereby placing the client into an area where they have the greater likelihood for success for example, if a clients assessment demonstrates his or her highest interest and abilities with people, he or she is primarily working with data/materials or one that has limited interaction with other workers, or clients John Holland's subsequent work in (2006-2007) was based on shared psychological features, such as skill and personality, from his testing, Holland eventually came to the conclusion that every person or occupation can be broken down into six categories known as RIASEC code (realistic- skilled trader/technical/occupation, investigative scientific occupation, artistic/literacy/musical occupation social educational/religious occupation. Enterprising persuasive occupation and conventional clerical business occupation. Figler and Bolies (2007), Holland and Lutz (2000) assessments based on trait and factor theory where a person thought and behaviour were assumed to start fairly constant over their lifetime, continued to strengthen as more and more test were

created to match a person's personality and skill to a specific job.

### **Factor Influencing Career Preference**

**Interest:** Eduwen (2000) One of the most important things that influences a person's profession decision is their opiated interest. A person may be interested in a position that requires them to contact with others frequently and show that they like doing so by being witty, kind, understanding and helpful.

**Attitude:** Alport (2003) Think of attitude as a neutral or mental state of readiness that has been organized by experience and that has a direct and dynamic impact on how a person reacts to everything and everyone with which it comes into contact. Individuals must recognize and develop their unique qualities since different people have various perspectives.

**Parent financial status/Environmental influence:** According to Herbart (2006), a child is obligated to follow his parent's instructions if they are raised in a healthy home with harmonious parents who are kind and supportive to their children. Environments are important for a child's development of abilities to levels that are close to capacity levels. As a result, their parent's occupation has an impact on their career goals.

**Level of Educational Attainment:** An individual's employment choice is

significantly influenced by their level of educational attainment. People have varying options to advance to different educational levels. Some people might only have a high school diploma, while others might have their first degree. According to Sadler (2000), the more one reads, the more publications he comes across that provide information about the jobs people do. Time is set aside for students to acquire, sort, assimilate, and disperse this information. Space is required to accommodate career literature, and those who make use of it help students select subjects that will help them pursue careers they want to pursue in the future.

**Parental influence:** Parents have a significant influence on their children's professional decisions. Olayinka (2005) emphasizes that parents might censoriously put up standards that their children should aspire to, which encouraged them to be goal oriented. According to Roe (2004), parent's actions toward their specific child and the state of the home environment have an impact on student's career choices.

**Value:** According to Eduwen (2000), a person's value for a particular vocation is a result of a variety of factors, including his upbringing, education, and surroundings. According to Williams (2003), "one's work must provide an outlet appropriate for

one's emotional life is live in one's job rather than elsewhere as is commonly supposed."

**Influence of the school:** Edwuen (2007) asserts that a person's future employment choice is influenced by the type of school they attended. The impact of education can be seen in the curricula offered and the following profession selected. Oladele (2001) emphasizes the need for assistance in the classroom given the growing number of pupils enrolling in post primary institutions, which will provide secondary school access to a significant portion of primary school dropouts.

### **Why Parents Influence Career Preference**

Henry (2011) notes that one cannot pick what one does not know, and that most people are unaware of a large number of vocations. While it is possible to find a suitable career by chance, making a sensible career decision requires having precise knowledge of the professions that are available. When choosing a career, it is crucial and somewhat important to be aware of one's own attitude, abilities, needs, limitations, interests, values, fears, likes, and dislikes.

Margaret (2005) Parents are observed bringing their children to school upon first admittance, but they only return when the children are approximately thirteen years old. Nevertheless, these parents have the courage to choose their children's

future courses and subjects. When it comes time to choose activities and a career, one's choice of occupation can determine whether they are employed or not. While employment in some professions is erratic, it is more stable and secure in others. By selecting a career path that is known to have a relatively stable employment rate, one can increase their chances of finding employment.

According to Olayinka's (2005) findings, the majority of young people in his study make career decisions unrelated to their areas of interest or ability to handle the demands of their jobs. Adeyinka (2000), however, found that the variable "school type" had the greatest impact on young people's vocational views and misconceptions about the working world, as well as the wants, tenacity, and aspirations that shape them (Daws 2004).

Personal experience of the student's e.g educational, social, psychological and cultural. Students perception of familiar and societal pressure, pressure and or assistance from other people

### **Positive Influence of Parents on Career Preference**

Some parents choose to encourage their children's decisions rather than forcing them to make one. While some others rely on the school yet offer advise as needed, this seems like the best course of action. Oladele (2000) emphasizes that

parents should intentionally establish high goals for their kids education and inspire them with an achievement based mindset.

### **Summary of Reviewed Literature**

This chapter provides a review of literature on various aspects related to parental influence on career preference among secondary school students. The subheadings include theoretical framework, conceptual framework of the study, concept of career preference, overview of parental influence on career preference, concept of parental influence, Influence of parent's occupational status on children's career preference, the need for career choice, factors influencing career preference, why parents influence career preference, positive influence of parents on career preference, summary of reviewed literature.

The theoretical framework is based on the Socio Cognitive Career Theory (SCCT) To summarize, the social cognitive career theory posits that a blend of personal and environmental influences influence an individual's choice of career. Self-efficacy, parental influence, gender stereotypes, socioeconomic status, and educational attainment are a few examples of these variables. The idea also highlights the significance of human agency, or the conviction that people are in charge of their own lives and may choose their own careers. People can make

significant and well-informed career selections by having a thorough awareness of these issues.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

In this chapter the researcher presents a description of procedures to be used in carrying out this study. It includes the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Method of Data Analysis

#### **Design of the Study**

The design of this study is the descriptive survey research approach. The survey research design employs questionnaires or inventories means for collecting data in order to learn how respondents perceive certain situations.

## Population of the Study

The population of this study comprised 1,848 senior secondary school students in SS2 from selected schools in Egor Local Government Area of Edo State. The distribution of students across the schools is as follows:

<b>SCHOOLS</b>	<b>SS2 STUDENT POPULATION</b>
Asoro Grammar School II	321
Edo Boys High School	129
Egor Secondary School	321
Evbareke Secondary School	154
Evbuotubu Secondary School	134
Eweka Grammar School	46
Iyoba Girls Secondary School	159
Ohonre Grammar School	75
Okhokhugbo Grammar School	95
Use Secondary School	176
Uselu Secondary School	138
Uwelu Secondary School	100

## Sample and Sampling Techniques

The sample for the study consists of 150 respondents chosen at random from each of the three secondary schools in the Egor Local Government Area of Edo State using a stratified random sampling technique. A sample of fifty students was chosen from each of these three schools, for a total of 150 responses.

The schools are:

S/N	SCHOOLS	MALE	FEMALE	NUMBERS OF RESPONDENT
1	Uselu Secondary School	25	25	50
2	Iyoba Girls Secondary School		50	50
3	Edo Boys High School	50		50
		75	75	150

### **Research Instrument**

Data for the study was collected through the use of a questionnaire called survey questionnaire. This survey questionnaire was designed to gather information on parental influence on career preference among secondary school students in Egor Local Government Area of Edo State. This survey questionnaire is constructed on a 4 point scale of Strongly agree(SA), Agree(A), Disagree (D), and Strongly disagree (SD). Section A is on the demographic data of the respondents such as age, sex, etc, while section B contains items which elicit information of parenting styles.

### **Validity of the instrument**

To ensure validity of the instrument, the questionnaire was presented to the project supervisor and two other experts in the department of Educational Evaluation and Counselling Psychology for criticism, suggestion, correction and modification in relation to the topic of the study. Comments and corrections were

taken into consideration in arriving at the final draft of the instrument.

### **Reliability of the instrument**

To ensure reliability of the instrument, the split-half method was used. Twenty copies of the instrument were administered and analyzed using split-half reliability. The correlation between the two halves of the questionnaire will be calculated, with a Cronbach alpha reliability value expected to indicate good reliability.

### **Administration of Instrument**

The questionnaire was administered to the participants in person by the researcher and a trained research assistant. The use of a research assistant ensured efficient and accurate distribution and collection of the questionnaire. The researcher and research assistant were present at each school where the questionnaire was administered to assist with any questions or concerns the participants may have had. The participants were given a thorough explanation of the purpose of the study and were encouraged to respond to each question based on their personal experiences and beliefs.

## **Method of Data Analysis**

In analyzing the data, the researcher will make use of descriptive and inferential statistics, including frequencies, percentages, chi-square tests, t-tests, and other appropriate tests to describe and analyze the relationship between parental influence and career preferences among secondary school students. The data will be analyzed using Statistical Package for the Social Sciences (SPSS) software.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, data collected is analysed and presented in tabular form and discussed, the analysis and discussion is presented in the order of the research questions in chapter one.

#### Presentation of Results

##### Research Questions:

1. To what extent do parents influence the career preference of their secondary school children in Benin metropolis?

**Table 1: Description in Mean and Standard Deviation the Level parents influence on the career preference of their secondary school students in Benin metropolis**

S/N	Items	Mean	Std. Dev.	Remarks
1	My parents have been Influential in shaping my career aspirations	2.89	0.91	High
2	My parents have encouraged me to pursue a specific career path	2.97	0.78	High
3	I feel that my parents have a good understanding of my interests and strengths	2.98	0.89	High
4	My parents have given me useful advice about my future career	2.88	0.92	High
5	I feel that my parent's opinions about my future career choices are more important than my own	2.64	1.01	High
6	I have discussed my future career plans with my parents	2.82	0.92	High
7	My parents have encouraged my to pursue a career path that aligns with their own values and beliefs	2.89	0.90	High
8	My parent's expectations for my future career are realistic and achievable	2.75	0.98	High
9	I feel comfortable discussing my future career plans with my parents	2.83	1.01	High

10	My parents have encouraged me to pursue a career that will provide financial stability	3.15	0.85	High
11	I feel that my parent's opinions about my career choices are influenced by their own experiences and biases	3.05	0.95	High
12	I feel that my parent's opinions about my career choices are more important than the opinions of my friends or other family members	2.98	0.93	High
13	I am comfortable with my parents playing a role in shaping my career choices	3.01	0.97	High
<b>Cluster Mean</b>		<b>2.91</b>	<b>0.92</b>	<b>High</b>

N = 150, Criterion Mean = 2.5

Table 1 contains the descriptive data of parents influence on the career preference of their secondary school students in Benin metropolis. From analysis it was observed that, on the average the respondents agreed (item means are greater than criterion mean 2.5) to all the items. The items means ranged from 2.64 – 3.15. The cluster mean is equally greater (2.91) than 2.50. Therefore, the extent of parents influence on the career preference of their secondary school students in Benin metropolis is high.

2. To what extent does parental support and encouragement shape the career preference of their secondary school students in Benin metropolis?

**Table2: Description in Mean and Standard Deviation of Parental Support and Encouragement Influence on the Career Preference of Secondary School children in Benin Metropolis**

S/N	Items	Mean	Std. Dev.	Remarks
1	My parents have provided me with the resources I need to explore different career options	2.86	0.99	<b>High</b>
2	My parents have supportive of my decisions about my future career	2.82	0.87	<b>High</b>
3	My parents have provided me with advice about what colleges or universities to attend based on my career interests	2.77	0.97	<b>High</b>
4	I am confident that my parents will be supportive of whatever career path I choose	2.91	0.96	<b>High</b>
5	My parents have been willing to support my career goals financially	2.85	0.94	<b>High</b>
6	I feel that my parents are open to discussing alternative career paths with me	2.74	0.94	<b>High</b>
7	My parents have provided me with advice about how to prepare for my future career	2.88	0.95	<b>High</b>
<b>Cluster Mean</b>		<b>2.83</b>	<b>0.95</b>	<b>High</b>

Criterion Mean = 2.5

Table 2 contains the descriptive data of Parental Support and Encouragement Influence on the Career Preference of Secondary School Students in Benin Metropolis. From analysis it was observed that, on the average the respondents agreed (item means are greater than criterion mean 2.5) to all the

items. The items means ranged from 2.74 – 2.91. The cluster mean is equally greater (2.83) than 2.50. Therefore, the extent of Parental Support and Encouragement Influence on the Career Preference of Secondary School Students in Benin Metropolis is high.

**Hypotheses Testing:**

1. What is the difference in the level of parents influence on the career preference of male and female secondary school students?

**Table 3: Independent Sample t-test of Difference in the Level of Parents Influence on the Career Preference of Male and Female Secondary School Students**

Sex	N	Mean	Std. Dev.	df	t-value	p-value ( Sig. 2-tailed)
Male	66	<b>40.01</b>	6.01	148	<b>2.827</b>	<b>.005</b>
Female	84	<b>36.14</b>	9.77			

$\alpha = .05,$              $p < .05$         Significant

Table 3 shows difference in the level of parents influence on the career preference of male and female secondary school students in Benin metropolis. From the table, the number of respondents N (Male = 66; Female = 84) while Mean values and (standard deviations) are 40.01 (6.01) and 36.14 (9.77) for male and female students respectively. The t-value of 2.827 is significant, because, the *p-value* (.005) is less than *alpha level*. Therefore, the null hypothesis

is rejected. This implies that there is a significant difference in level of parents influence on the career preference of male and female secondary school students in Benin metropolis. The influence is stronger for the male students; they have a mean score greater than that of their female counterparts.

2. What is the difference in the level of parents influence on the career preference secondary school students by age categories?

**Table 4: Independent Sample t-test of Difference in the Level of Parents Influence on the Career Preference Secondary School Students by Age Categories**

Age	N	Mean	Std. Dev.	df	t-value	p-value (Sig. 2-tailed)
Below 15 years	20	<b>40.40</b>	5.49	148	<b>1.445</b>	<b>.151</b>
15 years and above	130	<b>37.45</b>	8.85			

$\alpha = .05$ ,  $p > .05$  Not Significant

Table 4 shows difference in the level of parents influence on the career preference secondary school students by age categories. From the table, the number of respondents N (below 15 years = 20; 15 years and above = 130) while Mean values and (standard deviations) are 40.40 (5.49) and 37.45 (8.85) respectively. The t-value of 1.445 is not significant, because, the *p-value* (.151) is greater than *alpha level*. Therefore, the null hypothesis is retained. This implies

that irrespective of the age category of the students the level of parents influence on their career preference of is statistically the same.

### **Discussion of Findings**

From the table analysis and discussion, the following were revealed:

In table one which sought to find the extent of parental influence in the career preference of secondary school students in Egor Local Government Area of Edo State, it was revealed that the extent of parental influence in the career preference of their secondary school students in Benin metropolis is high.

In table two it was revealed that the extent of parental support and encouragement influence on the career preference of secondary school students in Benin metropolis is high.

In table three it was seen that there is a significant difference in the level of parental influence on the career preference of male and female secondary school students in Benin metropolis. The influence is stronger for the male students, they have a mean score greater than that of the female counterparts.

In table four, it was revealed that irrespective of the age category of the students, the level of parental influence on their career preference of secondary school students in Benin metropolis is statistically the same.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter covers the summary of the following findings from the investigations, conclusions and recommendations from researcher

#### **Summary**

The study aimed to investigate the extent of parental influence on the career preferences of secondary school children in Benin metropolis, as well as the role of parental support and encouragement in shaping these preferences. Four research questions were raised to guide the study and the four research questions were hypothesized. The sample for the study consists of 150 respondents selected from three public secondary schools in Egor Local Government Area of Edo State. Through a detailed analysis of data collected from respondents, significant insights were gained into the influence of parents on the career aspirations of students.

The findings revealed a high level of parental influence and support in guiding their children's career choices, with mean scores consistently exceeding the criterion mean of 2.5. Both mothers and fathers played crucial roles in shaping their children's career aspirations by providing advice, resources, and financial support. Furthermore, gender differences were observed, with male students

exhibiting a stronger influence from parents compared to female students. However, no significant differences were found in parental influence across different age categories of students. The analysis of data produces the following findings:

1. **Parental Influence on Career Preferences:** The analysis shows that parents have a significant influence on shaping their children's career aspirations. All items related to parental influence received mean scores higher than the criterion mean of 2.5, indicating a high level of agreement from respondents. The cluster mean of 2.91 further supports this, suggesting that parents play a crucial role in guiding their children's career choices.
2. **Parental Support and Encouragement:** Similarly, parental support and encouragement are found to have a significant impact on student's career preferences. Again, all items related to parental support received mean scores higher than the criterion mean, indicating strong agreement from respondents. The cluster mean of 2.83 further confirms the high level of parental support in shaping career preferences.
3. **Gender Differences:** The analysis reveals a significant difference in the level of

parental influence on career preferences between male and female students. Male students exhibit a higher mean score, indicating a stronger influence from parents compared to female students.

4. Age Categories: However, no significant differences are found in parental influence across different age categories of students. Regardless of age, the level of parental influence on career preferences remains statistically the same.

## **Conclusion**

From the discussion and analysis, the following were concluded:

In conclusion, this study underscores the significant role parents play in shaping the career preferences of secondary school children in Benin metropolis. The findings highlight the importance of parental involvement, support, and encouragement in guiding students towards fulfilling and meaningful career paths, as evidenced by mean scores consistently surpassing the criterion mean of 2.5. By understanding the factors that influence career choices, policymakers, educators, and parents can collaborate to provide effective career guidance and support systems for students. Through targeted interventions and programs, the potential barriers to equal opportunities can be addressed, ultimately contributing to the holistic development and success of secondary school students in Benin

metropolis.

### **Recommendations:**

Based on the research findings, several recommendations can be made:

1. **Parental Education Programme:** Develop educational Programme aimed at enhancing parental awareness of the importance of career guidance and support for their children. These programs should focus on equipping parents with the necessary skills and knowledge to effectively guide their children's career choices.
2. **Career Counselling Services:** Strengthen career counselling services in secondary schools to provide students with comprehensive guidance and support in making informed career decisions. Collaboration between schools and parents can further enhance the effectiveness of these services.
3. **Gender-Sensitive Interventions:** Design interventions that address gender disparities in parental influence on career preferences. Strategies should be implemented to ensure equal support and encouragement for both male and female students in pursuing their chosen career paths.
4. **Longitudinal Studies:** Conduct longitudinal studies to examine the long-term impact of parental influence on student's career trajectories. Tracking students

over time can provide valuable insights into the stability and evolution of career preferences influenced by parents.

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**APPENDIX I**  
**DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING**  
**PSYCHOLOGY**  
**FACULTY OF EDUCATION, UNIVERSITY OF BENIN,**  
**BENIN CITY EDO STATE**

**Dear Respondent,**

The purpose of the questionnaire is to determine parental influence on career preference among secondary school in Egor Local Government Area of Edo State.

**SECTION A**

**Instruction:** Kindly supply answers to all the questions below and tick as appropriate.

**PERSONAL DATA**

**Age of Respondent:** 13- 15 years ( ) 16 - 18 years ( )

**Sex:** Male ( ) Female ( )

**Class:** SS2 ( )

**SECTION B**

**INSTRUCTION:** Please kindly indicate your response with the following statements.

**Key: Strongly Agree (SA=4), Agree (A=3), Disagree (D=3), Strongly Disagree (SD=1).**

S/N	ITEMS	SA	A	D	SD
1.	My parents have been Influential in shaping my career aspirations				
2.	My parents have encouraged me to pursue a specific career path				
3.	I feel that my parents have a good understanding of my				

	interests and strengths				
4.	My parents have given me useful advice about my future career				
5.	My parents have provided me with the resources I need to explore different career options				
6.	My parents have supportive of my decisions about my future career				
7.	I feel that my parent's opinions about my future career choices are more important than my own				
8.	I have discussed my future career plans with my parents				
9.	My parents have encouraged my to pursue a career path that aligns with their own values and beliefs				
10.	My parent's expectations for my future career are realistic and achievable				
11.	My parents have provided me with advice about what colleges or universities to attend based on my career interests				
12.	I feel comfortable discussing my future career plans with my parents				
13.	My parents have encouraged me to pursue a career that will provide financial stability				
14.	I feel that my parent's opinions about my career choices are influenced by their own experiences and biases				
15.	I am confident that my parents will be supportive of whatever career path I choose				
16.	My parents have been willing to support my career goals financially				
17.	I feel that my parents are open to discussing alternative career paths with me				
18.	I feel that my parent's opinions about my career choices are more important then the opinions of my friends or other family members				
19.	My parents have provided me with advice about how to prepare for my future career				
20.	I am comfortable with my parents playing a role in shaping my career choices				