

**PARENTAL FACTORS AND CAREER ASPIRATION OF INTERNALLY  
DISPLACED ADOLESCENTS IN ABUJA MUNICIPAL AREA COUNCIL,  
FEDERAL CAPITAL TERRITORY.**

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**DECEMBER 2025**

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**BY**

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## CERTIFICATION

We, the undersigned, certify that this thesis research work was carried out by Gatuwa Dawa GATUWA, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

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**Date**

## **DEDICATION**

This research work is dedicated to my Lord Jesus Christ the all-knowing God

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## ABSTRACT

The study examined the influence of parental factors and career aspiration of internally displaced adolescents in Abuja Municipal area council, FCT. To guide this study, four research questions were raised and four hypotheses were formulated and tested at 0.05 level of significance. The population of the study comprised 400 IDP adolescents enrolled in school within the Abuja Municipal area council. The sample size for this study was one hundred (100) adolescents living in IDP camps. A survey research design was adopted for the study. The instruments used for the study was a self structured questionnaire titled, Parental factors and career aspiration questionnaire (PFCAQ) The instruments was validated by three experts in the Department of Educational Evaluation and Counselling Psychology University of Benin. The reliability of the instrument was established through internal consistency using Cronbach alpha statistics which yielded reliability index of .858 as composite value while the subscale of occupation has .723 reliability value, education has reliability of .668, socio-economic status has the reliability co-efficient value of .599 and the family type has the reliability co-efficient of .666 respectively. Frequency tables, mean scores, standard deviation were used to test formulated hypotheses at 0.05 alpha level using linear regression.

The findings of the study revealed no significant influence of parents' level of education, parents' occupation, socioeconomic status, or family type on the career aspirations of the adolescents in IDP Camps. The findings also revealed that the usual parental influence on career choices weakens in displacement conditions. The study concluded that in internally displacement contexts, career aspirations are shaped more by environmental exposure and support systems within the camp than by parental background.

Based on the findings, the researcher recommends that career guidance programmes in IDP schools be strengthened, NGOs increase vocational and psychosocial support, educational resources in camps be improved, and parents be empowered with counselling and parents support.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Parental factors refer to the combination of parental characteristics, attributes, behaviours, and influences which play a significant role in shaping the lives and developmental outcomes of children. These factors include parental occupation, socioeconomic status, educational level, and family type. The home is the first social environment where a child is nurtured, and parents are the primary agents of socialization. Therefore, the aspirations, behaviours, and attitudes of parents often determine the values and ambitions instilled in their children, especially concerning future careers. Parental factors are particularly critical for adolescents, whose career decisions are often reflections of the values and limitations present in their family environment. Parents factors are alleged to play crucial role in influencing the career aspirations of adolescents. It plays a significant role in shaping their perceptions of work, social mobility, and the kinds of careers they consider attainable. Children often draw inspiration and direction from the professions of their parents, as these roles frequently determine the level of exposure, support, and expectations placed upon them. In many cases, parents serve as the first role models for work-related behaviour and decision-making. As such, the occupation of a parent can significantly affect a child's worldview and, by extension, their career goals and aspirations.

Parental occupation refers to the kind of job or professional engagement in which parents are involved, and it significantly influence children's perspectives on career possibilities. Parents with formal, stable, and respected occupations often provide role models for their children and create an environment that fosters ambition and future planning. In contrast, parents with irregular, informal, or low-income occupations may limit the range of careers their children are exposed to or aspire toward. This limitation is often due to

constrained financial resources, lower social networks, and minimal career-related exposure. For displaced families, this limitation is even more pronounced, as displacement often disrupts the occupational stability of parents. Parental occupation plays a crucial role in shaping children's perceptions of work and aspirations. Eze and Edet (2023) noted that the type of work a parent engages in often acts as a social model for the child, either expanding or restricting the child's knowledge of possible career paths.

Parents' educational level could also be a significant determinant of a children's career aspiration, particularly in displacement contexts. Parents with higher levels of education are more likely to possess knowledge of diverse career paths and the educational requirements to attain them, which they can transfer to their children through informed guidance and support. Educated parents often place a high value on academic success and are better equipped to assist with homework, engage in school activities, and advocate for their children's education, even amid displacement. Conversely, internally displaced parents with limited formal education may struggle to provide academic support or career guidance, thereby narrowing the range of careers their children perceive as attainable. The educational level of parents can also influence children's self-efficacy, motivation, and belief in upward mobility, which are crucial for shaping career aspirations. Parental education significantly impacts children's academic and career decisions. According to Oladejo and Ibrahim (2024), educated parents are more likely to emphasize the importance of schooling and future planning. Nwankwo and Joseph (2022) reinforced this by stating that children of educated parents often benefit from informed career advice, whereas those whose parents have low or no formal education may lack the necessary guidance and exposure to career opportunities.

Similarly Socioeconomic status (SES) is determined by a family's income, education level, and occupational prestige. It influences the opportunities available to children, including access to quality education, exposure to career options, and the ability to pursue

long-term goals. Children from higher SES backgrounds typically have better resources, career guidance, and motivation to pursue prestigious or high-paying careers. On the other hand, displaced families often fall into lower SES categories, which means limited access to education and resources necessary for nurturing and sustaining high career aspirations in their children. Socioeconomic status (SES) determines access to resources, exposure, and overall opportunities for success. Okafor and Agada (2023) explained that students from high-SES families are more likely to receive quality education, mentoring, and guidance, thereby shaping higher career expectations. Yakubu and Iwu (2022) supported this by arguing that low SES among displaced families often leads to interrupted education and poor access to career-building platforms, limiting the children's capacity to aspire toward professions beyond their immediate reality.

Furthermore, Family type refers to the structure and composition of a household, such as nuclear, extended, single-parent, or polygamous families, and plays a significant role in shaping the developmental experiences of adolescents. The type of family an adolescent grows up in can influence the emotional, economic, and psychological resources available to them, thereby affecting their career aspirations. In displacement camps, variations in family structure may lead to unequal levels of support and supervision, which are crucial for career development. Adolescents from stable nuclear families often receive more consistent guidance and monitoring, while those from single-parent or disrupted families may experience neglect or lack of direction due to divided responsibilities or economic hardship. Abdullahi and Madaki (2021) noted that adolescents from nuclear families showed higher levels of academic motivation and clearer career goals compared to those from polygamous or single-parent households. Chima and Ezeani (2023) emphasized that in displacement settings, where family structures are often destabilized, adolescents from fragmented families

may lack the necessary stability and support system required to form and pursue realistic career aspirations.

Internally Displaced Persons (IDPs) are individuals or groups who have been forced to flee their homes due to conflict, violence, natural disasters, or other crises but remain within the borders of their country. In Nigeria, many IDPs have emerged due to insurgency, especially from the Boko Haram crisis in the northeastern part of the country. Most IDPs in Abuja Municipal Area Council (AMAC) are originally from Borno, Yobe, and Adamawa States. They fled their homes for safety and now reside in temporary settlements and IDP camps in the FCT. These individuals face numerous challenges, including loss of property, disrupted education, poor healthcare, and uncertain futures. According to the United Nations High Commissioner for Refugees (UNHCR, 2023), Nigeria has over 3 million IDPs, most of whom were displaced by Boko Haram insurgency and communal conflicts in the northeastern region. Idris and Bakare (2022) explained that many of these IDPs migrated to Abuja Municipal Area Council (AMAC) in search of safety and now live in camps or temporary shelters. They often face acute challenges such as poor living conditions, lack of education, food insecurity, and absence of economic opportunities.

Adolescence is a critical developmental stage between childhood and adulthood, typically ranging from ages 11 to 19. It is a period marked by physical, emotional, social, and cognitive changes. During adolescence, individuals begin to form a sense of identity, including their career aspirations. It is also a time when they are highly influenced by their environment, peer group, educational exposure, and family circumstances. Support, stability, and guidance are essential at this stage to help adolescents make meaningful decisions about their future. According to the World Health Organization (WHO, 2022), adolescence spans from ages 11 to 19 is a critical period for identity formation, including the development of personal goals and career aspirations. Falade and Umeh (2023) explained that environmental

conditions and family context significantly influence how adolescents visualize their future, making stable support systems crucial during this stage.

For IDP adolescents in AMAC they face unique challenges. Save the Children Nigeria (2023) reported that displacement has disrupted their education and subjected them to trauma and instability. Abubakar and Sunday (2021) observed that these adolescents often lack mentors, learning resources, and safe spaces for development. Their exposure to hardship and uncertainty severely affects their mental health, academic motivation, and ability to envision a successful future. This has allegedly been seen as a contributing factor to children career aspirations.

A career refers to individual's journey through learning, work, and other aspects of life. It encompasses the series of jobs or professional roles that a person engages in throughout their lifetime. Career development is a continuous process influenced by various factors including education, interest, values, and socioeconomic background. A successful career is often a result of consistent guidance, informed decision-making, and access to opportunities.

Career aspiration refer to an individual's long-term professional goals and the desired path they hope to pursue in life. These aspiration are shaped by various factors, including personal interests, skills, values, and external influences such as family, socioeconomic status, and community expectations (Lent & Brown, 2013). Adolescents, in particular, begin forming career aspirations as they explore their identities and consider potential futures. Understanding these aspirations is critical because they influence the educational and vocational decisions that shape an individual's life trajectory (Bandura et al., 2001). Career aspiration can act as powerful motivators, guiding young people toward specific goals and helping them navigate obstacles in pursuit of their dreams. However, the development of

these aspiration is complex, involving both internal processes and external circumstances (Super, 1990). For displaced populations, like internally displaced persons (IDPs), these circumstances can be particularly challenging, as instability and economic hardship may limit their ability to envision or achieve certain career paths (Masten & Narayan, 2012).

### **Statement of the Problem**

Internal displacement in Nigeria has become a persistent and deeply disruptive humanitarian crisis. Millions have been forced to flee their homes due to insurgency, communal clashes, and violent conflict, with Abuja particularly the Abuja Municipal Area Council (AMAC) emerging as a major destination for displaced families seeking refuge. Yet, for many internally displaced persons (IDPs), arrival in the capital does not bring safety or opportunity. Instead, they face continued hardship: overcrowded shelters, poor access to healthcare and education, and unstable or non-existent livelihoods.

Among those most affected are adolescents a generation caught between the trauma of displacement and the uncertainty of their future. These young people, at a critical stage of identity and career development, often find their aspirations constrained by the drastic changes in their family circumstances. A major but under-explored dimension of this reality is the occupational disruption experienced by their parents. Once farmers, teachers, traders, artisans, or civil servants, many displaced parents now struggle in informal, unstable, and low-paying jobs if they find work at all.

Parental factor is known to play a crucial role in shaping a child's worldview, aspirations, and perceived career possibilities. However, in the context of internal displacement, the loss or downgrading of parental employment may signal to adolescents that long-term professional ambitions are unrealistic or out of reach. This shift, coupled with interrupted schooling, lack of mentorship, and economic pressure, can push adolescents to

abandon aspirations in fields such as medicine, engineering, law, or teaching professions they might have once dreamed of, but now perceive as unattainable luxuries.

Despite these challenges, many displaced adolescents continue to harbour hopes of entering careers that offer stability, respect, and a chance to uplift their communities. Their resilience deserves recognition, but they remain largely unsupported. The psychosocial strain on families, particularly from parents who may be emotionally overwhelmed and economically marginalized, further compounds the difficulty of guiding or encouraging these dreams.

Existing research on IDPs in Nigeria has predominantly focused on basic needs and humanitarian responses. Far less attention has been given to the psychological and aspirational impacts of displacement on youth, and even less to the nuanced ways in which parental occupation, parents educational level, parents socioeconomic status and family type influences the career development of displaced adolescents. This leaves a critical gap in both academic understanding and practical intervention.

This study, therefore, seeks to explore the interplay between parental factor and the career aspirations of internally displaced adolescents in AMAC. By shedding light on this intersection, it aims to inform more holistic and youth-centered support systems that not only address material survival but also nurture the long-term aspirations of displaced young people.

### **Research Questions**

To guide this study the following research questions were raised:

1. to what extent do parents' occupation influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council (AMAC), FCT?
2. to what extent do parents' educational level affect the career aspirations of internally displaced adolescents in AMAC, FCT?

3. How do parents' economic status affect the career aspirations of internally displaced adolescents in AMAC, FCT?
4. to what extent do family types (e.g., single parenthood, deceased parents, or guardianship) influence the career aspirations of internally displaced adolescents in AMAC, FCT?

### **Hypotheses**

The following hypotheses were formulated and will be tested at 0.05 alpha level of significance.

### **Null Hypotheses**

1. Parents' occupation will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council.
2. Parents' educational level will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council.
3. Parents' socioeconomic status will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council.
4. Family types will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council.

### **Purpose of the Study**

The main purpose of this study is to examine the influence of parental factors on the career aspirations of internally displaced adolescents in Abuja Municipal Area Council (AMAC), FCT. However, the specific objectives are to:

1. examine how parental occupation influences career aspiration of internally displaced persons (IDPs) adolescents in Abuja Municipal Area Council (AMAC), FCT.

2. investigate how parental educational level influence career aspirations of internally displaced persons (IDP) adolescents in Abuja Municipal Area Council (AMAC), FCT.
3. determine the influence of economic status on the career aspirations of internally displaced persons (IDPs) adolescents in Abuja Municipal Area Council (AMAC), FCT.
4. examine the influence of family type on the career aspiration of internally displaced persons (IDPs) adolescents in Abuja Municipal Area Council (AMAC), FCT.

### **Significance of the Study**

The findings of this study will be of immense benefit to the following persons: The adolescents, parents, IDP host communities, counsellors, government agencies and captains of industry.

The findings of this Study will be of immense benefit to the adolescents. It is expected that the findings of the study will assist them to understand the extent to which their parents occupation in the IDP camps, educational level and socioeconomic status will influence their choice of career.

Secondly the findings of this study will be of immense benefit to the parents and guidance. It is expected that findings of this study will assist them to understand the extent to which their occupation in the camp, educational level, socioeconomic status and their family type can influence their children's choice of career. It is expected that the findings of this study will inspire parents to foster open conversations about career possibilities, encourage skill development, and support their children's ambitions, even when those ambitions extend beyond the parents' occupational experiences.

Furthermore, schools and learning centres within IDP camps or host communities play a crucial role in fostering career development. The outcomes of this study will provide

valuable feedback to these educational institutions, helping them understand the unique challenges displaced adolescents face. Schools can use the findings to tailor their career counselling services, develop context-specific career development programs, and implement strategies that broaden students' exposure to diverse career paths, even in the face of parental occupational limitations.

Additionally, guidance counsellors and career advisors working with IDP adolescents will benefit from this study's findings. The insights will help counsellors recognize how parental occupations, educational level and socioeconomic status influence students' aspirations, allowing them to refine their approaches. By adapting their guidance to account for these influences, counsellors can provide more personalized and realistic career advice, empowering students to explore fulfilling career trajectories, even if those careers differ from their parents' work experiences.

The study's findings will also be instrumental for government agencies, humanitarian organizations, and policymakers working to improve the living conditions and future prospects of IDPs. Insights into how parental occupation influences career aspirations can inform policies aimed at expanding vocational training, scholarship programs, and targeted career guidance initiatives. By addressing career development gaps, policymakers can create supportive environments that equip IDP adolescents with the tools and confidence to pursue fulfilling careers, contributing to both individual empowerment and community development.

Moreover, employers and industry stakeholders stand to benefit from the study's findings. By understanding the aspirations of IDP adolescents and the parental factors that shape them, businesses can design outreach and internship programs to nurture local talent. Employers can collaborate with educational institutions and humanitarian organizations to

create pathways that bridge the gap between IDP students' career dreams and real-world opportunities, fostering a stronger, more diverse local workforce.

Finally, society at large will benefit from a well-supported and career-oriented IDP youth population. When displaced adolescents are empowered to pursue careers aligned with their skills and aspirations, despite the socioeconomic constraints of displacement, they are more likely to achieve economic independence, contribute to national development, and break cycles of poverty. By shedding light on the influence of parental occupation, this study has the potential to drive systemic improvements that foster resilience, self-sufficiency, and long-term societal well-being within displaced communities in Abuja Municipal Area Council.

### **Scope and Delimitation of the Study**

This study focuses on examining the influence of parental factors on the career aspirations of internally displaced adolescents within Abuja Municipal Area Council (AMAC). Specifically, it investigates how parents' occupational status, parents educational level, parents socioeconomic status and family type influence the career goals, ambitions, and decision-making processes of their adolescent children.

The study is delimited to internally displaced adolescents who reside in IDP camps and resettlement communities within AMAC. It targets adolescents currently enrolled in secondary schools, particularly those in Junior and senior secondary classes (JSS3 and SS1–SS3), as they are in a critical stage of developing and refining their career aspirations.

This study does not extend to non-adolescent IDPs, IDPs outside AMAC, or adolescents who are not enrolled in formal education. It is also delimited to quantitative data gathered from participants within the selected study area and time frame, and does not include a longitudinal assessment of changes over time.

### **Definition of Terms**

The following terms have been defined as used in this study:

**Abuja Municipal Area Council (AMAC):**

One of the six Area Councils in the Federal Capital Territory (FCT) of Nigeria, encompassing urban and peri-urban areas. It hosts various IDP settlements, making it a relevant geographic focus for studying displaced adolescents.

**Adolescents:**

Young people between the ages of 11 and 19, undergoing significant physical, emotional, and social development. In this study, adolescents refer to IDP youths within this age range.

**Career Aspirations:**

The long-term occupational goals and ambitions that adolescents envision for their future, influenced by personal interests, family background, education, and environmental factors. It reflects their desired career paths and expectations.

**Career Development:**

It refers to a life long process of developing work values, setting a clear limit to vocational identity, learning about opportunities and trying out plans in work situations.

**Displacement:**

The forced movement of people from their homes due to conflict, violence, or disasters, resulting in disruption of normal life, loss of assets, and challenges in accessing basic needs like education and healthcare.

**Internally Displaced Persons (IDPs):**

Internally displaced persons (IDPs) are people who are forced to flee their homes due to conflict, violence, natural disasters, or human rights violations but remain within their country's borders.

**Parents' educational level**

This refers to the highest level of formal education completed by parents or guardians. It can range from primary to tertiary education. This includes degrees, diplomas, or certifications earned.

**Family Types**

This refers to the structural composition of a household in which an adolescent is raised. (e.g. nuclear family, polygamous or single parents family).

**Parents' Occupation:**

The type of work or professional activity engaged in by a parent or guardian in the IDP camp to earn a living. It includes formal employment, informal work, self-employment, or subsistence activities, which may influence children's career aspirations through socioeconomic status, role modelling, and resource availability.

**Parent's Socioeconomic Status:**

This refers to the social and economic position of a parent or household, typically measured by factors such as income level, educational attainment, occupation, and access to resources.

**CHAPTER TWO****REVIEW OF RELATED LITERATURE**

In this chapter, related literature will be reviewed under the following:

- Theoretical Framework
- Concept of Career

- Concept of Career Aspiration
- Concept of Internally Displaced Adolescents
- Parents' Occupation and internally displaced Adolescents' Career Aspiration
- Parents' Socioeconomic Status and Adolescents' Career Aspirations
- Parents' Educational Level and internally displaced adolescents' career aspiration
- Family type and internally displaced adolescents' career aspiration
- Summary of Reviewed Literature

### **Theoretical Framework**

This Study is theoretically hinged on Social Cognitive Career Theory (SCCT) and Ecological System Theory (EST).

#### **Social Cognitive Career Theory:**

The Social Cognitive Career Theory (SCCT), developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994, is an extension of Albert Bandura's Social Cognitive Theory and provides a comprehensive framework for explaining how individuals develop career interests, set career goals, and achieve varying levels of career success. The theory emphasises that career development emerges from the continuous interaction between personal attributes, overt behaviours, and environmental conditions (Lent, Brown, & Hackett, 1994; Bandura, 1986). SCCT identifies three core constructs self-efficacy beliefs, outcome expectations, and personal goals that work together to shape career decisions. Self-efficacy refers to an individual's belief in their ability to successfully carry out specific tasks or achieve certain career objectives, and it is built through personal accomplishments, observing role models, receiving encouragement, and managing emotional states (Bandura, 1997). Outcome expectations involve beliefs about the potential results of pursuing a particular career, such as financial stability, social recognition, or personal fulfilment (Lent et al., 2000). Personal goals represent the intentions and commitments individuals make towards achieving

specific career outcomes, serving as a motivational force that sustains effort even in the face of challenges. The theory also recognises the role of contextual factors, both distal influences such as socioeconomic background and cultural norms, and proximal influences such as parental encouragement or access to role models, which can either facilitate or hinder career aspirations (Lent et al., 1994; Schunk & DiBenedetto, 2020).

This theoretical perspective is relevant to the study on *Parental Factors and the Career Aspirations of Internally Displaced Adolescents in Abuja Municipal Area Council (AMAC)* because it offers a clear lens for understanding how parental occupation, education, socioeconomic status, and family type influence the development of career aspirations. Within the framework of SCCT, the occupations of parents act as role models that shape adolescents' self-efficacy. In the context of internally displaced persons (IDPs), parents who maintain stable or skilled employment despite displacement can inspire stronger confidence in their children's ability to succeed in similar or even higher-level careers, whereas unstable or low-income parental work can weaken such beliefs (Ogunyemi & Adeyemo, 2019). Likewise, parents' educational attainment plays a crucial role in shaping outcome expectations. Educated parents are more likely to instil in their children the expectation that education can lead to desirable careers, encouraging aspirations towards professional or technical roles, while limited parental education may constrain the perceived range of attainable careers particularly in IDP settings where access to quality schooling is already restricted (Oluwatoyinbo & Adebawale, 2021).

Socioeconomic status, another key parental factor, directly influences the scope of career goals adolescents set for themselves. Families with greater financial resources can provide access to better schooling, career information, and mentorship, thereby enabling their children to aim for long-term, high-skill professions (Adesope, 2022). Conversely, displaced families struggling with poverty may push adolescents towards careers that provide

immediate income rather than those requiring prolonged training. Family type also intersects with these processes. Adolescents from stable nuclear families may benefit from consistent guidance and encouragement, while those from disrupted or extended arrangements common in displacement situations may experience conflicting influences or reduced support.

By integrating these parental factors into SCCT's constructs, the theory makes it possible to explain not only what career aspirations internally displaced adolescents in AMAC hold, but also why and how they develop them. The model's focus on self-efficacy, outcome expectations, and personal goals provides a structured way to connect observed parental roles, economic realities, and family dynamics to the adolescents' internal belief systems and vocational choices. Thus, SCCT serves as a powerful guiding framework for this study, allowing for an in-depth analysis of how environmental and familial contexts interact with personal cognitive processes to shape career development in the unique and challenging circumstances of displacement.

Social Cognitive Career Theory (SCCT) effectively explains internal processes such as self-efficacy, outcome expectations, and personal goals, it does not fully capture the external structural and environmental realities facing displaced populations. For example, SCCT may not adequately explain how cultural barriers, systemic poverty, or social exclusion affect career development. Therefore, Ecological Systems Theory fills this gap by contextualizing adolescent career aspirations within nested systems of influence, from the family to the wider socio-political environment.

### **Ecological Systems Theory (EST)**

Bronfenbrenner's Social Ecological Systems Theory (1979) provides one of the most influential frameworks for understanding human development. The theory emphasizes that development does not occur in isolation but within a complex system of relationships affected by multiple layers of the surrounding environment. Bronfenbrenner proposed that these

environmental influences are organized into five interrelated systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each system represents a different level of influence on the individual, and the interactions among them collectively shape the individual's development, behaviour, and aspirations.

The microsystem represents the immediate environment in which an adolescent lives, such as the family, peers, school, and religious groups. It is within this setting that direct interactions occur, and parental influence is most pronounced through daily communication, modelling, and support. The mesosystem refers to the interconnections between microsystems, such as the relationship between family and school, or between parents and aid organizations. When these linkages are supportive, they reinforce positive developmental outcomes; when they are weak, they may undermine the influence of parents and peers.

The exosystem encompasses social systems that indirectly affect adolescents, such as parental employment conditions, aid policies, or community programs, which, though not directly involving adolescents, shape their opportunities through their impact on parents.

The macrosystem includes cultural values, customs, laws, and economic structures that shape parental expectations and children's opportunities.

Finally, the chronosystem highlights the role of time, including historical events, life transitions, and the duration of displacement, all of which influence both parents' ability to support their children and adolescents' evolving aspirations.

This theoretical framework is particularly relevant to the present study, which examines parental factors and the career aspirations of internally displaced adolescents in Abuja Municipal Area Council (AMAC). Within the microsystem, parental education, occupation, socioeconomic status, and family type directly shape the way adolescents view education and careers. Parents with higher educational attainment or stable occupations may expose their children to a wider range of career possibilities, while those with limited

resources may restrict aspirations to survival-oriented jobs. In the mesosystem, the interaction between parents, schools within IDP camps, NGOs, and peer groups either strengthens or weakens the influence of parental guidance on career choice.

The exosystem also plays a role, as parental access to livelihood opportunities or support programs indirectly determines the resources and encouragement adolescents receive. At the macrosystem level, national policies on displacement, cultural beliefs about gender roles, and the economic conditions of Nigeria shape the values that parents pass on to their children regarding career possibilities

Finally, the chronosystem is evident in the prolonged displacement of families in AMAC; the length of stay in IDP camps and the occupational transitions parents undergo over time influence adolescents' long-term career outlooks.

By applying the Social Ecological Systems Theory, this study recognizes that parental factors cannot be understood in isolation but must be examined within the broader network of systems in which internally displaced adolescents live. The theory therefore provides a comprehensive framework for analysing how parental education, occupation, socioeconomic status, and family type interact with environmental and temporal influences to shape the career aspirations of adolescents in IDP camps.

### **Concept of Career**

Understanding what constitutes a career is essential to grasp the concept of career aspiration. A career can be described as a continuous journey through various work experiences that span a person's entire life. It encompasses different phases or transitions, each reflecting shifts in life stages. According to Chen et al. (2021), the idea of a career emerges from the dynamic relationship between individuals, organizations, and society. In line with this, Al-Bahrani et al. (2020) noted that a career is not merely a sequence of jobs, but a narrative that individuals construct through their professional and personal choices. For

instance, a person transitioning from teaching to public relations, and then to estate sales, has experienced multiple career paths.

A career also refers to the range of jobs or professional roles a person takes on during their working years. It signifies the broader spectrum of lifelong vocational opportunities and the cumulative work one engages in throughout their lifetime. Gettings (2021), in various studies, emphasized that a career is a lifelong undertaking shaped by personal interests, passion, and income-generating efforts. Career paths often span both work and non-work domains and typically cover an individual's entire life span (Owusu, 2020). As such, a career involves a continuum of decisions and adaptations that affect various aspects of life, including education, family, leisure, and community development.

Flouri et al. (2021) described a career as an ongoing pattern of work and learning experiences shaped by both educational and leisure pursuits. Amoah et al. (2022) added that a person's career includes all efforts aimed at earning a living, gaining education, and performing regular life activities even hobbies as part of their work identity. Careers can include various forms of employment such as part-time, full-time, freelance, contract, and self-employment.

Furthermore, Hansen and Block (2020) emphasized that the responsibility for progressing in one's career lies with the individual. They highlighted that the ultimate goal of a career is not just material success but also personal fulfillment, pride, and emotional well-being. This may include achieving personal goals such as inner peace, happiness, or family satisfaction.

Finally, as Adegoyega (2023) pointed out, a career encompasses the collection of work and roles one undertakes over a long period, often with the goal of advancement. It broadly includes responsibilities related to learning, personal development, and employment

both paid and unpaid. A career is the total engagement of an individual in productive activities, learning, and societal roles throughout life (Adegoyega, 2023).

### **Concept of Career Aspiration**

Career aspiration refers to the goals, ambitions, and professional aims individuals set for themselves over the course of their lives. It is a dynamic process that reflects what a person hopes to become in the world of work. For adolescents, especially secondary school students, career aspirations play a pivotal role in shaping their academic paths and long-term planning.

A career aspiration is a path that students want to become in future (Laroco, 2022, *as cited in* Chukwu & Tor-Anyiin, 2024). A career aspiration can be simply said to be a desire for a particular occupation or job to be done in a later time. Career aspiration is an important factor in the process of career development and basically lays the foundation for choice of career and accompanying career decisions. According to Obiyo and Eze (2015), families, parents and guardians play significant roles in the career aspirations and career goal development of their children. Literature shows that parents, even though it is not their intention to influence certain vocational choices, are active agents in helping refine their children's choices during their career development process (Nawabi & Javed, 2019, *as cited in* Chukwu & Tor-Anyiin, 2024). Parental influence on their offspring's career aspirations can be substantial and multifaceted. Basically, these influences exerted on the child are channelled through deliberate and indeliberate behaviours and parents' social standing which is subsumed under socioeconomic status. Socioeconomic status refers to a person's or family's social and economic position in relation to others, often determined by factors like income, education, and occupation.

Kundi et al. (2021) describe occupational aspirations as the sum of career-related thoughts, hopes, and goals both clearly expressed and internally imagined that guide young

people's decisions about education and employment. These aspirations influence how adolescents perceive their future and determine their level of motivation and commitment.

Olanrewaju et al. (2022) explain that career aspirations reflect students' evolving decisions regarding their future professions. These aspirations are not limited to familiar or traditional roles; rather, they may involve new and emerging career fields. Given that career development is a lifelong process beginning in early childhood and extending into adulthood, career decision-making is inherently complex and requires ongoing reflection and guidance.

Nduka et al. (2022) emphasize that secondary school students often form their career goals based on both current realities and future expectations. These goals help them organize their academic efforts and focus their behaviors toward achieving success. As students align their choices with these goals, they are encouraged to remain adaptable and resilient in the face of personal and environmental challenges.

Career aspiration integrates present-day motivations with long-term ambitions. It encompasses the emotional, psychological, and social factors that drive an individual to pursue a particular path in life. Kamprath and Okon (2021) describe career aspirations as a core element of career development, offering insight into an individual's orientation toward specific job roles or career identities.

### **Concept of Internally Displaced Adolescents**

Internally displaced adolescents constitute a vulnerable and often overlooked demographic within the broader context of internal displacement. According to the United Nations High Commissioner for Refugees (UNHCR, 2022), internally displaced persons (IDPs) are individuals who have been compelled to flee their homes due to armed conflict, generalized violence, human rights violations, or natural or human-made disasters, but who have not crossed an internationally recognized state border. When displacement occurs during adolescence a developmental stage characterized by identity formation, emotional

regulation, and career exploration the effects can be particularly disruptive and long-lasting (UNICEF, 2021).

Adolescence is widely recognized as a critical period in human development. Erikson (1968) described it as the stage of identity versus role confusion, where individuals begin to explore their values, beliefs, and aspirations. For internally displaced adolescents, the abrupt separation from familiar environments, schools, peers, and often extended family networks interrupts this developmental trajectory. Displacement frequently results in trauma, insecurity, interrupted schooling, and the loss of social capital, all of which can impair an adolescent's cognitive, emotional, and social development (Owoaje, Uchendu, Ajayi & Cadmus, 2016).

Internally displaced adolescents in Nigeria, particularly in regions affected by conflict such as the North-East and the Federal Capital Territory (FCT), face severe challenges in accessing basic services. According to a report by the Internal Displacement Monitoring Centre (IDMC, 2023), Nigeria ranks among the countries with the highest number of internally displaced persons due to armed conflict and communal clashes. The displacement crisis in Abuja Municipal Area Council (AMAC) is reflective of broader national trends, where adolescents living in informal IDP settlements often experience marginalization, poverty, and limited access to education and healthcare (National Human Rights Commission, 2021).

Moreover, the psychosocial toll of displacement is profound. Displaced adolescents often experience post-traumatic stress disorder (PTSD), anxiety, and depression, which in turn influence their motivation, self-perception, and aspirations (Igbokwe, 2022). These psychological burdens may diminish their capacity to engage in long-term planning, including setting and pursuing career goals. Furthermore, the loss of parental guidance and socio-economic support common in displacement scenarios can severely curtail the resources adolescents need to envision and pursue viable career paths.

Scholars such as Betancourt et al. (2015) argue that displacement should be understood not merely as a physical relocation but as a socio-emotional rupture that alters the life course of young people. This is particularly important for internally displaced adolescents, whose developmental needs are distinct from both children and adults. As such, their aspirations including career ambitions are often constrained by the harsh realities of their environment, which include poor living conditions, insecurity, inadequate school infrastructure, and the stigma often associated with displacement (Ajayi & Duniya, 2020).

Despite these challenges, research has also shown that with appropriate psychosocial support, education, and parental involvement, internally displaced adolescents can demonstrate remarkable resilience and adaptability (UNICEF, 2021). Community-based interventions, counselling services, and inclusive education policies have been recommended by various scholars and humanitarian organizations as mechanisms for rebuilding the self-efficacy and vocational optimism of displaced youth (Alubo, 2020; UNHCR, 2022).

In conclusion, the concept of internally displaced adolescents encompasses more than their geographic dislocation; it includes the multifaceted impact of displacement on their psychological well-being, educational access, family stability, and future aspirations. Understanding this concept is fundamental to any empirical inquiry into how such displacement interacts with other variables such as parental factors to influence the career aspirations of adolescents living in internally displaced persons' camps or host communities, particularly in conflict-affected areas such as AMAC, Abuja.

### **Parents' Occupation and Internally Displaced Adolescents' Career Aspirations**

Parental occupation refers to the type of economic or professional activity in which a parent engages to earn a living. It often reflects the socioeconomic class of the family, influencing the resources, opportunities, and cultural capital available to the children (Ganzeboom & Treiman, 2019). Occupations vary in prestige, income level, stability, and

working conditions, and these differences often shape the aspirations and expectations of children, including their career ambitions (OECD, 2017). The career aspirations of adolescents refer to their long-term professional goals or the occupations they hope to enter in adulthood, shaped by a combination of personal interests, perceived abilities, and environmental influences (Schoon & Heckhausen, 2019).

The occupation of a parent refers to the job or work the parent does to ensure the inflow of income. Saifi and Mehmood (2011, *as cited in* Chukwu & Tor-Anyiin, 2024) state that occupational status as one of the components of socioeconomic status comprises income and educational attainment. It corresponds to the educational attainment of an individual through which obtaining better jobs, exploring and retaining better positions becomes inevitable and thus improvement in the socioeconomic status. A parent's occupation can have a profound influence on a child's career aspirations through various mechanisms. Parents in certain occupations may have access to specialized resources, such as books, tools, or technology related to their field. Children may have the chance to explore and learn from these resources, potentially sparking an interest in the same or related fields. Furthermore, parents often discuss their jobs and career experiences with their children. These conversations can provide insights into the demands, rewards, and challenges of different professions, influencing a child's perceptions and interests.

Parental occupation plays a pivotal role in shaping adolescents' career aspirations by influencing their exposure to occupational roles, access to professional networks, and perceptions of the world of work. The nature, status, and stability of a parent's job can either motivate or limit the career outlook of their children, particularly in contexts affected by displacement and socioeconomic instability.

For internally displaced adolescents young people forced to leave their habitual place of residence due to armed conflict, communal violence, or disasters without crossing

international borders the influence of parental occupation can be particularly complex. Many internally displaced persons (IDPs) in Nigeria, including those in the Abuja Municipal Area Council (AMAC), have experienced a significant disruption in their livelihoods due to displacement (Internal Displacement Monitoring Centre [IDMC], 2023). Parents who previously engaged in skilled, professional, or stable occupations may be forced into low-income, unstable, or informal work within IDP camps, thereby altering both the family's economic resources and the adolescent's exposure to various career models (Olanrewaju et al., 2019). The International Organization for Migration (IOM, 2023) highlights that displacement forces parents to undergo significant lifestyle and role adjustments, including loss of employment, loss of social networks, trauma, and increased dependency on humanitarian aid. These adjustments weaken their role as influencers in their children's educational and career decisions. IOM explains that because displaced parents struggle to rebuild stability, they have less functional capacity to shape or encourage their children's career aspirations, resulting in adolescents making decisions with limited parental input.

Occupational disruption among displaced families diminishes parental influence on children's educational and vocational goals. According to these researchers, the breakdown of family socioeconomic structures weakens traditional pathways through which occupational status shapes adolescent development. Nwosu (2021) and the International Labour Organization (ILO, 2022),

Research has consistently shown that adolescents from higher occupational backgrounds where parents work in professional, managerial, or skilled technical fields often aspire to high-status and high-income careers, whereas those from lower occupational backgrounds tend to aim for occupations similar to their parents or within their perceived social reach (Haque & Zulfiqar, 2020). This occupational transmission is explained by both social learning theory where children observe and emulate the work roles of their parents and

the status attainment model, which links family socioeconomic position to educational and occupational outcomes (Blau & Duncan, 1967; Bandura, 1986).

In displacement contexts, the erosion of occupational identity among parents can diminish their role as career role models. For example, a father who was once a civil servant but is now a casual labourer in an IDP camp may no longer project the same occupational pathways to his children. This occupational downgrade can reduce the adolescent's exposure to networks, career-related information, and educational opportunities (Ferris, 2018). Additionally, the unstable nature of displacement economies often forces parents into subsistence work, which can transmit short-term survival values rather than long-term career planning to adolescents (UNHCR, 2022).

Ehigbor and Akinlosotu (2016) investigated the relationship between parents' occupation and students' career aspirations in public secondary schools in Esan West Local Government Area of Edo State. The study adopted a correlational research design. From a population of 3,272 senior secondary school students across 16 public schools, a sample of 320 students was drawn using simple random sampling. The researchers developed a self-designed instrument titled *Students Career and Parent Occupational Inventory (SCAPOI)*, based on Holland's (1985) six personality types (Realistic, Investigative, Social, Artistic, Enterprising, and Conventional). Data were analyzed using Kendall's tau-b rank correlation at the 0.05 level of significance with the aid of SPSS version 20. Findings revealed that there was a significant relationship between parents' occupation and students' career aspirations in public secondary schools in Ekpoma metropolis ( $r = .943$ ,  $p < 0.01$ ). The authors recommended that parents should avoid pushing children into careers that reflect their own unachieved ambitions, and instead support career aspirations aligned with their children's interests and personality types.

In a study conducted by Okoro (2022) titled *Parental Occupation and Academic Aspirations of Secondary School Students in Enugu State*, the variables examined were parental occupation as the independent variable and students' academic aspirations as the dependent variable. The population comprised all 2,640 senior secondary school students in Nsukka Education Zone. Using a stratified random sampling technique, a sample of 320 students was selected. The researcher employed a structured questionnaire titled *Parental Occupation and Academic Aspiration Scale (POAAS)* as the main instrument for data collection. Three research questions were raised, and two null hypotheses were formulated and tested using Pearson's Product Moment Correlation Coefficient at a 0.05 level of significance. The findings revealed a significant positive relationship between parental occupational status and the academic aspirations of students, indicating that students whose parents were engaged in professional and skilled occupations had higher educational goals than those whose parents were in low-income or unskilled occupations.

In Lagos State, Olaosebikan and Olusakin (2014) explored parental influence including occupation dimensions on adolescents' career choices in Badagry Local Government. Their sample comprised 300 students randomly selected from ten secondary schools (three model, four non-model, and three private schools). The researchers used a structured questionnaire and formulated five null hypotheses, analyzed with chi-square via contingency tables at  $\alpha = .05$ . They found that 48.36% of respondents acknowledged parental influence on career choice; **21.5%** reported that their parents' line of business influenced their path; and **30%** indicated choosing family-related careers to continue family businesses. Three of the five null hypotheses were accepted (no significant differences), while two were rejected, suggesting a nuanced but real link between parental occupational background and adolescent career decisions (Olaosebikan & Olusakin, 2014).

*Amina et al (2020) investigated the Relationship between Parental Factors and Career Aspirations of Students in Senior Secondary Schools in Gombe Metropolis, Nigeria. The study was guided by five research objectives, and five research hypotheses. The population of the study comprised all senior secondary school students within Gombe metropolis. The sample for this study was three hundred and six (306) SS II senior secondary school students. Correlational survey research design was adopted while simple random sampling technique was used in drawing the sample for this study. Two adapted instruments were used for this study namely: Students' Career Aspirations Questionnaire and Socioeconomic Status Scale. The instruments were validated by experts and considered reliable for use with a Cronbach alpha coefficient of internal consistency of 0.739 for (SCAQ) and 0.913 for (SSS). Spearman's rank correlation coefficient and independent sample t-test were used to test the hypotheses. The result of the study found out that there is no significant relationship between parents' level of education, parents' occupation and career aspirations of students, but there is significant relationship between parents' socioeconomic status and students' career aspirations. The result of the study also reveals that there is significant difference between male and female students in terms of career aspirations but no significant difference exist between private and public schools in terms of career aspirations of students in senior secondary schools in Gombe metropolis, Nigeria.*

### **Parental Educational Level and Internally Displaced Adolescents' Career Aspirations**

Parental level of education is the height attained in education or degree of knowledge acquired (Khan, Iqbal & Tasneen, 2015). It is a complex assessment measured in various ways, which also account for one's work experience in relation to income and occupation (Winters-Miner & Miner, 2015). Some researchers accept that parental level of education could be of benefit to their children's career aspiration (Gooding, 2001), while others hold that parental experience and exposure, irrespective of education level, could greatly influence

students' career aspiration (Okwari, 2023). Furthermore, students could be influenced by their parents' educational level when they decide to please their parents by following their footsteps (Isaac & Olusakin, 2014). It follows that parental education, experience, and exposure significantly influence students' aspirations for particular careers. This is because parents' level of education appears to expose students to certain kinds of information. The type of information one receives influences one's concept and perception of challenges. Such information might help students to stay motivated in order to achieve higher levels of education and consequently better careers. With this motivation, a high level of desire in career aspiration might be better enhanced (Winters-Miner & Miner, 2015).

Adeyemi and Ibrahim (2022) report that parental involvement is a key determinant of adolescents' academic and vocational outcomes, but displacement interferes with parents' capacity to provide such support. Their study shows that parents in displacement contexts experience economic strain, emotional stress, and social instability, which reduces the time, attention, and motivation they can devote to guiding their children's future careers. As a result, internally displaced adolescents often form career aspirations without adequate parental direction or encouragement.

Three categories of parental level of education outlined by Olaosebikan and Olusakin (2014) are high, middle, and low. Parents with high-level education are those with advanced degrees Master's in Education, Arts, or Sciences (M.Ed, M.A., or M.Sc.), Post Graduate Diploma (PGD), or Doctor of Philosophy (Ph.D.). Such parents generally have a high standard of living, and some are influential and powerful in society. Politicians and business executives fall under this category. They may also occupy top administrative and management positions in various organizations, where they control decision-making processes. Parents from such backgrounds tend to be more successful in developing career aspirations for their children, thereby preparing them better for the world of work (APA,

2018). This advantage may be due to their access to resources such as career offices, guidance counsellors, better schools, strong social networks, and familiar experience with higher education.

The more one reads, the more one comes across publications offering information about work, career paths, and study organization that enable students to acquire future skills. Parents with high educational attainment are better positioned to sort, assimilate, and dispense such information to help their children aspire for better careers. These children are more likely to aspire to attend university rather than enter the workforce directly, either part- or full-time (Pfungst, 2015). This aspiration may stem from the relationship between the language, attitude, materials provided, patterns of activities, thought patterns of the parents, and the school (Okwari, 2023). Okwari observed that high parental educational levels enhance the home learning environment, motivating children in their career aspirations.

Parents with middle-level education (1st degree) appear neither very poor nor very rich (Okwari, 2023). Some of them are bankers, medium-scale industrialists, senior civil servants, contractors, and professionals. They tend to live comfortably and are more likely to cater for their children's education and well-being than parents with non-degrees. Okioga (2013) opined that such parents may take an active role in their children's development by organizing controlled activities that foster a sense of entitlement, encouraging aspirations for professional or esteemed careers. Thus, parents at this level appear more involved in their children's education, which significantly influences career aspirations. This view is also supported by Mbagwu and Ajaegbu (2016), who observed that discussing the relationship between education and career aspiration with children helps them encounter fewer difficulties when aspiring to careers of their choice. The authors further noted that parents at this level possess social and cultural capital comparable to highly educated parents. The language,

attitudes, materials provided at home, and patterns of activities closely resemble those of high-education households.

Parents with low-level education appear to have less influence on their children's careers. Such parents are more exposed to adversity, which reduces the attention given to their children's education and career aspirations (McLaughlin & Sheridan, 2016). Children from such families may attend school but often record low academic success. They may also have limited access to information, slower academic skill development, and lack parental involvement in their educational growth all of which hinder career aspirations (Adefolaju, 2018). However, Alphonse (2016), in a study in Nairobi, found that parental values, expectations, and parent-child relationships influenced career aspirations more than low parental education itself. Similarly, Bhattacharaya (2013) reported that regardless of parental education, factors such as job stability, parental expectations, social identity, occupational availability, and future benefits predict career aspirations more strongly.

Parental educational level refers to the highest formal qualification attained by a parent, such as primary, secondary, or tertiary education (Oladejo & Ibrahim, 2024). It is widely regarded as one of the most influential socio-demographic factors affecting children's academic progress, occupational awareness, and long-term career goals (Nwankwo & Joseph, 2022). Education shapes parents' knowledge and skills as well as their values, attitudes, and the guidance they provide to their children (Ekundayo, 2021).

Parental educational attainment can significantly influence a child's career aspirations in several ways. Children often look to their parents as role models. If parents achieve high educational levels, it sets a precedent and inspires the child to set similar educational and career goals. Parents with higher education are more equipped to provide academic support and guidance, assist with homework, advise on educational pathways, and navigate the complexities of the education system (Mathatha & Ndlhovu, 2018, *as cited in* Chukwu &

Tor-Anyiin, 2024). They may also have higher expectations for their child's performance, creating a supportive environment that fosters academic excellence and ambitious career goals. Furthermore, well-educated parents often have wider professional networks, offering opportunities for mentorship, internships, and exposure to diverse careers.

These aspirations are shaped by the quality of academic support, information, and encouragement provided at home. Parental education determines the richness of these influences, since more educated parents are better positioned to mentor, discuss career pathways, and instill confidence for ambitious goal-setting (Spera, Wentzel, & Matto, 2009; Jeynes, 2015).

Research indicates that parents with higher levels of education are more likely to engage in structured discussions about careers, promote participation in guidance programs, and encourage persistence in school despite hardships (Oladejo & Ibrahim, 2024; Ekundayo, 2021). Educated parents also tend to model resilience and forward-thinking, providing adolescents with frameworks for envisioning life beyond immediate survival needs. For those in displacement settings, this can be decisive in maintaining aspirations for professional careers even when resources are scarce.

In contrast, parents with low educational attainment may lack familiarity with professional pathways, be less able to help with schoolwork, or hold narrow occupational expectations influenced by livelihood struggles (Nwankwo & Joseph, 2022). For internally displaced adolescents, such limitations often lead to vague or short-term career goals, reinforcing cycles of low education and underemployment.

Okon and Edem , (2020) carried out a study titled *Parental Level of Education and Students' Career Aspiration: Philosophical Contributions for Education towards Learners' Skills for Autonomy in Decision Making* in the Northern Education Zone of Cross River State, Nigeria. The study examined the influence of parental educational attainment (independent

variable) on the career aspirations of secondary school students (dependent variable). The researchers employed a descriptive survey design, targeting Senior Secondary School Three (SS3) students in public secondary schools within the zone. A total population of students across 30 public schools was considered, from which a sample of 960 students was selected through a combination of simple random and purposive sampling techniques. Data collection was carried out using a researcher-designed questionnaire titled *Parental Level of Education and Students Career Aspiration Questionnaire (PIESCAQ)*, which was structured to gather information on both parental educational background and students' career preferences. One research question and the corresponding hypothesis guided the study, with the null hypothesis tested using the contingency Chi-square statistic at the 0.05 level of significance. The result indicated a calculated Chi-square ( $X^2$ ) value of 273.38, which was greater than the critical value of 79.08, leading to the rejection of the null hypothesis and the conclusion that parental level of education significantly influences students' career aspirations in the study area. The researchers further discussed the philosophical implications of the findings, particularly on the role of autonomy in education, and recommended that parents should avoid compelling children into careers for which they lack the necessary capacities, talents, interests, and aptitudes. They also emphasized the need to inculcate skills for autonomous decision-making in learners to promote self-directed career choices.

Similarly, Mgboro (2024) conducted a study titled *Parental Levels of Education as Predictors of Career Aspiration Among Secondary School Students* in Ebonyi State, Nigeria, to determine the extent to which parents' educational attainment predicts the career aspirations of secondary school students. The descriptive research design was adopted, with a study population of 8,478 students from 22 public secondary schools, ranging from Senior Secondary School One (SSS I) to Senior Secondary School Three (SSS III). Using simple random sampling, a sample of 368 students was drawn from 10 schools. Data were collected

through a structured instrument titled *Career Interest Inventory (CII)*, validated by three lecturers from Ebonyi State University. The reliability of the instrument was confirmed using the Cronbach Alpha method, yielding a coefficient of 0.942, indicating high internal consistency. Data analysis involved mean and standard deviation for research questions, while regression analysis was employed to test hypotheses at the 0.05 level of significance. Findings showed that parents with higher educational levels significantly predict students' career aspirations to a great extent, while parents with middle and low educational attainment also serve as predictors, though to a lesser degree. The study concluded that parental education is a strong factor influencing students' career choices and recommended that highly educated parents actively guide their children on career opportunities, moderately educated parents create space for career discussions, and less educated parents collaborate with career counsellors to broaden their children's exposure to diverse career paths.

Mbagwu and Ajaegbu (2016) conducted a study titled *Influence of Parents' Educational Background on Career Choice of Teenagers among Senior Secondary School Students in Owerri, Imo State* to examine the effect of parental educational attainment on adolescents' career decisions. The study adopted a survey research design and targeted 400 senior secondary school students from four selected schools in Owerri, comprising 200 males and 200 females with ages ranging from 13 to 19 years (mean age = 16.24 years). Data were collected using a structured questionnaire developed by the researchers and analyzed using both descriptive and inferential statistics. Findings revealed that teenagers whose parents had higher educational backgrounds demonstrated greater consistency and fewer difficulties in making career choices compared with those from lower educational backgrounds. Specifically, adolescents with highly educated parents were more likely to select professional careers, whereas those whose parents had lower educational attainment tended to opt for business-oriented careers. The study concluded that parents' educational background

significantly influences teenagers' career decision-making, emphasizing the role of parental guidance in shaping career trajectories.

### **Parents' Socioeconomic Status and Internally Displaced Adolescents' Career Aspiration**

Parents' socioeconomic status (SES) has long been recognized as a significant determinant in shaping the career aspirations of their children, especially those in vulnerable situations such as internally displaced adolescents. Socioeconomic status often measured by income, educational level, and occupational prestige affects access to resources, opportunities, and social networks that influence career choice and development (Adebayo et al., 2022).

According to American Psychological Association [APA] (2021), socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Examinations of socioeconomic status often reveal inequalities in access to resources, plus issues related to privilege, power and control. Socioeconomic status of parents has been found to be a function of the level of their educational attainment as well as their occupation (Ndubuisi, Anokam, Nwagumma & Unamba, 2018, *as cited in* Chukwu & Tor-Anyiin, 2024). Jimoh, Adesanya and Shuaib (2018, *as cited in* Chukwu & Tor-Anyiin, 2024) found in a study that parents' educational level, occupation and income influenced the career aspirations of their offspring. Omoniyi (2013) found that socioeconomic status strongly influences students' access to educational resources, which in turn affects their career decision-making processes.

Socioeconomic status influences not only the material conditions in which internally displaced adolescents grow up but also the expectations and attitudes toward education and work. Parents with higher SES often communicate higher career expectations, provide role models through their own occupational achievements, and ensure their children have access to quality schooling and extracurricular opportunities (Owens & Ede, 2020). In contrast, low-income parents in IDP camps may encourage their children to prioritize immediate income-

generating activities over long-term education, thereby shaping career aspirations toward short-term survival rather than professional advancement. This dynamic aligns with findings by Yusuf and Nwosu (2021), who observed that adolescents from low-SES backgrounds frequently aspire to careers perceived as more accessible with minimal formal qualifications. In the displacement context, the socioeconomic realities of parents can also determine whether children pursue educational paths aligned with their interests or settle for careers influenced by immediate family survival needs.

Parents' income can be said to be salaries, wages, profits, rents, or any other sources of cash inflow or earnings that parents receive at any given time. Another way of looking at income is in the form of worker's compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance (Amandeep, 2016, *as cited in* Chukwu & Tor-Anyiin, 2024). Parents' income levels can influence the expectations they have for their child's career success. Children from higher income families may experience greater pressure to pursue prestigious or financially rewarding careers (Jamabo, 2014). Higher income families may have the means to send their child to better-funded schools, which can provide a higher quality education. This can lead to exposure to more diverse subjects and potential career paths.

Parents with higher incomes often have larger social and professional networks. This can expose a child to a wider array of professions and industries, potentially influencing their career interests. Affluent families can provide access to a wider range of opportunities (Salgotra & Roma, 2018). They may be able to send their child to specialized camps, workshops, or conferences related to certain fields, exposing them to a broader spectrum of career options. It is important to note that while parental income can significantly influence a child's career aspirations, it is not the only factor at play. Personal interests, aptitudes, and passions, as well as societal and cultural influences, also play significant roles in shaping a

person's career path. A person's educational attainment is considered to be the highest level of education they have completed. Education also plays a role in income (Rani, 2018, *as cited in* Chukwu & Tor-Anyiin, 2024). Education plays a major role in skill sets for acquiring jobs as well as specific qualities that stratify people with higher socioeconomic status from lower socioeconomic status (Ranjana, 2014, *as cited in* Chukwu & Tor-Anyiin, 2024).

Obiyo and Eze (2025) conducted a quantitative study involving 400 secondary school students to examine the predictive role of parental socioeconomic status on vocational aspirations in Nigeria. Using an ex-post facto design and standardized questionnaires, results showed parental socioeconomic status was not a strong indicator of vocational aspirations among the sampled adolescents. This finding suggests that other factors beyond family economic standing significantly shape vocational goals, challenging assumptions that higher SES automatically leads to higher career aspirations. The researchers recommended educational campaigns to inform students about diverse vocational pathways.

Emmanuel-Akabueze and Ogbonnaya (2022) investigated the Parental Socio-Economic status and career aspirations of secondary school students in Umuahia Education Zone, Abia State. The study was guided by five research objectives, as five research questions were posed for the study and five corresponding null hypotheses were tested at 0.05 level of significance. The study adopted the Correlation Research Design. The population of the study was 2467 Senior Secondary School Two (SSS II) students which comprised 1,084 male and 1,383 female students in Twelve Government owned Secondary schools in Umuahia Education Zone of Abia State in the 2019/2020 academic session. The sample of the study was 400 respondents. Two instruments which were the "Parents socio-economic status questionnaire" (PSESQ) and "career aspirations questionnaire" (CAQ) were developed by the researcher for data collection. The two instruments were validated by three experts. The internal consistency of the instruments was 0.83 and 0.78 respectively for the

PSESQ and CAQ while the stability of the instrument was 0.75 and 0.86 for the PSESQ and CAQ respectively. The data for the study was collected through the administration of 400 Copies of the PSESQ and CAQ. The research questions were answered using Simple Linear Regression and the P-value of ANOVA of the Simple Linear Regression was used to test the five null hypotheses at 0.05 level of significance. Findings of the study revealed that there is a significant high positive correlation between the Parents' socioeconomic status such as parental educational level, parental occupation, parental income and family structure) and students career aspiration. Based on the findings, it was recommended that Parents should employ the assistance of professional career counsellors in helping their children to make intelligent career decisions in line with their aptitude and abilities. Lastly, Teachers, career guidance and counsellors should realize that a high-level of parental education influences students' career choice and should therefore pass the importance of higher level of education to the students in relation to their careers and future.

Chukwu and Tor-Anyiin (2024), in their study titled *Influence of Parents' Socioeconomic Status on the Career Aspirations of Senior Secondary School Students in Makurdi Township of Benue State*, examined how parental income, occupation, and educational attainment shape students' career goals. The descriptive survey design was adopted, with a population of 5,874 Senior Secondary School students in Makurdi Local Government Area. Using a convenience non-probability sampling technique, the researchers selected 588 students from 12 secondary schools. Data were collected through a 15-item, researcher-developed instrument titled *Students' Career Aspirations Questionnaire (SCAQ)*, designed on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. Descriptive statistics of mean and standard deviation were used to answer the research questions, while hypotheses were tested using the Chi-square goodness-of-fit test at the 0.05 significance level, with 2.50 set as the criterion mean for agreement. Results revealed that all

three dimensions of parental socioeconomic status income, occupation, and educational attainment had significant influence on students' career aspirations. The authors concluded that higher parental income, professional or skilled occupations, and advanced educational qualifications tended to encourage more ambitious and clearly defined career goals among students, while lower socioeconomic indicators were associated with more constrained aspirations.

Dominic et al, (2024), Conducted a research on, Effect of parents' socioeconomic background on secondary school students career choice in kebbi state Nigeria. The study adopted a mixed-method approach. A sample of 250 senior secondary two (SS2) students was purposively drawn from 130 senior secondary schools in Kebbi State. A standardised Family Influence Scale (FIS) was adopted for this study. The scale was modified to have two sub scales: parents' occupation and family income. The face and content validity of FIS was carried out using experts in the field of guidance and counselling from Adamu Augie College of Education, Argungu. FIS was further subjected to pilot testing, and a reliability coefficient of 0.82 was obtained using the Cronbach Alpha formula. Descriptive statistics of mean and standard deviation were used to answer the research questions, while inferential statistics of t-test were used to test the null hypotheses at 0.05 level of significance. The outcome of this study revealed the grand mean scores of 2.8 and 2.7 which are greater than the decision mean score of 2.5 to imply that parents' occupational backgrounds and income levels from secondary school students' career choice significantly. Equally, significant differences were found ( $t = .19$ ,  $df = 248$ ,  $p\text{-value} = 0.03$ ) regarding the influence of parents' gender on the career choices of male and female students in secondary schools in Kebbi State. Considering the influence of parents on the career choice of their children, it was recommended that parents should seek the help of professional career counsellors to guide their children in making intelligent career decisions.

Similarly, Ogbiji (2018) investigated the influence of parental socio-economic status (SES) on higher academic aspiration among senior secondary school students in Cross River State, with a focus on the Ogoja Education Zone. The study was guided by three research questions and corresponding hypotheses, which focused on the three key components of parental SES: educational status, occupation, and material wealth. The research instrument was a 17-item, researcher-developed questionnaire, designed on a four-point modified Likert scale, titled *Parental Socio-Economic Status and Higher Academic Aspiration of Senior Secondary School Students Questionnaire*. A total of 600 senior secondary three (SS3) students participated in the study, with 30 students drawn from each school across the five local government areas in the education zone. Data analysis was conducted using simple percentages. Findings revealed that parental educational status had a substantial influence on students' higher educational aspirations, with 72.16% of respondents indicating a significant positive effect. Parental occupation, however, appeared to exert less influence, with only 37.99% of students acknowledging its impact. Parental material wealth showed moderate influence, with 62% of respondents affirming its role in shaping their academic aspirations. Based on these findings, the study concluded that parental SES, particularly educational attainment and material resources, plays a critical role in shaping students' academic ambitions.

In another related investigation, Eze and Ibrahim (2023) examined *Parental Socioeconomic Status and Career Aspirations of Senior Secondary School Students in Abuja Municipal Area Council*. The study considered socioeconomic status, comprising occupation, education, and income level, as the independent variables, while career aspirations represented the dependent variable. The study's population included all 3,150 SS2 students in AMAC public secondary schools. A sample of 350 students was selected using proportionate random sampling. Data were gathered using the *Socioeconomic Status and Career Aspiration*

*Questionnaire (SSCAQ)*, which had a Cronbach Alpha reliability coefficient of 0.87. The study posed three research questions and tested two hypotheses using Analysis of Variance (ANOVA) at a 0.05 level of significance. Results showed that parental occupation significantly influenced students' career aspirations, with children of parents in managerial, administrative, and professional occupations demonstrating higher aspirations toward careers requiring tertiary education compared to those from low-income occupational backgrounds.

### **Family Type and Internally Displaced Adolescents' Career Aspirations**

Family type describes the composition and arrangement of members within a household, which may take the form of nuclear families consisting of two parents and their children extended families with relatives included, single-parent units, child-headed households, or polygamous settings (Amato, 2014). This configuration shapes the socialization process and influences the emotional environment, the economic resources available, and the kinds of role models accessible to children. In practical terms, the structure of the family can determine how much attention, guidance, and support an adolescent receives in preparing for a future career (OECD, 2019). Career aspirations, on the other hand, refer to the occupational goals young people intend to achieve as adults, shaped by personal interests, perceived abilities, and the surrounding social environment (Schoon & Heckhausen, 2019).

The way a family is structured has a strong influence on how adolescents form their career ambitions because it affects levels of parental involvement, the accessibility of career-related information, and the distribution of household resources. For example, children in stable nuclear families often receive steady encouragement and resources for education and career development, whereas those in single-parent or child-headed homes frequently face economic strain and emotional stress that can hinder career planning (Amato, 2014).

Polygamous families often have larger household sizes due to the presence of multiple wives and their children. This can potentially strain the family's financial resources, as they have to be distributed among a larger number of dependents. As a result, there might be reduced financial capacity to invest in children's education, including expenses related to school fees, books, uniforms, and other educational materials (Chikwature & Oyedele 2016). A study by Gibson and Mckenzie (2010) found that polygamous families allocated fewer resources to children's education due to increased competition for resources. Also, studies have indicated that households practicing polygamy may experience economic challenges that can affect children's educational attainment (Doss, 2013; Sear & Marlowe, 2009).

Among internally displaced adolescents those forced to relocate within their own country due to conflict, communal violence, or disasters the type of family they live in becomes even more critical. In Nigerian IDP camps such as those in the Abuja Municipal Area Council (AMAC), displacement commonly disrupts family arrangements, with some children losing contact with one or both parents or ending up in extended family or foster care (Internal Displacement Monitoring Centre [IDMC], 2023). In extreme cases, displacement creates child-headed households, where older siblings take on adult responsibilities, which limits the time and resources available for career exploration (Olanrewaju et al., 2019).

According to UNHCR (2022) and Omeje (2020) reported that displacement significantly alters family dynamics to the extent that adolescents increasingly rely on community structures rather than traditional household arrangements. Both scholars observed that family structures become fluid in camps, with children sometimes living with relatives, unrelated caregivers, or foster families, thereby weakening any stable influence of family type on developmental outcomes.

Empirical studies have shown that intact nuclear families tend to produce adolescents with higher aspirations toward prestigious professions because they enjoy more emotional stability and greater access to resources (Amato, 2014; Haque & Zulfiqar, 2020). Family systems theory explains this by noting that the structure and quality of relationships within a family form the foundation for identity development and goal-setting (Bowen, 1978). In addition, social capital theory emphasizes the importance of the connections and networks a family can offer, which are often instrumental in career development (Coleman, 1988).

When displacement fragments family units, the consequences for career goals can be significant. A polygamous household, for instance, may see children deprived of a primary caregiver due to conflict, leaving them with fewer advocates for education in the camp environment (Ferris, 2018). On the other hand, in some extended families, pooled resources and the presence of several adult role models can open alternative routes for supporting career ambitions, even in challenging environments (Ferris, 2018). Yet, the instability of IDP camps often forces households to focus on immediate survival needs rather than long-term career planning (UNHCR, 2022).

Despite these challenges, certain family types can still foster positive career aspirations. Extended or cooperative family units in camps may allow adolescents to share responsibilities, freeing time for school or vocational training. Similarly, nuclear families that remain intact after displacement often provide direct and personalized encouragement to pursue careers that promise financial security or mobility (Nwosu & Ajayi, 2021).

In the specific context of Nigerian IDP camps particularly in AMAC the connection between family type and career aspirations is shaped by factors such as overcrowding, inadequate educational infrastructure, and the mental health effects of forced migration (Adelekan, 2020). Adolescents from single-parent or disrupted households frequently contribute to the family income, which reduces study time and narrows career options. In

contrast, those from supportive extended families may still draw on broader social networks to maintain higher aspirations despite material hardships.

Projectreseve, (2020) conducted a research on, impact of single parenting on child's career choice and vocation in Egor Local Government Area of Edo State. A student population of 50 student drawn from five Secondary School in Egor Local Government Area randomly selected was used for the study to each student questionnaire was administered and answer offered were collated and analysed. The result obtained from the study show that, illiterate parents have little or no time to their children's education children from educated home background show more interest in education lack of motivation and parents forcing them to do their will. It was also found out that only few students are interested in their parent's occupation. Discoveries from the study reveals that illiterate parents have no interest in their children academic growth, parents are not a factor influencing the choice of career among their children. Furthermore, there is no significant different between children from educated home towards Education of given the necessary motivation. This is due to the fact that a consideration number of children live without parental support, as in orphans, children living in the streets, displaced and refused children who on account of the poverty of their parents are subjected to inhuman and sadistic ordeals. This reduces their desire to learn as it happens frequently in Egor Local Government Area of Edo State.

Asigri, et al, (2023) conducted a qualitative study to examine the *impact of polygamous marriage arrangements on children's education* in the Tempene District of northern Ghana. The study aimed to address the limited empirical research on how polygamous family structures affect children's educational outcomes. Using a case study design, data were collected from 20 participants, including fifteen parents (ten women and five men) and five children from polygamous families, selected through purposive sampling. Semi-structured interviews were employed to gather rich, detailed narratives about the

participants' experiences, and thematic analysis was applied to interpret the data. Trustworthiness of the study was ensured using the criteria of Guba and Lincoln (1985). The findings revealed that polygamous marriage has both positive and negative effects on children's education, though the negative effects appeared to outweigh the positive. Negative impacts included limited financial resources due to larger household sizes, reduced parental attention and involvement in academic guidance, and increased stress from complex sibling relationships. Some children were reported to have discontinued schooling to contribute to household income, highlighting the strain polygamous arrangements can place on educational attainment. These findings align with earlier studies indicating that children from polygamous households often face challenges in academic performance and resource allocation (Al-Krenawi & Lightman, 2000; Al-Krenawi & Slonim-Nevo, 2008; Chikwature & Oyedele, 2016; Elbedour et al., 2003). Conversely, the study also identified positive outcomes. Educated older siblings acted as role models for younger children, motivating them to excel academically, while healthy competition among step-siblings encouraged better performance. Some fathers reported that older children contributed to the education of younger siblings, either through financial support or mentorship. These findings suggest that polygamous households may provide unique social and educational support networks that can enhance learning outcomes, though such benefits are contingent on the attitudes and behaviors of family members. The study concluded that while polygamous marriage arrangements can influence children's education both positively and negatively, careful management of family relationships and resource allocation is essential to mitigate negative effects. The authors recommended that parents foster peaceful co-existence among spouses and children and suggested future research using longitudinal and comparative designs to examine the long-term effects of polygamous family structures across different cultural contexts.

Fowowe-Ogunmilugba, B. J. (2024) conducted a study titled *The Influence of Family Values, Socioeconomic Status, and Parenting Styles on the Career Aspirations of Secondary School Students in Nigeria*. The independent variables were family values, socioeconomic status, and parenting styles, while the dependent variable was career aspirations of secondary school students. The study population comprised secondary school students, and a total of 300 students were selected using a multistage sampling technique. The research adopted a quantitative, descriptive correlational survey design. Data were collected using four standardized instruments: the Family Values Questionnaire ( $\alpha = 0.78$ ), the Socioeconomic Status Scale ( $\alpha = 0.86$ ), the Parenting Style Questionnaire ( $\alpha = 0.84$ ), and the Career Aspiration Scale ( $\alpha = 0.84$ ). The study was guided by research questions, and the data were analysed using correlation analysis and multiple linear regression. The findings revealed that there was no significant difference in career aspirations based on gender, but there was a significant relationship between career aspirations and each of the independent variables family values, socioeconomic status, and parenting style. Among these, family values emerged as the most dominant predictor of career aspirations. The study concluded that fostering positive family values is essential in shaping students' career goals, and recommended stronger collaboration between families and schools to provide the necessary support and motivation for students to develop positive and realistic career aspirations.

Falilat and Florence , (2022). investigated parental influence on choice of career among secondary students in the Ilorin Metropolis. The relative influence of variables such as parents' level of education, parents' occupation and family types were examined. A descriptive survey design approach was employed for the study. The population for the study comprised all students of secondary schools in the Ilorin Metropolis. A simple random sampling technique was used to select 200 respondents who participated in the study. Data were collected using a structured questionnaire entitled "Parental influence on choice of

career among secondary school students in Ilorin Metropolis". Content validity of the instrument was established and the reliability coefficient of 0.68 was obtained to ensure consistency of the instrument. Data analysis was done using percentage and frequency, mean and rank order analysis and Analysis of Variance (ANOVA); all hypotheses were tested at 0.05 alpha level. The findings of the study revealed that parents' encouragement to students on making good career decisions, parents informing students about specific careers, and parents' encouragement to students on considering different education and career options were significant influences of parents' choice of career among secondary students in the Ilorin Metropolis. The research hypotheses tested revealed that there were no significant differences in the parental influence on choice of career among secondary school students in Ilorin Metropolis based on parents' level of education, occupation and family type. Based on the findings of the study, it was recommended that school guidance counsellors should organize a meaningful career program that will help to educate both parents and students on the concept of career choice.

### **Summary of the Literature Review**

Literature has been reviewed on the Social Cognitive Career Theory by Lent, Brown and Hackett (1994) and the Ecological Systems Theory by Bronfenbrenner (1979). The Social Cognitive Career Theory states that individuals' career aspirations are shaped by self-efficacy, outcome expectations and personal goals, which interact to influence how young people develop interest, make choices and persist in career paths. The Ecological Systems Theory explains that children and adolescents are influenced by multiple environmental systems such as the family, school, community and wider society, and these systems interact to shape their development and future aspirations. The basic tenets of both theories emphasise the joint influence of personal factors and environmental conditions in understanding how adolescents form career aspirations, especially within challenging contexts such as internal

displacement. Parents' occupation, parents' educational level, parents' socioeconomic status and family type were reviewed as key parental factors capable of shaping the career aspirations of internally displaced adolescents.

The study also reviewed literature on parental occupation, parental educational level, socioeconomic status, family type and career aspirations, showing studies carried out by other researchers that did not combine all the variables captured in this study and were not conducted among internally displaced adolescents. For example, Ehigbor and Akinlosotu (2016) studied parental occupation and students' career aspirations in Esan West, Edo State, but did not focus on displaced adolescents. Okoro (2022) explored parental occupation and academic aspirations in Enugu State, but did not include parental educational level, socioeconomic status, or family type. Similarly, Olaosebikan and Olusakin (2014) investigated parental influence on career choice in Lagos, but their study did not target adolescents living in IDP camps. Other studies by Okon and Edem (2020), Mgboro (2024), and Mbagwu and Ajaegbu (2016) looked at parental educational level, socioeconomic status, family type, and career aspirations in different parts of Nigeria, but none specifically focused on internally displaced adolescents. Importantly, no existing study has explored the combined influence of parental occupation, educational level, socioeconomic status, and family type on the career aspirations of internally displaced adolescents. This clearly shows a gap in the literature that the present study seeks to address.



## CHAPTER THREE

### METHODOLOGY

In this chapter, the research method and procedure which will be used in the study are discussed under the following subheadings:

- ❖ Research Design
- ❖ Population of the Study
- ❖ Sample and Sampling Technique
- ❖ Research Instrument
- ❖ Validity of the Instrument
- ❖ Reliability of the Instrument
- ❖ Method of Data Collection
- ❖ Method of Data Analysis

#### **Research Design**

The research design adopted for this study is the survey design. This design is chiefly concerned with finding, describing and interpreting "what is". The design does not aim at creating new phenomena, but is concerned with conditions or relationship that exist, practices that prevail, beliefs, points of view or attitudes that are held; processes that are going on; effects that are being felt, or trends that are developing (Best, 1970). The design was considered appropriate for the study because the researcher does not have any intention to manipulate the study's variables but to study them as they occur naturally.

#### **Population of the Study**

The population of the study comprised all internally displaced adolescents aged 11–19 years residing in IDP camps within Abuja Municipal Area Council (AMAC), with specific attention on those enrolled in secondary schools. Based on the researchers' survey and report from the camp chairman's, a total of 400 adolescents were identified in JSS 3, SS1, SS2, and

SS3 across the Wassa, Malaysian Garden, Area One, New Kuchungoro, and Durumi IDP camps. These 400 adolescents constitute the population for this study.

### Sample and Sampling Technique

The sample size of 100 adolescents was obtained through simple random sampling technique. A sample of 20 participants were obtained from each of the five camps giving a total of 100 sample size from the total population of 400.

**Table 1: Distribution of sample size by camps**

S/N	IDP Camps	Sample size
1	Wassa IDP Camp Apo district	20
2.	Malaysian garden IDP Camp	20
3.	Area One IDP Camp	20
4.	New Kuchungoro IDP Camp	20
5.	Durumi IDP Camp	20
<b>Total</b>		<b>100</b>

### Research Instrument

The research instrument used for data collection was a modified four-point scale questionnaire titled “Parental Factors and Career Aspirations Questionnaire (PFCAQ)”. The instrument was structured into two sections as follows:

Section A: Demographic variables such as age, gender, educational status, and camp of residence.

Section B: Parental factors (occupation, education level, family type, and socioeconomic status).

### Validity of the Instrument

The instrument was validated by three experts in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education. The experts observed

replicated items, improper wordings and presentation reflecting the variables of the investigation. Their observations and corrections were incorporated before the final version of the items were produced.

### **Reliability of the Instrument:**

The Cronbach alpha method was used to ascertain the reliability of the instrument. The instrument was administered to 20 IDP adolescents who are not part of the sample for the study. The instrument has the reliability of .858 as a composite value while the sub-scale of occupation has .723 reliability value, the sub-scale of education has the reliability co-efficient value of .668, while the sub-scale of socio-economic status has the reliability co-efficient of .599 and the sub-scale of family type has the reliability co-efficient of .666 respectively. The co-efficient values reveal that the instrument was reliable for the study.

### **Method of Data Collection**

After obtaining ethical clearance and official permission from camp administrators, the researcher, assisted by trained field assistants, administered the questionnaires in person. The adolescents were given detailed instructions and guided through the process where necessary. Participation was voluntary, and anonymity was assured.

### **Method of Data Analysis**

Data were analyzed using simple linear regression for all the hypotheses. All hypotheses were tested at 0.05 level of significance.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, data collected is analyzed 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

##### Hypothesis One

Parents' occupation will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council

**Table 2: Linear regression of influence of Parents' occupation on career aspirations**

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	426.670	1	426.670	2.396	.125
	Residual	17453.570	98	178.098		
	Total	17880.240	99			

Alpha = .05; R = .154; R Square .024

a. Dependent Variable: Factors Affecting Career Aspirations

b. Predictors: (Constant), Parental Occupation

Table 2 shows an F value of 2.396 and a p value of .125. Testing at an alpha level of .05, the p value is greater than the alpha level, so, the null hypothesis which states that Parents' occupation will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council is retained. This indicates that Parents' occupation does not play a major role in the career aspirations of internally displaced adolescents in Abuja Municipal Area Council. The R Square value is .024, this indicates that

the predictor accounts for just 2.4% of career aspirations of internally displaced adolescents in Abuja Municipal Area Council.

**Hypothesis Two**

Parents’ educational level will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council

**Table 3: Linear regression of influence of Parents’ educational level on career aspirations**

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	350.242	1	350.242	1.958	.165
	Residual	17529.998	98	178.878		
	Total	17880.240	99			

Alpha = .05; R = .140; R Square .020

a. Dependent Variable: Factors Affecting Career Aspirations

b. Predictors: (Constant), Parental Educational Level

Table 3 shows an F value of 1.958 and a p value of .165. Testing at an alpha level of .05, the p value is greater than the alpha level, so, the null hypothesis which states that Parents’ educational level will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council is retained. This indicates that Parents’ educational level does not play a major role in the career aspirations of internally displaced adolescents in Abuja Municipal Area Council. The R Square value is .020, this indicates that the predictor accounts for just 2% of career aspirations of internally displaced adolescents in Abuja Municipal Area Council.

### Hypothesis Three

Parents' socioeconomic status will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council

**Table 4: Linear regression of influence of Parents' socioeconomic status on career aspirations**

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	140.405	1	140.405	.776	.381
	Residual	17739.835	98	181.019		
	Total	17880.240	99			

Alpha = .05; R = .089; R Square .008

a. Dependent Variable: Factors Affecting Career Aspirations

b. Predictors: (Constant), Parent's Socioeconomic Status

Table 4 shows an F value of .776 and a p value of .381. Testing at an alpha level of .05, the p value is greater than the alpha level, so, the null hypothesis which states that Parents' socioeconomic status will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council is retained. This indicates that Parents' socioeconomic status does not play a major role in the career aspirations of internally displaced adolescents in Abuja Municipal Area Council. The R Square value is .008, this indicates that the predictor accounts for just 0.8% of career aspirations of internally displaced adolescents in Abuja Municipal Area Council.

#### Hypothesis Four

Family type will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council

**Table 5: Linear regression of influence of family type on career aspirations**

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	23.129	1	23.129	.127	.722
	Residual	17857.111	98	182.215		
	Total	17880.240	99			

Alpha = .05; R = .036; R Square .001

a. Dependent Variable: Factors Affecting Career Aspirations

b. Predictors: (Constant), Family type

Table 5 shows an F value of .127 and a p value of .722. Testing at an alpha level of .05, the p value is greater than the alpha level, so, the null hypothesis which states that family type will not significantly influence the career aspirations of internally displaced adolescents in Abuja Municipal Area Council is retained. This indicates that family type does not play a major role in the career aspirations of internally displaced adolescents in Abuja Municipal Area Council. The R Square value is .001, this indicates that the predictor accounts for just 0.1% of career aspirations of internally displaced adolescents in Abuja Municipal Area Council.

#### Discussion of Findings

The result for hypothesis one revealed that parental occupation did not significantly influence the career aspirations of internally displaced adolescents in AMAC ( $F = 2.396, p = .125 > .05$ ). This means that parental occupation does not serve as a meaningful predictor of how adolescents in the Abuja Municipal Area Council envision their future careers. A major explanation for this outcome lies in the realities of internal displacement, which

severely disrupt occupational stability, economic roles, and the social identity that parents typically embody within their families. Many displaced parents have lost their former jobs, businesses, or professional status due to conflict, insecurity, and forced migration. Consequently, adolescents do not perceive their parents' current occupations often informal, unstable, or oriented towards basic survival as reliable models for long-term career inspiration.

In essence, the instability and inconsistency in the work patterns of parents living in IDP camps weaken the modelling processes through which parental occupation normally shapes children's aspirations. Bandura's Social Cognitive Theory emphasizes that effective role modelling depends on consistency, visibility, and continuity conditions that displacement disrupts. Under these circumstances, adolescents naturally turn to teachers, humanitarian workers, peers, and skill-acquisition programmes within the camp as alternative sources of influence. This helps to explain why parental occupation did not emerge as a significant predictor of career aspirations in this study.

Is inline with the conclusions of Nwosu (2021) and the International Labour Organization (ILO, 2022), who noted that occupational disruption among displaced families diminishes parental influence on children's educational and vocational goals. According to these researchers, the breakdown of family socioeconomic structures weakens traditional pathways through which occupational status shapes adolescent development. In addition, reports by IDMC (2023) show that livelihood collapse is a defining feature of internal displacement in Nigeria, often resulting in diminished occupational identity among adults.

However, the result contrasts with findings from studies conducted in more stable environments. For instance, Ganzeboom and Treiman (2019) and the OECD (2017) reported that parental occupation particularly professional or skilled employment tends to expose

adolescents to higher-status opportunities, thereby influencing their aspirations. Ehigbor and Akinlosotu (2016) similarly found a significant relationship between parental occupation and students' career aspirations in Edo State. They noted that adolescents frequently model their ambitions after parental work roles because of the exposure, discussions, and support available at home. The variation between these earlier findings and the present study reflects the distinctive conditions of internal displacement, which disrupt occupational stability and weaken the modelling function of parents. Research by UNHCR (2022) shows that displacement forces many parents into low-income or unstable jobs, limiting their ability to guide their children's career paths. Thus, external influences within the camp environment play a greater role in shaping career aspirations among IDP adolescents.

The result for hypothesis two indicated that parental educational level did not significantly influence the career aspirations of internally displaced adolescents in AMAC ( $F = 1.958, p = .165 > .05$ ). This shows that parental educational attainment does not significantly predict the career aspirations of adolescents living in IDP camps. In more stable contexts, educated parents often transmit academic values, provide career guidance, and influence children's ambitions. However, within displacement settings where unemployment, psychological distress, and survival pressures dominate parental education loses much of its functional relevance. Many parents, irrespective of their qualifications, are unable to apply their skills or provide sustained academic support because of the harsh socioeconomic conditions in the camps. As a result, adolescents tend to rely more on teachers, humanitarian workers, peers, and personal experiences rather than on parental educational backgrounds when imagining their future careers.

This finding aligns with reports by UNICEF (2020) and studies by Adeyemi and Ibrahim (2022), which show that displacement significantly weakens parental involvement in children's academic and vocational development. Similarly, evidence from IOM (2023)

highlights the major role adjustments that displaced parents undergo, often resulting in a diminished capacity to influence their children's aspirations.

In contrast, earlier research conducted in non-displacement settings shows a strong link between parental education and adolescents' career goals. Okon and Edem (2020), for instance, found that parental educational attainment significantly influenced students' career aspirations in Cross River State. Likewise, Mgboro (2024) reported that parents with higher education tend to raise children with stronger ambition and career clarity. Studies by Mbagwu and Ajaegbu (2016) similarly noted that highly educated parents are better positioned to provide academic resources, career information, and encouragement that shape adolescents' aspirations.

The discrepancy between these findings and those of the present study stems from the psychosocial and economic disruptions inherent in displacement, which undermine the traditional advantages associated with parental education. As observed by UNHCR (2022) and Olanrewaju et al. (2019), displacement erodes socioeconomic stability, limits access to educational resources, and places parents in survival-oriented situations, thereby weakening their capacity to guide children's career development. Consequently, adolescents in IDP camps draw more influence from external actors and structures than from their parents' educational backgrounds.

The result for hypothesis three showed that parents' socioeconomic status did not significantly influence the career aspirations of internally displaced adolescents in AMAC ( $F = .776, p = .381 > .05$ ), with a very low  $R^2$  value (.008), indicating that socioeconomic status explained less than 1% of variance in career aspirations. This suggests that SES is not a meaningful predictor of career aspirations among adolescents living in IDP camps. The economic realities of displacement widespread poverty, loss of livelihood, financial instability,

and reliance on humanitarian assistance create a uniformly disadvantaged environment in which SES ceases to function as a differentiating factor. Under such conditions, adolescents are more likely to base their aspirations on available opportunities, school exposure, NGO interventions, and peer influences than on parental income or social class.

This result supports the findings of Obiyo and Eze ( 2025) titled Parental socio economic status as predictor of vocational aspirations of secondary school students in Nigeria which find out that that other factors beyond family economic standing significantly shape vocational goals, challenging assumptions that higher SES automatically leads to higher career aspirations

However, this result contradicts prior studies conducted in stable settings, where SES is a strong determinant of career aspirations. For example, Adebayo et al. (2022) and the APA (2021) noted that higher SES provides access to quality education, social networks, and professional exposure that influence career development. Likewise, Jimoh, et al (2018) found significant relationships between SES markers (income, education, occupation) and secondary school students' career aspirations.

The disparity between those findings and the present result can be attributed to the collapse of socioeconomic hierarchies caused by displacement. As reported by UNHCR (2022) and Olanrewaju et al. (2019), displacement erodes material wealth, disrupts employment, and forces families into similar levels of economic hardship. As a result, adolescents rely more on external opportunities, school resources, and humanitarian interventions than on parental socioeconomic background.

The result for hypothesis four revealed that family type did not significantly influence the career aspirations of internally displaced adolescents in AMAC ( $F = .127, p = .722 > .05$ ), with an  $R^2$  value (.001) indicating that family type accounted for only 0.1% of the variance.

This means that whether an adolescent comes from a nuclear, extended, single-parent, polygamous, or foster household does not significantly shape their career aspirations in displacement conditions. The widespread disruptions associated with displacement family separation, instability, shared living arrangements, restructuring of household roles, and dependence on communal support tend to erase traditional differences between family types.

In IDP environments, adolescents are exposed to similar challenges: poverty, trauma, overcrowding, loss of home, and uncertainty about the future. These shared experiences reduce the influence that family structure typically has in stable communities. Instead, adolescents draw more influence from teachers, NGOs, peer groups, and community figures within the camp.

This finding agrees with reports by UNHCR (2022) and research by Omeje (2020), which noted that displacement alters family dynamics and increases adolescents' dependence on community structures. Ferris (2018) similarly observed that the breakdown of family roles in displacement settings reduces the capacity of household structure to shape children's educational or vocational aspirations. Findings from IDMC (2023) and Olanrewaju et al. (2019) confirm that displacement frequently leads to fluid household arrangements, such as child-headed homes, reorganized extended families, and foster placements, further weakening the role of family type.

Conversely, earlier research in stable environments highlights the relevance of family type in career development. Amato (2014) found that nuclear families provide emotional stability and parental involvement that promote positive aspirations. Haque and Zulfiqar (2020) observed that adolescents from intact households often exhibit higher ambition and motivation. Studies such as Chikwature and Oyedele (2016), Gibson and McKenzie (2010) noted that polygamous families sometimes face resource constraints that influence career

outcomes. Sear and Marlowe (2009) and more recent work by Asigri et al. (2023) and Fowowe-Ogunmilugba (2024) found that family structure affects access to support, values, and role models that shape aspirations.

The contrast between these earlier findings and the present study reflects the unique psychosocial and economic stresses of displacement. As noted by UNHCR (2022) and Adelekan (2020), the overriding forces shaping adolescent development in IDP camps include structural deprivation, poverty, trauma, peer networks, school environments, and humanitarian interventions, rather than traditional family structures. Consequently, family type loses its predictive power in shaping career aspirations within displacement contexts.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary of the Study

This study set out to examine how parental factors specifically parents' occupation, educational level, socioeconomic status, and family type shape the career aspirations of internally displaced adolescents living in Abuja Municipal Area Council (AMAC). To guide this study four research questions and four corresponding hypotheses were raised. A structured questionnaire was used to gather data from adolescents living in IDP camps, and the responses were analysed using linear regression to determine whether parental characteristics significantly predicted their career aspirations.

The overall result was striking: none of the parental variables showed a significant influence on the adolescents' career aspirations. The regression values were low across all models, and the p-values exceeded the .05 threshold in every instance. This means that the traditional influence parents usually have on children's career choices appears to be weakened among adolescents living in displacement.

From the analysis conducted, the study arrived at the following major findings:

- Parents' occupation did not significantly influence the career aspirations of internally displaced adolescents. This suggests that the occupational instability caused by displacement may reduce parents' ability to serve as career role models.
- Parents' educational level also failed to significantly predict adolescents' career aspirations.

Displacement disrupts family roles and reduces the degree of educational guidance parents can offer.

- Parents' socioeconomic status did not significantly influence the career aspirations of IDP adolescents. In camp settings, where many families experience nearly the same level of economic hardship, SES does not serve as a strong differentiating factor.
- Family type (monogamous, polygamous, single-parent, extended family) had no significant influence. Displacement reshapes family structures, making adolescents more reliant on external support systems than on traditional family arrangements.

## **Conclusion**

Based on the results of this study, it can be concluded that parental characteristics do not significantly influence the career aspirations of internally displaced adolescents in AMAC. Sequel to the findings of the study, it was concluded that the hardships associated with internally displaced families seems not to have major negative impact on their adolescents career aspiration in Abuja Municipal area council.

## **Recommendations**

Based on the findings of this study, the following recommendations are made:

- Career guidance and counselling services should be strengthened in schools within IDP camps to support internally displaced adolescents in exploring realistic career aspirations independent of parental background.
- Parental counselling should be incorporated where possible to strengthen parent child relationships and to enlighten parents on the importance of providing emotional support, guidance, and encouragement in their children's career development despite displacement challenges.
- School-based programmes, peer-supported activities, and NGO-led career development initiatives should be prioritised, as external environmental factors were

found to play a more significant role in shaping career aspirations than parental factors.

- Humanitarian and development organisations should integrate structured career guidance, vocational exposure, and life-skills training into IDP support programmes to broaden adolescents' career opportunities.
- Collaboration should be strengthened among government agencies, schools, NGOs, and international organisations to ensure a coordinated and sustainable approach to supporting the career development of internally displaced adolescents.

### **Contributions to Knowledge**

This study makes several important contributions to the existing body of knowledge on career aspirations and parental influence among internally displaced adolescents:

- The study established that in internally displaced persons (IDP) contexts, traditional parental factors such as occupation, educational level, socioeconomic status, and family type do not significantly influence adolescents' career aspirations, indicating a shift away from family-based determinants.
- The study revealed that external environmental factors including school-based programmes, peer influence, and humanitarian or NGO interventions play a more prominent role in shaping the career aspirations of internally displaced adolescents than parental background variables.
- The study provides empirical evidence that supports the need for counselling, guidance, and social work interventions that prioritize career guidance programmes, psychosocial support services, and life-skills training within IDP camp settings.
- The study contributes to existing literature by expanding knowledge on career aspirations within fragile and displacement-affected environments, particularly among

internally displaced adolescents in Abuja Municipal Area Council, an area that has received limited empirical attention in Nigeria.

- The study highlighted the need for future research to further examine the role of external influences such as school conditions, peer networks, and organized support programmes in shaping career aspirations among displaced adolescents.

### **Counselling Implications**

From the findings of this study, the following counselling implementations are acknowledged:

- Career counselling interventions should be structured to assist internally displaced adolescents in exploring various career options, identifying their interests and abilities, and understanding available educational and vocational opportunities beyond family and environmental limitations.
- Counsellors should adopt trauma-informed counselling approaches in working with internally displaced adolescents, considering that many may have experienced displacement-related trauma, loss, violence, or prolonged insecurity, which can negatively affect their emotional wellbeing and career planning process.
- Group counselling and peer support programmes should be encouraged among internally displaced adolescents in order to promote peer interaction, shared experiences, mentorship, and collective problem-solving, thereby enhancing self-confidence, motivation, and positive career aspirations.
- Parental counselling should be incorporated where possible to strengthen parent child relationships and to enlighten parents on the importance of providing emotional support, guidance, and encouragement in their children's career development despite displacement challenges.

- Counsellors should integrate life skills training, resilience building, stress management, and decision-making skills into counselling programmes to improve adolescents' coping abilities, independence, and preparedness for future career choices.

### **Suggestions for Further Research**

To expand on the findings of this study, the following areas are suggested for future research:

- A study exploring how education system within IDP camps influences the career aspirations of adolescents.
- An investigation into the role of peer influence and NGO programmes in shaping career goals.
- A longitudinal study tracking how prolonged displacement affects career aspirations over time.
- A comparative study between displaced adolescents and adolescents in stable communities.

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## APPENDIX

### DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.

#### PARENTAL FACTORS AND CAREER ASPIRATION QUESTIONNAIRE (PFCAQ)

Dear Respondent

As part of the fulfillment of the requirements for the academic work of the above-named institution and as a student of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, I am presently carrying out a research work on parental factors and career aspiration of the internally displaced adolescents in Abuja Municipal area council, FCT.

Please, feel free to complete this questionnaire, as information obtained will be treated with utmost confidentiality it deserves as this research is for academic exercise.

Yours faithfully

Researcher

#### SECTION A: Demographic Information

**Instruction:** please tick (✓) the appropriate responses in the boxes below

1. **Sex:** Male ( ) Female ( )
2. **Age:** 11-13years ( ), 14-16years ( ), 17-19 ( )
3. **Parents Educational Background:**  
Primary education ( ), Secondary Education ( ), Tertiary Education ( ), Non formal Education ( )
4. **Parents' Occupation:**  
Civil servant ( ), Business ( ), Farmer ( )
5. **Socioeconomic status (monthly income):**  
Low income #10,000-50,000 ( ), Middle income #51,000-100,000 ( ), High income #101,000 above ( ),
6. **Family type:**  
Single Parent ( ), Nuclear family ( ), Polygamous Family ( ).

**SECTION B: PARENTAL FACTORS AND CAREER ASPIRATION  
QUESTIONNAIRE ( PFCAQ)**

**Instruction:** in this part, you are required to tick (√) as you find Appropriate:

NOTE: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SA)

**Research question 1 influence of parents occupation on the career choice**

S/N	ITEMS	SA	A	D	SD
1	I admire my parents occupation and would like to take after it.				
2	My parents' type of work influences the career I consider possible for me				
3	Living in the camp make me see my parents occupation differently from my own dream career				
4	My parents' occupation determines the resources available for my career goals.				
5	My parents' occupation exposes me to career opportunities I might not have considered.				
6	I prefer a career different from my parents occupation				
7	The prestige or social status of my parents' occupation affects my career aspirations.				
8	My parents' occupation limits the type of careers I believe are possible for me.				

**Research question 2 influence of parents educational level of career aspiration**

S/N	ITEMS	SA	A	D	SD
9	My parents' level of education influences my career aspiration				
10	Parents with formal education in the camp encourage their children to pursue professional careers.				
11	My parents' formal educational background affects the guidance I receive in career choice.				
12	My parents' non formal education background affects my career aspiration				
13	My low parental level of education reduces the support I receive for my career aspirations.				
14	My parents' lack of formal education affects my aspiration of a professional career.				
15	Educated parents provide better advice on career decisions than uneducated parents.				
16	My parents' education influences how ambitious I am in my career goals.				

**Research question 3 influence of parents socioeconomic status on career aspiration**

S/N	ITEMS	SA	A	D	SD
17	There are some careers I like, but can't pursue because of financial constrain of my parents in the camp				
18	Financial challenges in my family in the camp limits my ability to achieve my career goals.				
19	Parents with higher socioeconomic status provide better career opportunities for their children.				
20	My parents' socioeconomic background determines my access to career information and guidance.				
21	My parents' low income in the camp affects my aspiration for a professional career choice.				
22	Families with higher income can sponsor better training for career development.				
23	Lack of money sometimes discourages me from aiming at my preferred career.				
24	My parents' high socioeconomic status influences how early I can start preparing for my career.				

**Research question 4 influence of family type on career choice**

S/N	ITEMS	SA	A	D	SD
25	Coming from a single-parent family affects my career decisions in the camp.				
26	My nuclear family type affects the career path I choose.				
27	Adolescents from single-parent families in the camp have fewer opportunities to pursue certain careers.				
28	Family type determines the encouragement and expectations I receive about my career.				
29	My family structure influences how far I believe I can go in my chosen career.				
30	Being from a polygamous family makes me consider careers that provide financial security.				
31	My family type determines whether I get needed support for my career dreams or not.				
32	The stability of my family type influences my confidence in pursuing a career.				

## APPENDIX B

### Scale: PARENTAL FACTORS SCALE

#### Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
<b>.858</b>	<b>32</b>

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	83.0000	198.105	.345	.854
item2	83.2000	201.853	.268	.856
item3	82.3000	197.379	.347	.854
item4	82.3500	196.871	.395	.853
item5	82.3500	196.450	.436	.852
item6	82.0000	203.368	.190	.858
item7	82.5000	195.000	.515	.851
item8	82.9500	189.418	.565	.848
item9	83.2500	217.776	-.261	.874
item10	82.3500	195.187	.607	.849
item11	82.4000	188.358	.688	.845
item12	82.6000	199.937	.359	.854
item13	82.7500	191.039	.537	.849
item14	83.1000	195.358	.387	.853
item15	82.5500	187.208	.606	.847

item16	82.5500	192.682	.559	.849
item17	82.4000	193.726	.524	.850
item18	82.7500	190.408	.616	.847
item19	82.3000	192.853	.557	.849
item20	83.1500	212.871	-.146	.868
item21	82.6000	199.621	.282	.856
item22	82.0500	197.629	.366	.854
item23	83.0500	206.787	.049	.862
item24	82.5000	197.947	.331	.855
item25	83.3000	200.958	.229	.858
item26	83.5000	192.474	.545	.849
item27	82.6500	189.818	.648	.847
item28	82.8500	202.239	.248	.857
item29	82.7000	192.116	.558	.849
item30	82.9500	191.629	.517	.850
item31	82.6500	203.818	.122	.861
item32	82.2500	203.250	.185	.858

**Scale: OCCUPATION SUB-SCALE**

**Case Processing Summary**

		N	%
Valid		20	100.0
Cases Excluded <sup>a</sup>		0	.0
Total		20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.723	8

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	19.8000	17.853	.388	.701
item2	20.0000	18.947	.345	.708
item3	19.1000	17.253	.425	.693
item4	19.1500	17.713	.414	.695
item5	19.1500	17.397	.493	.680
item6	18.8000	21.326	.017	.765
item7	19.3000	16.326	.682	.642
item8	19.7500	15.461	.586	.654

### Scale: EDUCATION SUB-SCALE

#### Case Processing Summary

	N	%
Valid	20	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.668	8

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item9	19.1500	20.871	.006	.738
item10	18.2500	19.355	.391	.635
item11	18.3000	17.484	.471	.610
item12	18.5000	20.579	.184	.672
item13	18.6500	16.766	.497	.600
item14	19.0000	18.000	.341	.642
item15	18.4500	16.366	.481	.603
item16	18.4500	16.366	.657	.565

**Scale: SOCIO-ECONOMIC STATUS SUB-SCALE**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.599	8

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item17	19.0500	14.471	.416	.532
item18	19.4000	13.411	.538	.490
item19	18.9500	14.787	.371	.545
item20	19.8000	17.116	.020	.652
item21	19.2500	17.355	.015	.647
item22	18.7000	13.274	.572	.480
item23	19.7000	14.221	.430	.526
item24	19.1500	16.029	.162	.607

**Scale: FAMILY TYPE SUB-SCALE**

**Case Processing Summary**

		N	%
	Valid	20	100.0
Cases	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.666	8

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item25	17.9000	15.989	.456	.609
item26	18.1000	15.674	.541	.589
item27	17.2500	16.618	.419	.620
item28	17.4500	17.629	.374	.634
item29	17.3000	16.326	.452	.612
item30	17.5500	17.103	.296	.652
item31	17.2500	16.934	.300	.652

item32	16.8500	19.818	.053	.701
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## APPENDIX C

### SPSS Output of Linear regression of influence of Parents' occupation on career

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.154 <sup>a</sup>	.024	.014	13.34532	.024	2.396	1	98	.125

a. Predictors: (Constant), P\_Occu

### aspirations

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140.405	1	140.405	.776	.381 <sup>b</sup>
	Residual	17739.835	98	181.019		
	Total	17880.240	99			

a. Dependent Variable: Fac\_CareerAsp

b. Predictors: (Constant), SES

### SPSS output of Linear regression of influence of Parents' educational level on career aspirations

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.140 <sup>a</sup>	.020	.010	13.37451	.020	1.958	1	98	.165

a. Predictors: (Constant), P\_EdBcgr

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	350.242	1	350.242	1.958	.165 <sup>b</sup>
	Residual	17529.998	98	178.878		
	Total	17880.240	99			

a. Dependent Variable: Fac\_CareerAsp

b. Predictors: (Constant), P\_EdBcgr

**SPSS output of Linear regression of influence of Parents' socioeconomic status on career**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.089 <sup>a</sup>	.008	-.002	13.45432	.008	.776	1	98	.381

a. Predictors: (Constant), SES

**aspirations**

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140.405	1	140.405	.776	.381 <sup>b</sup>
	Residual	17739.835	98	181.019		
	Total	17880.240	99			

a. Dependent Variable: Fac\_CareerAsp

b. Predictors: (Constant), SES

**SPSS output of Linear regression of influence of family type on career aspirations**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.036 <sup>a</sup>	.001	-.009	13.49872	.001	.127	1	98	.722

a. Predictors: (Constant), FamTyp

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.129	1	23.129	.127	.722 <sup>b</sup>
	Residual	17857.111	98	182.215		
	Total	17880.240	99			

a. Dependent Variable: Fac\_CareerAsp

b. Predictors: (Constant), FamTyp