

**PEER GROUP INFLUENCE ON CAREER CHOICE AMONG SECONDARY
SCHOOL STUDENTS. A CASE STUDY OF SECONDARY SCHOOLS IN OVIA
NORTHEAST LOCAL GOVERNMENT AREA OF EDO STATE**

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JUNE 2025

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned certify that this project was carried out by **Lawretta Asitemi AKINSON** with matriculation number, **EDU2102183** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.

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DEDICATION

I dedicate this project affectionately to God Almighty for His sufficient grace, mercies and protection which has taken me this far and everyone that supported with sacrifice of love.

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Heartfelt gratitude to my parents Mr. and Mrs. Akin, thank you for your love, financial support, words or encouragement and for also being a strong pillar of prayer for me, I am grateful to God for having both of you. My profound gratitude goes to my elder sister Miss Oreoluwa who has always been there for me during tough times in my academic journey. God Bless you.

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ABSTRACT

The study focuses on investigating peer group influence on career choice among secondary school students in Ovia North East Local Government Area of Edo State.

Out of the twenty-four public secondary schools in Ovia North East Local Government, eight secondary schools were selected for the study. This represents 33.3% of the total secondary schools in the local government. In each of the selected school, twenty students and five teachers were randomly selected to make a total number of two hundred (200) respondents. A simple random sampling technique was used to select the respondents. The research instrument for data collection was a questionnaire titled “Peer Group Influence on Career Choice Questionnaire (PGICCQ). The simple percentage method was used to analyse the data collected.

Findings revealed that the level of peer group influence on career choice of secondary school students in Ovia North East Local Government Area of Edo State is low. It was also revealed that there was a significant influence of peer group on students’ career choices. However, there was no significant difference in the influence of peer group between male and female students in their choice of career. It was therefore recommended that professional career counsellor should be consulted to assist students in planning and choosing their careers. Schools, in collaboration with the Ministry of Education, should endeavour to organize at least one mandatory career programme that will involve professionals and experts from various fields of life. Such programme should be coordinated by the guidance counsellor.

CHAPTER ONE

INTRODUCTION

Background to the study

A peer group is both a social group and a primary group of people. Peer group may be defined as a group of people who share similarities such as age, background, and social status. The members of this group are likely to influence the person's behavior and beliefs. Peers groups contain hierarchies and distinct patterns of behavior. The group provides the standard of behavior in form of rules and regulations, dos and donts attitudes and opinions to be obeyed and upheld by every member of the group. Among peers, children learn to form relationships on their own and have the chance to discuss interest that adults may not share with children, such as clothing and popular music, or may not permit, such as drugs and sex.

However, Harris (1977) suggests that an individual's peer group significantly influences their intellectual and personal development several longitudinal studies support the conjectures that peer groups significantly affect scholastic achievement, but relatively few studies have examined the effect peer groups have on test of cognitive ability. More so, to attain one's goal in life is not an easy task, it involves a rigorous process of decision making, advice and counseling. It is against this background that the choice of subjects for the senior secondary school certificate examination (SSCE) by students is based on the relevance of the subjects to his or her future career, and in most case based on the wishes of peer group and parents.

One of the goals of education is that of helping the individual not only to fit into the society properly but also, help to develop the mind of the individual to understand his environment and bring about national consciousness in the life of the individual. Apart from this general aims of education, secondary education is meant to prepare the child for life in the presence of rapid technological and computer age.

In this present age of Western education, which has brought with it knowledge explosion, the society has become complex, to the extent that senior secondary school students have become exposed to the problem of choosing from a number of subjects to qualify for the course of their choice in the university. The choice of the subjects is very important because, whatever choice that is made can affect the rest of the students either positively or negatively.

Career is a lifelong job or occupation activity that an individual embarks upon daily, weekly, monthly or yearly for income in order to sustain one's life and the entire family. The BBC English dictionary for the world (2013) defined career as a type of job or profession that someone does for a long, period of their life and in which they hope to gain advancement. Career choice has become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition. It was a common practice in the old days to find feudalism converting it into a family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader. Industrialization and post industrialization has made it possible for a common person to be richer as long as she or he has

due skills and knowledge (Wattles, 2009). Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009).

Career determination is indeed the outcome of important impacting factors other than students' own wishes and desires (Ferry, 2006). Career choice is one of the most critical turning points in our lives because this choice determines our future roles in the society and symbolizes one of the most important processes in our lives.

Career decision affects the life, home and accomplishments of a person throughout his/her entire life time (Napompech, 2011). According to Hewitt (2010), factors influencing career choice can either be intrinsic or extrinsic or both. Hewitt further states that most people are influenced by careers that their parents favour, others follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. Career choice is influenced by multiple factors including personality, interests, intellectual ability, prospect of the career, self concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial.

Students perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics (McQuaid & Bond, 2003).

The level of career aspiration usually affects curriculum choice, and career choice (Herr and Cramer, 1996). Also, career aspirations are influenced by numerous factors including gender, race, parental support, academic achievement, socioeconomic status, and self-esteem. Similarly, several factors which have been found to be theoretically and empirically related to career aspirations also influence the career choice process.

According to Durojaiya and Olayinka (1973), most of the time students make unrealistic choices, as such choices are based on encouragement, peer group influence, prestige, occupational value and sex. In the light of the above, it is therefore important for the students to be properly guided in their choice of career. This will help the students to choose the courses in which they have aptitude. Presently, Nigeria as a country is unable to provide employment for all her graduates. This is a very big problem because ability to gain employment is the ultimate goal of formal education this problem may have been due to lack of proper students guidance from the lack of guidance and counseling services in the secondary schools.

Statement of the Problem

As stated earlier, students of secondary school are prone to a lot of problem while choosing their life career. The major problem that they encounter is that of choosing the subjects that will qualify them for their life career. Some of them depend on either their parents or peer group to choose for them, while others just base the choice on their own personal decisions. The reason why they find themselves in such problems of choice is consequent on the absence of guidance and counselling units in most secondary schools in Ovia North East Local Government Area of Edo State. Where they are present, their activities are not felt, as experts are not employed to handle the unit. The result of this situations has not been favourable to both the students and their parents, since majority of them as a result of wrong subjects find it difficult to gain admission into university to start their career and others who manage to enter into the university graduated to sit down at home without being gainfully employed.

Research Questions

The following research questions are stated to guide the study.

1. What is the level of peer group influence on career choice of secondary school students in Ovia North East Local Government Area of Edo State?
2. Is there any significant influence of peer group on students' career choices?

3. Is there any significant difference in the influence of peer group between male and female students in their choice of career?

Hypotheses

The following research questions are stated to guide the study

H₀₁: There is no significant influence of peer group on students' career choices among secondary school students in Ovia North East Local Government Area of Edo State.

H₀₂: There is no significant difference in the influence of peer group between male and female students in their choice of career.

Purpose of the Study

This research work is aimed at investigating the influence of peer groups on students choice of career. In view of this, the study will:

1. Find out the extent to which peer opinion or suggestion can influence students choice of career.
2. Find out if there will be a significant influence of peer group on students' career choices among secondary school students in Ovia North East Local Government Area of Edo State.
3. Find out if boys and girls respond differently to the influence of peer group on their career choice.

Significance of the Study

This study when completed will be of great benefit to both the educational planners, parents, teachers, students and the general public.

To the educational planners, the study is important because it will help them to take cognizance of the manpower requirements necessary to meet the socio-economic aspirations of all sectors of the economy and therefore, evolve implementable policies and proposals.

To the teacher and parents, the study is significant because it will provide them with an insight on how it help students to make wise career choice.

To the students, the study is equally significant because it will reveal to tem the factors that can influence their career choice negatively or positively. In addition, the study will aid them in their career choice.

Finally, the study is important to the members of the public because, it will assist them to know the amount of knowledge the young adolescent suppose to have as regards career choice

Scope and Limitation of the Study

The scope of the study covers peer group and career choice of secondary school student in Ovia North East Local Government Area of Edo State

Operational Definition of Terms

Peer group: a peer group is both a social group and a primary group of people who have similar interests, age, background, or social status. The members of this group are likely to influence the person's beliefs and behavior

Career choice: The broad opportunities that exist for lifelong vocations. These vocations are set out in a frame work of strategies moving towards personal goals.

Environment: the complex physical factors that make up our surrounding and in turn act upon us for the purpose of this study they would include the forces of family, social and economic issues that both typical and non-typical students may deal with on a day-to-day basis.

Motivation: forces acting on or within a person causing an initiation of behaviour or what it is that moves us. In this study we will deal with the issues that help or hinder students in making career choices.

Opportunity: those choices in one's life which are exposed either in a subtle or obvious manner. These choices or paths give the individual a selection between two or more outcomes. The outcomes of one's choosing may or may not exceed one's present abilities.

Personality: a characteristics way of thinking, feeling and behaving. The personality is the collection of impression in the appearance of the student's body and the impression believed to have been made on others, good or bad. One's personality may embrace attitudes and

opinions that affect the way we deal with interactions of people and in particular to this study, the situation of choosing a career.

Gender: not biological in nature but psychological, psychomotor feature or attributes associated to an individual whether male or female by sex.

Culture: the custom, arts, social and religious institutions and achievement of a particular people or nation.

Family: the people one lives with and sees daily.

Peers: peers are adolescents who are about the same age of maturity level.

Students: in this study, it refers to individuals who are officially admitted and registered in the secondary and non secondary school system as full time candidates.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature was carried out under the following sub-headings:

- Concept of Career
- Concept of Career Choice
- Career Choice and Selection
- Effect of Peer Pressure on the Choice of Career
- Parental Influence over Career Choice Selection
- Factor Affecting Choice of Career among Secondary School Students
- Summary of literature review

Concept of Career

The concept of a career is a central aspect of human life, encompassing our professional journey, personal development, and economic well-being. It is a multifaceted concept that has evolved over time and continues to adapt to the changing dynamics of the modern world. This comprehensive exploration of the concept of a career will delve into its definition, historical evolution, the role of education, and the impact of technology on careers, all while drawing on relevant references and research. A career can be broadly defined as an individual's professional journey over their working life, which includes the sequence of employment, education, and other life roles they engage in throughout their lifetime Super, (1990). A career typically involves a progression from one job or role to another, often with the aim of achieving personal and professional goals. According to the American

Psychological Association (APA), a career can be seen as "the pursuit of a lifelong ambition or the general course of progression toward lifelong goals." It is not merely a job but a long-term commitment to personal and professional development. Careers encompass a wide range of professions, industries, and occupations, and they can be shaped by individual aspirations, societal expectations, and economic conditions.

The concept of a career has evolved significantly throughout history. In traditional agrarian and feudal societies, individuals often followed the same occupation as their parents, and career options were limited Hall, (1976). With the industrial revolution and the shift towards urbanization, new career opportunities emerged in factories and administrative roles, leading to increased mobility and the concept of a career outside one's family occupation. In the 20th century, the idea of a career became more formalized with the rise of vocational education and the expansion of higher education institutions. The post-World War II period saw the emergence of the "career ladder" concept, where individuals could climb the organizational hierarchy within a single company or industry. This model, often associated with lifetime employment in large corporations, has become less common in the 21st century due to economic globalization and technological advancements.

Education plays a pivotal role in shaping careers. It equips individuals with knowledge, skills, and qualifications necessary to pursue their chosen professions. The level of education often correlates with career opportunities and earning potential. For instance, a college degree is typically a prerequisite for many professional careers, such as medicine, law, and engineering. Education not only provides specific vocational training but also

fosters critical thinking, problem-solving abilities, and adaptability, all of which are essential in today's dynamic job market. Lifelong learning has also gained prominence as careers now require continuous skill development and adaptation to evolving technologies Bynner, & Parsons, (2002). The 21st century has witnessed rapid technological advancements that have had a profound impact on careers. Automation, artificial intelligence, and digitalization have transformed industries and job roles, leading to the creation of new career paths and the obsolescence of others. For example, jobs in manufacturing and routine data entry have been automated, while careers in data science, cybersecurity, and artificial intelligence have emerged.

Moreover, technology has revolutionized how careers are pursued and managed. Remote work, the gig economy, and online platforms for freelancers have expanded the possibilities for career flexibility and entrepreneurship. Technology also facilitates continuous learning and skill acquisition, making it easier for individuals to adapt to changing career demands. The concept of a career is a dynamic and multifaceted aspect of human life that has evolved significantly over time. It is influenced by education, technological advancements, and societal changes. Understanding and navigating one's career in the modern world requires adaptability, continuous learning, and a proactive approach to personal and professional development Brynjolfsson, & McAfee, (2014).

Choosing a career is an extremely important decision that impacts an individual's entire future. Navin (2009) has suggested that exploring career options before committing to a

career increases future career success and satisfaction. Sociologists stress the forces in our society as the major determinant of career choice. Some consider the birth right of the individual as a most significant factor in career choice since it establishes the family, race, nationality, social class, residential district and to a large extent the educational and cultural opportunity for the person. Sociologists argue that the range of occupations that an individual will consider in choosing a career is determined largely by the status expectations of the social class to which he belong (Friesen cited in Sani, 2017). In recent times, there has been growing interest in the interrelationships between occupational choice and peer group influence. More importantly the focus has been on the factors that enhance an individual towards an occupation. The success of children as they grow up has always been attributed to intense peer group influence. The young adolescent in school is expected to set high aspiration in him/herself and to work towards the achievement of those goals.

More so, children are made to become aware of the prestige that goes along with successful occupational choice. Peer pressure refers to the influence exerted by a peer on a person to change his/her attitude and values in order to conform with the norms of his/her group (Kirk, 2000) while most educators believe that peer pressure has an influence on children's academic performance, Kirk (2000) observes that few studies have been done to prove this believes. Peer pressure is also defined as when people of the same age group encourage or urge each other to do something or to keep doing something else, no matter if the person personally want to do it or not (Ryan, 2000). Peer influence is also known as peer pressure and it involves changing one's behaviour to meet the perceived expectations of

others (Burns and Darling, 2002). In general, most teens conform to peer pressure on fairly significant things like music, clothing or hair styles, when it comes to more values, parents still remain more influential than the peer group (Black, 2002).

Choosing a career is not like choosing an orange from a basket. According to Weiler (1997) a successful career seldom happens by chance with very few exceptions, people who really get what they want in a career do so because they define their objective plans and schedules for achieving their objectives, and assume personal responsibility for implementing and following these plans. These people monitor their progress regularly, improve their plans when they are not getting the desired result and persevere in the face of frequent setbacks until objectives are achieved.

Many scholars have given their own different meanings to choice and career and some have further stressed their importance and objectives of selecting a better career. The dictionary meaning of Career is a way of making a living profession amongst a career of opportunities. Many find it difficult to make choices in the sense that they lack guidance and counseling, making their choice without the help of any person. Several works have been done based on the determinant factors affecting career by students. There are opinions expressed on this issue that are as varied as the factors which have been included in the first chapter. In the same view, there is no doubt however that there are many factors responsible for the progress of a child backwardness or retardation viz; genetic factors (that are inherent in the child himself) and environmental factors (from the environment where the child grew up).

Concept of Career Choice

Career choice is a critical life decision that individuals make as they transition from education to the workforce. It is the process of selecting an occupation or field of work that aligns with one's interests, skills, values, and long-term goals Super, (1990). The concept of career choice encompasses various factors, including personal preferences, educational background, societal influences, and economic considerations. This comprehensive exploration of the concept of career choice will delve into its significance, factors influencing it, theories related to career choice, and provide references to relevant research and literature.

Career choice is a pivotal decision that has a profound impact on an individual's life. It shapes not only one's professional trajectory but also influences personal satisfaction, financial stability, and overall well-being Lent, Brown, & Hackett, (1994). The significance of career choice can be understood through the following aspects. Choosing a career aligned with one's interests and values often leads to greater job satisfaction and a sense of purpose in life. Career choice significantly affects one's earning potential and financial stability, which, in turn, impacts overall quality of life Holland, (1997). The chosen career can provide opportunities for skill development, career advancement, and personal growth. Careers often involve roles that contribute to society in various ways, such as healthcare, education, technology, and public service. Work-Life Balance: Career choice can influence the balance between work and personal life, affecting overall well-being and life satisfaction Gati, Krausz, & Osipow, (1996).

Career Selection

Career selection is one of the main important choices a student will have to take in his life. This choice of decision will have impact on them throughout their lives. Career plays a very fundamental and significant role in the life of the individual because it determines the pattern of his or her income, affects the individual's personality and concept of life. Therefore, career is a life time pursuit for success. It is the sequence of major positions occupied by a person throughout his life time. The term career is broadly defined as all like roles people play including students, parents, employees, retirees and employers, in securing a livelihood. Her (1973) thus indicates that career is the totality of experience through which one learns about and prepares to engage in work as part of his way of living. In a nutshell, career is the totality of work one does in his life time to earn a living. It's therefore a positive thing for one to think as far as possible in achieving this fit. Hence making a career choice is essential for everyone. Career choice is something very hard to make especially as one's livelihood depends on it. Career choice has become a complex task among students in the face of ever changing technology and the information sector.

Career according to Cambridge Advance learner's Dictionary (2005) refers to Job or series of job that you do during your working life. Thus choosing a career simply means choosing a life job. Career choice is affected by multiple factors include personality, interest, self concept, identity, globalization, socialization, role model, social support and available resources such as information and finance (Kerka 2000). Onayase and Onayase, (2009) also

carried out an investigation into other factors that could affect career choice, thus, identified religion, peer group and some environmental factors. However, all careers have their subject requirements, personality characteristics and personal abilities. All these are supposed to be fully assessed before an individual can be verified to be qualified into a specific career (Onayase and Onayase, 2009). Today, one does not only need to make due career planning but also exhaustive career research before making a career choice so as adjust with the evolving socio economic conditions (Wattles, 2009).

Hewitt (2010), suggested that most people are affected by career that their parent favors, others flows with the career that their educational choice have opened for them, some choose to follow their passion regardless of how much or little it will make them, while others choose the career that gives high income. Mcquaid and Bond (2003) cited that student's perception of being suitable for a particular job also has been found to be affected by a number of factors which include ethnic background, years in school, and level of achievement. However, students are known by a combination of personal abilities, personality type and other factors (Okafor 2012). Hence, factors affecting career choice can either be intrinsic or extrinsic or both. Student's perception of being suitable for a particular job also has been found to be affected by a number of factors. For instance, Parental support and encouragement are important factors that have been found to affect career choice. Children may choose what their parents desire simply to please them (Taylor et al; 2004). Okafor (2012) cited that generally, the choice of a career is affected by parents, friends, and variation of one population to another. He also claimed that, Parents education and occupational

background may affect student's career choice because some students may contemplate on whether to continue their parent's occupation or not. What the students see in televisions also may affect their career choice. Some career demand that you have the personality to match the qualities of the occupation However, when these students graduate from the school, some of them enter into occupations that are totally different from the one they had chosen and trained for. For these reasons the necessities of a guidance counselor in schools cannot be over emphasized.

Career choice has become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition. It was a common practice in the old days to find feudalism converting it into a family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader. Industrialization and post industrialization has made it possible for a common person to be richer as long as she or he has due skills and knowledge. Today, one does not only need to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009).

Career Choice and Selection

Career choice and selection is one of many important choices students will make in determining their future plans and this decision will impact on them throughout their lives (Borchert, 2002). In his research paper, Borchert observed that several factors influenced career choices of high school students. Identifying these factors would give parents,

educators, and industry an idea as to where students place most of their trust in the career selection process. These factors include the students' immediate Environment, Opportunities available to the student and finally his/her Personality. He further observed that every student carries the unique history of their past and this determines how they view the world. This history is created in parts, by the student's environment, personality, and opportunity.

Consequently, how a student perceives his/her environment, personality, and opportunity will determine the career choices that the student makes. Splaver (2011) observes that students never perceive their environment, personality, and opportunity in the same way and this explains the different career choices they make. This chapter reviews the literature that described student career choice process. The body of literature available for review encompassed many volumes. Therefore, this review of the literature focuses on: 1. How Environment in which students find themselves have affected their choice of career. 2. How Opportunities have affected students' career choice, and 3. Why the perceptions of one's Personality have affected the career choice.

Environmental factors

Environment has a momentous role in the career choice students make and the position the student attains in various ways. Environment is a term which has many connotations – it has physical, economic, social and cultural dimensions. The environment being referred to here is a factor that is used to foster decisions in career choice. According to

Sear and Gordon's book (2002), since 1960s, sociologists have explored how career decision making is affected by the social environment. Some of these components of social environment factors include; family, social economic status, general economic conditions, society's stereotypes about specific occupations, and peer groups, all influencing career choice (Sears and Gordon, 2008).

According to Khallad, (2000) and Watson, Quatman and Edler, (2002), Career choices are partial, determined by factors like socioeconomic status, gender, race, parents' occupation and level of education and the expectations of parents. Several researchers have examined these factors to establish whether they actually play a role in career choice and if so, what are their roles in career behaviour and how do they affect one's career choice (Osipow and Fitzgerald, 1996; Rojewski and Yang, 1997). In recent years there has been an increased consciousness of the impact of socioeconomic status, race, gender, and on the career decision-making process and career choices (Stitt-Gohdes, 1997).

Socio-Economic Status

One's social and economic background has some bearing into family's resources. According to Bolles (2011), you at one point inherit from your parents certain financial and other resources that, to some extent, influence your career choices. Family financial status determines things like where one lives and which school he does attend. In turn, these can

affect one's values, occupational expectations, opportunities, and gender role expectations. For example, students who have lived in a hospital environment may choose a career dealing with medicine. On the other hand they may hate the hospital environment and consequently don't choose a career that has anything to do with a hospital.

Hooley, (2012) remarks that "usually, social status is passed down from generation to generation, nevertheless one may not benefit by being exposed to many opportunities or on the other hand may not have the opportunity to recognize all the career options open to him/her". He further explained that, even though one's socio-economic status may have affected his career decision, many career-related decisions lie ahead. High aspiration and motivation to achieve will help one reach his/her goals.

Family Influences

According to Herbart (2006) homes with a healthy environment are essential for evolving abilities to heights, close to capacity heights. This is because teenagers raised in homes with a healthy environment where parents live in harmony with other family members, are bound to make a well-informed career decision, as the family tends to speak in agreement concerning how he/she makes her choice while also giving them the necessary moral support to succeed. According to Sear and Gordon's (2002), additional aspects of one's family background can be influential in career decision making. In recent years, efforts have been made to probe the impact of different relations (i.e. parents, siblings, peer group, guardians, teachers, friends, etc) on career selection. For instance, prominent siblings are thought to play

a key part in the career direction of teenagers from lower socioeconomic backgrounds as these teenagers hold them (siblings) as their role models (Ali, McWhirter, and Chronister, 2005). In previous studies, various relationship perspectives have been explored in context of career choice. For example, authors have identified the impact of parental occupation on their children's career preferences (Stone & Wang, 1990).

Similarly, authors have identified the inspirational impact of parental education on their children career choice (Jones & Larke, 2001; Monica & Kate, 2005). In this regard, Jones & Larke (2001) found that parents with high level of education can better influence career decisions of their children.

Likewise, Monica and Kate (2005) found influence of parental education and their personal career as strong motivators to their children in career selection. In similar tune, numbers of researchers have confirmed strong influence of parents, guardians, teachers and friends on career choice (Dick & Rallis, 1991; Esters & Bowen, 2005; Fisher & Griggs, 1995; Fouad et al., 2008; Lent & Brown, 1996; Mutekwe, et al., 2011). In a report published in the Eric Digest No. 164, Lankard (1995) observes that young people from many of their attitudes about work and careers as a result of interactions with the family. Mortimer et al. (1992) noted that the family background provides the basis from which their career plans and decision making evolve. However, within each family, the level of involvement can vary, offering both positive and negative influences. Occupational Stereotyping Our society deems certain types of work appropriate to either men or women (Hooley, 2012). Men are encouraged to

explore wider variety occupations, yet the areas of child care and nursing are seen as not appropriate for men. Women from the other hand are discouraged from seeking education and training in science and maths related courses or in trade such as construction, manufacturing, and transportation (Hewitt, 2012). The effects of such stereotyping are that many women work at lower paying occupations with fewer opportunities for advancement (Sear and Gordon, 2002).

Peer Groups

Peer group effect is an important component in the determination of students' outcome. A typical student learns from discussion with his peers and can be affected by their personality and attitude towards learning. Peers can also be motivated by working together. It is well established that the quality of peers could affect a wide range of student outcomes from school performance to health conditions or even juvenile criminal behavior. Economists have investigated the peer effect for a variety of peers include proximity based peers such as schoolmates. In many occasions students visualize what they intend to become through subject selection while playing among their colleagues. Eventually, they end up pursuing their intention through peer influence or pressure (Tella et al, 2007). Peer group is an important aspect throughout one's life but they are more critical during the developmental years of childhood and Adolescence. Adolescents always emulate their mates in whatever form of behavior they exhibit, particularly that which interest them. Thus, since socialization only refer to change in behavior, attitude having their origin in interaction with other persons

and those which occur through integration, a child learn more through interaction with peers (Biermen 2004).

Personality factors

How students have seen themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. For example, sales people have to be outgoing. Splaver, (1977) notes that, personality plays an important role in the choice of the right career. Students' personality must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. Splaver goes on to say, "It is important for one to have a good understanding of her personality, if she is to make intelligent career plans". Personality can also be affected by one's environment. According to Sears and Gordon (2002), for instance, if one is outgoing and assertive and works in an environment where he is not permitted to express his personality, he may have to tone down his vivaciousness, and consequently be unhappy at work because unable to be acting real. Certain personality characteristics are important in career decision making. Gregarious is a good example, a gregarious person do better as a politician or a sales representative than would a more quiet and shy person (Hooley, 2012). It is more helpful for one to know more about his or her personality because this increase ones self-awareness and may help one in identifying preferred career choice (Sear and Gordon,

2002). Holland (1985) believes that, the choice of an occupation is an expression of personality and that the members of an occupational group have similar personalities. He also maintains that occupational achievement, stability and satisfaction depends on congruence between personality and the work environment. Personality factors of an individual will include the interest of a person.

Interests

Interests are a person's likes and dislikes which is characterized by the Person's intensity of feelings about a subject or thing (Hooley, 2012). Interests are learned from parents, in schools, from friends, and from lifelong experiences. For instance, when one engages in various activities he reacts with specific feelings or attitudes. Students continue to acquire interests throughout their life and this in return affects the reasoning and choices one makes including career choices (Hewitt, 2010). Interest can change, as students experience life and meet more people; they become interested in new things and discard some of their old interests. They also develop more complex thinking and understanding process, and may even seek new interest and activities with hope of improving themselves and making life more exciting (Hewitt, 2010). As interest changes so does career choice of a person change. Students seek career that meets their interest at a particular time hence the career that they may have wished to take when they were younger is not what he eventually do.

According to Hewitt (2010), interest has become the most important determinant factor and measures of occupational choices. According to Sears and Gordon (2002), interest

inventories have been developed to help identify interests and relate them to career and occupation. By measuring interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do. It is believed that these occupational scales are effective in predicting career and occupational satisfaction. The next aspects of the factors that play a role in students' career choice is the values that are deeply rooted in their lives.

Values

Values are basic beliefs, one holds most dear (Sear and Gordon, 2002). They are a source of motivation that can be seen in one's action, in the attraction to or avoidance of the pursuit of things such as money, power, or spirituality. Some values hold more meaning than others (Hooley, 2012). We tend to pursue more vigorously the values that have more meanings to student's than those that are less important to them. For instance, getting education must have positive implications to students. How actively one pursues education is related to the strength of the value he places to education.

Values at times conflicts by fulfilling one goal while interfering with achieving another. Students may encounter conflicts throughout their life that will require them to rank their values, whether they are or are not aware of the choice. Sometimes identifying personal life values is difficult. One way of accessing values is to examine choices made in the past (Hewitt, 2010).

Sear & Gordon (2002) pointed out that, values that a community or society holds, play a commanding role in affecting the type of career students take. They argued that students who come from a society that is cultured with some deeply rooted values will likely not pursue any career that seems to undermine these values. For instance, in Kenya among the Kalavokia sect community where going to see a doctor for treatment is prohibited, it's so unlikely that a student from that community will pursue a career in the medicals because it contradicts their religion. In addition to becoming aware of the values children portray, parents also need to know that their children will likely adopt their values. Michael Rutter (as cited in Otto, 2000) stated that, "Young people tend to share their parents' values on the major issues of life.

Similarly, Otto (2000) said that ninety-three percent of high school juniors in his study reported holding similar values to their parents. This is significant because it dispels the myth that children and adolescents tend to defy their parents' values and expectations. Instead, it may be more accurate to say that children are quick to adopt their parent's values, perhaps without ever exploring their own. This may be due to children's natural desire to connect with their parents (Poulter, 2006). As a result, they seek acceptance by adopting parental values and living out their career aspirations. Jacobsen (1999) referred to this phenomenon as "hand me-down dreams," which is the title of her book about parental influence. The danger in these quick assumptions is that children may aspire to a career that follows their parents' values without developing their own sense of self. Jacobse pointed out the following wager: "If your family's values mesh with your own, you can find strength and guidance in them throughout your career, however, if these values don't mesh, you'll build a career that your parents take

pride in, but that leaves you frustrated and empty" (Jacobsen, p. 101). For that reason, it is important for parents to understand the many ways that they can influence their children's career choice.

According to Eduwen (1994) the value attached to given career by an individual is a product of many variables such as his early life experience, education and environment. In support of the relevance of value in career choice making, Underhill (1996) says values influences individual who seeks career is humanities education and law while career choice in medicine, engineering, physical science and business influences his personal value.

Williams (1930) Opined that " ones job must furnish an outlet suitable for one's particular personal and emotional needs. The greatest part of one's emotional life is lives in one's job no elsewhere as in common supposed different outlets one may be more than adequate equipped intellectually and with special ability for the emotional outlets of values peculiar to one's own needs unhappiness and discontent follows

Skills

Hewitt (2010), defined skill as the ability to do something many people find it difficult to operate. Skills can be many in one's life-time that sometimes are probably taken for granted. Sometimes you might be unsure of your skills and under-rate or minimize them. Most of the students have difficulties in identifying their skills. Skill may be natural abilities or may be acquired through education and training. In the college, one acquires life skills like

finance management, organization and time management as well as skills to help you earn a living. There are different types of skills; transferable skills are those that can be utilized in several different occupations. Example of these skills includes, teaching in school and training sales workers, both requires instructional skills. Other examples of transferable skills include analyzing, negotiating, communicating, clarifying and evaluating (Sear and Gordon, 2002).

Opportunity factors

Opportunity may influence how students perceive their future in terms of the reasonable probability of a future in a particular career field. The issue of poverty has played an important role in determining the opportunities available to all. The income level of families may determine what career a student chooses during a specific time in the student's life. Some students will have budgeted education according to their personal income. Individuals living in poverty must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met. Students in many cases will need the proper mentoring opportunities as provided by support groups in order to succeed. These support groups can be another opportunity that if properly implemented, can help the student in the career choice process. The support system must be in place and readily available for the student to utilize. The creation of support groups such as school guidance and counseling departments will have to be in place to sustain the student through times of

financial, emotional, and educational need. Careers and education do not always synchronize.

Recent studies show that every one in three college graduates could not find employment requiring a college degree (National Commission's website, 1989). The study also stated that relevant work experience has given students an upper hand in building a career. Experience rather than education seemed to carry more value in some career choices. A statement from the National Commission (2012) on Cooperative Education went on to say that cooperative education combined educational, financial, and career building opportunities. High school students (and parents of those students) should be aware of opportunities such as cooperative education. The commission stated that cooperative education, which has existed for over 90 years, should be an important criterion for selecting the right college (Sear and Gordon, 2002). Many times the career that the student may have finally chosen, may no longer exist when the student is ready. Olsten Corporation, a temporary hiring agency, stated that as a result of the downsizing and reorganization of the past decade, many organizations have pared down to "core groups of full-time employees complemented by part-timers and networks for flexible staffing" (Kerka, 1997, p.27). Kerka stated that training to be portfolio workers, managing our skills as if we were our own job entity, may be the opportunities students will be facing in the future. He stated that individuals should consider themselves a collection of attributes and skills, not a job. The key skills of the portfolio worker are versatility, flexibility, creativity, self-direction, interpersonal and

communication skills, a facility with computer and information technology, the ability to learn continuously, and the ability to manage work, time, and money.

Education

According to Newton, Grayson and Whitley (1998), education plays a key part in how people make a career choice. Although some professions do not require formal education, opportunities are limited without the proper education. If one wishes to know which professions best fit his/her education, one has to look at some of the job adverts and it will show all the education background one needs to have to meet the requirement (Hewitt, 2010).

Education falls under opportunities for students because education differs in terms of the system of education, the quality of education and even the level of education (Hooley, 2012). There are those students who are privileged to have access to the best quality of education and even to the highest level of education whereas others do not. Those who access to quality education are most likely going to make their career choices early (Sear & Gordon, 2002).

According to Sear & Gordon, the level of parents, guardians and role models education have an effect in the student's career choice. They believe that the level of education for instance of one's parent will definitely affect the type of career choice he make. If parents and guardian are not well educated, then this will eventually limit the career choice of their children. Education background according to Hooley (2012) determines the

socialization of an individual. The well cultured and socialized class you are, the well informed and informed career choice one is likely to make (Sear and Gordon, 2002).

Parental influence over career choice selection

A close scrutiny of the three factors above shows that they are all related to parental influence. As the child grows up, the immediate environment comprises of the nuclear family and the extended family comprising of uncles, aunts, cousins, and grand parents. Accordingly, these people will be expected to have a significant effect on the student's choice of career. The family and parents shape the future personality of the student as he grows up. Parents have a crucial task of preparing the child for education. Students" from rich backgrounds are more likely to gain a better education than those from poor backgrounds. In their task of socializing the child, the parents have a great influence on the child's development and future life choices and thus shaping their personality. Parents shape the personality of their children by influencing the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have in working; and the motivation they have to succeed. Most of this is learned unconsciously as children and teenagers absorb their parents" attitudes and expectations of them as they grow up. According to Keller (2004) the key parental influencers to a student's career choice include; the attitudes and behaviour the parents reward or punish, approve or disapprove of, the expectations parents have for their children's education and career, the examples they set for their children, the values they show to their family, friends and to society, the opportunities they offer their

children to learn and develop themselves, and the kind of parent-child relationship they develop. From an examination of research on family influences on career development, Lankard (1995) identified the parents' Socio-economic status, their educational level, and biogenetic factors such as physical size, gender, ability, and temperament as the variables which influence career choice of young people. By the time children move into adolescence, they begin seriously considering their future, often looking to their parents either as role models or for career advice. A parent's approach to this can either inspire teenagers to explore a diverse set of potential occupations or to stick to a path they think their parents will approve of. As Williams (2016) notes, if their parents' jobs give them great satisfaction or provide a comfortable lifestyle, children see the perks early on, and may favour these careers over others. In contrast, if parents complain about their jobs or struggle to support the family on the income their jobs provide, children are more likely to seek more fulfilling or higher-paid roles.

According to Williams, the parental variables which influence a student's career choice include the parents' occupations, the activities they allow their children to participate in (for example like music or dance lessons or to pursue certain sports activities sometimes influence them to commit to those activities full-time), parental encouragement and expectations of their children, and the Parent Child relationship. The above findings are similar to those of Whiston & Keller (2004) who observe that parents serve as a major influence in their children's career development and career decision-making. Research also indicates that when students feel supported and loved by their parents, they have more

confidence in their own ability to research careers and to choose a career that would be interesting and exciting. This is important because studies show that adolescents, who feel competent regarding career decision-making, tend to make more satisfying career choices later in life (Keller, 2004)

Student Ability and Interest

Shertzer and Stone (2003) discovered that the element of interest and ability are the basic factor influencing students in their choice of subject in the General Certificate of Education Examination and Eventual choice. According to them, lack of interest can always lead to low efficiency. Developing interest in a subject goes a long way to enhance a very high performance in any examination as a result, a good choice will help one achieve the necessary goals in one's chosen subject and career. Mitchell (2003) noted that the problem of career choice to be compounded by the present state of the country; inadequate professional or qualified teachers in our secondary schools to offer career guidance to the students for the child, the school should plan the subject that will lead him to a job in which there would be job satisfaction. Nwagu (2003) Discovered that there are many reasons why majority of students drop out of institution of learning. These are due to wrong choice of subject, lack of interest, lack of formulated goals and financial constraints and some other variables. He also noted that the guidance and counseling services in many institutions also controls the students in their choice of subject for the General Certificate of Education. Okoh (2005) believed that the 6-3-3-4 system of education in Nigeria today is a

situation whereby any student who fails to pass the final examination in the junior secondary school will be forced to drop out of school to learn vocational trade which may not be in the interest of such student. Peter M. Blau et al (2001) says that occupational choice is a developmental process that extended over many years. According to them there is no single time at which young people decide upon one out of all possible career but, there are many cross roads at which their lives take decisive turns which narrow the range of further alternatives and this influence the ultimate choice of occupation.

In other words, one`s chosen career ought to suit his/her occupational development. For people to achieve these goals, going to work may have fun and pursuing their personal values for those who fail to evolve their career feel trapped and frustrated at work.

Career choice therefore, implies answering questions like, what do I want, how do I go about getting what I want; The first step in career choice therefore, is being able to recognize what one wants. This is often determined by one`s value interest. The second step is reaching out for what one`s personal desire is and this is seldom realized without conscious efforts. On his part, one has to do something to happen the way he wants them happen. In a similar development, Okeke (2003) held the motion that school subjects relevantly chosen when making a career choice and rationally balanced and studied with definite aims by any student/child at the appropriate moments could form a major factor for funding individual solution. He concluded that the school subjects shape the future choice of career and of those

who pass through the paths of learning. Students should be adequately guided to choose subjects that will allow them achieve the prime objectives of education.

In Nigeria, we have catchment area with zoning and quota system. This give restriction on admission to some indigence of some areas, determining the industries to be sited. Rationalization of education/subjects courses in Delta state college of education affects students choice of career. It is obvious that some states are richer than others and have better facilities and job opportunities that are readily available. Whether one comes from a zone with better education or job opportunities or not, will affect the type of education one can get and how far one might achieve it. The type of job the person may eventually get at the end, hence excluding him from education opportunities might lead to his exclusion from potentially meaningful jobs and this affects his choice of career.

Consequently, there is the influence of extended family system of polygamy or of large families of one religion (Christianity, Islamic or Traditional) on the choice of career. These cultural bias Â make children for less individualistic and less prone to making independent life time decisions on choosing a career compared to their counterparts in the western countries. Although, there is the assumption that children of high income families attend good colleges and universities for studies while those of low income earners aspire to own business that would grow to highest level. Most illiterate parents in Nigeria are interested in getting their children to make up for what they lamentably missed and that is good education for high status and well-paid jobs after graduation. This is because they are

expected to provide sense of life achievement for their old parents (i.e. secure some form of social insurance for parents,) take care of their younger one`s and be source of pride in their local community.

Investigation on the factors influencing student`s choice of science subjects for the general certificate of education was carried out by Ayozie (2005). His study was done in Anambra state. In his findings, he came out in finding the factors with decreasing order of magnitude as follows;

- Intellectual ability and achievement
- Occupational preferences, interests, needs and value.
- Influence from teachers.
- Influence from parents and relations.
- Influence from peer group and friends.

Julie (2004) in his research found out that about eighty percent (80%) of students in Akwa wish to further their education. while 20% will want to go and find jobs. In her findings Medicine, Engineering, social science and Nursing are the most popular courses among those who wish to further their education. She then observed that lack of adequate knowledge of the subjects relevant to the courses is common among majority of the students who want to further their education.

Abin (2001) studied the pattern of academic aspiration of Nigerian adolescent and found out that many adolescent choose different profession without proper consideration of their

individual abilities. His investigation also shows that age and sex has substantial effects on the largely unrealistic choice of academic and occupational pursuit. This agrees with the findings of Olayinka (1999), who found out that youths were enticed to choose subject simply because it has a high financial benefit or large measure of prestige attached to it. He also noted that many females were making in road into certain fields that were formally regarded as man`s domain such as Engineering, Medicine, and Geology.

The Need For Guidance and Counseling Units in Schools

Oboniye (2009) conducted a study on job aspiration of youths and educational provision, using 173 youths comprising of 96 boys and 77 girls within the ages of sixteen (16) and eighteen (18) years in secondary schools in Enugu State and came out with the observation that most of the student choose jobs without relating them to their interest and capability to cope with the nature/demand of the job. He therefore concluded that this was so because of the lack of proper guidance and counseling units in schools. Guidance and counseling units should be provided in schools to guide the youths in their job aspirations and in their selection of relevant school subjects rather than leaving them to rely on their parents, relations and friends for information. It is obvious that wrong choice of subject lead to having misfits in job and this deprives the nation of her real manpower needs. It is known that some parents influence the choice of career of their children. They force them to what they would

not be able to do e.g. medicine, law, Engineering etc, on the other hand make them take after them so as to protect the family name.

Vocational Guidance and Counselling: According to Eduwen (1994) vocational guidance can be defined as the assistance rendered to the individual to enable him make satisfying choice in the world of work. It is therefore a process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. Nwkwule (1996) outline the goals of vocational guidance service as follows:

1. To assist the students in acquiring knowledge of requirement of various occupations in terms of personality, ability, preparation remuneration and risk involved.
2. To enable students to begin matching ability interest and personality factor with job requirements.
3. To help the individual develop definite point of view regarding the choice of occupation.
4. To foster the skill of analysis of occupational information.
5. To help the individual secure such information about himself, his abilities and interest through objective assessment.
6. To enable students secure knowledge of occupational opportunities existing in their social environment.

7. To sensitize the students to the danger of short cut and inadequate preparation, if the students are not assisted in choosing career they would find it difficult to choose a suitable career.

Parental Influence- This factor plays vital roles in the choice of career amongst their children. Some families are so educated that they do not want any member of their family to fall below stated standard or direction. Olayinka (1983) when he asserted that parent sometimes consciously oriented the influence of parents can affect the choice of career of their children if they are not educated or when they want the child to choose without asking the child if he can cope with such career in life.

Influence of Peer Group - According to Edwuen (1994), Stressed that peer group to individual of the same age limit or range, hence the preference of an individual in a group of a given occupation can influence his peer having the same attitude and ability to choose the same occupation in order to foster the group relationship and their personal survival without looking at the choice of career which will suit each member of the peer group as this will affect the individual choice of career.

Adequate Use of Instructional Materials in School: The proper use of instructional materials demands over increasing emphasis in order to sustain student's attitude of choosing a good career and improve their performance in senior secondary certificate examination. Log (1981) commenting vital role of proper techniques of teaching said that the four main teaching techniques which have evolved to counteract the lack of vivid details of the subjects

content and which they bring into the classroom the excitement and reality of the outside world must be emphasized.

Hall (1981) recalled the reality of a Russia proverb which held that it was fortunate that research had indicated the interest of students in various subject still lay in what they saw and could describe this stimulate, their interest and consequence their attitude and performance.

Influence of Qualified Teacher: Some eminent scholars have carried out studies to identify determinant of career choice among secondary school students. Akinde (1992) referring to Willing's son's view said "under a free choice, students display a strong tendency for subjects they enjoy most. So also, on the teacher they like. Bode (1995) noted that "agent from students interest in the knowledge of the world some encouragement from good and qualified teacher could sharpen students interest towards the choice of career to make essentially with good and qualified teachers coupled with good teaching, chosen career will not be difficult.

Intellectual Ability: It refers to the level of intelligence possessed by the individual to make him adequate fit into a given job. Every profession requires a desire level of intellectual abilities without which the individual abilities of individuals cannot function efficiently on the job normally occupations classified a professional in nature requires a high of intellectual ability e.g. medicine, engineering, law, teaching etc.

Nature of School Attended: the nature of school attended by the individual influences his choice of career in the future. The influence of schooling is manifested in curriculum

offerings and subsequent choice of an occupation, therefore, attending a reputable school or institution may suggest the possibility of pursuing a more prestigious career e.g. a students that attended a teacher training institution will enter into the teaching profession while another students that went into the medicine school will enter into the medical profession.

Hoppock (1995) argued that, choice of occupation may determine whether one will be employed or unemployed in some occupation employment is notoriously regular why in other it move suitable and secure. By choosing an occupation in which employment is known to be relatively stable one may increase the probability of having a job. Olayinka (1983) posited that most of the youths in this study choose career without relating them to their interest and capability to cope with the nature of job.

Effect of Peer Pressure on the Choice of Career

Peer group influence is a powerful factor that significantly impacts an individual's career choice Santrock, (2018). Adolescents and young adults often seek the approval and acceptance of their peers, and this influence can extend to decisions related to educational pursuits, vocational interests, and career paths Erikson, (1968). This comprehensive exploration of the effect of peer group influence on career choice will examine its significance, mechanisms, potential consequences, and provide references to relevant research and literature. Peer groups play a central role in an individual's social development, particularly during adolescence and young adulthood Steinberg, & Monahan, (2007). These groups provide a sense of belonging, support, and identity. As individuals navigate the

transition from school to the workforce, they often turn to their peers for guidance and validation in making important career-related decisions Nurmi, (1993). The significance of peer group influence on career choice can be understood through the following aspects:

Validation and Social Acceptance: Individuals may be influenced by their peers' career choices to gain social acceptance and validation, aligning their decisions with what is perceived as popular or prestigious.

Exploration of Interests: Peer groups can expose individuals to new career options and interests that they may not have considered independently, broadening their horizons.

Pressure and Conformity: Peer pressure can lead individuals to conform to certain career expectations or norms within their group, even if those choices do not align with their personal interests or aspirations.

Shared Goals and Values: Peer groups often share common values and goals, which can influence career choices that align with those values and goals.

Mechanisms of Peer Group Influence: Peer group influence on career choice operates through various mechanisms:

Observational Learning: Individuals observe and learn from their peers' experiences and choices, shaping their own career decisions based on what they perceive as successful or desirable.

Social Comparison: Individuals compare their career aspirations and choices to those of their peers, which can influence their decisions to maintain a sense of equality or superiority.

Peer Pressure: Direct or indirect pressure from peers to conform to certain career choices or paths can exert significant influence.

Validation and Identity: Career choices that align with the norms and values of a peer group can strengthen an individual's sense of identity within that group.

Potential Consequences of Peer Group Influence:

While peer group influence can have both positive and negative consequences, it's essential to recognize the potential downsides:

Mismatched Career Choices: Succumbing to peer pressure or influence can lead to career choices that are not aligned with an individual's true interests or talents, potentially resulting in job dissatisfaction.

Limiting Diversity: Excessive peer group influence can lead to a lack of diversity in career choices, stifling individual creativity and innovation.

Regret and Discontent: Individuals who make career choices solely based on peer influence may later regret their decisions and experience dissatisfaction in their chosen careers.

Limited Exploration: Overreliance on peer group influence may prevent individuals from exploring a wide range of career options and discovering their true passions.

Peer group influence is a significant factor that shapes an individual's career choice during adolescence and young adulthood. While it can provide valuable insights and support, it also carries the potential for conformity and misguided decisions. Recognizing and balancing the impact of peer influence with one's personal interests and aspirations is essential to making informed and fulfilling career choices.

Theory of Career Development

John Holland theory is otherwise known as career typology vocational behaviour. John Holland divides the career world into six occupational environments, he has assumed a personality that is why Holland Brands this theory as personality.

The six occupation environments into which he divided the career world are as follows:

1. Realistic (physical) personality.
2. Investigation (intellectual)
3. Social (supportive)
4. Conventional (informing)
5. Enterprising (persuasive)
6. Artist (Aesthetic)

Realistic occupational environment: This is characterized by aggressive behaviour and interesting activities requiring physical strength and masculinity, people often associated with this group include soldiers, bricklayers, drivers, farmers, wrestlers, boxers, etc.

The investigative (intellectual) occupational typology: This is made up of people that have delight in thinking, inventing etc after they are anti-social rather than trying to have undue influence and recognition from others in this work group derive pleasure in looking at what contribution they can make to the knowledge base people classified in this group includes scientists, chemists, biologists, technologists, etc.

The social occupational typology: This occupational work group includes people associated with activities that satisfy their need for services rendered. They are people oriented such people include social workers, nurses, doctors, traders etc.

The conventional: Occupational classification of Holland includes people who are much concerned with obvious regulations; rules and conventions they work under supervisions and control these include police, officers' librarians, bankers and filing clerks.

The enterprise (persuasive): Work group include people who are verbally skilled and used such to manipulate situation, salesmen, journalists and lawyers.

The Artistic Group (Aesthetic) Attracts people who relate to other people through artistic expression. This is a fame orientated typology included here are artists and dramatists.

Holland's typology is easily adoptable in career guidance and counselling students can match themselves to any of this group depending upon their interests and capabilities.

The counsellor must therefore give students sensible advice on career choice based on his knowledge of the student's intellectual capabilities as well as the socio-economic background of the students. From the foregoing views of various writers and researcher. It can be seen that factors influencing choice of career are very purely socio-economic factors about one's perception of himself or herself. Some are traditional and value oriented factors, some are political, while some actually come from consideration of one's physical and health conditions. These factors have varying degrees a pressure which they exert on an individual while taking decision on choice of career occupation may also be true of people in southern Nigeria may not be the case in Northern Nigeria. Even in Southern Nigeria where different tribes have varied value orientations and traditions those factors influencing choice of career may also show impact.

In conclusion, it can be rightly said that school staff, school curriculum scope, content school counsellor, peer and decided to read a course, it is very important for the child to find out what it entails to read the course. He should know the required subject combination so that he can plan towards it. If the child is not properly informed, the child may not ever know that, that particular jobs or career exists. This leads to many companies lacking qualified workers and instead making use of what they have. So information is a strong factor affecting career choice.

Summary of literature review

Education is universally recognized as the answer to socio-economic problems of the world. Nations and individuals look up to education to provide a cure for poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things. Every nation of the world aspires toward quality of life and social status. Career selection is one of many important choices students will make in determining future plans. This decision will impart them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life-long work. The choice of career has been a serious problem among the secondary school students in Nigeria. No matter what one's age is, the choice of career or desire is an important question for everybody. A lot of students in secondary schools believe that their future is a glorious adventure in which they are bound to succeed. Many of them have the idea that they would be able to work in the public or private establishments as soon as they complete secondary school education. Some have planned to become lawyers, engineers, medical doctors, accountants and so on. Students in secondary schools like many other young adults are always worried about what they will do with their lives, the kind of adult they will become. They are concerned about early entry into the occupational world and finding productive and rewarding places in and out rapidly, fast changing societies where wages employment is unlikely to be available on a scale sufficient to absorb more than a small fraction of the young people when they do arrive at the labour market. How the young people of today meet the problems of tomorrow will depend upon the amount of success they make in

planning for that tomorrow. Planning for tomorrow itself is primarily the responsibilities of the parents, teachers and school counselor. Students need general orientation into the world of work through the curriculum.

The choice of career is a delicate issue that requires caution and serious considerations. The kind of career the youths pursue can affect their lives in many ways. For example, it can determine where the individual lives and the type of friends kept. It can reflect how much education one will have and determine the amount of money one will earn. People desires from a career are different, many people desire high income; others want adventures while some others want to serve people to make the world a better place. Every student carries the unique history of their past and this determines how they view the world that history created, in part by the student's environment, personality and opportunity will determine how students make career choices. It then follows that how the student perceives their environment, personality and opportunity will also determine the career choices students make.

The first factor in career choice, the environment, may influence the career students choose. For example, students who lived on an island may choose a career dealing with the water, or they may choose to leave the island behind, never to have anything to do with water again. Maybe someone in the student's life has made a significant impact or impression, leading to a definite career choice. Parent's educational background may influence student views on whether or not to continue their education. Someone they saw on television may

have influenced the student, or parents may have demanded that they assume a family business. These are various environmental factors that would lead a student to a chosen career. How students have seen themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. For example, sales people have to be out-going.

Splaver (2000) said “personality” plays an important role in the choosing of the right career. A student’s personality must be self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits till they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. Splaver went on to say “It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans”. (Splaver, 2000). Opportunity is the third factor that has shaped career choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all. The income level of secondary school families may determine what career a student chooses during a specific time in the student’s life; choices that will determine a large part of that student’s future. Some students will have to budget education according to their personal income. Thout (1969) addressed those in desperate needs, “Where necessary, these persons (individuals described as living under poverty level) must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met” (p.1). Students

in many cases will need the proper mentoring opportunities to succeed. These support groups will be another opportunity that if properly implemented, can help a student in the career choice process. The creation of support groups will have to be in place to sustain the student through times of financial, emotional and educational need. There are indications that students take the path of least resistance to enter the tertiary institutions. If a parent had exerted enough pressure on the student to enter a particular career field and the student had no current plans, then students followed their parents' suggestion. Student should be thinking about career decisions in their senior year of secondary school. It should become apparent at that time that the student will have to do something.

The environment plays a large part in a student's career choice. Students traditionally stay at home to either obtain education or start employment. Marriage also played a large part in career decisions. The economics of marriage either solidified the commitment to go on to higher education or stopped career plan short, depending on the stability of the marriage. Examples such as these are opportunities that can play a large determining factor in student's career choice. Other environmental determinants would include recreational facilities and articles the student has seen in local papers or on the television. The student's support system made up of parents, relatives, siblings, peers, teachers and counselors may be the most environmental factor. As we can see, there are many opportunities or paths to be explored by secondary school students. Secondary school senior students will have accomplished choosing a career if a complete, thoughtful, education decision was made, evaluating all of the factors possible in career choice process. According to Alutu (2001) career choice should be

initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels. Individual social status, income, lifestyle, choice of friends, mental and physical health is influenced by the type of work he or she does. In other words, a person's career choice plays an important role in his or her entire life. Career choice decision making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. This choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one's happiness in life as this could result to career maladjustment. Inappropriate career decision made may spell doom not only for the individual but also the entire society. In view of the foregoing, the need to equip our students with appropriate Career decision skills becomes highly imperative.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the method and technique of investigation used in this study. It includes Research Design, Population, Sample and Sampling Technique, Research Instrument, Method of Data Collection and Method of Data analysis

Research Design

The researcher adopted the descriptive survey design. This is so because of the nature of the data to be collected for the research.

Population

The population for this study consists of all public secondary school teachers and students in Ovia North East Local Government Area of Edo State.

Sample and Sampling Technique

Out of the twenty-four public secondary schools in Ovia North East Local Government, eight secondary schools were selected for the study. This represents 33.3% of the total secondary schools in the local government. In each of the selected school, twenty students and five teachers were randomly selected to make a total number of two hundred (200) respondents. A simple random sampling technique was used to select the respondents.

Research Instrument

The research instrument for data collection was a questionnaire titled “Peer Group Influence on Career Choice Questionnaire (PGICCQ)”. The questionnaire consists of two sections, A and B. Section A contains items that could obtain demographic information/personal data of the respondents. Section B contains items on the study. The items are Likert in nature with the response options of strongly agree, agree disagree and strong disagree. Respondents will be scored 4 for SA, 3 for A, 2 for D and 1 for SD. Option for positive items when the items are negative, the scores will be in 1, 2, 3, 4, for SA, A, D and SD option respectively.

Validity of the Instrument

The questionnaire designed by the researcher was submitted to the project supervisor to enable him examine the content validity of the instrument. Adequate corrections and adjustments were made before the instruments were administered.

Reliability of the Instrument

The instrument was administered twice in order to determine the reliability coefficient of the instrument using test-retest method. A co-efficient of 0.74 was obtained which was considered highly reliable.

Method of Data Collection

The researcher collected the needed data through the use of questionnaire and it was administered in the selected schools. The administration of the questionnaire was carried out by the researcher. A total of eighty copies of the questionnaire were distributed to elicit responses from the respondents and retrieved on the spot by the researcher.

Method of Data Analysis

The data collected was analysed according to the research hypotheses. In order to analyse the data collected effectively and efficiently for easy management and accuracy, the percentages, mean and standard deviation, t-test and Pearson Product Moment Correlation Coefficient methods were used for this research work.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents analysis of data and discussion of results. The areas covered in this chapter include the demographic data of respondents, research questions, hypotheses testing and discussion of findings.

Presentation of Results

Research Question one: What is the level of peer group influence on career choice of secondary school students in Ovia North East Local Government Area of Edo State?

Table 1:

S/N	To what extent did any of the following items influence your career choice	Low (L)	Moderate (M)	High (H)	Mean	SD (x)
1	Desire to choose a particular subject because friends chose the same subject. (64%)	128 (64%)	52 (26%)	20 (10%)	1.49	.812
2	Habit of skipping some classes because of friends. (64%)	128 (64%)	40 (20%)	32 (16%)	1.52	.914
3	Attending a particular career workshop/seminar because of friends. (55%)	110 (55%)	72 (24.0%)	18 (9%)	1.72	.959
4	Missing a particular career workshop/ seminar because friends considered it irrelevant. (59%)	118 (59%)	46 (23%)	36 (18%)	1.67	.988
5	Influenced to choose subject because of friends good performance in the subject	104 (52%)	46 (23%)	50 (25%)	1.88	1.159

6	Choice of subject because of anticipated peers assistance (68%)	136 (17%)	34 (15%)	30	2.08	1.348
7	Refusal to choose certain subject because of friends poor performance in the subject (79%)	158 (10%)	20 (11%)	22	1.78	1.152
8	Influence of tutorial group	90 (45%)	30 (15%)	54 (27%)	2.30	1.271
9	Sharing of study materials	63 (45%)	38 (19%)	72 (36%)	2.95	1.357
10	Friends admission into prestigious professions (55%)	110 (27%)	54 (18%)	36	2.38	1.304
AVERAGE PEER GROUP INDEX		42 (20.9%)	39 (13%)	92 (46.2%)	1.99	.74

Table 1 showed that peer group influence on career choice of secondary school students was low with an average mean of 1.99 representing approximately low index on the Likert scale of 1 – 5. The examination of the different measures of peer group influence on career choice showed that the desire to choose a particular subject on the account that a friend was offering the same subject was weakly or lowly influenced with a mean of 1.49. Consequently, students did not choose or select their subjects solely because their friends were offering the same subject. By implication, students were not moved to choose a particular career because their friends were going into that profession.

Hypothesis One: There is no significant influence of peer group on students' career choices.

Table 2. Pearson Correlation on the Relationship Between peer group on students' career choices.

Variables	Mean	SD	R	r ²	Sig. (2-tailed)	Decision
Peer Influence	22.96	1.52	.20	0.04	0.00	Significant
Career choice	39.70	4.12				

Table 2 showed that the mean score of peer group influence was 22.96 with a standard deviation of 1.52 while the students' career choice was 39.70 with a standard deviation of 4.12. The table also showed that there was a very low positive relationship (0.20) between peer group influence and students' career choice. The coefficient of determination (r^2) associated with the correlation coefficient of 0.20 was 0.04 and this relationship is significant at 0.00. Since 0.00 is less than 0.05, the null hypothesis was rejected. Thus, there was a significant influence of peer group on students' career choices.

Hypothesis Two: There is no significant difference in the influence of peer group between male

and female students in their choice of career

Table 3. Summary of the t-test analysis of difference in the influence of peer group between male and female students in their choice of career

Gender	N	Mean	df	t-cal	t-crit	Decision
Male	88	22.94	198	-0.11	0.023	Accept Ho
Female	112	22.96				

Table 3 showed that the difference in the influence of peer group between male and female students in their choice of career is not significant at 0.90 ($t = -0.11$; $df = 304$). Since 0.90 is higher than 0.05, the observed difference between the male and female students regarding the influence of peer group on their career choice is not significant. With this, the null hypothesis which says there is no significant difference in the influence of peer group between male and female students in their choice of career is accepted. This showed that there was no significant difference in the influence of peer group between male and female students in their choice of career.

Discussion

Findings in table 1 revealed that peer group influence on career choice of secondary school students was low. By implication, students were not moved to choose a particular career because their friends were going into that profession. The result of the present study is in line with the findings of Mohd & Abdul (2015) which revealed that parents, and mothers in particular, were more influential in career choice of the secondary school students compared to their peers.

It was found in table 2 that there was a significant influence of peer group on students' career choices. This finding supported the results of Arab et al (2014) who noted that peer influence is an asset for developing career opportunities and decision making among youth. The result of the study also supported the findings of Bankole & Ogunsakin (2015) who found

that peer relationship has a great influence in determining academic performance and, by extension, career choice.

Another finding in this study showed that there is no significant difference in the influence of peer group between male and female students in their choice of career. This finding disagreed with the study of Dodge & Welderufael (2014) who observed that there was a difference in the relationship between gender and career choice. The comparative analysis of career choice between male and female students showed that more males were interested in engineering, while more females indicated their desire to study Nursing and Medicine

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study focuses on investigating peer group influence on career choice among secondary school students in Ovia North East Local Government Area of Edo State.

Out of the twenty-four public secondary schools in Ovia North East Local Government, eight secondary schools were selected for the study. This represents 33.3% of the total secondary schools in the local government. In each of the selected school, twenty students and five teachers were randomly selected to make a total number of two hundred (200) respondents. A simple random sampling technique was used to select the respondents. The research instrument for data collection was a questionnaire titled “Peer Group Influence on Career Choice Questionnaire (PGICCQ). The simple percentage method was used to analyse the data collected.

Findings revealed that the level of peer group influence on career choice of secondary school students in Ovia North East Local Government Area of Edo State is low.

It was also revealed that there was a significant influence of peer group on students’ career choices.

Findings also revealed that there was no significant difference in the influence of peer group between male and female students in their choice of career.

Conclusion

Based on the findings of this study, the researcher concluded that there was a significant influence of prestige of a profession on choice of career among male and female senior secondary school students in Nigeria.

It was also concluded that gender parity has significant influence on career choice pattern among male and female senior secondary school students in Nigeria.

In addition, it was concluded that parents have high influence on both male and female senior secondary school student in Nigeria. It was revealed that the parental influence was even higher on male than female senior secondary school student in Nigeria.

Recommendations

In the light of the findings made in this study, it is recommended that professional career counsellor should be consulted to assist students in planning and choosing their careers.

Professional career counselors should include the student in the selecting process, considering interest, ability, skills and personality of the student.

The finding on gender influence on career choice would motivate the counsellors in organising career-day programmes for their students.

Schools, in collaboration with the Ministry of Education, should endeavour to organize at least one mandatory career programme that will involve professionals and experts from various fields of life. Such programme should be coordinated by the guidance counsellor

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**PEER GROUP INFLUENCE ON CAREER CHOICE QUESTIONNAIRE
(PGICCCQ)**

SECTION A

PERSONAL DATA

1. Age: 15-23 () 24-32 () 33-41 () 42 and above ()
2. Educational qualification: primary () secondary () NCE () others ()
3. Sex: male () female ()
4. Your choice of career: medicine () teaching () nursing () engineering () hair dressing ()
5. Is your choice of career dependent on your peer group? Yes () No ()
6. Would the prestige accorded to a particular profession affect your choice of career? Yes () No ()
7. Does your intelligence affect your choice of career? Yes () No ()
8. Has the nature of the school you attended influence your choice of career? Yes () No ()
9. Is your choice of career affected by the environment in which you live? Yes () No ()
10. Is it time that your parental background affected your choice of career? Yes () No ()
11. Is your choice of career to your personal interest? Yes () No ()
12. Is your choice of career dependent on your physical ability? Yes () No ()
13. Will your choice of career be influenced by your likeness for the teacher, teacher you8 a particular subject? Yes () No ()
14. Would value accorded to a particular profession affect your choice of career? Yes () No ()
15. Getting information about how to make a good career choice. Do you think it can help you anyway? Yes () No ()
16. Does the difficulties in some subject affect the choice of career? Yes () No ()
17. Will lack of teachers affect the choice of career? Yes () No ()
18. Would the desire for self-recognition influence the choice of career? Yes () No ()
19. Does interaction with counsellors on choice of career influence an individual choice of career? Yes () No ()
20. Lack of cohesion in the choice of subjects does it affect choice of career? Yes () No ()
21. Does the wealth of your family influence your choice of career? Yes () No ()