

**THE PARENT INFLUENCE ON CAREER CHOICES OF PUBLIC SENIOR
SECONDARY SCHOOL STUDENTS IN OVIA NORTH-EAST LOCAL
GOVERNMENT, EDO STATE.**

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BENIN CITY.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We the undersigned, certify that this project research was carried out by **Augustine Chukwudi NGAONYE**, with the Matriculation Number **EDU2009488**, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City Nigeria.

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DEDICATION

This work is dedicated to the Almighty God for His divine mercy, love, wisdom, understanding, strength and provision and to everyone that believed in me.

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ABSTRACT

The study investigated the parental influence on career choices of public senior secondary school students in Ovia local government area of Edo State. To achieve the purpose of this study, four research questions were raised and examined.

The descriptive survey research method was adopted for the study. The sample size for the study was made up of two hundred (200) students selected from 14 public secondary schools in Ovia local government area of Edo State. The questionnaire titled Parent Influence on Career Choices of Public Senior Secondary School Students in Ovia local government area of Edo State, was the instrument for the data collection. An analysis of data was done using mean and standard deviation.

The findings provide more evidence that there is significant influence of parents' level of education on student's career choice, there is also significant influence of parents' socio-economic status and occupational background on the career choice of students. Based on the findings, some recommendations were made and it was concluded that parents should educate their children on how to make a career choice and not impose on them their own preferred career choice.

CHAPTER ONE

INTRODUCTION

Background to the study

A career plays a very fundamental and significant role in the life of the individual not only because it determines the pattern of income but also because it affects the individual's personality and concepts in life. A career, therefore, is a choice pursuit, life work or success in one's profession occupied by a person throughout his/her lifetime. In a nutshell, a career is the totality of work one does in his/her lifetime and is person-centered, and is of utmost importance to every individual as he/she prepares for the future. A career can be defined as the sequence and variety of occupations undertaken for a significant period of a person's life and with opportunities for progress. More broadly, a 'career' includes life roles, leisure activities, learning and work. It includes the sum total of paid and unpaid work, learning and life roles you undertake throughout your life (Hammell, 2014; Adegboyega, 2017).

A career is a life pursuit, life work or success in one's profession occupied by a person throughout his or her lifetime. A career is the totality of work one does during a lifetime and as it is person centered, it is of utmost importance to every individual as he or she prepares for the future. Stebleton (2017) indicated that, a career is the totality of experience through which one learns about and prepares to engage in work as part of his way of living. A career is a lifelong process that is unique for every individual. There are many factors that contribute to an individual's career such as self-concept, interest, skill, knowledge, personality, ethnicity, age and gender.

Choosing a career is something that is very hard to decide, especially as one's life will depend on it. One's career may be in business, law, teaching, or entertainment professional way of life such that the former has implications for the makeup of the latter. A person may or may not "make money" or "earn a living" from a career, but a person who has a career may very well seem internally related to the work and way of life so that they become a part of his personal identity for practical purposes. A career usually imposes certain terms upon its pursuit. For example, it may require a certain specific location or type of location, a certain kind of geography or climate, a certain mix of uses of body and mind, or certain kinds of education and training. Such terms generally force some elements into and others out of a person's way of life.

Careers may not dictate all the elements of one's way of life so that a career choice is the only serious life decision one makes; but careers certainly restrict and focus options in the many subparts of human lives, and it would be difficult to exaggerate the importance of career choice among the major decisions persons can make. Career choice and selection is one of many important choices students will make in determining their future plans and this decision will impact them throughout their lives (Borchert, 2002). Career choice is something that is very hard to decide, especially as his/her life will depend on it. Stebleton (2017) indicated that a career is the totality of experience through which one learns about and prepares to engage in work as part of his way of living. Splete, Weaver and Atiyyah (2011) stressed that a

career is an enjoyable process that occurs over the life span and includes homes, schools and community. Every human being needs to do one job or the other to help contribute his/her value to the development of the country. The world is marking such drastic demand upon the coming workers, every truthful man and woman, every teacher and reflecting parent is planning way to fit the students for the life and needs of this new century (Adegboyega, 2017).

Career choice is a pivotal decision-making process through which individuals select a specific occupation or professional path, shaping their long-term employment and personal development (Adefulu, et al 2019). It involves a thoughtful consideration of various factors, including personal interests, skills, values, educational background, societal influences, and economic considerations. At its core, career choice reflects an individual's aspirations and preferences for work that aligns with their intrinsic motivations and aptitudes. It is a dynamic process influenced by self-reflection, exposure to diverse experiences, and an understanding of the evolving job market. Personal interests play a significant role, as individuals often seek careers that resonate with their passions and provide a sense of purpose. Additionally, career choice is informed by an assessment of skills and abilities, ensuring that individuals leverage their strengths for success and satisfaction in their chosen fields. Values and beliefs contribute to the ethical dimension of career decisions, aligning professions with personal principles. External factors, such as family expectations, societal norms,

and economic considerations, further shape the trajectory of career choices. Ultimately, career choice is a multifaceted journey that requires individuals to navigate a complex interplay of internal and external factors, aiming for a fulfilling and purpose-driven professional life.

Career choice is a crucial aspect of an individual's journey, involving the intentional selection of a specific occupation, field, or profession. This decision-making process is influenced by various factors, including personal preferences, aptitudes, societal expectations, and economic trends. It is a deeply personal and introspective exploration that requires individuals to reflect on their passions, strengths, and values. The process of career choice begins with an assessment of personal interests, guiding individuals toward professions that align with their intrinsic motivations and provide a sense of purpose. Understanding one's skills and competencies is equally vital, ensuring a harmonious match between professional roles and individual capabilities. Values play a pivotal role in career choice, as individuals seek occupations that align with their ethical principles and overarching life goals. External influences, such as family expectations, societal norms, and economic considerations, also impact career choices (Patrick 2019). Cultural factors and prevailing societal trends can shape individuals' perceptions of prestigious or desirable professions, influencing their decisions. In the contemporary landscape, career choice is recognized as a fluid and iterative process. It involves ongoing

exploration, adaptation, and adjustment rather than a one-time decision. Lifelong learning and the pursuit of new skills characterize the modern approach to career development, enabling individuals to navigate an ever-changing professional landscape. Parents' 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. Lawal, (2021) believed that the environment in which a student is brought up may greatly influence the career that one chooses.

The student's support system made up of parents, relatives, siblings, peers, teachers, and counsellors may be the most important environmental factor. Lawyers, Doctors, Teachers, Accountants and Engineers, are some of the occupations which may run in families as children take up the careers of their parents. A research conducted by Brown (2019), revealed that 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 never choose a career that has anything to do with a hospital or medicine. Those who live near Airports may choose a career in piloting due to their fascination whenever they see airplanes flying over their homes. In some cases, according to Natalie, (2016), the career chosen is as a result of a significant impact or impression made in the student's life, leading to a

definite career choice. Parents' 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. Therefore, it is essential to assess parental influence on the choice of career among public secondary school students in Ovia north east local government area of Edo state.

Statement of the Problem

The problem addressed in this study is the scarcity of comprehensive insights into how the parent, impacts the career choice of public secondary school students in Ovia local government area of Edo state. The unique nature of education-related careers requires a nuanced understanding of the educational environment's role in shaping students' professional aspirations. Without a thorough exploration of these dynamics, educational policymakers, administrators, and career counselors lack the necessary information to develop targeted interventions that can enhance career guidance services for education students. This study aims to unravel the complexities associated with career choices with students in public senior secondary schools, contributing valuable insights for informed educational policies, curriculum design, and career counseling strategies.

This study aims to contribute valuable insights that can inform educational policies, curriculum design, and career counseling strategies, ultimately fostering better-prepared and more fulfilled education professionals.

Parental background on the other hand tends to be the single most influential factor in students career choice. More often than not, parents owing to personal idiosyncrasies, pressure their wards into taking up family occupations and other careers even when they do not possess requisite abilities. What is usually obtainable at the end are job dissatisfaction, underperformance if not complete malfunction, frustration and inefficiency all of which translate in the long run to national economic crisis. Therefore, this study investigates parental influence on the choice of career among public secondary school students in Ovia north east local government area of Edo state.

Research Questions

The research questions are as follows:

1. What is the influence of Parents on the career choice of secondary school students?
2. How do parents' educational background shape their children's career choice?
3. Do parents influence the career choice of students' base on sex?
4. Do parent consider their children's interest, skills, and strength when guiding career decisions?

Purpose of the Study

The objective of the study is to find out the extent to which parental background variables influence the career choice among public secondary school students in Ovia north east local government area of Edo state. Specifically, the study aims at finding out:

1. To what extent the level of parental influence the career choice of students.
2. The extent to which parents educational background shape their children career choice
3. The extent to which student's choice of career are influenced by the occupational preferences of their parents base on the sex of the student.

Significance of the Study

This study holds significance to educators, policymakers, career counselors, Parents and students themselves.

The study will be of benefit to educators because it will foster a more supportive educational environment that nurtures the skills and knowledge needed for various career paths.

To policy makers, this study will provide policymakers with a nuanced understanding of the factors shaping career choices, allowing them to develop

targeted interventions that enhance career guidance services within tertiary institutions. Informed policies can contribute to the production of a workforce that meets the demands of the job market and societal needs.

This study will equip career counselors with a comprehensive understanding of the dynamics at play, enabling them to provide more effective and personalized support to students.

For students themselves, this study offers invaluable insights into the various factors that might shape their career decisions within the school environment. Understanding these influences can empower students to make more informed choices, set realistic career goals, and actively engage with opportunities provided by their educational institution. It enhances self-awareness, helping students navigate the complexities of career decision-making with greater confidence.

Scope and Delimitation of the Study

The study investigate the parental influence on the choice of career among senior secondary school students in public secondary school. The study is delimited to SS 2 students in Public secondary schools in Ovia North-East local government area in Edo state.

Definition of Terms

The following terms were operational defined:

Career Choice: Career choice is the process through which individuals make decisions regarding their future occupational paths, encompassing the selection of a specific profession or field of work based on personal interests, skills, values, and aspirations.

Career Guidance: Career guidance involves the provision of information, support, and resources within tertiary institutions to assist students in making informed decisions about their career paths, including counseling, workshops, and educational programs.

Decision-Making Process: The decision-making process refers to the series of cognitive and evaluative steps that students go through when considering and selecting a career, taking into account personal preferences, academic achievements, and future aspirations.

Students: Students refer to individuals enrolled in the school for the purpose of learning in order to become resourceful.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the view of authors, experts and writers on the topic under investigation. Relevant and related literatures based on the study shall be extensively discussed under the following sub-headings:

- Theoretical Framework
- Concept of career choice
- Concept of Career Guidance

- Role of Parent in Career choice of the Students
- Career Choice and Sex
- Summary of Reviewed Literature

Theoretical Framework

This study is hinged on Social Cognitive Career Theory (SCCT) The Social Cognitive Career Theory (SCCT) was propounded by Robert D. Lent, Steven D. Brown, and Gail Hackett. It was first introduced in the late 1980s and has since undergone refinements and developments. SCCT posits that career choices are influenced by the interplay of personal factors, environmental influences, and behavioral patterns. SCCT integrates principles from social cognitive theory with career development concepts, emphasizing the reciprocal interaction between personal characteristics, environmental factors, and behavior in career decision-making and development. This essay will provide an in-depth academic discussion of SCCT, exploring its key components, theoretical underpinnings, empirical support, and practical implications.

Central to SCCT is the concept of self-efficacy, which refers to individuals' beliefs in their capabilities to organize and execute actions necessary to attain desired career goals. According to Bandura's social cognitive theory, self-efficacy plays a crucial role in determining the choices individuals make, the effort they exert, and

their persistence in the face of obstacles. In the context of career development, self-efficacy influences various career-related behaviors, such as career exploration, goal setting, decision-making, and skill development. SCCT posits that individuals with higher levels of career self-efficacy are more likely to engage in proactive career behaviors and achieve greater career satisfaction and success (Foley & Lytle, 2015). Another key construct within SCCT is outcome expectations, which refer to individuals' beliefs about the consequences of their career-related actions. These outcome expectations can be divided into two categories: outcome expectations related to performance (e.g., beliefs about the likelihood of success or failure in a particular career endeavor) and outcome expectations related to consequences (e.g., beliefs about the anticipated rewards or costs associated with pursuing a specific career path). SCCT suggests that individuals are more likely to pursue careers in which they believe they can achieve desired outcomes and avoid undesirable consequences.

Furthermore, SCCT emphasizes the importance of personal interests, values, and goals in shaping career decisions and behaviors. Individuals are more likely to pursue careers that align with their interests and values and that allow them to fulfill their intrinsic needs and aspirations. SCCT also highlights the role of contextual factors, such as social support, role models, and environmental barriers, in influencing career development outcomes. For example, supportive social networks and positive role

models can enhance individuals' self-efficacy and career aspirations, whereas discriminatory practices or limited access to resources can hinder career progress. Empirical research provides substantial support for the central tenets of SCCT across various populations and cultural contexts. Numerous studies have demonstrated the predictive validity of career self-efficacy in explaining career-related outcomes, such as career choice, academic and vocational persistence, job performance, and career satisfaction. Moreover, interventions based on SCCT principles, such as career counseling, mentoring programs, and career development workshops, have been effective in enhancing individuals' career self-efficacy, outcome expectations, and career decision-making skills (Brown & Lent 2016). Despite its strengths, SCCT has also been subject to criticism and debate within the field of career development. Some scholars have argued that SCCT places too much emphasis on individual agency and may overlook the influence of structural factors, such as socioeconomic status, systemic inequalities, and institutional barriers, on career opportunities and outcomes. Additionally, critics have raised concerns about the limited attention given to the intersectionality of identities (e.g., race, gender, sexual orientation) and how multiple social identities may shape individuals' career experiences and trajectories. Social Cognitive Career Theory (SCCT) provides a comprehensive framework for understanding the complex interplay between individual, contextual, and environmental factors in career development. By integrating principles from social

cognitive theory with career development concepts, SCCT offers valuable insights into the cognitive processes underlying career decision-making and behavior. While empirical research supports many of its key propositions, ongoing theoretical refinement and empirical investigation are needed to address remaining questions and challenges within the field of career development. The theory emphasizes the role of self-efficacy, outcome expectations, goals, and contextual supports in shaping individuals' career decisions. SCCT provides a framework for understanding how individuals' beliefs about their capabilities, the expected outcomes of their choices, and the influence of social and environmental factors collectively impact their career development.

The relevance of the above theory to this study is that SCCT emphasizes the role of self-efficacy, which refers to individuals' beliefs in their capabilities to successfully execute tasks. In the context of career choices, students in the secondary school may be influenced by their perceived ability to succeed in certain careers within education. Parents can impact self-efficacy through the quality of education, mentorship programs, and exposure to relevant experiences. SCCT considers individuals' expectations about the outcomes of their choices. Tertiary institutions play a crucial role in shaping students' expectations regarding the careers they can pursue after graduation. Exposure to successful alumni, career guidance services, and internship opportunities can influence students' expectations about the outcomes of their chosen

career paths. Another relevance of SCCT highlights the importance of setting and pursuing career goals. Parents contribute to this aspect by offering diverse academic programs, career counseling services, and extracurricular activities. Students' goals and aspirations in the secondary school may be influenced by the educational opportunities provided by the institution. SCCT underscores the significance of observational learning and modeling. The home serve as environments where students observe and learn from family members, professionals, and peers. Positive role models within the home can inspire students to pursue specific careers within the field. SCCT recognizes the importance of social and environmental supports in career development. Parents can provide support systems such as mentorship programs, career counseling, and networking opportunities. These supports can significantly impact students' confidence in their career choices and their ability to navigate the transition from education to the workforce.

Furthermore on the relevance of the Social Cognitive Career Theory (SCCT) to the study, it is important to consider how factors such as cultural norms, societal expectations, and institutional policies intersect with self-efficacy beliefs in influencing career choices among students in secondary school. In Nigeria, cultural perceptions of certain professions, including teaching, may influence students' confidence in their abilities to succeed in their chosen careers. SCCT suggests that self-efficacy beliefs are not only shaped by personal experiences but also by social

and cultural contexts. Therefore, understanding how cultural factors impact students' perceptions of their capabilities is essential for addressing barriers to career development within the school.

Moreover, the concept of outcome expectations in SCCT emphasizes the role of external influences, such as family, peers, and society, in shaping individuals' beliefs about the consequences of their career choices. In the context of the public secondary school, students may face societal pressures or stigma associated with certain teaching roles or educational paths. The school can mitigate these influences by providing inclusive and supportive environments that challenge stereotypes and promote diverse career opportunities within the education sector. SCCT underscores the importance of goal-setting in career development. Tertiary institutions can support students in the Faculty of Education by offering career planning workshops, goal-setting exercises, and resources for exploring various career pathways within education. By facilitating the articulation and pursuit of career goals, institutions can empower students to make informed decisions about their professional futures and navigate the complexities of the job market.

Additionally, the role of observational learning and modeling in SCCT suggests that exposure to successful role models within the Faculty of Education can positively influence students' career aspirations and self-efficacy beliefs. Tertiary institutions

can leverage this aspect of SCCT by showcasing alumni success stories, organizing guest lectures by industry professionals, and facilitating mentorship programs that connect students with experienced educators and leaders in the field.

Lastly, SCCT emphasizes the importance of social and environmental supports in career development. Tertiary institutions can foster supportive communities within the Faculty of Education through peer mentoring programs, student organizations, and networking events. By providing students with access to mentorship, career counseling, and networking opportunities, institutions can help build students' confidence in their career choices and equip them with the resources they need to transition successfully from education to the workforce. Overall, applying SCCT to the study of career choices among students in the Faculty of Education highlights the multifaceted nature of career development and underscores the importance of considering individual, social, and institutional factors in supporting students' career aspirations and success.

Concept of Career Choice

Career is defined as "the sequence and variety of occupations, jobs, roles, and activities that one engages in throughout a lifetime." This definition emphasizes the dynamic and diverse nature of careers, acknowledging the evolving journey individuals traverse across various professional and personal domains. Moreover, the

National Career Development Association (NCDA) offers a holistic perspective, defining a career as "the total lifelong sequence of experiences that people have. This includes their education, paid and unpaid work experiences, and family roles." Here, the expansive definition incorporates educational pursuits, work experiences, and familial roles into the overarching narrative of an individual's life. Adefulu, Farinloye & Mogaji, (2019) added that the meaning of a career extends beyond the traditional notion of work, encompassing diverse dimensions of human experience, emphasizing the role of social networks and relationships in shaping one's professional trajectory. Careers are embedded within social structures, highlighting the interconnectedness of personal relationships and career development.

Career choice, in its essence, refers to the thoughtful and intentional selection of a particular occupation, field, or vocation by an individual. It represents a culmination of one's interests, values, skills, and aspirations converging to shape a path that aligns with personal fulfillment and societal demands. John Holland's influential career theory underscores the significance of person-environment fit, emphasizing that individuals tend to choose occupations that resonate with their personalities and preferences. Moreover, the National Career Development Association (NCDA) defines career choice as "the process of developing an understanding of oneself as it relates to the world of work and making decisions based on that understanding." This definition highlights the dynamic interplay between self-awareness and the external

context, emphasizing that effective career choice involves a continuous process of self-reflection and exploration. The meaning of career choice extends beyond a mere selection of job titles; it encapsulates the intricate interplay of personal factors that guide individuals on their professional journeys. Career choice is not a standalone decision but is deeply embedded in the socio-cultural and economic context. Social structural factors, such as gender roles and societal expectations, play a significant role in shaping individuals' perceptions of suitable career paths (Okeke 2017). The concept of career choice as a social construct underscores the influence of societal norms, cultural values, and systemic opportunities in defining what is deemed acceptable or desirable in various professions. In contemporary discourse, the protean career and boundaryless career concepts challenge traditional notions of linear and stable career paths. The protean career emphasizes individual agency, self-directedness, and a focus on personal values, suggesting that individuals actively shape their career trajectories. The boundaryless career concept underscores the fluidity and flexibility in career choices, acknowledging that individuals may navigate through various industries and roles throughout their professional lives (Ajibola, Emeghe, Oluwumi, & Oni, 2017).

Choosing a career is a significant decision for secondary school students in Nigeria, influenced by various factors ranging from personal interests and abilities to societal expectations and economic considerations. Understanding how secondary school

students in Nigeria navigate this process requires examining the socio-cultural context, educational system, and individual characteristics shaping their career choices. One primary influence on career decision-making among secondary school students is family expectations and cultural norms. In many Nigerian households, there is a strong emphasis on pursuing careers in fields such as medicine, law, engineering, and finance, which are perceived as prestigious and financially rewarding. Consequently, students may feel pressure to conform to familial expectations and choose careers that are seen as socially desirable, even if these may not align with their own interests or aptitudes. Akinwumi & Oladosu (2015). added that the educational system in Nigeria also plays a crucial role in shaping career choices among secondary school students. The curriculum and available academic programs may limit students' exposure to a diverse range of career options, particularly in non-traditional fields. Additionally, limited resources and infrastructure in certain disciplines may influence students' perceptions of career viability and job prospects, leading them to opt for fields that are perceived as more stable or lucrative.

Furthermore, socio-economic factors can significantly impact career decision-making among secondary school students. Many students face financial constraints and may prioritize careers that offer the prospect of financial security and upward mobility. As a result, considerations such as salary potential, job stability, and opportunities for advancement often weigh heavily in their career choices. Personal

interests, values, and aspirations also play a critical role in career decision-making among secondary school students in Nigeria. While societal expectations and economic factors may exert pressure on students to pursue certain career paths, individuals are also motivated by their intrinsic passions and goals. Some students may choose careers that align with their personal values, allow them to make a positive impact on society, or provide opportunities for creativity and self-expression. Moreover, exposure to role models, mentors, and career guidance resources can influence career choices among secondary school students (Badau 2013). Positive experiences with professionals in their field of interest or access to career development programs and internships can help students gain valuable insights into different career paths and make informed decisions about their future. In recent years, advancements in technology and globalization have also expanded the range of career opportunities available to secondary school students. With access to information and resources online, students can explore a wider array of career options beyond traditional fields and industries. Additionally, the growing prominence of entrepreneurship and innovation in Nigeria's economy has encouraged some students to pursue non-traditional career paths and start their own businesses after their secondary school program. The process of career decision-making among secondary school students in Nigeria is complex and multifaceted, shaped by a combination of societal, educational, economic, and individual factors. While external pressures and

expectations may influence students' choices to some extent, personal interests, values, and aspirations ultimately play a significant role in determining their career paths. As the landscape of work continues to evolve, it is essential to provide students with the support, resources, and opportunities they need to make informed and fulfilling career decisions (Farinloye, Adeola & Mogaji 2019).

Role of Parent in Career choice of the students

Henry (2011) Observes that one cannot choose what are does not know and many occupations are unknown to most of us one may stumble into an appropriate occupation by sheer luck, but the wise choice of occupation requires accurate information about what occupation are available the knowledge and acceptable of one's own attitude, abilities, needs, limitations, interest values feelings, fears, like and dislike are essential and of relative importance in the choices of career.

Margaret (2005) Opined that on first admission to school, parent are seen taking their children to school only to come back to school at the age of about thirteen. Yet such parents have guts to make choice for their children about their future course and subjects and then around sixteen when it is a question of activities and choice of occupation might determine whether one will be employed or unemployed in some occupations employment is irregular while in others, its more stable 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 (2005) Posit that most of the youth in his study choose career without relation them to their interest and capacity to cope with the nature of job. Adeyinka (2000) However identified the variable "school type" as excreting the major influence on youth vocational as well as perceptions and misconception of working life and the needs, determination and aspiration that colour them (Daws 2004). In a research carried out by Olayinka (2015) discover that parents plays vital roles in the choice of career amongst their children. Olayinka (2015) Stresses that parent sometimes censoriously set up standard worthy of emulation for their children and this motivated them to be achievement oriented. In another researcher carried out by Robinson (2016) in secondary schools in Lagos State Nigeria, shows that, that choice of career among students is partly influenced by the behaviours of their parent towards the particular child and the condition of the home environment. Indeed, it is generally recognized that parents are a major influence on the career choice of their children (Whiston & Keller, 2017). This influence is exerted through certain kinds of parental behaviors as well as through family conditions that foster the development of values, attitudes, and self-concepts in children (Schroedel & Carnahan, 2016). Although young people become progressively independent from their parents during adolescence, they continue to depend heavily on parents in the area of career choice

(Sebald, 2018). Research also shows that adolescents speak most frequently about career issues with their parents (Otto, 2000) and name parents as being a major influence during educational and career transitions (Knibbs et al., 2018; Lindley et al., 2019).

While parents' desire to support their children may be incongruent with a young person's wish for self-determination and independence (Powers, Geenen, & Powers, 2019), it has long been established that high levels of parental involvement can be a critical factor in promoting successful transitions of young people into adulthood (Hasazi, 2017). Although parents play an important role in their young person's career development process, exactly what they do to encourage them to learn about careers is largely unknown. Various studies that have examined family contributions to a young person's career development and future plans have focused on general family attributes rather than on career-specific ones (Hargrove, 2015). Research carried out by Knibbs et al., (2018) shows that young people themselves tend to report parental support as an influential aspect in their career development. Career-related parental support is conceived as a behaviour in which parents let their children make their own choices while offering orientation and instrumental support like writing applications, if needed, encouraging them to explore career interests and abilities as well as various occupational options. This support includes helping young people to reflect on relevant career choice experiences. Adolescents consider these

behaviours as supporting their motivation to engage in the career preparation process (Phillips et al., 2016).

According to Keller and Whiston (2018), parents can act as a source of general psychosocial support (e.g., giving encouragement) by offering instrumental guidance and support for their child's career (e.g., talking about specific careers or finding information on the Internet). A factor found significant in the domain of career construction is parent-child career-related interactions. Research on this issue has focused only on structured interactions, rather than on spontaneous ones (Paseluikho, & Valach, 2017). Support from parents also facilitates children's engagement in career-related learning experiences that shape self efficacy (Turner & Lapan, 2020).

A Mother's Influence on Career choice

While most research studies of children's career aspirations focus on the father's influence, more recent studies have begun to focus on the mother's role. This is important because more women are entering the workforce and working mothers tend to influence children's career aspirations differently than fathers. In fact, maternal influences are often "diametrically opposed" to the paternal influences (Simpson, 2013). This is thought to be the result of a mother's own gender- socialization during her previous education and work experiences (Simpson, 2003). For instance, mothers who work in high-status jobs were not as inclined to encourage people-oriented and

nontechnical fields compared to mothers who had experienced more gender-socialization (Simpson, 2003). Fathers, on the other hand, consistently appeared to encourage technical fields such as engineering (Simpson, 2003). Therefore, a mother's experience with gender-socialization impacted the types of careers she encouraged her children to pursue, while the father's gender socialization was not considered a factor. Further research has shown that mothers tend to have a higher influence in regard to the employment expectations of women. For example, daughters who were raised by homemakers were more likely to expect that they would also stay home if they had children (Chope, 2016 & Weinshenker, 2018). Likewise, the sons of homemakers expected that their wives would stay home if they had children in the future (Weinshenker, 2018).

In addition to their homemaker status, studies also found that mothers tended to utilize different parenting practices according to their career. For instance, Maier (2015) found that mothers who had a career in the math and science field provided an equal amount of challenge and support to their male and female teenagers. However, mothers who worked in other high status professions, such as law or business, tended to show more support to their daughters and less to their sons. Maier (2015) argued that, "By engaging in differential treatment of their teenagers, mothers are reinforcing

traditional gender roles”. Maier (2015) hypothesized that because of the unequal treatment that mothers in the math and science field experienced when pursuing their careers, they take extra precautions to ensure similar home environments for their daughters and sons. While mothers tend to show different levels of challenge and support according to their occupation, adolescents consistently identify them as more influential than fathers when it comes to career planning (Otto, 2020). Even though boys perceive a positive influence from their fathers, they reported, “equal and occasionally higher percentages of positive influence from their mothers” (Paa & McWhirter, 2020). Maier (2015) suggested that this might be due to more frequent discussions that happen between a mother and her children. She stated that, “Discussions are more likely to occur on a daily basis between mothers and adolescents.

Fathers may involve themselves after a majority of the discussion has taken place with the mother” (Maier, 2015). Li and Kerpelman (2017) stressed how important it is for mothers to be aware of their power to influence their adolescents’ life choices, especially those of their daughters. They suggested that mothers use this influence to “support their daughters’ construction of career aspirations” (Li & Kerpelman, 2017).

Career Choice and Sex

Historically, societal expectations and gender stereotypes have played a substantial role in shaping career choices. Traditional norms often prescribed specific roles for men and women, influencing their professional aspirations. These expectations can be particularly pronounced in societies where gender roles are deeply ingrained. For example, women might have faced societal pressure to pursue careers in nurturing roles, while men might have been directed towards more assertive or leadership-oriented professions (Adefulu, Farinloye & Mogaji, 2019). Access to educational opportunities has been a key factor in determining career choices based on gender.

In many societies, there have been historical disparities in educational access for men and women. This, in turn, has influenced the range of career options available to individuals. Gender disparities in educational access can lead to limitations in career choices, perpetuating traditional gender roles. The perception of certain careers as being more suitable for one gender over another can significantly impact individual career choices. This phenomenon often extends beyond societal expectations to personal beliefs and identity. Individuals may internalize gender norms and choose careers that align with their perceived identity, conforming to or challenging societal

expectations. As societies evolve, so do gender roles in the workplace. Initiatives promoting gender equality and diversity have challenged traditional norms, creating more inclusive environments. However, lingering stereotypes and biases can still influence career choices. For example, certain professions might still be perceived as male-dominated or female-dominated, affecting individuals' willingness to pursue those careers (Otoja, & Obodumu, 2017).

Nigeria, like many other countries, grapples with entrenched gender norms that shape societal expectations regarding suitable career paths for men and women. Historical expectations often dictated that men pursue careers associated with leadership, technical fields, or certain professions, while women were directed towards nurturing roles. Despite societal changes, remnants of these expectations persist and continue to influence career choices. Gender disparities in educational access have a profound impact on career choices in Nigeria. Unequal access to quality education, particularly in rural areas, may limit the range of career options available to students. Girls, in particular, may face challenges accessing education, impacting their subsequent career choices. Addressing these disparities is crucial for creating an environment where career choices are not unduly restricted by gender. Cultural influences and family dynamics play a significant role in shaping the career choices of Nigerian students. Cultural expectations, often reinforced through family structures, can guide individuals toward or away from specific professions based on their gender.

The pressure to conform to traditional gender roles within the family unit can be a powerful influence on career decision-making. Nigerian society has witnessed gradual changes in gender roles, with increasing efforts to challenge stereotypes and promote gender equality. However, deeply ingrained cultural norms and persistent biases continue to impact career choices. Modernization and urbanization have brought about shifts in societal expectations, but the pace of change varies across different regions and communities. Female students in Nigeria encounter unique challenges that can influence their career choices. These challenges may include societal expectations regarding marriage and family responsibilities, limited access to mentorship opportunities in certain fields, and the need to navigate traditionally male-dominated professions. Addressing these challenges is vital for fostering an environment where female students can make career choices based on their interests and abilities (Mogaji & Yoon 2019)

In addition, it is important to highlight the role of role models and mentorship in influencing career choices, particularly for marginalized groups such as women in Nigeria. Lack of visible female role models in certain professions can contribute to the perpetuation of gender stereotypes and limit career aspirations among female students. Conversely, access to supportive mentors and networks can empower female students to explore diverse career paths and overcome societal barriers. Furthermore, the impact of globalization and technological advancements on gendered career

choices cannot be overlooked. As Nigeria's economy becomes increasingly integrated into the global market and new industries emerge, traditional gender norms may be challenged or reinforced. The demand for skills in STEM (Science, Technology, Engineering, and Mathematics) fields, for example, presents opportunities for women to enter male-dominated sectors traditionally seen as inaccessible. However, cultural and institutional barriers may still hinder their participation and advancement in these fields.

Moreover, the intersectionality of gender with other social identities such as ethnicity, religion, and socio-economic status shapes career choices among Nigerian students. Marginalized groups may face compounded challenges and discrimination, further limiting their access to educational and career opportunities (Mbawuni & Nimako 2015). Addressing these intersecting forms of inequality requires a holistic approach that recognizes and addresses the complex interplay of social factors influencing career decision-making. Additionally, the role of policy interventions and institutional reforms in promoting gender equality in education and employment is critical. Government initiatives aimed at expanding access to education, eliminating gender-based discrimination, and promoting female participation in traditionally male-dominated fields can help create a more inclusive and equitable society. Similarly, corporate policies that prioritize diversity and inclusion in hiring and promotion practices can contribute to breaking down barriers and creating pathways

for gender-balanced career trajectories. Lastly, fostering a supportive and inclusive educational environment is essential for empowering students to make informed and autonomous career choices. Educational institutions can play a proactive role in challenging stereotypes, providing mentorship and support services, and offering career guidance that is sensitive to diverse gender identities and aspirations. By creating a culture of respect, equality, and opportunity, Nigerian tertiary institutions can help pave the way for a more equitable and inclusive society where individuals are free to pursue their passions and fulfill their potential, regardless of gender.

Gender Socialization

Research has shown that mothers and fathers may influence their children's career aspirations in different ways. Otto (2000) reported that young adults most often look to their mothers for career guidance. Poulter (2006) found that fathers have a more significant impact on children's career choices, and Jacobs, Chhin & Bleeker (2006) concluded that children respond differently to maternal and paternal expectation depending on the gender of the child. All three researchers agreed that the variable of gender-stereotypes may greatly impact career choices of children. While many are aware that children are exposed to gender socialization in the home, few may recognize the connection between children's early gender socialization experiences and their future career decisions. Jacobs, Chhin and Bleeker (2006) were

among the first researchers to explore the relationship between parents' early gender-type expectations and the career choices their children made as adults. Their results reflected that parental expectations had an influence on young adults' career decisions, particularly fathers' expectations for their daughters (Jacobs, Chhin & Bleeker, 2006). Just as parents directly and indirectly communicate their career preferences, they also communicate gender information to their children. Enrolling girls in ballet classes and signing up boys for football programs communicates gender socialization (Hesse Biber & Carter, 2000).

Children are also gender socialized by watching the role parents play in the home. For instance, many mothers continue to be the main contributor for most of the household tasks. Hesse-Biber & Carter (2000) contend that regardless of the increase in males sharing household chores, many women still take on the bulk of the duties. Children grow up experiencing gender socialization based on norms established in the home. Perceptions regarding gender roles and parental power structure may impact the career choices of children. Children may also infer gender stereotypes at home by observing the power structure between mothers and fathers. This is exhibited in which parent enforces the discipline, controls the money, plans family events, and initiates family dialog. In 1983, Fishman (as cited in Hesse-Biber & Carter, 2000) analyzed the conversational patterns between husbands and wives and found that topics introduced by women were regarded as tentative and were more likely to be

dismissed than those of males. He further concluded that husbands "control what will be produced as reality by interaction. They continually establish and enforce their rights to define what the interaction and reality will be about" (Hesse-Biber & Carter, 2000, p. 96). As children are routinely exposed to these types of power structure interactions, they may identify males as having more influential power in some areas than women. Parental power can have a strong influence over girls' career preferences. In 1982, Linda Lavine found that girls who experienced strong father dominance in the family were more likely to choose predominantly female-occupied careers. This may be because the girls had been exposed to gender-specific roles in their households. When asked about their job preference, girls were more likely to name careers that were within the boundaries of traditional gender-norms since they were unlikely to regard male-occupied jobs as an option. It appeared that perceptions from home regarding the father's power and gender expectations impacted career options for children. Lavine (1982) also found that children's career aspirations were only influenced by parental dominance observed at home, not the dominant role parents might have had at work. Originally, Lavine (1982) assumed that women in nontraditional jobs would "require a mental set that allows for equality with or dominance over males," and that this "mental set" would be related to their parental power at home (p. 658). However, the results did not support this hypothesis. Instead, Lavine (1982) found that "work outside the home ... does not correlate with perceived

power ... nor is it significantly associated with career preference" (p. 661). Therefore, only maternal role-modeling and perceived power in the home can be said to influence a daughter's career preference.

Summary of Reviewed Literature

This research work has presented evidence of the importance of parental engagement in careers for facilitating and/or expanding opportunities for adolescent with a need for them to be 'career aspirants'. In particular, where parents and the adolescent in their care have shared career conversations, there may be greater congruence in terms of career aspirations and education attainment for adolescent and increased motivation for parents. Moreover, educating young people about the range of factors that influence career decision-making can promote the use of more deliberate career choice strategies. Engagement in careers education and guidance that places collaborative partnership between schools and parents at its centre optimizes effectiveness.

However, there is evidence that parental capacity to engage with careers education and guidance depends on their knowledge and skills, self-efficacy and role definition. Importantly, evidence emphasizes the need for parents to accept that they have a role in their adolescent's learning and career development, as well as recognizing that they can be a positive influence. The home environment, in which

the parent-child relationship is located is crucial, emerging as a significant factor in an adolescent's career learning and development. This environment shapes attitudes and beliefs related both to education and to post-education learning. Significantly parents' own experiences of education influence and shape their recommendations and expectations for their children, particularly in terms of the educational routes supported. In contexts where there are high levels of parental support and low levels of parental influence, adolescent are able to develop their career adaptability skills, which supports the career and learning choices. Evidence consistently stresses the significant role of parents in the career choices and aspirations of young people in their care. Siblings can be particularly influential in educational choices as they may have (recent and real) experience to draw upon and tend to be less impartial or discreet than parents. This suggests that career interventions focused on parental engagement could benefit from including siblings. Research has shown that for particular groups of children parental engagement and involvement is important in supporting educational pathways. Parental engagement and collaboration with educational institutions is important for children with disabilities, children with special education needs and children from one parent families. Overall, many research analysis of the evidence emphasizes the need for parents to be supported in developing their knowledge and understanding of choices and future careers, so that they can provide better support and advice for their child. Careers practitioners also

have an important role, in supporting both parents and their young people in their career conversations to ensure they are supportive, informative and useful. Where parental support is absent, it could be argued that practitioners have a duty of care to the young person, as well as providing support and counselling to their parents.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the methods that will be adopted in carrying out this research work are discussed under the following sub-headings;

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

Research Design

The study will adopt a descriptive research design. This research design is one in which a representative sample of the population is drawn randomly from the target group or entire population. It provide avenue for selection of a representative sample that could be generalize to cover the entire population.

Population of the study

The population of the study will consist of two thousand five hundred and ninety (2590) SSII students from the 14 public senior secondary schools in Ovia North-East Local Government Area of Edo State.

Sample and Sampling Techniques

The sample size for the study will be made up of 200 students which will be randomly selected from four selected senior secondary public school in Ovia North East local government area. Using the simple random sampling technique, 50 students from Ekosodin secondary school, Boiling point academy , UNIBEN demonstration staff school and Oluku secondary school who are in S.S. 2 will be randomly selected from the 4 public secondary schools, thus making a total sample size of 200 respondents.

Research Instrument

A self-structured questionnaire titled “Parent Influence on Career Choices of Public Senior Secondary School Students (PICCPSSS)” will be used as the research instrument for the study. The questionnaire was divided into two section A and B. Section A entails the personal data of respondents such as school while section B contains items which were designed based on the reviewed literature with a four point Likert scale of Strongly agree, Agreed, Disagree, Strongly Disagree.

Validity of the Research Instrument

The constructed questionnaire for the study will be presented to the project supervisor and two other experts from the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City. Their suggestions and corrections will be included in the final draft of the instrument before administration.

Reliability of the Research Instrument

To determine the reliability of the instrument, 20 copies of the instrument will be administered to 20 students who will not part of the study and Cronbach Alpha statistics will be used to determine the reliability coefficient.

Method of the Data Collection

The constructed structured questionnaire will be administered to the respondents personally by the researcher and will be retrieved immediately from the respondents.

Method of Data Analysis

Descriptive statistics of mean and standard deviation will be used for the analysis of the research questions 1-4.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

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

Research Question One: What is the influence of Parents on the career choice of secondary school students?

Table 1: Mean responses of parents influence on students’ career choice

S/N	ITEM	N	MEAN	SD	CRITERION	DECISION
1	My parents support me when I tell them I am interested in a specific career	200	3.04	.834	2.5	Accept

2	My parents will accept any career I choose that is not in line with the type of education they want from me	3.38	.813	Accept
3	My parent helps me feel better when I tell them I am worried or concerned about choosing a career	3.22	.821	Accept
4	My parents encourage me to consider many different educational and career options	3.23	.807	Accept
5	My career choice was influenced by the occupation of my parents	3.26	.767	Accept
	Cumulative mean	16.13		
	Mean of items' mean	3.23		

The result in table 1 above represent the mean responses of parents influence on students career choice. The responses to individual items have mean values ranging from 3.04 to 3.38. All the items have mean values greater than the criterion mean of 2.5, with each having their corresponding standard deviations. The mean of items' mean is 3.23, consequently there is a strong agreement that there is an influence of parents on the career choice of secondary school students.

Research Question Two: How do parents' educational background shape their children's career choice?

Table 2: Mean responses of parents' educational background and students career choice

S/N	ITEM	N	MEAN	SD	CRITERION	DECISION
6	My parents' level of education has impacted my motivation to pursue careers in field that requires creativity and innovation	200	3.33	.950	2.5	Accept
7	Children of parents with lower levels of education may face more barriers to accessing higher education and career opportunities		3.21	1.015		Accept
8	My parents profession has shaped my attitude towards pursuing careers in fields that requires manual labour or technical skill		2.90	.994		Accept
9	My parents educational background shaped my attitude towards entrepreneurship and self-employment		3.06	.964		Accept
10	My parents' profession inspired me to pursue a career in a field that aligns with their profession		3.11	.816		Accept

Cumulative mean	15.61
Mean of items' mean	3.12

The result in table 2 showed the mean responses of parents' educational background and students career choice. Items 6, 7, 8, 9 and 10 have mean values of 3.29, 3.28, 3.29, 3.35 and 3.26 respectively with their respective standard deviations which showed that the scores in the distribution are close to each other and spread out much from the mean. The mean responses have values ranging from 3.26 to 3.35. All mean values are in agreement that parents educational background can shape the career choice of their children, because their mean values are greater than the criterion mean of 2.5. The mean of the cumulative mean is 3.29, which concludes that, parents' educational background can shape their children's career choice.

Research Question Three: Do parents influence the career choice of students' base on sex?

Table 3: Descriptive statistics of the influence of parent's sex on students career choice

S/N	ITEM	N	MEAN	SD	CRITERION	DECISION
11	I believe that my parents would have preferred me to pursue a different career if I were of the opposite sex	200	3.29	.834	2.5	Accept
12	My parents have discouraged me from pursuing a career that requires working in a		3.28	1.093		Accept

	opposite sex dominated field			
13	Parents discourage the female child from pursuing a career that requires physical strength or manual labor	3.29	.821	Accept
14	My parents have discourage me from pursuing a career that is non-traditional for sex	3.35	1.107	Accept
15	My parents influence on my career choice is influenced by societal expectations of what careers are suitable for my sex	3.26	.767	Accept
	Cumulative mean	16.47		
	Mean of items' mean	3.29		

In the table 3 above, is the descriptive statistics of the influence of parent sex on the career choice of their children. The range of the means' responses are 2.85 to 3.16. In addition, all the items are in supports of that parents sex does influence the career choice of students, in view of the fact that, their mean values are greater than the bench mark of 2.5. In conclusion, the mean of the cumulative mean is 3.03, which reveals that there is a

moderate agreement that parents' sex influences the career choice of students in secondary schools.

Research Question Four: Do parents consider their children's interest, skills, and strength when guiding career decisions?

Table 4: Descriptive statistics of parents' consideration of their children's interest, skills and strength for career choice.

S/N	ITEM	N	MEAN	SD	CRITERION	DECISION
16	My parents understands my strength and weaknesses advising me on career choices	200	3.33	.950	2.5	Accept
17	My parent encourage me to pursue a career that aligns with my skills and abilities		3.21	1.015		Accept
18	My parent helps me create a career development plan to assist me in achieving my goals		2.90	.994		Accept
19	My parents encourage me to explore different career options to find the best fit for my interest		3.06	.964		Accept
20	My parents s considers my creativity and		3.11	.816		Accept

problem solving skills when advising me on career choice	
Cumulative mean	15.61
Mean of items' mean	3.12

In the table 4 above, is the descriptive statistics of if parents consider their children's interest, skills and strength in guiding them on their career choice. The responses provided are in the range of 2.90 to 3.33. This is a clear indication that all the items are in supports of the opinion since their mean values are greater than the bench mark of 2.5. More so, the mean of the cumulative mean is 3.12, which shows that there is a firm agreement that, parents consider the interest, skills and strength of their children in guiding their career choice.

Discussion of Findings

Findings from the study revealed that parental influence have significant effect on their children' career choice in public secondary schools in Egor Local Government Area of Edo State, and that perceptions of parental occupational satisfaction will not have effects on the career aspiration of adolescents based on the following intervening variables such as sex, and age. These findings are at variance with Herbert (2007) when he asserted that parents' career aspirations aid children in selecting occupational goals, influence their knowledge of occupations, and familiarize them with occupational roles and requirements. Whether the child internalizes those aspirations is greatly determined by numerous values found at home. The findings are also not in consonance with

people's opinion as cited by Friesen (1981) that the individual does not exercise career choice, but that the social and economic environment determines the vocational choices that are made.

The results of the findings agrees with sociologists' view 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 belongs. (Oladele, (2004). The implications of the career choices people make are related to their social class, and the social origins of an individual limit the range of occupational opportunities available to the person. Students who come from lower class homes often find it difficult to continue their education while those from upper class homes obtain much encouragement from their peers to continue their studies. In a situation where parental influence interferes with the career choice of adolescents, a crisis may develop when there is mismatch in terms of the ego strength of the child and the environmental pressures that challenge their identity. The adolescents straddle the line between childhood obedience and adult independence. Also from the findings, factors that contributed to that were, basic loving and supportive parent behaviours which seems to be more important than specific careers related action behaviours. The multiple regression analyses of the report revealed that when students feel supported and loved by their parents, they have more skills in thinking about careers and in the world of work than when they do not feel supported and loved. The results also indicated that when students feel supported and loved by their parents, they have more confidence in their own ability to find career information and to choose a career that

would be interesting to them. This is important because other research shows that adolescents who feel efficacious regarding career decisionmaking tend to make more satisfying career choices later in life. According to Keller (2004) in Olaosebikan and Olusakin (2014), parents influence their children's career enhancement, and decision-making in a career and play a major role in influencing their lives. Keller (2004), in his findings, showed that students are more confident to look for career information and make a career choice that would be beneficial, exciting and interesting to them when they feel their parents loved and supported them. According to Hairston (2000), family members, most especially parents, are the most influential determinant that influences students in their occupational aspirations and career choice-making process.

The parents' career aspirations can also assist students in making career choices or occupations. It can influence the students' professional knowledge and thereby provide them with the basic requirements and roles of the occupation (Hairston, 2000). Lee (2018), opined that parents' career or occupation orientations enable their children to be conversant with the values and the functions of occupation, which provide a conducive environment for learning that energizes or ginger the children's aspirations in going into a such occupation or career One of the influential determinants as regard parents' influence on students' career choices is the students' desire to emulate or be like their parents. When students observe that their parents' career is beneficial or satisfactory, they show an interest in going into such a career. Students would study their parents if they discovered that their parent is making it in life; they try to choose that same vocation. But if the

student's parents are a failure in their profession, no advice, the parents will give to convince that child. According to Hairston, in his findings, it revealed that those students who went into teaching vocation are a result of their parents' impact or contributions to the society; therefore, they were influenced to also go into the teaching career to impact people's life. Olaosebikan & Olusakin (2014), in their findings, discovered that parents' influence will not significantly have an effect on a student's choice of a career and that perceptions of occupation satisfaction of parents will not have an effect on the student's career aspirations based on sex, and type of school. Dobbins (2000), in his findings, reported that parents' career aspirations assist the students in choosing their goals of occupation, influence occupational knowledge and acquaint them with the occupation function and requirements.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusion drawn, results obtained and recommendations.

Summary

This chapter examined the parental influence on career choices of public senior secondary school students in Ovia local government area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of 200 SS2 students. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using descriptive statistics of mean and standard deviation.

Findings from the study include:

- that parents views on their child's abilities, interests and strengths can influence career choices.
- that parental involvement in career decision-making can have a positive impact on students' career choices, providing value guidance and support.

- that parents' professions can serve as a model for students' career choices.
- that cultural background plays a significant role in moderating the influence of parental expectations on career choices, with some cultures placing greater emphasis on parental expectations than others.
- That the quality of the parent-child relationship can impact student's career exploitation activities.

Conclusion

The study investigated the Parent Influence on Career Choices of Public Senior Secondary School Students in Ovia local government area of Edo State. Based on the findings of the study, the importance of parental attachment and guidance cannot be overemphasized. In the aspect of students' choice of career, there are so many people today that are finding it difficult to make a good choice in a career. Some who were able to choose a career are not happy or comfortable with the choice they made due to the wrong choice. It is necessary and important for parents to start nurturing and guiding their children right from home before entering the school system, so as not to regret it in future to come. The researcher concluded that courses on the choice of career should be built and taught in our various schools to assist the students overcome career choice problems. The teachers can also help in their part in guiding the students on their career paths. When this is done, it will help both the parents and students.

Recommendations

Based on the finds and conclusion drawn, the following recommendations were recommended;

1. School guidance counsellor should organize a meaningful career program that will help to educate both parents and students on the concept of career choice.
2. Teachers and Guidance counsellors should realise that parent's educational level influences student's career choice and should therefore pass the importance of higher education onto students in relation to their careers.
3. Parents should not force students to pursue careers similar to their own against their will. With parental guidance and support, children are able to make the right choice of career.
4. A family relationship is essential in shaping the students career choice. In this regard, it is recommended that parents should take time to discuss different career choices with their children.
5. Whenever necessary parents should express satisfaction and words of encouragement with their child's decision.

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APPENDIX A

Department of Educational Evaluation and Counselling Psychology, University of Benin, Benin City. Questionnaire on the Parent Influence on Career Choices of Public Senior Secondary School Students.

INTRODUCTION

Dear Respondents,

This questionnaire is designed for research purposes. It is aimed at assessing the Parent Influence on Career Choices of Public Senior Secondary School Students in Ovia

local government area of Edo State. Your response will be treated with utmost confidentiality and will be used solely for research purposes. Thank you.

SECTION A: (DEMOGRAPHIC DATA OF RESPONDENTS)

School:

Sex: Male (), Female ()

SECTION B

Instruction: kindly tick [√] to indicate your response.

Key: SA- Strongly Agree, A- Agree, SD- Strong Disagree, D- Disagree

S/N	ITEMS	SA	A	D	S
	What is the influence of Parents on the career choice of secondary school students?				
1	My parents support me when I tell them I am interested in a specific career				
2	My parents will accept any career I choose that is not in line with the type of education they want from me				
3	My parent helps me feel better when I tell them I am worried or concerned about choosing a career				
4	My parents encourage me to consider many different educational and career options				
5	My career choice was influenced by the occupation of my parents				
	How do parents' educational background shape their children's career choice?				
6	My parents' level of education has impacted my motivation to pursue careers in field that requires creativity and innovation				
7	Children of parents with lower levels of education may face more barriers to accessing higher education and career opportunities				
8	My parents profession has shaped my attitude towards pursuing careers in fields that				

	requires manual labour or technical skill				
9	My parents educational background shaped my attitude towards entrepreneurship and self-employment				
10	My parents' profession inspired me to pursue a career in a field that aligns with their profession				
	Do parents influence the career choice of students' base on sex?				
11	I believe that my parents would have preferred me to pursue a different career if I were of the opposite sex				
12	My parents have discouraged me from pursuing a career that requires working in a opposite sex dominated field				
13	Parents discourage the female child from pursuing a career that requires physical strength or manual labor				
14	My parents have discourage me from pursuing a career that is non-traditional for sex				
15	My parents influence on my career choice is influenced by societal expectations of what careers are suitable for my sex				
	Do parents consider their children's interest, skills, and strength when guiding career decisions?				
16	My parents understands my strength and weaknesses advising me on career choices				
17	My parent encourage me to pursue a career that aligns with my skills and abilities				
18	My parent helps me create a career development plan to assist me in achieving my goals				
19	My parents encourage me to explore different career options to find the best fit for my interest				
20	My parents s considers my creativity and problem solving skills when advising me on career choice				

APPENDIX B

Reliability Statistics

Cronbach's Alpha	N of Items
.784	5

Reliability Statistics

Cronbach's Alpha	N of Items
.747	5

Reliability Statistics

Cronbach's Alpha	N of Items
.642	5

Reliability Statistics

Cronbach's Alpha	N of Items
.882	5

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

APPENDIX C

Descriptive Statistics

	N	Minimum m	Maximum m	Mean	Std. Deviation
VAR00001	200	1.00	4.00	2.9492	.87934
VAR00002	200	1.00	4.00	3.4915	.81733
VAR00003	200	1.00	4.00	3.3559	.82551
VAR00004	200	1.00	4.00	3.0339	1.06619
VAR00005	200	2.00	44.00	3.8136	5.37066
Valid N (listwise)					

Descriptive Statistics

	N	Minimum m	Maximum m	Mean	Std. Deviation
VAR00006	200	1.00	4.00	3.0169	.81983
VAR00007	200	1.00	4.00	3.4746	.75100
VAR00008	200	2.00	4.00	3.1017	.73567
VAR00009	200	2.00	4.00	3.3729	.74042

VAR00010	200	1.00	4.00	3.1864	.77625
Valid N (listwise)	200				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00011	200	2.00	4.00	3.3051	.74866
VAR00012	200	2.00	4.00	3.1525	.71471
VAR00013	200	2.00	4.00	3.1864	.84025
VAR00014	200	2.00	4.00	3.2034	.73765
VAR00015	200	2.00	4.00	3.4576	.67778
Valid N (listwise)	200				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00016	200	2.00	4.00	3.3220	.75294
VAR00017	200	1.00	4.00	3.0847	.79412
VAR00018	200	2.00	4.00	3.1356	.77588
VAR00019	200	2.00	4.00	3.0000	.78784
VAR00020	200	1.00	4.00	2.9831	.79852
Valid N (listwise)	200				