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## Determining the relationship between home background and career choice of secondary school students in Ondo State, Nigeria

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### Abstract

The study examined home background as determinants of career choice of secondary school students in Ondo state. One (1) research question was raised and one (1) hypothesis formulated and tested at 0.05 level of significance using Correlation Statistics Coefficient to guide the study. A self-constructed questionnaire was used to collect data; a simple random sampling technique was used to select a sample size of one hundred (100) students in senior secondary schools in Akoko South West Local Government Area of Ondo State. The design of the study was a descriptive survey. The findings revealed that parental factors influence the career choice of students in Ondo State. Students in Ondo State would choose careers that are different from those of their parents, siblings and close relatives. It was found that there was no significant relationship between the socio-economic status of the family and the students' career choice. It was recommended that Teachers and career guidance and counsellors should realize that a high level of parental education influences students' career choice and should therefore refrain from passing the importance of higher education to the students in relation to the careers similar to their own against their wish among others.

**Keywords:** Career Choice, parental education, Home background, socio-economic status, peer pressure

### INTRODUCTION

#### Background to the Study

Home is a place in which children learn to interpret realities Wary and Passman, 2016, parents serve as significant interpreters to children for information about the world and children ability (Hall, Kelly, Hansen and Vulwein, 2016). Home influence is an important force in preparing pupils for their role as workers. Young people form their attitude about work and career as a result of interaction with the home. Home background provides the basis on which a pupil's career planning and decision making evolves.

However, within each home, the level of involvement can vary positively or negatively.

Home background factor found to be associated with career choice includes parents' socio-economic status (SES), their level of education and biogenetics factor such as physical size, gender, ability and temperament. Panic and Jepson (2012), in a study on adolescent vocational development reported that what had the most effect on education plans and occupational aspiration was education. Mortime (2012) also reported that parents with post-

secondary education tend to pass along its importance to their children; a finding reported by other studies. Montgomery (2012) opined that students talented in Mathematics viewed their career choice as reflective on the interest that stem from early home influence and educational opportunities. De Piddeo (2010) however, points out that the lower level of parents' education can retard adolescents' academic opportunities. Being born to parents with limited education and income reduces the likelihood of going to college or achieving professional and occupational goals and essentially predetermined the child's likely career choice. Home income is another aspect of home background that influences the career of a student. Mortimer (2012) asserted that one reason for this may be that home with limited economic resources may tend to have direct influence on the career choice of such children. It is therefore understandable that the self-efficacy of pupils with respect to academic opportunities is linked to the economic support they can expect from their parents. Another home background factor found to be associated with academics includes the parents' wealth or spiritual. Parents who have Jesus and want the best for their children will urge their children to pursue a career that will bring them joy in future. Thus, Proverbs 22:6 admonished parents to pay attention to their children while the children in turn should prove themselves obedient (Ephesians 6:13).

Home background factor found to be associated with career choice includes educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved is determined by their home background, peer pressure and societal beliefs. Peers play a large role in the social and emotional development of adolescents (Allen, 2005). Their influence begins at an early age and increases through the teenage years, it is natural, healthy and important for adolescent to have and rely on friends as they grow and mature. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). On the other hand, the term "pressure" implies the process that influence people to do something that might not otherwise choose to do.

According to Hartney 2011, peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfield, 2010). Jones 2010 defines peer pressure as ability of people from the same social rank or age to influence another of same age bracket. Peer pressure is usually associated with teens although its influence is not confined to teenagers alone.

Mature adults, teens, young adults and children can be seen doing things in order to be accepted by their peers. Peer pressure is commonly associated with episodes of adolescent risk taking such as delinquency, drug abuse and sexual behaviours, because these behaviours commonly occur in the company of peers. It can also have positive effects when youth are pressured by the peer toward positive behaviour. Such as volunteering for charity or excelling in academics (Kellie 2013). However, peers can also have a negative influence, they can encourage each other to skip classes, steal, cheat, use drugs or take alcohol or involve in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Negative peer pressure may manifest in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boyfriend/ girlfriend, peer

pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, tapping as alternative to stealing which may eventually graduate into armed robbery (Arisf, 2011).

Peer pressure may be present in the workplace, at school or within the society, it can affect people of all ages. It may affect people in different ways but here, the focus is on peer pressure as it influences academic performance in school adolescents. Peer pressure may have a positive influence and help to challenge or motivate one to do the best. Peer pressure may also result in one doing thing that may not fit with one's sense of what is right or wrong, in other words, when peer pressure makes one do things that people frown at, it is negative peer pressure. Operationally, peer pressure is a force or exert by people that is influenced by ideas, values and behaviour either positively or negatively and always associated with adolescents. Studies have shown that many popular students who do not manage their time well make lower grades than less socially accepted adolescent (Hartney, 2010). This is possibly due to the fact that popular students may spend more time worrying about social life rather than studying.

The blame for poor academic performance among secondary school students could be attributable to a variety of factors such as students' inability to manage their time, peers influence, family factors and the likes. Parents, teachers, curriculum, experts and evaluators have expressed considerable concern over the deteriorating students' performance in public examinations.

Therefore, an in-school adolescent should avoid negative pressure such as loitering along the street during school hours, holding parties at the expense of their study, skipping school and drug abuse. That will create room for poor academic performance. The adolescent should move with people that study their books in order to have good academic performance.

Adolescence is a developmental period in which an individual changes (over a varying length of time) from childhood into adulthood. This creates confusion about the self because society considers them neither children nor adults. Adolescence is also a period of sexual maturity (of sex organs and the development of hormones) and the development of sexual urge. The pattern of thinking is that in which immediate needs tend to have priority over long term ones and because they lack knowledge and skills to make healthy choices, they tend to go into risky behaviour and tryout experiences which often leads to mistakes and regrets. In most adolescents it marks the beginning of sexual activity (Steinberg, 2008).

Adolescent period is a time when many young people take the opportunity to assess themselves as well as begin the process of seeking out their own personal identities. Part of this process includes questioning previously accepted beliefs and guidance given in childhood and maintaining a distance from adult influences. Young ones during this period often, rely on their peer group for support, approval and behaviour models (Aribiyi, 2006). Empirical sources indicated that adolescent's involvement in unguarded and discriminate negative peer pressure is on the increase (Okonofua & Kanfua, 2016; Osarenren, 2000).

Adolescents' use of time is an issue importance to youth, families and society as a whole because the amount of time spent in various activities has been linked to the development of adolescent problem behaviours. Occupying time in constructive ways by participating in co-curricular activities and doing homework, for

example, is often viewed by parents and community leaders as well as means of preventing negative peer pressure such as substance abuse, delinquency and sexual activity. Adolescent time use in school and peer experiences may also have profound influences on the development of problem behaviour. Some literature shows high level of family support and cohesion are associated with lower levels of adolescent substance use, delinquency and other negative outcomes (Barnes and Farrell, 2012; Farrell and Barnes, 2000). On the other hand, large exclusive amount of time spent in unsupervised peer context may reinforce or exacerbate adolescent substance use and delinquency. Thus, large amount of unsupervised time spent with peers at parties, “hanging out” at malls, dating and talking on the phone may contribute to a variety of negative peer pressure in adolescents (Osgood and Anderson, 2004).

Adolescents are particularly vulnerable to peer pressure, because they are at a stage of development, when they are separating more from their parents’ influence but have not yet established their own values or understanding about human relationship or the consequences of their behaviour. They are also typically striving for social acceptance at this stage and may be willing to engage in behaviours that will allow them to be accepted but are against their better judgement. At this stage, whether male or female the pattern of thinking is that in which immediate needs tend to have priority over long term ones and because they lack knowledge and skill to make healthy choices.

A human society is a group of people related to each other through persistent relations (Giddens 2016). Human agency creates social structures and such agency is the medium of this construction. Giddens described this as ‘structuration’. In this structuration ‘rules are the procedures of action’ (Giddens, 2014). Rule-based complex social systems result, in which social structures influence and condition the actions and thinking of all group members.

Identity, discussed previously, is a socially constructed concept. The group is on the one hand described by the identity of its members and on the other hand identity is how the individual sets themselves apart from the masses. Milgram (2014) noted that humans maintain a stable society by obeying those in authorities; by conforming to society rules. And at the very point of identity development, young people are arguably at their most vulnerable to such societal pressure to conform.

Agency theory (Milgram, 2014) helps us understand the degree to which a young person can, as agent, develop their own careers in their society. According to agency theory, the alternative to this autonomous action is the ability of that society to determine the young person’s career outcomes regardless of their own plans and desires. Autonomous outcome is the ‘temporal extension of agency through intentionality and forethought, self-regulation by self-reactive influence, and self-reflectiveness about one’s capabilities’ (Bandura, 2001). So agency needs society for reflectance. And society is built by agency. So whilst one might think of these as opposites, neither exists alone.

Accepting existence of both, a young person’s career can therefore be somewhat emergent and socially influenced and somewhat planned and developmental; reality always contains the two. So how a young person does become attracted to a career in the first place? Ajzen (2008) claims that behaviour (and hence action) depends on attitude. The answer lies perhaps in how the young person develops an attitude towards a career. How a person builds

that attitude and selects a career trajectory is perhaps explained by the trait-factor theories (Holland, 2009). A young person, processing information about a career from societal discourse, perhaps sees themselves fitting a particular job. To do this they must interact with the target career communities (Law, 2011). According to Holland (2017), best performance in role and greatest attractiveness of that role lies where there is congruence between job or career attributes (sensed from these communities) and personal characteristics. In effect, the self identity of the young person fits the community identity perceived in the organization or career. Giddens (2011) suggests that self-identity is a ‘reflexive project’ where identity is socially constructed. Marrying trait-factor and self-identity concepts together perhaps explains how it is that many young people make several changes early in their career, even changing disciplines as their identity builds. Career development is a relational affair (Kram, 2016) involving learning and growth.

So how does this relationship occur? The answer is in networks of actors: the patterns of ties (Siebert, 2001) linking these young people with others of influence. Higgins & Kram (2011) saw this much like Turner’s social mobility. The young people can build a development network: a set of people that will take interest in them as protégé and who will sponsor their mobility. By so doing, the young people enhances their social capital.

Networks can be described by their diversity (the number of different social systems and the extent to which actors are connected within the networks) and strength (the emotional intensity, mutuality and frequency of communications between actors) (Granovetter, 2013). Linking to Turner’s ideas, sponsored mobility occurs when a person’s social network connects with others at higher levels. But in the same sense as society is described by division, Ibarra & Deshpande (2007) noted that career networks are contingent. Society is divided, constraining the links and hence constraining the options available to young people. This study will investigate the relationship among home background, peer pressure and societal beliefs as determinants of career choice of secondary school students in Ondo State.

### **Statement of the Problem**

Reports have shown that there has been a downward trend in academic performance of in-school adolescents in Nigerian secondary school in general and in Ondo State, in particular, parents, teachers, curriculum experts have also expressed considerable concern about this poor performance in external examination such as West African Senior Secondary school certificate examination. So also are teachers and school counsellors. These groups of individuals tend to point accusing fingers to influence of negative peer pressure and poor time management as being responsible for poor academic performance. These factors are suspected for the luring of adolescents into engagement in negative habits such as excessive drinking of alcohol, smoking of Indian hemp, engagement in unhealthy sexual behaviour, cultism activities and other, maladjusted behaviours that distract them from academic pursuit. These unhealthy behaviours of adolescents which in turn lead to poor academic performance make the researcher to ask “why are Nigerian adolescent not very concern about the current trend on their academic performance in examination?

Could it be that they are insensitive to the possible negative influence of home background, peer pressure and societal beliefs as determinants of career choice of secondary school students? It is in

view of these concerns that this study was carried out to determine the relationship among home background, peer pressure, societal beliefs as determinants of career choice of secondary school students in Ondo State.

### **Purpose of the Study**

The main purpose of the study is to determine the relationship among home background, peer pressure and societal beliefs as determinant of career choice of secondary school students in Ondo State.

### **Research Questions**

The following research questions were raised:

1. How does home background affect student career choice?
2. How does peer pressure affect secondary school students career choice?

### **Research hypothesis**

There is no significant relationship between home background, peer pressure and students' career choice.

### **Significance of the study**

Theoretically, the findings of this study will help to clear some of the theoretical assertions by some of the theory on which this study will be anchored on as theory of social control theory.

According to the theorist it's believe that exploiting the process of socialization and social learning builds self control and reduces the inclination to indulge in any bad behaviour. The theory stipulated that ties or bonds which lead adolescents in conformity to family, school and other aspects of societal beliefs serve to diminish adolescent's propensity for deviant behaviour. The theorist believes that anti-social behaviour occurs only when such bonds are weakened or are not established. Thus, if adolescents in conformity to family, school and other aspects of societal beliefs serve to diminish adolescent's propensity for deviant behaviour. The theorist believes that antisocial behaviour occurs only when such bonds are weakened or are not established. Thus, if moral codes are internalized and individuals are tied to and have a stake in their wider community they will voluntarily limit their propensity to commit deviant acts.

On the practical aspect, the findings from this study will be of immense benefits to the counsellors, teacher, the society, school and researchers. To the counsellor, it will help to create discipline in the life of adolescents. When this is done there will be sanity, peace and order, which will enhance the moral tone of the school as well as the society. It will also help the counsellor to know the right technique to adopt in modifying negative peer pressure. To the teacher, the teacher will equally benefits from the finding of the study because the finding will help them know what is expected of them as they are role models.

To the school, the findings of this study will directly lead to the raising of our standard of education because experience has shown that disciplined students learn faster and perform better academically than undisciplined students. Therefore, the findings of this study will help the school produce students who can contribute meaningfully towards the development of the nation in future. The findings of the study will be made known to the public by organizing conferences, workshops and seminars to inform them of the positive and negative effect of peer pressure and proper utilization of time. This will help sensitize in school adolescents by making them to be aware of the merits of good peer pressure and

time management. Finally, the results of the work will be of great help to future researchers. This will be a source of research materials or empirical data for them.

### **Scope of the Study**

The study is limited to secondary schools in Akoko South West Area, Ondo State. The study will be restricted to SS2 students, both male and female senior secondary school students. They were chosen because it is expected that they have spent five years in the school and they have acquired the experience of both positive and negative peer pressure, and how it can affect their performance. Academic performance is limited to the students' cumulative average score of school subjects in a session.

### **Operational Definitions of Terms**

The following terms are operationally defined as follows:

**Career:** Refers to the broad opportunities that exist for lifelong vocations. It is a profession for which one trains and which is undertaken as a permanent calling.

**Family:** It is a place in which children learn to interpret realities right from childhood which parents, brothers, sisters etc serve as significant interpreters to children.

**Parent:** A person who brings up and cares for children financially and non-financially.

**Socio-economic Status (SES):** An individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth and place of residence.

**Motivation:** Are forces acting on or within a person causing an initiation of behaviour or that which energizes us into action. In this study, it was the issues that help or hinder students in making career choices.

**Self-efficacy:** This refers to people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances.

## **REVIEW OF RELATED LITERATURE**

This chapter presents a review of previous studies that related to this study. It specifically reviews their findings and draw inferences from the arguments and contentions made in such studies. The areas covered in this chapter include the following:

- Concept of Family
- Concept of Career
- Concept of Career Choice
- Concept of Students/ Career Choice
- Influence of family on Students' Career Choice
- Empirical Studies
- Summary of Literature Review

### **Concept of Family**

Family has been described as the smallest, most personal and not intimate of social groups. It is the most important primary group and the smallest social unit in the society. Odo (2010) defines family as "a social group sharing a common residence and cooperating economically". The author went further to assert that the institutions of the family is usually based on the marriage of one or more sexually co-habiting couples and usually there is the expectation of having children for whom the adults of the family accept responsibility. Alio (2005) observes that the family is also the most personal social organization, for nothing is more personal

than the interaction and relationship between members of a family. He further said that married couples without children, though bound by the strongest personal ties do not constitute a family for such ties can conceivably exist among couples who are not married. For him, what gives a family its character are children, for only in such a family can that intimate, personal relationship be established by which the family can perform its functions of rearing, protecting and educating the children transmitting to them the social values it has inherited and a special bond between all the members. This kind of family setting is similar to the Nigerian traditional idea of family.

Traditionally, it is believed that it is the children that cement the union of a man and a woman together and makes it a lasting and an intimate one. The primary aim of this union is procreation. Family can be classified into nuclear and extended form; nuclear family is basic form of family organization. It is made up of the father (husband), mother (wife) and children. The children may be the biological offspring; of the couple or/and the adopted members of the family. According to Okafor (2012), the adoption of a child into the family is a common culture in the British society, but less so in Nigerian society. He added that nuclear family is found common among the urban city elites in Nigerian society or as a component in extended, nuclear and compound family in Nigerian rural areas. The author maintained that one of the characteristics of the nuclear family is that it tends to break up when the children marry, when the parents die or at any point in human cycle. According to him, the male raised in a nuclear family usually begins his life in house hold headed by his parents and concluded his life in a family that he himself heads.

Extended family is the type of family that comprises of the father (husband), his wife (mother), their children, the husbands and the wife's relations etc. Alio (2005) points out that the extended system is a dispersal vision of the joint family and the members of the constituent groups do not all live together in one dwelling. To him, the extended kin-group includes a span of three or four generations within the total household or closely adjacent households. The extended family system is commonly a characteristic of most African society. Many Nigerian societies do not believe in nuclear family but in modern times, urbanization and economic pressures are discouraging extended family ties. However, extended family system is the popular and most common type of family arrangement in the Nigerian society. Anybody who fails to practice or show interest in the extended relations is regarded as a wicked and hopeless human being by members of the society.

### **Concept of Career**

Career is defined by the Oxford English Dictionary as a person's "course or progress through life (or a distinct portion of life)". In this definition, career is understood and relate to a range of aspects of an individual's life, learning and work. Career is also frequently understood to relate to the working aspects of an individual's life. A third way in which the term career is used to describe an occupation or a profession is that it usually involves special training of formal education and is considered to be a person's lifework (Haller, 2008). In this case "a career" is seen as a sequence of related jobs usually pursued within a single industry or sector e.g. "a career in law" or "a career in the building trade".

The etymology of the term "career" comes from the French word 'carriere' ("road, race course") which, in turn, comes from the Latin word 'carrus' which means 'wagon'. By the late 20th

century, a wide range of choices (especially in the range of potential professions) and more widespread education had allowed it to become possible to plan (or design) a career. In this respect the careers of the career counsellor and of the career advisor have grown up. It is also not uncommon for adults in the late 20th/early 21st centuries to have dual or multiple careers, either sequentially or concurrently. Thus, professional identities have become hyphenated or hybridized to reflect this shift in work ethic. Economist Richard Florida notes this trend generally and more specifically among the "creative class".

### **Concept of Career Choice**

During adolescence, individuals begin to plan for their future career by considering a number of occupational choices. Counsellors, parents and educators may be better to assist adolescents in their exploration of occupational options, help them seek career-related information and obtain support for their career plans by developing a greater understanding of adolescents' occupational choices. Career choices represent an individual's orientation toward a desired career goal under ideal conditions. More simply stated, career choice "provide information about an individual's interests and hopes, unfettered by reality" (Hallenga, Aber & Rhodes, 2012). According to Notodihardjo (2015), students enter postsecondary school primarily because they want to get a job easily after graduation. After enrolling in a university, one of the following will happen; he or she will remain in his chosen field of study or he or she will switch to another programme or university. It depends on how satisfied he or she is with the educational or training experiences during their first year of the study.

Also, parental educational background show significant differences when combined with vocational, academic and collegiate choices. For example, the higher the father's educational background, the higher the vocational and collegiate choices of the student; and the lower the father's educational background the higher the academic choices of the student. A career choice study of students was done by Smith and Carpenter (2005) by classifying twelve career/professions perceived by students as having a high economic status. These are private industries, private trade, medicine, state enterprises, law, university teaching, the military, political party work, religious institutions, civil service, secondary school teaching and acting as a government attorney. A total of 554 students were selected in roughly equal proportion from three universities (Diponegoro University = 195 students; Hasanuddin University = 181 students and Andalas University = 178 students). The findings showed that 28.3% of respondents indicated that they inspired to careers in the civil service; 21.4% indicated that they aspired to careers in medicine and 12.0% aspired to careers in private industries. The lowest career choices expressed by students were being lawyers (1.7%) and political party officers (2.4%).

Dahlan (2007) proposes five types of students' choices to attain higher education in their study namely: vocational, academic, collegiate, nonconformist and politics. This research was employed in six universities consisting of four public universities and two private universities. In 1992, using 561 students as a sample; the findings showed that there was a significant difference between student origin and three types of choices (vocational, academic and collegiate). Students from the rural areas are likely to have both higher vocational ( $F= 16.58$ ;  $p < 0.001$ ) and higher collegiate ( $F= 5.17$ ;  $p < 0.06$ ) choices than those from urban areas. Meanwhile,

students from urban areas are likely to have higher academic choices than those from rural areas ( $F= 14.90$ ;  $p< 0.001$ ).

### **Concept of Students and Career Choice**

Career choice has been perceived in different ways. There is the tendency for most of these students to rush into a job because the starting salary appears higher than that of most other jobs available to them, many of the students chooses a career because prestige people attach to that area (for example becoming a medical doctor, lawyer, pilot etc) not minding the trivialities therein. In any way, it is wrong to allow the starting salary to influence too much the choice of employment (Wokoli, 2008). Some students felt that an occupation which may seem interesting and adequately remuneration at the initial stage may in long run prove monotonous and offer insufficient reward and prospects. In the apprenticeship trade for instance, wages are often low, while the craft is been learnt, but those are determined to become qualified in them know that they will earn higher wages later and will have better chances of promotion and employment security (Okams, 2006).

Most of the students these days think of only career that will bring quick and much money that is why there are a lot of accountants, salary clerks and other job that deals with money, neglecting other fields. Those who find themselves in jobs other than these mentioned did so because they cannot be absorbed in these fields. One thing about career choice according to Kolo (2009) is that it spread across age. Even those about to retire in their present employment still wish they had employment in other agencies. In a research conducted on the career choice and choice of science students, Musa (2013) found that almost all the students did not know the school that offer causes of their career choice. Essay (2006) also conducted a study on the academic and occupational choice of adolescents in the then former Sokoto State, the sample was randomly selected and most of them give preference for a career in medicine and engineering.

### **Influence of family on Students' Career Choice**

The following family factors influence students' career choice;

#### ***Family Socio-Economic Status***

The family socio-economic status or income is another aspect of family background that influences the career development of youth, especially for girls (Moryimer, 2012). This is because families with limited economic resources tend to direct them first to the males of the family, giving less hope and encouragement for further education to the daughters in the family. Parents whose socio-economic status is low may hold values that place girls in the homemaker role and reflect less emphasis on occupational career preparation. Given this disposition, it is understandable that the self-efficacy of girls with respect to career opportunities is linked to the economic support they can expect to receive from their parents (Lankard, 2005). For low income families, a large family will make the parents spend less money to aid the older children in attending school, while younger children may receive more financial assistance since the financial strain is less once the older children leave home. Mortimer (2012) notes that poverty was found to significantly affect the vocational development of high school students indirectly through its impact on feelings of economic self-efficacy, he further observes that, adolescents living in conditions of poverty have lower feelings of economic self-efficacy regarding future vocational goals and this low feeling of economic self-efficacy is found to be adversely related to academic achievement and college preparation and positively related to dropping out of school (Mortimer, 2012). This is supported by Kibera (2012) who

noted that secondary school students with parents in middle and high socio-economic status (SES) had higher educational and occupational aspirations and expectations than students whose parents were in the low SES class. The mothers' occupational level seemed to influence the children's career and educational aspirants more strongly than that of their fathers (Kibera, 2012; Aswani, 2012).

Additionally students from high SES households preferred to enter professional jobs while those from low SES households were comfortable with clerical jobs (Kibera, 2012).

#### ***Parent's Education***

Education is the process of facilitating learning. Knowledge, skills, values, beliefs and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training or research. Education frequently takes place under the guidance of educators. Wikipedia (the free encyclopedia), education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES. Annette Lareau speaks on the idea of concerted cultivation, where middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Lareau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. An interesting observation that studies have noted is that parents from lower SES households are more likely to give orders to their children in their interactions while parents with a higher SES are more likely to interact and play with their children. A division in education attainment is thus born out of these two differences in child rearing.

Research has shown how children who are born in lower SES households have weaker language skills compared to children raised in higher SES households. These language skills affect their abilities to learn and thus exacerbate the problem of education disparity between low and high SES neighbourhoods. Lower income families can have children who do not succeed to the levels of the middle income children, who can have a greater sense of entitlement, be more argumentative or be better prepared for adult life. Research shows that lower SES students have lower and slower academic achievement as compared with students of higher SES. When teachers make judgements about students based on their class and SES, they are taking the first step in preventing students from having an equal opportunity for academic achievement. Educators need to help overcome the stigma of poverty. A student of low SES and low self-esteem should not be reinforced by educators. Teachers need to view students as individuals and not as a member of an SES group. Teachers looking at students in this manner will help them to not be prejudiced towards students of certain SES groups. Raising the level of instruction can help to create equality in student achievement. Teachers relating the content taught to students' prior knowledge and relating it to real world experiences can improve achievement. Educators also need to be open and discuss class and SES differences. It is important that all are educated, understand and be able to speak openly about SES.

#### ***Occupation***

A person's occupation is their role in society. An occupation is an activity, often regular and often performed in exchange for payment. Many people have multiple occupations such as those of parent, homemaker and employee. A person can begin an

occupation by becoming an employee, volunteering, starting a business or becoming a parent. The duration of an occupation may range from an hour (in the case of odd jobs) to a lifetime (in the case of some judges). The activity that requires a person's mental or physical effort is work (as in "a day's work"). If a person is trained for a certain type of occupation, they may have a profession. The series of occupation a person holds in their life is their career. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control and psychological demands on the job.

Occupations are ranked by the Census (among other organizations) and opinion polls from the general population are surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, university professors and communications analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and greater control over working conditions but require more ability. The jobs with lower rankings include food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners and parking lot attendants. The jobs that are less valued also offer significantly lower wages, and often are more labourious, very hazardous and provide less autonomy.

Occupation is the most difficult factor to measure because so many exist and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled manual labour to professional or use a combined measure using the education level needed and income involved. In sum, the majority of researchers agree that income, education and occupation together best represent SES, while some others feel that changes in family structure should also be considered. With the definition of SES more clearly defined, it is now important to discuss the effects of SES on students' cognitive abilities and academic success. Several researchers have found that SES affects students' abilities.

### **Income**

Income is the consumption and savings opportunity gained by an entity within a specified timeframe, which is generally expressed in monetary terms. However, for households and individuals, "income is the sum of all the wages, salaries, profits, interests' payments, rents and other forms of earnings received in a given period of time (United States legal definitions). Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist John Maynard Keynes, is the relationship in which income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals. Income inequality is most commonly measured around the world by the Gini coefficient, where 0 corresponds to perfect equality and 1 means perfect inequality. Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus, increasing inequality. Families with higher and expendable income can accumulate

wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises.

### **Wealth**

Wealth, a set of economic reserves or assets, presents a source of security providing a measure of a household's ability to meet emergencies absorb economic shocks or provide the means to live comfortably. Wealth reflects intergenerational transitions as well as accumulation of income and savings. Income, age, marital status, family size, religion, occupation and education are all predictors for wealth attainment. The wealth gap, like income inequality, is very large in the United States. There exists a racial wealth gap due in part to income disparities and differences in achievement resulting from institutional discrimination. According to Thomas Shapiro, differences in savings (due to different rates of incomes) inheritance factors and discrimination in the housing market lead to the racial wealth gap. Shapiro claims that savings increase with increasing income, but African Americans cannot participate in this, because they make significantly less than whites. Additionally, rates of inheritance dramatically differ between African Americans and whites. The amount a person inherits either during a lifetime or after death, can create different starting points between two different individuals or families. These different starting points also factor into housing, education and employment discrimination. A third reason Shapiro offers for the racial wealth gap are the various discriminations African Americans must face, like redlining and higher interest rates in the housing market. These types of discrimination feed into the other reasons why African Americans end up having different starting points and therefore fewer assets.

### **Environment**

Environment literally means surrounding and everything that affect an organism during its lifetime is collectively known as its environment. In another words "Environment is sum total of water, air and land interrelationships among themselves and also with the human being, other living organisms and property". The environment of low SES children is characterized by less dialogue from parents, minimal amounts of book reading and few instances of joint attention, the shared focus of the child and adult on the same object or event, when compared to the environment of high SES children. In contract, infants from high SES families experience more child-directed speech. At 10months, children of high SES hear on average 400 more words than their low SES peers.

### **Empirical Studies**

From the review of relevant literature, researchers have attempted to understand the influence of family on career choice of students'. There are significant family influence factors that affect a child's career and educational decisions. These significant factors are (1) geographical location (2) genetic inheritance (3) family background (4) socioeconomic status (5) family composition (6) parenting style and (7) parent-work related attitudes. Splete and Free-man-George (2005) regard the first-four factors as having a strong influence on a child's physical and mental abilities, educational and employment opportunities and financial resources, the last three have profound effect on a child's personality type, preference for certain types of interpersonal relationships, work attitudes and willingness to pursue a non-traditional career. Other family variables that have been shown to influence career aspirations include the parents' occupation (Downey, 2005, Majoribanks, 2006). The father's occupational status is highly

correlated with his son's occupation (Conroy, 2007). Family size also appears to influence adolescent career applications because parents with large families tend to have less money to aid the older children in attending higher institution, while younger children may receive more financial assistance since the financial strain is less once the older children leave home (Schulenberg, 2004).

Contrariwise, studies (Boatwright, Ching and Parr, 2002; Mau and Bikos, 2000), have found each of these family variables to be insignificant in influencing aspirations. Nevertheless, families appear to influence, at least to some extent, career aspirations of adolescents and young adults. If these family factors are influential in career decision making, then it becomes difficult to explain how an impoverished student from broken home can go on to become a wealthy, financially successful worker. As the paradigm of research shifts, it becomes clear that family interactions are just as important as physical descriptors. These findings, among others present enough evidences of effects of parental influence (overtly or covertly) on the career choice of adolescents. According to a large body of research, family factors often influence career development and decision making (Keller, 2004). Career Counsellors and parents have been interested in understanding these influences for several decades. However, understanding the precise ways in which families impact career development has proven difficult because the constructs of family and career development are broad and because the association between these two constructs varies with age.

A research with nearly 300 middle school students and their parents conducted by Keller (2004) sheds more light on the complex interaction among family and career factors. The study was conducted to find out how specific parent behaviours positively and negatively influenced the career development of a sample of predominantly Caucasian young adolescents attending public schools in both rural and urban areas. Instruments used on the students include 50-question Career Maturity Inventory (Crites & Savickas, 2005), the 12-question Middle School Career Decision-Making Self-Efficacy Scale (Fouad, Smith & Enochs, 2007), and a 30-question parent career behaviour checklist created and evaluated for use in the study. The students' parents also completed the likert-scale parent career behaviour measure. In the study, the regression and correlation analysis revealed that perceived parent behaviours were significantly related to the career maturity and decision-making self-efficacy of the middle school students after controlling for student gender and grade level.

The finding from the study is that basic loving and supportive parent behaviours (such as parents telling adolescents they are interested in their opinions) seem to be more important for middle school students than specific career-related action behaviours (such as giving adolescents written material about specific careers). The multiple regression analyses revealed that when students feel supported and loved by their parents, they have more skill in thinking about careers and the world of work than when they do not feel supported and loved. The result also indicated that when students feel supported and loved by their parents, they have more confidence in their own ability to find academic opportunities and which will invariably be interesting and exciting to them.

### **Summary of Literature Review**

In this chapter, literature was reviewed. Similarly, the concepts of academic opportunities and the effects were reviewed and explained. Opportunity is defined by the Oxford English Dictionary as a person's "as a favourable combination of

circumstances or progress through life (or a distinct portion of life)". Scholars like Cooper, Arkelin and Tiebert (2004) defined aspirations as hopes and ambitions that influenced by intrapersonal and interpersonal factors. The chapter also reviewed the socio-economic factors influencing career aspirations which Family influence, Occupational influence, School influence, Family wealth and income. Some studies also give insight on the importance of career guidance in schools where Super and Crites (2012), assert that career guidance is the process of helping an individual to ascertain, accept, understand and apply the relevant fact about the occupational world which are ascertained through incidental and planned activities.

## **RESEARCH METHOD**

### **Introduction**

This chapter presents the research design, population, sample and sampling technique, instrument, validity of instrument, reliability of instrument, procedure for data collection and method of data analysis.

### **Research Design**

A descriptive (survey) research design was adopted in this study. This design is suitable for this study because this study involves collection of influence of family, peer pressure and societal belief on career choice of students in Akoko South West Local Government Area of Ondo State.

### **Population of the Study**

The population of study comprised all the Secondary School Students in Ondo state.

### **Sample and Sampling Techniques**

The study adopted the simple random sampling technique. Five (5) primary schools were randomly selected in Akoko North East Local Government Area of Ondo State. Twenty (20) pupils were randomly selected from the five (5) schools. Hence, one hundred (100) pupils will constitute the study sample.

### **Research Instrument**

The research instruments that was used for this study is a self-designed questionnaire. The questionnaire was categorised in two (2) sections, A and B. Section A elicits information on the personal bio data of the respondents such as gender, class, age. Section B consists of four (4) parts of items on influence of family, peer and society on career choice of students'. The item section of the instrument was measured on a 4-point Likerty scale, ranging from Strongly Agree, Agree, Strongly Disagree to Disagree.

### **Validity of the Instrument**

To ensure the validity of the instruments that was used for the collection of data by the researcher, the instruments were given to the supervisor for screening, modification and correction.

### **Reliability of the Instrument**

The test re-test method was employed to determine the reliability of the instruments. The instrument was administered twice to another set of respondents who are not part of the respondents within the scope of this study, within an interval of two weeks. The analysis of their responses revealed a correlation coefficient of 0.89. Hence, the instrument is considered reliable for data collection.

### **Administration of the Instrument**

The researcher personally visited the schools and obtain permission from the schools authorities for this study, copies of the



questionnaire was personally distributed to the respondents by the researcher and effort was made to see that the respondents understand the contents of the materials and assistance was given where necessary so that they comply with the directives. At the end of the exercise the copies of the questionnaire administered were returned to the researcher immediately.

#### Method of Data Analysis

Data collected were analysed frequency count, simple percentage and standard deviation while hypothesis were tested by using Correlation at 0.05 degree of freedom.

## RESULTS AND DISCUSSION

This chapter presents the analysis of data and discussion of findings. The collected data were analysed and presented within this section. Frequency distribution was utilized to test the respondents' personal information, while chi square statistics was used to analyze the research questions. Findings were presented in tables and chart below.

#### Results: Descriptive analysis

**Table 1: Frequency Distribution on Respondents' Gender**

Gender	Frequency	%
Male	40	40.0
Female	60	60.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Source: Field Work, 2019

Table 1 revealed the gender groupings of the respondents and it was observed that (40) 40.0% were male while 60 (60.0%) were female.

**Table 2: Frequency Distribution showing Respondents' Class**

Gender	Frequency	%
Pry 4	20	20.0
Pry 5	30	30.0
Pry 6	50	50.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Source: Field Work, 2019

The above table revealed that 20 (20.0%) of the students are in SS1, while 30 (30.0%) are in SS2, while 50 (50.0%) are in SS3

**Table 3: Frequency Distribution showing Respondents' Age**

Age	Frequency	%
08-09	41	41.0
09-10	48	48.0
11-12	11	11.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Source: Field Work, 2019.

The above table revealed the age range of the respondent, 41 (41.0) % of the respondent are between 11-14 years, while 48 (48.0%) are between 15-18years, while 11 (11.0%) are between 19>.

**Research Question 1:** How does home background affect students' career choice?

**Table 4: Chi Square summary on statement regarding how home background affect their academic opportunities.**

Items	Response					
		SA	A	SD	D	Total
My parents' career influenced my academic opportunities..	F	31	40	10	19	<b>100</b>
	%	31.0	40.0	10.0	19.0	<b>100.0</b>
I like to engage in my father's occupation.	F	21	30	17	32	<b>100</b>
	%	21.0	30.0	17.0	32.0	<b>100.0</b>
My parents are not concerned with my academic opportunities..	F	12	26	30	32	<b>100</b>
	%	12.0	26.0	30.0	32.0	<b>100.0</b>
My parents allowed me to choose any career of my choice.	F	42	21	17	20	<b>100</b>
	%	42.0	21.0	17.0	20.0	<b>100.0</b>
My parents are imposing a career on me due to their past experience.	F	25	35	18	22	<b>100</b>
	%	25.0	35.0	18.0	22.0	<b>100.0</b>
<b>Average Total</b>	F	26	30	19	25	<b>100</b>
	%	26.0	30.0	19.0	25.0	<b>100.0</b>
Chi Square	<b>93.408</b>					
	<b>3</b>					
	<b>&lt;.05</b>					

Source: Field Work, 2019

Table 4 showed the responses on statement about the home background affect ppupils' academic opportunities and it was noted that 71 (71.0%) of the respondents agreed on the statement that, their parents career influenced their career aspiration, while 29 (29.0%) said otherwise. It was also noted that most of the respondents 51 (51.0%) affirmed the statement that they like to engage in their father's occupation, while 49 (49.0%) said otherwise. In same trend, 38 (38.0%) of the respondents affirmed the statement that their parents are not concerned with their academic opportunities, while 62 (62.0%) did not. It was indicated on the statement that, their parents are concerned about their academic opprtunities. This was with 63 (63.0%) affirmation, while 37 (37.0%) did not. Also indicated was the statement that their parents are imposing a career on them due to their past experience. This was with 60 (60.0%) affirmation, while 40 (40.0%) did not.

This revealed that there are several identified incidence of violence against women in Ondo state. The average summary indicated that 56 (56.0%) of the respondents affirmed the opinions that home factors affect the career choice.

This was further confirmed by the  $X^2$  value of 93.408, df of 3, and the p value that was less than 0.05 level of significant. It thus, implied that the observed variations in the responses were high

enough for conclusion; therefore, the identified factors that home background affect pupils' academic opportunities.

**Research Question 2:** How does peer pressure affect students' career choice?

**Table 5: Chi Square summary on statement regarding how of parental togetherness affect pupils' academic opportunities.**

Items	Response					
		SA	A	SD	D	Total
I like to choose career of my friends' parent.	F	25	17	20	38	<b>100</b>
	%	25.0	17.0	20.0	38.0	<b>100.0</b>
I like to engage in my mother's friend occupation.	F	31	21	16	32	<b>100</b>
	%	31.0	21.0	16.0	32.0	<b>100.0</b>
I don't have any interests in my friends' parent occupation.	F	30	21	15	34	<b>100</b>
	%	30.0	21.0	15.0	34.0	<b>100.0</b>
My career choice has been influenced by the occupation of my friends' parent.	F	31	37	10	22	<b>100</b>
	%	31.0	37.0	11.0	22.0	<b>100.0</b>
I would not like to take after my father's/my mothers' occupation, instead I will go for a better one.	F	36	26	18	20	<b>100</b>
	%	36.0	26.0	18.0	20.0	<b>100.0</b>
<b>Average Total</b>	F	31	24	16	29	<b>100</b>
	%	31.0	24.0	16.0	29.0	<b>100.0</b>
Chi Square	X <sup>2</sup>	<b>113.544</b>				
	df	<b>3</b>				
	P	<b>&lt;.05</b>				

Source: Field Work, 2019

Table 4 showed the responses on statement about the how home background affect student career choice and it was noted that 42 (42.0%) of the respondents agreed on the statement that, their like to choose career of their friends' parent, while 52 (52.0%) said otherwise. It was also noted that most of the respondents 52 (52.0%) affirmed the statement that they like to engage in their mother's friend occupation, while 48 (48.0%) said otherwise. In same trend, 51 (51.0%) of the respondents affirmed the statement that don't have any interests in their friends' parent occupation, while 49 (49.0%) did not. It was indicated on the statement that, career choice has been influenced by the occupation of their friends' parent. This was with 68 (68.0%) affirmation, while 32 (32.0%) did not. Also, indicated was the statement that they would not like to take after their father's/mothers' occupation, instead they will go for a better one. This was with 62 (62.0%) affirmation, while 38 (38.0%) did not.

This revealed that there are several identified incidence of peer pressure on student career choice. The average summary indicated that 55 (55.0%) of the respondents affirmed the opinions that peer pressure affect students' career choice.

This was further confirmed by the  $\chi^2$  value of 113.544, df of 3 and the p value that was less than 0.05 level of significant. It thus, implied that the observed variations in the responses were high enough for conclusion; therefore, the identified factors that peer pressure affect student career choice is valid.

**Research Question 3:** How does societal belief affect pupils' academic opportunities.

**Table 6: Chi Square summary on statement regarding effect of societal belief on pupils' academic opportunities.**

Items	Response					
		SA	A	SD	D	Total
My parents tell me he or she is proud of me and ready to support and contribute to my academic opportunities.	F	61	21	11	7	<b>100</b>
	%	61.0	21.0	11.0	7.0	<b>100.0</b>
The society influences me to be involved in vocational activities in case of financial breakdown.	F	35	23	22	20	<b>100</b>
	%	35.0	23.0	22.0	20.0	<b>100.0</b>
What happens in the society encourages me to make my own decisions.	F	35	28	18	19	<b>100</b>
	%	35.0	28.0	18.0	19.0	<b>100.0</b>
Lack of good government policies discourages me to choose a certain career.	F	11	22	34	33	<b>100</b>
	%	11.0	22.0	34.0	33.0	<b>100.0</b>
Lack of financial help discourages me of a chosen career.	F	32	24	16	28	<b>100</b>
	%	32.0	24.0	16.0	28.0	<b>100.0</b>
<b>Average Total</b>	F	35	24	20	21	<b>100</b>
	%	35.0	24.0	20.0	21.0	<b>100.0</b>
Chi Square	X <sup>2</sup>	<b>100.483</b>				
	df	<b>3</b>				
	P	<b>&lt;.05</b>				

Source: Field Work, 2019

Table 6 showed the responses on statement about how societal belief affect pupils' academic opportunities and it is noted that 82

(82.0%) of the respondents agreed on the statement that, their parents tell them that he or she is proud of them and ready to support and contribute to their career choice, while 18(18.0%) said otherwise. It was also noted that most of the respondents 58(58.0%) affirmed the statement that the society influence them to be involved in vocational activities in case of financial breakdown, while 42 (42.0%) said otherwise. In same trend, 63 (63.0%) of the respondents affirmed the statement that what happens in the society encourages them to make their own decisions, 37(37.0%) did not. It was indicated on the statement that, lack of good government policies discourages them to choose a certain career. This was with 33 (33.0%) affirmation, while 67(67.0%) did not. Also indicated was the statement that lack of financial help discourages them of a chosen career. This was with 56 (56.0%) affirmation, while 44 (44.0%) did not.

The average summary indicated that 59 (59.0%) of the respondents supported that societal beliefs affect students' career choice with the  $X^2$  value of 100.438, and df of 3, the p value was less than 0.05 level of significance. This implied that the observed variations in the responses were high enough for conclusion; therefore, the societal belief affects pupils' academic performance.

### Hypothesis Testing

**Hypothesis:** There is no significant relationship between home background, and pupils' academic opportunities

**Table 7:** Correlation table showing whether there is significant relationship between home background, and pupils' academic opportunities.

		Home	Peer	Societal
Home	Pearson Correlation	1	.979(**)	.977(**)
	Sig. (2-tailed)	100	100	100
Peer	N	.979(**)	1	.981(**)
	Pearson Correlation	.000		.000
Societal	Sig. (2-tailed)	100	100	100
	N	.977(**)	.981(**)	1
	Pearson Correlation	.000	.000	
	Sig. (2-tailed)	100	100	100
	N			

\*\* Correlation is significant at the 0.01 level (2-tailed)

There was a significant relationship between pupils and their parents stating that they were proud of them ( $r = .979^{**}$ ,  $p = .00$ ), peer pressure affect pupils academic performance ( $r = .979^{**}$ ,  $p = .000$ ) and societal belief ( $r = .977^{*}$ ,  $p = .000$ ).

### Discussion of findings

It was revealed that majority of the respondents were in affirmed that home background effects on pupils academic opportunities students . This was in line with the view of Mortimer (2012) who agreed that family socio-economic status or income affects pupils' academic opportunities. This is because families with limited economic resources tend to direct them first to their children. The findings supported Kibera and Aswani, (2012) who noted that primary school pupils with parents in middle and high socio-economic state had higher educational and occupational level

seemed to influence the children's career and educational aspiration more strongly than of their fathers.

From research question two, it was revealed that majority of the respondents were opinion that they would not like to take after their father's or mother's occupation, instead they will go for a better one. This was in line Boatwright, Ching, Parr 2002 and Mau & Bikos, 2000) who have found each of these family variable to be insignificant in influencing career aspirations of students.

Also in research question three, it was revealed that majority of the pupils agreed that their parents are proud of them while just some of the pupils said that their parents don't assert that they are proud of them.

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study was to determine the relationship among home background, peer pressure and societal beliefs as determinant of academic opportunities primary schools pupils in Ondo state. In the study, Questionnaire was used as instruments of data collection. This chapter therefore presents the summary of findings, conclusions and the recommendations for further research.

#### Summary

The purpose of this study was to determine home background;; broken home and societal beliefs as determinant of academic opprtunities of primary school pupils in Ondo state. The first chapter focuses on the background information of the research work, statement of the problem, purpose of the study, research questions, research hypothesis, significance of the study, scope of the study, and operational definition of terms. The second chapter is the review of related literature about the topic. The third chapter is the methods used for carrying out the research as well as the method used for collecting the data used. The fourth chapter is the analysis and presentation of results. Correlation was used for the analysis and necessary interpretations were made for better understanding.

#### Conclusion

From the findings of the study, it can be concluded that parental factors influence the academic opprtunities of pupils in Ondo. Results from the study lead us to conclude that a high parental unity and togetherness have influence on the academi opportunities of pupils. In this respect, it is concluded that the togetherness of parents greatly influenced pupils' academic opportunities in Ondo State.

In addition, it can also be concluded that, students in Ondo state would choose careers that are different from those of their parents, siblings and close relatives. It can further be concluded that the father's occupation had a more significant influence on the students' future career choice more than that of the father.

In addition, it can also conclude that, students in ondo state would choose careers that are different from those of their parents, siblings and close relatives. It can further be concluded that the father's occupation had a more had a more significant influence on the students' career choice than that of the mother. It was found that there were no significant relationship between the socioeconomic status of the family and the other students' career choice. It may therefore be concluded that the socio-economic status of the family did not have an influence on the pupils' academic opportunities in Ondo state.

Further it was established that parental values and expectations played a major role in shaping the pupils' academic opportunities. In this respect, it can be concluded that parental values and expectations have a significant relationship with the academic opportunities of pupils. Finally, it can also be concluded that a healthy parent-child relationship in which they spend time together sharing ideas on different career choices greatly influences the pupils' academic opportunities in Ondo state.

## Recommendations

It has been established that parental factors have an influence on the academic opportunities in Ondo State. In light of this, it is recommended that teachers and career guidance counsellors should take this into cognizance when advising pupils on their future academic opportunities. In particular;

- Teachers and career guidance and counsellors should realise a high level parental education influences pupils' academic opportunities and should therefore pass the importance of unity and togetherness of parents.
- Parents should not force students to pursue careers similar to their own against their will. This is because majority of the students indicated that they would not choose similar career to those of their parents.
- Teachers should recognize that parents from Ondo State were willing to support the education and career aspirations of their children. In this regard it is recommended that the teachers should motivate the pupils to achieve their utmost potential since their parents are able to support any career aspirations of their children.
- Parents should realise that their values and expectations influences the academic opportunities to a great extent. In this respect it is a recommended that parents should deliberately communicate their expectations to their children without being overly persuasive
- A strong parent-child relationship is essential in shaping the pupils' academic opportunities with their children. Whenever necessary, the parents should be willing to satisfy pupils' demands.

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