

PEARSON'S CHI-SQUARE TEST ON SOME PARENTAL ATTRIBUTION FACTORS INFLUENCING SECONDARY SCHOOL STUDENTS VOCATION CHOICE IN WUKARI EDUCATION ZONE

Obiji, Donatus; Israel Philip Gani; Kefas Vivian Azumi

Department of Educational Foundations,
Taraba State University Jalingo, Taraba State.
Email: obijid@yahoo.com

ABSTRACT

The main objective of the study was to investigate the Pearson's chi-square test on some parental attribution factors influencing secondary school students' vocation choice in Wukari Education Zone, Taraba State, Nigeria. Two research objectives alongside two corresponding research questions and research hypotheses were formulated to guide the study. The study adopted a descriptive survey research design. The population of the study was 3,184 secondary school students in Wukari Education Zone. The sample size of the study consisted of eight hundred and sixty-nine (869) SS1 students drawn from twelve (12) public secondary schools in both Ibi and Wukari Local Government Areas of Wukari Education Zone through simple random sampling technique. An instrument titled "Influence of Parental Background on Vocational Choice Questionnaires" (IPBVCQ) was constructed by the researcher for data collection using four-point Likert rating scale. The instrument was validated through content validity. The instrument was pilot tested among fifty (50) SS1 students in Jalingo and a reliability index of 0.72 was obtained which justified that the instrument was reliable. Data collected was analyzed using descriptive statistics which include; frequency distribution tables, simple percentages, mean and standard deviation. All the null hypotheses were tested using Pearson-chi square at 0.05 level of significance. The study found that the, parental income status and parental values and expectations had significant influence on the vocational choices of secondary school students in Wukari Educational Zone. The study concluded that parent's background influenced the vocational choice of secondary school students in Wukari Educational Zone. Based on the findings, it was recommended that the choice of parental vocation should be made voluntary. Parents should not force students to pursue careers similar to their own against their will as this

would result in students choosing vocations that fall out of their talents and potentials.

INTRODUCTION

Vocational Choice has been defined by different scholars differently, but all their definitions point out to one and the same interpretation or meaning. According to Olaitan (2013) Vocational Choice is a kind of instructional training that equips the learner with saleable or entrepreneurial skills. Omatseye (2012) stated that Vocational Choice is that education designed to develop skills, abilities, understanding, attitudes, work-habits and appreciation. It involves knowledge needed by workers to enter and make progress in employment, on a useful and productive basis. Oharisi (2010) opined that Vocational Choice is any form of education whose primary purpose is to prepare persons for employment in recognized occupations. According to him, it is the sum total of all educational experiences systematically organized and presented by an institution to enable the learner acquires basic productive and practical skills.

It is important that students are guided to make their future decision and this decision will impact them throughout their lives (Borchert, 2012). Also Borchert, (2012), observed that several factors influenced vocational choices of high school students and identifying these factors would give parents, educators, and industry an idea as to where students place most of their trust in the career selection process. These factors include the students' immediate environment, opportunities available to the student and finally his/her personality. Borchert further observed that every student carries the unique history of their past and this determines how they view the world. This history is created, in part by the student's environment, personality, and opportunity and it determines how students make vocational choices.

Consequently, how a student perceives his/her environment, personality, and opportunity will also determine the career choices that the student makes. Splaver (2011) observes that students never perceive their environment, personality, and opportunity in the same way and this explains the different career choices they make.

How students have seen themselves in a role in which personality is a determining factor may influence their choice of vocation. Some vocations demand that one possesses certain personality to match the

qualities of the occupation. For example, sales people have to be outgoing. Splaver (2017) reported that personality plays an important role in the choice of the right vocation. A student's personality must be a self-motivated type, as to investigate career possibilities from early stage of their lives, and not the procrastinating type that waits until the students were compelled to decide. Students must take seriously the role gender plays in limiting opportunities in the future. "It is important for one to have a good understanding of one's personality, if one is to make intelligent vocational plans" (Splaver, 2017).

Opportunity is the third factor that shapes vocational choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular vocational field (Splaver, 2017). The issue of poverty has played an important role in determining the opportunities available to all. The income level of high school families may determine what career a student chooses during a specific time in the student's life; choices that will determine a large part of that student's future. Some students will have to budget education according to their personal income (Borchert, 2012). Individuals living in poverty must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met. Students in many cases will need the proper mentoring opportunities as provided by support groups in order to succeed. These support groups can be another opportunity that if properly implemented, can help a student in the career choice process. The support system must be in place and readily available for the student to utilize. The creation of support groups such as school guidance and counseling departments will have to be in place to sustain the students through times of financial, emotional, and educational need.

A close scrutiny of the three factors above showed that they are all related to parental factors. As the child grows up, the immediate environment comprised of the nuclear family and the extended family comprising of uncles, aunts, cousins, and grand parents. Accordingly, these people are all expected to play a significant role in guiding the student to the right vocational choice. The family and parents shape the future personality of the student as he grows up. Parents have a crucial task of preparing the child for education. Students' from rich backgrounds are more likely to gain a better education than those from poor backgrounds. In their task of socializing the child, the parents have a great influence on the child's

development and future life choices and thus shaping their personality. Parents shape the personality of their children by influencing the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have to working; and the motivation they have to succeed. Most of this is learned unconsciously as children and teenagers absorb their parents' attitudes and expectations of them as they grow up (Borchert, 2012). According to Keller (2014) the key parental influencers to a student's vocational choice include; the attitudes and behaviour, the parents reward or punish, approve or disapprove of, the expectations parents have for their children's education and career, the examples they set for their children, the values they show to their family, friends and to society, the opportunities they offer their children to learn and develop themselves, and the kind of parent-child relationship they develop.

Lankard (2015) observes that young people form many of their attitudes about work and vocations as a result of interactions with the family. Mortimer (2012) noted that the family background provides the basis from which their vocational plans and decision making evolve. However, within each family, the level of involvement can vary, offering both positive and negative influences. From an examination of research on family influences on vocational development, Lankard (2015) identified the parents' socioeconomic background, their educational level, and biogenetic factors such as physical size, gender, ability, and temperament as the variables which influence vocational choice of young people. By the time children move into adolescence, they often look to their parents either as role models or for career advice. A parent's approach to this can either inspire teenagers to explore a diverse set of potential occupations or to stick to a path they think their parents will approve of. As Williams (2016) notes, if their parents' jobs give them great satisfaction or provide a comfortable lifestyle, children see the perks early on, and may favour these careers over others. In contrast, if parents complain about their jobs or struggle to support the family on the income their jobs provide, children are more likely to seek more fulfilling or higher-paid roles. According to Williams (2016), the parental variables which influence a student's vocational choice include the parents' occupations, the activities they allow their children to participate in (for example like music or dance lessons or to pursue certain sports activities sometimes influence them to commit to those activities full-time), parental encouragement and expectations of their children, and the Parent-Child relationship.

STATEMENT OF THE PROBLEM

Choosing a vocation was often considered as a major turning point in a young adult's life. This decision has the potential to open the door for success or close the door of opportunity. While often perceived to be an individual choice, research suggests that a variety of influences are likely to manipulate one's ultimate career decision. Among these factors, students report that parents have the greatest influence on which career they choose (Kniveton, 2004). It is therefore important to explore the issues regarding adolescent career choice and the role that parents play in this decision. This is an important topic because parents may not realise the major impact their norms, values and gender roles have on vocational choice, and yet parental influence on students' career selection may present opportunities or obstacles for students during the vocational exploration process.

In addition to the typical errors in vocational choice that are related to parental participation in students' vocational choice, the following situations are very frequent: parents encourage children to choose their profession in order to continue a family tradition, parents discourage children from choosing their profession, parents attempt to realize their past ambitions using children, parents recommend gender-related professions, due to liberal views or a lack of interest, parents allow their children make vocational decisions on their own.

Furthermore, no previous study on the Influence of Parental Background on Vocational choice has ever been conducted in Wukari Education Zone in particular and Taraba State in general thereby creating knowledge gap needing to be filled. However, findings of previous studies on the influence of parental background on vocational choice are inadequate and inconclusive. While some found positive influence, others found a negative influence. Therefore, it is against this backdrop that this study is designed to investigate the Influence of Parental Background on Vocational choice of Secondary School Students in Taraba State, Nigeria.

Purpose of the Study

The main purpose of this study was to investigate the Influence of Parental Background on Vocational choice of Secondary School Students in Taraba State, Nigeria, with special emphasis on Wukari Educational Zone. Specifically, the objectives of this study are:

- 1 To assess the influence of parental income status on the vocational aspirations of secondary school students in Wukari Educational Zone.
- 2 To identify the influence of parental values and expectations on the vocational choices of secondary school students in Wukari Educational Zone.

Research Questions

The study answered the following questions:

1. What is the influence of parental income status on the vocational aspirations of secondary school students in Wukari Educational Zone?
2. What is the influence of parental values and expectations on the vocational choices of secondary school students in Wukari Educational Zone?

Statement of the Hypotheses

The study was anchored upon the following hypotheses. All the hypotheses were tested at 0.05 alpha level of significance.

H₀: Parental income status has no significant influence on the vocational aspirations of secondary school students in Wukari Educational Zone.

H₀: Parental values and expectations have no significant influence on the vocational choices of secondary school students in Wukari Educational Zone.

Conceptual Framework/Empirical Review

Vocational Choice

Vocational choice has become a complex science with the advent of information technology, the emergence of post-industrial revolution and job competition (Wattles, 2009). It was a common practice in the old days to find feudalism converting it into a family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader. Industrialization and post industrialization have made it possible for a common person to be richer as long as she or he has due skills and knowledge (Wattles, 2009). Today, one does not only need to make due vocational planning but also exhaustive vocation research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009). Vocational choice is one of many important choices students will make in determining their future plans and this decision will impact on them throughout their lives (Borchert, 2012). In his research

paper, Borchert observed that several factors influenced vocational choices of high school students. Identifying these factors would give parents, educators, and industry an idea as to where students place most of their trust in the vocation selection process. These factors include the students' immediate environment, opportunities available to the student and finally his/her Personality. He further observed that every student carries the unique history of their past and this determines how they view the world. This history is created in parts, by the student's environment, personality, and opportunity. Consequently, how a student perceives his/her environment, personality, and opportunity will determine the career choices that the student makes. Splaver (2011) observes that students never perceive their environment, personality, and opportunity in the same way and this explains the different vocational choices they make.

Parental Income

One's social and economic background has some bearing into family's resources. According to Bolles (2011), you at one point inherit from your parents' certain financial and other resources that, to some extent, influence your vocational choices. Family financial status determines things like where one lives and which school he does attend. In turn, these can affect one's values, occupational expectations, opportunities, and gender role expectations. For example, students who have lived in a hospital environment may choose a career dealing with medicine. On the other hand, they may hate the hospital environment and consequently donot choose a vocation that has anything to do with a hospital (Bolles, 2011).

Ugwu (2015) observed that parental influences make major impact during adolescence. The level of impact made by these parents depends so much on their level of education. Of all the factors that influence career choice processes, family members particularly parents, tend to be the most influential determinant of career plans, occupational aspirations and expectations. Even if schools have the resources with which to meet young people's career guidance needs, neither teachers nor counselors can replace the influence parents have on their sons and daughters career plans.

Hooley, (2012) remarks that "usually, social and economic status is passed down from generation to generation, nevertheless one may not

benefit by being exposed to many opportunities or on the other hand may not have the opportunity to recognize all the vocational option open to him/her". He further explained that, even though one's parental income status may have affected his career decision, many career related decisions lie ahead. High aspiration and motivation to achieve will help one reach his/her goals. According to Herbart (2016), parents with high income produce home with healthy environment which is essential for evolving vocational choice abilities. This is because teenagers raised in homes with a healthy environment where parents live in harmony with other family members, are bound to make a well-informed vocational decision, as the family tend to speak in agreement concerning how he/she makes her choice while also giving them the necessary moral support to succeed.

According to Sear and Gordons (2012), additional aspects of one's family income can be influential in vocational decision making. In recent years, efforts have been made to probe the impact of different relations (i.e. parents, siblings, peer group, guardians, teachers, friends, etc) on career selection. For instance, prominent siblings are thought to play a key part in the career direction of teenagers from lower socioeconomic backgrounds as these teenagers hold them (siblings) as their role models (McWhirter & Chronister, 2015). In previous studies, various relationship perspectives have been explored in context of vocational choice. For example, authors have identified the impact of parental occupation on their children's career preferences (Stone & Wang, 2010). In this regard, Jones and Larke (2011) found that parents with high level of income can better influence vocational decisions of their children. Likewise, Monica and Kate (2015) found influence of parental income and their personal career as strong motivators to their children in career selection. Mortimer (2012) noted that the family income provides the basis from which their vocational plans and decision making evolve. However, within each family, the level of involvement can vary, offering both positive and negative influences.

Parental Values and Expectations

Expression of parental values and expectations can be in the form of parental support and guidance on specific career or educational suggestions as well as experiences that indirectly support career development, such as family vacations, provision of resources such as books, and modeling of paid and nonpaid work roles. Based on her

literature search, Jungen (2008) noted that parental values and expectations can play a large role in the vocational path that children choose to follow. She further notes that while many believe that children, particularly adolescents, pay no attention to the values of their parents, research has shown otherwise. Therefore, it seems that children and adolescents pay much attention to what their parents expect of them, particularly when it comes to choosing a vocation. Taylor, Harris and Taylor. (2014) maintain that without parental approval, children are often reluctant to pursue, or even explore, certain vocation. Adolescents were found to share their parents' values on major issues and even dismissed certain vocational options if they didn't have parental approval. This is contrary to the popular belief that adolescence is a time of defiance, particularly against authority figures such as parents Jungen (2008).

Ganya (2010) notes that parents' career aspirations aid their 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 within the home. Another parental factor that influences adolescents' career choice is the desire to imitate parents' noble behaviour and role as community contributors. In his report, Ganya (2010) observed that adolescents who took up vocation in teaching revealed that their parents' roles as community contributors influenced their desires to give to others through the general vocation of teaching, as well as through the specific teaching concentration in vocational education. Like their parents, respondents were eager to make notable contributions to the community by becoming vocational teachers (Ganya, 2010).

Additionally, family differences where one parent unites with a child to take sides against the other parent may also negatively influence the vocational choice of the child. This creates an unbalanced system where one parent's authority over the child is now negated because of the coalition between the child and the opposing parent. For instance, if the father is pushing his son into a career as a doctor but the son and mother disagree with that path, the father will have a very difficult time influencing his son's career choice as long as the mother undercuts his parental authority by siding with the child. By having one parent side with their child's indecision and actively standing against the other spouse who

is taking on the opposing role, effectively delays or halts the child's progress towards choosing a future career (Clutter, 2010).

However, it has been observed that over-involvement of parents in their children's educational or career plans and unusual concern by the parents may negatively affect the career selection process for the child. The pressure for career success or the support for only a narrow range of occupations could inhibit the adolescent's ability to explore alternative vocation that would be of greater fit to the individual (Asa, 2013). For instance, if parents state they will only pay for college if the child goes into a certain majors (e.g. law, engineering, or medicine), if they overtly tell the child that he or she is expected to graduate with a specific degree and take a position at a bank or law firm, or if they subtly reinforce the value of certain jobs while discounting other occupations (e.g. being a teacher is nice, but nobody wants to work with crazy kids for no pay anymore) are examples in which a parent can negatively narrow their son's or daughter's career choices from an early age (Asa, 2013).

Empirical studies were carried out to a find out extent findings from research results of scholars will support the present study as follows:

Effect of Parental Values and Expectations on Vocational Choice

Jungen (2008) conducted a study on the effect of parental values on vocational choices of adolescents in Zongai. The sample size of the study consisted of 540 respondents. The study adopted the purposive sampling technique. The population of the study was consisted of school adolescents in the study area. Data was collected through questionnaire and interview. Data was analyzed using frequency distribution table. The study found that parental values and expectations can play a large role in the vocational path that children choose to follow. The findings of the study equally noted that children, particularly adolescents, pay attention to the values of their parents. The study also focuses on parental value and vocational choice at the detriment of other parental background variables such as parental occupation, income and education. It neglected the holistic view of the study area of the current study.

Parental Income and Vocational Choices

Bolles (2011) investigated the effect of parental income on vocational choice among adolescents. The study adopted descriptive research design. The sample size of the study was made up of 290 respondents. The study adopted the probability sampling technique. The population of

the study was consisted of high school students. Data was collected through questionnaire. Data was analyzed through cross tabulation. The study found that family financial status determines things like where one lives and which school he does attend. In turn, these can affect one's values, occupational expectations, opportunities, and gender role expectations. This study is therefore, similar to the current study because it concentrates on parental income status and vocational choice. It differs from the current study because it ignored the effect of other parental background variables on career choice.

Jones and Larke (2014) studied the relationship between parental income and vocational choice among adolescents in Yaba. The study adopted experimental research design. The sample size of the study consisted of 360 respondents. The study adopted the random sampling technique. Data was collected through questionnaire. Data was analyzed using frequency distribution table. The study found that parents with high level of income can better influence vocational decisions of their children. The study concluded that parental income provides the basis from which their vocational plans and decision making evolve. This study is therefore, similar to the current study because it also looks at parental income status and its effects on vocational choice. The study also differs from the current study because it also ignored the effect of other parental background variables on vocational choice.

Research Methodology

Research Design

The study adopted a descriptive survey design. The design is considered appropriate because the study aims at describing the influence of parental background on vocational choice. According to Orodho (2005), descriptive survey designs are used in preliminary and explanatory studies to allow gathering of information, summarizing and interpretation for the purpose of clarification. It is therefore a suitable design for this study. This study design was also adopted because it is used in determining and reporting the way things are (Gay, 2006). The justification for the choice of descriptive survey design was based on the fact that descriptive research design can be used to investigate the background of a research problem and get the required information needed to carry out further research. It is used to determine the characteristics of the subjects, including their traits, behavior and opinion.

Population

The population of the study included 3,184 SS1 students in Wukari Education Zone. There are thirty-three public secondary schools in the area with a total of 3,184 SS1 students (Taraba State Post Primary Board, 2019). The choice of SS1 students was due to the fact that SS1 is the first year of students in senior secondary school which requires that the student makes vocational choice by choosing whether he or she is to be a Science student or Art or a Commercial student. At this stage students need to be properly guided to make informed vocational choice.

Sample and Sampling

The sample size of the study was made up of eight hundred and sixty-nine (869) SS1 students of the twelve (12) public secondary schools drawn from both Ibi and Wukari Local Government Area of Wukari Education Zone. Therefore, to determine the sample size of the study, purposive and simple random sampling technique was used by the following procedural steps;

Step I: The researcher by purposive sampling selected three (3) schools out of six secondary schools in Ibi Local Government Area.

Step II: Then, the three public secondary schools were selected by simple random sampling.

Step III: The researcher purposively sampled 35% of the 26 public secondary schools in Wukari Local Government Area. This represented nine (9) public secondary schools.

Step V: Then, by simple random sampling, the nine (9) secondary schools were selected from the twenty-six (26) public secondary schools. Altogether, a sample of twelve (12) public secondary schools were sampled for this study

Step IV: A sample frame ranging between 80-82% was adopted to select by simple random sampling SS1 students, a total of eight hundred and sixty-nine (869) students from all of the twelve (12) schools were selected. The choice of the random sampling technique was consequent upon the fact that it gives the entire population equal chances of being selected. According to Adams (2009), the random sampling technique is more appropriate because it is an unbiased sampling technique.

Instrumentation

An instrument titled "Influence of Parental Background on Vocational Choice Questionnaires" (IPBVCCQ) was constructed by the researcher.

IPBVCO was designed such that each question was related to a given research question and the topic. Closed-ended questions were used. The questionnaire is preferred because it gives clear and specific responses and enables the respondents to express themselves freely.

The questionnaire comprises of 25 items and it was divided into two sections. Section A comprised of 5 items that solicit for respondents' personal background information. Section B comprises of 40 items that solicit for information with regards to the influence of parental background on vocational choice of SS1 students in Wukari using four-point Likert rating scale; Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. The four-point Likert rating scale was used to determine a respondents' agreement level. On the one hand, "Strongly Agree" and "Agree" was scored 4 and 3 and was regarded as positive responses with either high or low level of affirmation. On the other hand, "Strongly Disagree" and "Disagree" was scored 2 and 1 and was adjudged as negative responses with either high or low level of negation.

Validity of the Instrument

Validity refers to the extent to which an instrument measures what it intends to measure. The IPBVC was validated through content validity, which means that it was subjected to the scrutiny of one expert in the Department of Guidance and Counseling and two others from Educational Foundations who evaluated the relevance of each item in the instruments to the objectives. The experts rated each item on a scale. Their recommendations were used to finally modify questions and the format of the tool to have the ability to solicit the expected data. The experts observed that items on the instrument in section B were inadequate and should be improved from 20 to 40 which were executed by the researcher.

Reliability of the Instrument

Reliability of instrument refers to the extent to which an instrument yields the same results on repeated trials. In order to determine the reliability of the instrument, a pilot testing was conducted among SS1 students in Jalingo. This is because pilot testing has to be conducted outside the area of study. The trial test was made up of 50 respondents selected from five (5) secondary schools through random sampling technique. The data that was obtained from the pilot testing was subjected to statistical analysis

using Cronbach Alpha correlation co-efficient to determine the internal consistency co-efficient. The choice of the Cronbach Alpha was consequent upon the fact that it provides a unique estimate of internal consistency or reliability of scale (Williams, 2016). A reliability score of 0.72 was obtained which led to the acceptance of the instruments in accordance to the minimum recommendation by (Fraenkel & Warren, 2000).

Method of Data Analysis

Data collected was analyzed using descriptive statistics which include; frequency distribution tables, simple percentage, mean and standard deviation. A cluster Mean of 2.50 was used as bench mark for decision making, any mean score of 2.50 and above was regarded as a positive response and accepted as having the desired influence while any mean score below 2.50 was regarded as a negative response and rejected. All the null hypotheses were tested using Chi-square. This is because all the hypotheses seek to ascertain the influence of one variable on another.

Research Question I: What is the influence of parental income status on the vocational aspirations of secondary school students in Wukari Educational Zone?

Table 1: Parental Income Status and Vocational Aspirations

		N	Mean	Std. Deviation	Decision
21	The income status of parents serves as a determinant of students' vocational choice.	761	2.82	.378	Accepted
22	Parental income status has no any influence on the vocational choice of students.	761	1.86	.428	Rejected
23	The vocational choice of students reflects the income level of their parents	761	3.28	.418	Accepted
24	High income parents are more likely to influence the vocational choice of their children than low income parents.	761	3.05	.643	Accepted
25	Parental income provides the basics from which students' vocational plans and decision making evolve	761	2.98	.364	Accepted
26	The income level of parents does not determine the choice of school and vocation to pursue.	761	2.08	.543	Rejected
27	Low income parents motivate their children to take on careers with higher pay	761	3.11	.432	Accepted
28	My fathers' income level determines my	761	2.99	.521	Accepted

	career aspiration				
29	My parents' income can support me in pursuing my career	761	3.05	.411	Accepted
30	With little income, my parents cannot fully support me in pursuing the vocation of my choice	761	3.42	.325	Accepted
	Valid N (listwise)	761			

Source: Field Data (2020)

Table 1 shows the mean rating of the respondents' view regarding the influence of parental income status on vocational aspiration. Item 21 had a mean score of 3.82 with a standard deviation of .378 which means that majority of the respondents had accepted that the income status of parents serves as a determinant of students' vocational choice. Item 22 had a mean score of 1.86 with a correspondent standard deviation of .428 which was below the bench mark of 2.50 thereby indicating that the item has generated a negative response from the respondents. In other words, majority of the respondents strongly disagreed with the view that parental income status has no any influence on the vocational choice of Students.

In another development, item 23 had a mean score of 3.28 with a standard deviation of .418 indicating that majority of the respondents had accepted that the vocational choice of students reflects the income level of their parents. This is because the mean score of the item was greater than the bench mark of 2.50. Item 24 had a mean score of 3.05 with a corresponding standard deviation of .643. This therefore, means that majority of the respondents were of the opinion that high income parents are more likely to influence the vocational choice of their children than low income parents.

Furthermore, item 25 had a mean of 2.98 and a standard deviation of .364. This however, indicates that majority of the respondents were of the view that parental income provides the basis from which students' vocational plans and decision making evolve. The table also indicates that item 26 had a mean of 2.08 with a corresponding standard deviation of .543 which means that the item has also generated a negative response from the respondents. In other words, majority of the respondents had rejected the assertion that the income level of parents does not determine the choice of school and vocation to pursue. The table equally showed that item 27 to 30 had mean scores greater than 2.50 which means that the items have generated positive responses.

Research Question II: What is the influence of parental values and expectations on the vocational choices of secondary school students in Wukari Educational Zone?

Table 2: Influence of Parental Values and Expectations on the Vocational Choices

		N	Mean	Std. Deviation	Decision
31	Parental expectations influence vocational choice of SS1 students in Wukari Education Zone.	761	3.38	.643	Accepted
32	Parental expectations do not affect vocational choice of SS1 students in Wukari Education Zone.	761	1.66	.415	Rejected
33	The vocational choice of students does not usually reflect their parental expectation.	761	2.28	.341	Rejected
34	Students usually choose vocations that reflect their parental values.	761	3.47	.543	Accepted
35	Students neglect vocations that are not appealing to their parents' values	761	2.86	.614	Accepted
36	Parental values do not affect vocational choice of SS1 students in Wukari Education Zone	761	2.35	.441	Rejected
37	My career aspiration is modeled after my parental values	761	2.90	.343	Accepted
38	The values my parents attach to a profession, affect my career choice	761	3.21	.532	Accepted
39	I don't want to take on a career that my parents do not have value for	761	3.13	.412	Accepted
40	I want to go for career that my parents expect me to go for	761	2.88	.371	Accepted
Valid N (listwise)		761			

Source: Field Data (2020)

Table 2 indicated that item 31 had a mean score of 3.38 with a standard deviation of .643 which means that majority of the respondents had accepted that parental expectations influence vocational choice of SS1 students in Wukari Education Zone. Item 32 had a mean score of 1.66 with a correspondent standard deviation of .415 which was below the bench mark of 2.50 thereby indicating that the item has generated a negative response from the respondents. In other words, majority of the respondents strongly disagreed with the view that parental expectations do not affect vocational choice of SS1 students in Wukari Education Zone.

In a related development, item 33 had a mean score of 2.28 with a standard deviation of .341 indicating that majority of the respondents had rejected the opinion that the vocational choice of students does not usually reflect their parental expectation. This is because the mean score of the item was less than the bench mark of 2.50. Item 34 had a mean score of 3.47 with a corresponding standard deviation of .543. This therefore, means that majority of the respondents were of the opinion that students usually choose vocations that reflect their parental values.

Furthermore, item 35 had a mean of 2.86 and a standard deviation of .614. This however, indicates that majority of the respondents were of the view that students neglect vocations that are not appealing to their parents' values. The table also indicates that item 36 had a mean of 2.35 with a corresponding standard deviation of .441 which means that the item has also generated a negative response from the respondents. In other words, majority of the respondents had rejected the assertion that parental values do not affect vocational choice of SS1 students in Wukari Education Zone. Item 37 to 40 have generated positive responses from the respondents as the mean scores were greater than 2.50 which is the cut-off mark for decision making.

HO: Parental income status has no significant influence on the vocational aspirations of secondary school students in Wukari Educational Zone.

Table 3: Chi-Square Tests on Parental Income Status and Vocational Choice

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Exact sided)
Pearson Chi-Square	8.128 ^a	1	0.04			
Continuity Correction ^b	6.891	1	0.09			
Likelihood Ratio	8.787	1	0.03			
Fisher's Exact Test					.006	.003
Linear-by-Linear Association	8.047	1	0.05			
N of Valid Cases		759				

Table 3 above showed that the Chi-Square value is 8.128^a, 1 degree of freedom and a P value of .004. The P-value is less than the alpha value of 0.05 level of significance which therefore, means that parental income status has significant influence on the vocational aspirations of secondary school students in Wukari Educational Zone. The more the parental income, the more appropriate and satisfying the vocational aspiration will be.

H0: Parental values and expectations have no significant influence on the vocational choices of secondary school students in Wukari Educational Zone.

Table 4: Chi-Square Tests on Parental Values, Expectation and Vocational Choice

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.977(b)	1	0.02		
Continuity Correction ^b	3.626	1	0.57		
Likelihood Ratio	5.035	1	0.25		
Fisher's Exact Test				.049	.028
Linear-by-Linear Association	4.856	1	0.28		
N of Valid Cases		759			

The table 4 above revealed that the Chi-Square value is 4.977, 1 degree of freedom and a P-value of 0.02 which is also less than the alpha value of 0.05 level of significance. This therefore, indicates that parental values and expectations have statistically significant influence on the vocational choices of secondary school students in Wukari Educational Zone. In other words, Null Hypothesis I is hereby rejected.

Discussion of Findings

Findings from hypothesis one revealed that parental income has a significant influence on choice of vocation of their children. This could be as a result of the fact that rich parents have the capability to sustain their children education by effective payment of school fees and for upkeep of their children.

This finding is in consonance with the finding of Jones and Larke (2011) who found that parents with high level of income can better influence vocational decisions of their children. The study concluded that parental income provides the basis from which their vocational plans and decision making evolve. The finding is also supported by Williams (2016) who noted that, if parents' jobs give them great satisfaction or provide a comfortable lifestyle, children see the perks early on, and may favor these careers over others. In contrast, if parents complain about their jobs or struggle to support the family on the income their jobs provide, children are more likely to seek more fulfilling or higher-paid roles.

Findings of research hypothesis two revealed that parental values influenced students' career choice. This could be as a result of parental idiosyncrasies, beliefs and norms that contribute in child socialization and psychomotor and psychological development of an individual such as students. This finding also agrees with Jungen (2008) found that parental values and expectations can play a large role in the vocational path that children choose to follow. The finding is equally in concordance with Keller (2014) who opines that the key parental influencers to a student's vocational choice include; the attitudes and behavior the parents reward or punish, approve or disapprove of, the expectations parents have for their children's education and vocation, the examples they set for their children, the values they show to their family, friends and to society, the opportunities they offer their children to learn and develop themselves, and the kind of parent-child relationship they develop.

CONCLUSION

Based on the findings of the study, the study concludes that;

1. The income status of parents serves as a determinant of students' vocational choice. High income parents are more likely to influence the vocational choice of their children than low income parents. Parental income provides the basis from which students' vocational plans and decision making evolve.
2. Parental value and expectation also influence students' vocational choice. This is because most students usually choose vocations that reflect their parental values and neglect vocations that are not appealing to their parents' values and expectation.

RECOMMENDATIONS

Based on the findings of the study, the study recommended that;

1. Regardless of the parental income level, parents should always work in the direction of ensuring that their children make appropriate and satisfying vocational choice through the provision of career guidance service.
2. Parents should realise that their values and expectations influence the career choice to a great extent. In this respect, it is recommended that parents should deliberately communicate their expectations to their children without being overly persuasive.

Suggestions for Further Research

Further studies should be carried out in the following areas;

- 1 Similar studies could be carried out in other states of the Federation with different cultures to ascertain whether the same result will be obtained.
- 2 The scope of the study should be broadened to include tertiary institutions, both in urban and rural areas.

REFERENCES

- Omatseye, T.B. (2012). The 6,3,3,4 System of Education. *International Journal of Educational Development*.
- Olaitan, R. (2013). 'They Know Nothing About University--Neither of them Went': The Effect of Parents' Level of Education on their Involvement in their Daughters' Higher Education Choices. *A Journal of Comparative and International Education* 39(6), 783-798.
- Oharisi, B. (2010). Educational Guidance in B. Ipaye (ed.) Educational and Vocational Guidance, Concepts and Approaches Ile-Ife: University of Ife Press Limited.
- Borchert, T. (2012). *The Effect of Socio-Economic Status on Academic Achievement*. Doctoral Dissertation. Pietermaritzburg, University of Natal.
- Splaver, A. (2011). *Family matters: The Influence of the Family in Career Decision Making*. London: Jill Printers.

- Keller, W. (2014). The Influence of the Family of Origin on Career. *Journal of Economic Literature*, 42(3), 6-11.
- Lankard, G. (2015). Students' Aspirations, Expectations and School Achievement: What Really Matters? *British Educational Research Journal*, 731-748.
- Williams, A. (2016). *The Use of Family Systems to Explain and Treat Decision Problems in late Adolescence: A Review. The American Journal of Family Therapy*, 23,328-337.
- Kniveton, B.H. (2004). *The Influences and Motivations on which Students Base their Choice of Career. Research on Education*, 72(3), 47-59.
- Jungen, K.A. (2008). *Parental Influence and Career Choice: How Parents Affect the Career Aspirations of their Children*. Masters Degree, University of Wisconsin-Stout, Guidance and Counseling.
- Bolles, F. (2011). The Joint Action of Parents and Adolescents in Conversation about Career. *The Career Development Quarterly*, 46, 46-86.
- Jones, T.R. & Larke, E. (2011). Factors Influencing Career Choices of Adolescents and Young Adults in Rural Pennsylvania. *Journal of Extension*, 44(3), 1-6.
- Orodho, A. (2009). *Essentials of Educational and Social Sciences Research Methods*. MAseno/Nairobi: Kanezja Publishers.