

INFLUENCE OF PARENTAL BACKGROUND VARIABLES AFFECTING SECONDARY SCHOOL STUDENTS' CHOICE OF VOCATION IN WUKARI EDUCATION ZONE TARABA STATE, NIGERIA.

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ABSTRACT

The main objective of the study was to investigate the influence of parental background variables affecting secondary school students' choice of vocation 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 design. The population of the study included 3,184 secondary school students in Wukari Education Zone. Simple random sampling technique was used to select a sample size 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. Self developed instrument titled "Influence of Parental Background on Vocational Choice Questionnaires" (IPBVCO) was constructed by the researcher for data collection. 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 is reliable. Data collected were analyzed using descriptive statistics such as; frequency distribution tables, simple percentages, means and standard deviations. All the null hypotheses were tested using pearson's chi square at 0.05 level of significance. The study found that the parental level of education, and parental occupation, have significant influence on the vocational choice of secondary school students in Wukari Educational Zone. The study concluded that the 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 students vocation should be made voluntary. Parents should not force students to pursue careers similar to their own against their will as this will result in students choosing vocations that fall out their potentials.

Keywords: *Parental Background, Choice of Vocation, Parental Occupation, Parental Level of Education.*

INTRODUCTION

In our society today, students face a complex and rapidly changing society. It has been reported that regardless of great effort put forth by families, government agencies and non-government agencies, many young people encounter difficulties in the transition from the world of school to that of work (Atchoarena cited in Pilot & Regis, 2012). Investigating and better understanding the myriad factors that contribute to career choice is a topic of recurring interest in our schools today. To guide students in their career decision making, parental and demographic factors play a central role in this lifelong process (Pilot & Regis, 2012). These factors include family, school, career guidance program, media and peers. In this study, the influence of family will only be investigated.

The family environment in which students' are brought up may greatly influence the vocation that they choose. The student's support system made up of parents, relatives, siblings, peers, teachers, and counsellors may be the most important environmental factor. There are many examples of public figures in Nigeria whose children have taken up vocations of their parents. Lawyers, Doctors, Teachers, Accountants and Engineers, are some of the occupations which may run down in families as children take up careers of their parents. On the other hand, students may hate the hospital environment and consequently don't choose a career that has anything to do with a hospital. Those who live near Airports may choose a career in piloting due to the fascination such students see airplanes overflying their homes. In some cases, the vocation chosen is as a result of significant impact or impression made in the student's life, leading to a definite career choice, (Alika & Audu, 2011).

Parents' environmental condition such as educational background may influence students' views on whether or not to continue their education. Similarly, students' maybe influenced by social media such as the television, or parents may have demanded that their children assume a family business. These are various parental or family environmental factors that would lead a student to a chosen vocation, (Asa, 2013).

STATEMENT OF THE PROBLEM

Motivation for this study is consequent upon the fact that most parents do not pay attention to vocational choice of their children coupled with the fact that improper vocational choice by parents has made most students to end up being a part of unemployment statistics. Furthermore, they tend

to take various training, retraining and other educational courses to change their current profession. Lack of proper vocational choice may lead to negative consequences such as job dissatisfaction, workplace injuries and illnesses, unhealthy interpersonal relations, poor production quality, reduced work performance and frequent job positions changing. In Wukari Education Zone, most students are not properly guided by parents in terms of making their vocational choice. This could be due to the fact that most of the parents are illiterate farmers. This tends to explain why Dangana (2017) concluded that most students from parents who are farmers enjoy less parental vocational guidance than students whose parents are doctors, nurse, and lawyer, among others.

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 were inadequate and inconclusive. While some found positive influence, others found a negative influence. Therefore, it was against this backdrop, that this study was designed to investigate the Influence of Parental background variables on vocational choice of Secondary School Students in Taraba State, Nigeria.

Purpose of the Study

The main purpose of this study is 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 were:

1. To identify the extent to which the parents' levels of education influences vocational choice of secondary school students in Wukari Educational Zone.
2. To determine the extent to which the parents' occupations influence vocational choice of secondary school students in Wukari Educational Zone.

Research Questions

The study answered the following questions;

1. Does the parents' levels of education influence vocational choice of secondary school students in Wukari Educational Zone?

2. To what extent does the parents' occupation influence vocational choice 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: The parents' level of education does not significantly influence the vocational choice of secondary school students in Wukari Educational Zone.

H₀: Parents' occupation does not significantly influence the vocational choice of secondary school students in Wukari Educational Zone.

Conceptual Framework/Empirical Review Studies

Concept of Vocational Choice

The term vocation is broadly defined as all like roles people play including students, parents, employees, retirees and employers, in securing a livelihood. Her (2013) thus indicates that vocation is the totality of experience through which one learns about and prepares to engage in work as part of his way of living. In a nutshell, career is the totality of work one does in his life time to earn a living. It is therefore a positive thing for one to think as far as possible in achieving this fit. Hence, making a career choice is essential for everyone (Her, 2013)

Vocational choice is something very hard to make especially as one's livelihood depends on it. Vocational choice has become a complex task among students in the face of ever-changing technology and the information sector (Her, 2013). Vocation according to Cambridge Advanced Learner's Dictionary (2015) refers to job or series of job that you do during your working life. Thus, choosing a vocation simply means choosing a life job. Vocational choice is affected by multiple factors include personality, interest, self-concept, identity, globalization, socialization, role model, social support and available resources such as information and finance (Kerka, 2010). Onayase and Onayase, (2009) also carried out an investigation into other factors that could affect vocational choice, thus, identified religion, peer group and some environmental factors. However, all careers have their subject requirements, personality characteristics and personal abilities. All these are supposed to be fully assessed before an individual can be verified to be qualified into a specific vocation (Onayase & Onayase, 2009).

Today, one does not only need to make due career planning but also exhaustive career research before making a vocational choice so as to adjust with the evolving socio-economic conditions, (Wattles, 2009). Hewitt (2010), suggested that most people are affected by career that their parent favoured, others flows with the career that their educational choice have opened for them, some choose to follow their passion regardless of how much or little it will make them, while others choose the career that gives high income. Mcquaid and Bond (2013) cited that student's perception of being suitable for a particular job also has been found to be affected by a number of factors which include ethnic background, years in school, and level of achievement.

However, students are known by a combination of personal abilities, personality type and other factors (Okafor, 2012). Hence, factors affecting vocational choice can either be intrinsic or extrinsic or both. Student's perception of being suitable for a particular job also has been found to be affected by a number of factors. For instance, parental support and encouragement are important factors that have been found to affect career choice. Children may choose what their parents desire simply to please them (Taylor, Harris, and Taylor, 2014). Okafor (2012) reported that generally, the choice of a career is affected by parents, friends, and variation of one population to another. He also claimed that, Parents education and occupational background may affect student's vocational choice because some students may contemplate on whether to continue their parent's occupation or not. What the students see in televisions also may affect their vocational choice. Some career demand that you have the personality to match the qualities of the occupation. However, when these students graduate from the school, some of them enter into occupations that are totally different from the one they had chosen and trained for. For these reasons the necessities of a guidance counsellor in schools cannot be over emphasized.

Parental Educational Level

According to Mortimer (2012), parents with post-secondary education tend to pass the importance of education to their children. Such parents are more likely to offer their children an opportunity of a better education by enrolling them in good schools and in disciplines of their own choice. Montgomery (2012) notes that female students talented in mathematics related vocation viewed their vocational choices as reflective

of interests that stemmed from early family influence and educational opportunities.

Parental educational attainment could be a factor that can influence student's vocational preference. Educational attainment of parents refers to the qualification of an individual, that is, level of education acquired by an individual for example, non-formal education, primary or secondary school certificate, Nigeria Certificate in Education (NCE) and National Diploma (ND), Higher National Diploma (HND) Bachelor of Science (B.Sc.), Master of Science (M.Sc.), Masters in Education (M.Ed.) and Ph.D. With a higher level of education, parents are more likely to function as a teacher in the home, and provide a balance emotional stability as well as stimulating environment (Davis, 2015). This implies that the educational background of parents could influence how they structure their home environment and their interaction with their children in promoting their career preference. (Davis, 2015). The study of Alika and Audu (2011) revealed that among the factors that affect vocational decision making and career development, level of parent's education is also significant. In other words, adolescent from a well-educated and higher income family is expected to attain more education and aspire to higher status occupation. This was supported by Musgrave (2010), who opined that a child that comes from an educated home would like to go into career of his/her family and by this, work actively in his/her studies relating to parent's occupational status.

The results further indicated that the father's occupation was insignificantly correlated with the pupils' need for achievement while that of the mothers was both positively and significantly correlated. This implies that parental level of education significantly influences their children achievement in school and consequently their future vocation. In a study to investigate the environmental factors that influence educational and occupational aspirations of standard eight pupils, Aswani (2012) noted that parental level of education influence students' carrier choice. Udoh and Sanni (2012) concluded that parents' level of formal education exerts a significant influence on the career choices of secondary school students. This finding is supported by that of Kitivo (2009) in an investigation to study the relationship between Kenyan secondary school pupils' achievement motivation and the educational/occupational levels of their parents. Results from the study showed a significant relationship between parental level of education and

achievement motivation of the students. Education had significant positive influence on the pupils' educational and occupational aspirations. The findings conform to that of Mugendaet. (2010) whose study established that the mother's level of education contributes more to girls' aspirations for higher education than boys. DeRidder (2009), however points out that lower levels of parental education can retard adolescents' career development. He further notes that being born to parents with limited education and income reduces the likelihood of going to college or achieving a professional occupational goal and essentially predetermines the child's likely vocational choice.

Nsisong (2012) investigated Parental Background Variables and the Career Choice of Secondary School Students in Uyo Local Government Area, Nigeria. The study investigated the influence of parental background variables (Parents' attitudes towards occupations, Parents' levels of formal education, and Parents' occupation) on the career choice of secondary school student in Uyo Local Government Area. Three hypotheses were raised to guide the study. The study employed ex-post-facto research design. Simple random sampling technique in obtaining data from a sample of 200 SS3 students from 11 public secondary schools in Uyo Local Government Area using the "Parental Variables and Career Choice Questionnaire" (PVCQ) designed by the researcher. The hypotheses were subsequently tested using chi square at $p \leq .05$ level of significance. Data analyses revealed that parents' attitudes towards occupations, parents' level of formal education, and parents' occupation exert influence on the career choice of secondary school students in Uyo Local Government Area. It was recommended that parents should desist from pressuring their children into taking up careers they do not possess the requisite abilities; and that government should train and employ more career counsellors to assist these students in their career choice and preparation through the implementation of a comprehensive programme of career education.

The review of relevant literature was carried out according to the variables of the research questions.

Parental Educational Level and Vocational Choice

Mortimer (2012) conducted a study on the effect of parental education on the vocational choice. The study adopted a descriptive research

design. The sample of the study was made up 380 respondents carefully selected through the probability sampling technique. The population of the study was comprised of all secondary school students in Zambia. Questionnaire was used for data collection. The study employed mean and standard deviation in analyzing the data collected. Findings of the study clearly revealed that parents with post-secondary education tend to pass along its importance to their children. Such parents are more likely to offer their children an opportunity of a better education by enrolling them in good schools and in disciplines of their own choice. Findings of the study also revealed that female students talented in mathematics related vocation viewed their vocational choices as reflective of interests that stemmed from early family influence and educational opportunities. The study is similar to the current study as it reflects parental education and vocational choice and it differs from the current study as it neglects other parental background variables such as parental occupation, income and expectation.

Alika and Audu (2011) studied the impact of parental education on career choice of adolescents in Edo State. The sample of the study was made up 240 respondents selected through the random sampling technique. The population of the study consisted secondary school students in Edo State. Questionnaire and interview guide were the main instruments of data collection of the study. The study adopted frequency distribution table and simple percentage in analyzing the data collected. Findings of the study revealed that among the factors that affect vocational decision making and career development, level of parent's education is also significant. In other words, adolescent from a well-educated and higher income family is expected to attain more education and aspire to higher status occupation. Therefore, the study is also similar to the current study as it reflects parental education and vocational choice and it also differs from the current study as it neglects other parental background variables such as parental occupation, income and expectation.

Udoh and Sanni (2012) examined parental education and career choice among secondary school students. The study adopted an experimental research design. The sample of the study was made up 300 participants selected through purposive sampling technique. The population of the study was consisted of senior secondary school students in Enugu. Data was collected through the use of a structured questionnaire. The study

adopted frequency distribution table and simple percentage in analysing the data collected. Findings of the study indicated that parents' level of formal education exerts a significant influence on the career choices of secondary school students. The findings also revealed that a child who comes from an educated home would like to go into career of his/her family and by this, work actively in his/her studies relating to parent's occupational status.

Parent's Occupational Status and Vocational Choices

Parental vocational attainment is linked to vocational aspirations and attainment of students. According to Williams (2016), a parent's occupation influences children's career choices both intentionally and inadvertently. By the time children move into adolescence, they begin seriously considering their futures, often looking to their parents either as role models or for career advice. A parent's approach to this can either inspire teenagers to explore a diverse set of potential occupations or to stick to a path they think their parents will approve of. The parents' occupations almost always influence the careers their children will take up in the future. This is best captured by Williams (2016), who noted thus;

It's no surprise that many people are the third or fourth generations of their families to work in the same profession. They have an insider's glimpse into their parents' occupations, making it easier for them to break into the industry. 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 (p. 48)

The above observation is in line with the findings of Udoh and Sanni (2012) in their investigation, they established that parents' attitudes towards occupations exerted a significant influence on the vocational choices of secondary school students. Kisulu, (2012) indicated that family members especially the parents and older siblings affect the occupational and career choices of students and they concluded that girls' occupational choice was more influenced by their mothers and older sisters than their fathers and older brothers.

It would seem that early discussion about a certain vocational choice was one of the most influential factors affecting vocational choice since the more familiar an individual is with the requirements and rewards of the work world, the better equipped they are to make a career choice. The above findings are supported by those of Udoh and Sanni (2012), who noted that parents' occupations exerted a significant influence on the career choice of secondary school students in Uyo region of Nigeria. This finding is similar to that of Aswani (2012) who found out that parents' occupation and especially that of the mother had a significant positive influence on standard eight pupils' educational and occupational aspirations. On the other hand, Mugenda (2010) found out that boys were more likely to follow on the footsteps of their fathers and older brothers.

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, behaviour and opinion.

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.

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.

An instrument titled "Influence of Parental Background on Vocational Choice Questionnaires" (IPBVCCQ) was constructed by the researcher. IPBVCCQ 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 four-point rating scale was used to determine a respondents' agreement level. 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 Counselling 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 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).

Data collected were 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.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

Research Question I: To what extent does the parents' level of education influence vocational choice of secondary school students in Wukari Educational Zone?

Table 1: Parents' Levels of Education and Vocational Choice

S/N	Items	N	Mean	Std. Deviation	Decision
1	Parental educational level positively influences the vocational choice of SS1 students.	761	3.10	.416	Accepted
2	Parental educational level has no any influence on vocational choice of SS1 students in Wukari Education Zone.		2.12	.328	Accepted
3	Educated parents tend to influence their children's vocational choice than uneducated parents		3.06	.314	Accepted
4	The higher the educational status of parents, the higher the vocational choice and aspiration of SS1 students in Wukari Education Zone		2.88	.799	Accepted
5	Educated parents offer vocational guidance to their children to enable them make appropriate vocational choices		2.72	.454	Accepted
6	Uneducated parents pay less attention to the vocational choice of their children	761	2.76	.431	Accepted
7	Educated parents are supportive in terms of vocational choices	761	3.32	.354	Accepted
8	Parents who are educated tend to influence their children to take after them in terms of career.	761	2.88	.423	Accepted
9	Uneducated parents tend to give less priority to what the children become in future	761	3.12	.334	Accepted
10	Students from educated parental background enjoy the privilege of vocational guidance by their parents	761	3.10	.431	Accepted
Valid N (listwise)		761			

Source: Field Data (2020)

Table 1 presented the mean rating of the respondents' view regarding the influence of parental level of education on vocational choice. Item 1 had a mean score of 3.10 with a standard deviation of .416 which means that majority of the respondents had accepted that parental educational level positively influences the vocational choice of SS1 students. Item 2 had a mean score of 2.12 with a corresponding standard deviation of .328 which was below the bench mark of 2.50. Therefore, this means that the item had generated a negative response from the respondents.

Furthermore, item 3 had a mean score of 3.06 alongside a standard deviation of .314 indicating that majority of the respondents had accepted that educated parents tend to influence their children's vocational choice than uneducated parents. This is because the mean score of the item was greater than the bench mark of 2.50. item 4 had a mean score of 2.88 with a correspondent standard deviation of .799. This therefore, means that majority of the respondents were of the opinion that the higher the

educational status of parents, the higher the vocational choice and aspiration of SS1 students.

In the same vein, item 5 had a mean of 2.72 and a standard deviation of .454. This however, indicated that the item has generated a positive response from the respondents. In other words, majority of the respondents were of the opinion that educated parents offer vocational guidance to their children to enable them makes appropriate vocational choices. Lastly, the table indicates that item 6 had a mean of 2.76 with a correspondent standard deviation of .431 which means that the item has also generated a positive response from the respondents. Item 7 to 10 had mean scores above 2.50 which is the cutoff mark for decision making indicating that the items have generated positive responses.

Research Question II: To what extent does the parents' occupation influence vocational choice of secondary school students in Wukari Educational Zone?

Table 2: Parents' Occupation and Vocational Choice

	N	Mean	Std. Deviation	Decision
11 Parents' occupation influences the vocational choice of students	761	3.18	.421	Accepted
12 The vocational choice of students is not determined by the occupational status of parents.	761	1.19	.228	Rejected
13 Students see their parents as their role model in terms of vocational choice	761	3.35	.319	Accepted
14 Students prefer to take after their parents' occupation when it is satisfactory.	761	3.32	.476	Accepted
15 Parental occupation has no any influence on the vocational choice of students	761	2.32	.351	Rejected
16 Parents with more attractive occupation easily influence the vocational choice of their children	761	2.99	4.36	Accepted
17 I prefer to take after my father's occupation	761	2.60	.411	Accepted
18 My parent's occupation does not have any influence on my vocational aspiration	761	1.88	.354	Rejected
19 I have little interest in my parent's occupation	761	2.21	.231	Rejected
20 My vocational aspiration is not in any way related to my parent's occupation	761	2.45	.312	Rejected
Valid N (listwise)	761			

Source: Field Data (2020)

Table 2 showed the mean rating of the respondents' view on the influence of parental occupation on vocational choice. Item 11 had a mean score of 3.18 with a standard deviation of .421 which means that majority of the respondents had accepted that parents' occupation influences the vocational choice of students. Item 12 had a mean score of 1.19 with a correspondent standard deviation of .228 which was below the bench mark of 2.50. Therefore, this means that the item has generated a negative response from the respondents.

In another development, item 13 had a mean score of 3.35 with a standard deviation of .319 indicating that majority of the respondents had accepted that students see their parents as their role model in terms of vocational choice. This is because the mean score of the item was greater than the bench mark of 2.50. Item 14 had a mean score of 3.32 with a corresponding standard deviation of .476. This therefore, means that majority of the respondents were of the opinion that students prefer to take after their parents' occupation when it is satisfactory.

Furthermore, item 15 had a mean of 2.32 and a standard deviation of .351. This however, indicated that the item has generated a negative response from the respondents. In other words, majority of the respondents rejected the view that parental occupation has no any influence on the vocational choice of students. The table also indicated that item 16 had a mean of 2.99 with a corresponding standard deviation of .436 which means that the item has also generated a positive response from the respondents. In other words, majority of the respondents were of the conception that parents with more attractive occupation easily influence the vocational choice of their children. Item 17 to 20 had mean scores less than 2.50 indicating that majority of the respondents rejected the ideas.

H₀: The parents' level of education does not significantly influence the vocational choice of secondary school students in Wukari Educational Zone

Table 3: Chi-Square Tests on Parents' Level of Education and Vocational Choice

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.211(b)	1	0.01		
Continuity Correction(s)	.432	1	.210		
Likelihood Ratio	1.32	1	.221		
Fisher's Exact Test				.213	.243
Linear-by-Linear Association	1.217	1	.253		
N of Valid Cases		759			

The table 3 above revealed that the Chi-Square value is 1.211, 1 degree of freedom and a P-value of 0.01 which is less than the alpha value of 0.05 level of significance. This therefore, indicates that the parents' level of education significantly influences the vocational choice of secondary school students in Wukari Educational Zone. In other words, Null Hypothesis I is hereby rejected.

HO₂: Parents' occupation does not significantly influence the vocational choice of secondary school students in Wukari Educational Zone.

Table 4: Chi-Square Tests on Parental Occupation and Vocational Choice

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.421(b)	1	0.03		
Continuity Correction(s)	2.286	1	0.63		
Likelihood Ratio	4.232	1	0.84		
Fisher's Exact Test					
Linear-by-Linear Association	3.321	1	0.43	.011	.045
N of Valid Cases		759			

The table 4 above indicated that the Chi-Square value is 2.421, 1 degree of freedom and a P-value of 0.03 which is also less than the alpha value of 0.05 level of significance. This therefore, means that there is a statistically significant influence of parents' occupation on the vocational choice of secondary school students in Wukari Educational Zone. In other words, vocational choice of secondary school students in Wukari Education Zone is dependent upon parental occupation. Therefore, the null hypothesis is being rejected.

DISCUSSION OF FINDINGS

The findings of research hypothesis one revealed that the parents' level of education significantly influenced the vocational choice of secondary school students. Majority of the respondents were of the opinion that parental educational level positively influences the vocational choice of SS1 students. This finding agrees with Williams (2016) who opined that a parent's occupation influences children's career choices both intentionally and inadvertently. These findings are in consonance with the findings of Udoh and Sanni (2012) who concluded that parents' level of formal education exerts a significant influence on the career choices of secondary school students.

The findings of research hypothesis two revealed that parents occupation significantly influenced the career choice of secondary school students in Wukari Educational Zone. These findings are supported by that of Kitivo

(2009) in an investigation to study of the relationship between Kenyan secondary school pupils' vocational motivation and the educational/occupational levels of their parents. Results from the study showed a significant relationship between parental level of education and vocational motivation of the students.

The finding therefore, negates the findings of Adah (2013) and Hillary (2011) that reported insignificant relationship between parents' level of education and vocation choice of their children. The findings of the study also revealed that parents with more attractive occupation easily influence the vocational choice of their children. This findings is being supported by Mortimer (2012) who opined that parental occupation shape the personality of their children by influencing the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have in working; and the motivation they have to succeed.

CONCLUSION

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

1. The vocational choice of secondary school students in Wukari Educational Zone is dependent upon the parental level of education. This is because most educated parents offer vocational guidance to their children to enable them makes appropriate vocational choices.
2. The vocational choice of secondary school students in Wukari Educational Zone is also determined by parental occupation. This because most students see their parents as their role model in terms of vocational choice and they prefer to take after their parents' occupation when it is satisfactory.

RECOMMENDATIONS

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

1. Teachers and career guidance when dealing with vocational related issues should always bear in mind that parental level of education influences students' career choice and that different parent have different levels of education.
2. 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 will result in students choosing vocations that fall out their potentials.

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.

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