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Factors Responsible For Career Choice among Secondary School Students in Emohua Local Government Area of Rivers State

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Abstract **Original Research Article**

The study investigated on factors responsible for career choice among secondary school students in Emohua Local Government Area of Rivers State. Three research questions and three hypotheses were stated for the study. Descriptive research design was adopted. All secondary school students in Emohua Local Government Area of Rivers State constitute the population of this study. Records shows that there are 2603 students in senior secondary three (SS3) in the 13 secondary schools in the area. Stratified random sampling was used to select a total of 260 SS3 students, out of 2603 SS3 students in the in the area. Twenty (20) SS3 students were selected from each of the 13 secondary schools as sample for the study. The students were made up of 117 male and 143 female students. The instrument for data collection is a 28-item questionnaire designed by the researcher for SS3 students in the sampled secondary schools. A reliability coefficient of + 0.86 confirmed that the instrument is reliable. Data was analyzed using mean and standard deviation. A standard reference mean of 2.50 was adopted. Analysis of data showed that stakeholders in occupational information and career choice of students in Emohua Local Government Area of Rivers State include; parents, schools, civil societies and government. In view of the fact that parents influence students' choice of career, efforts should be made by Government and schools to enlighten illiterate parents on the need to consider personal ability of students on choice of career and the successful attainment of the chosen career. In the light of the findings, the following recommendations were made; Government should provide the basic facilities needed for effective teaching and learning in primary schools, so that students can acquire the basic skills and knowledge that will motivate towards career choice; workshops and seminars should be organized for students and parents on choice of careers under the guidance of the school; parents should ensure that they provide basic ideas and experiences at homes that will help students in choice of career.

Keywords: Career Choice, Economic Factors, Occupational Information, Parental Factors

1. Introduction

Agents such as family and school offer to students the basic knowledge of a range of practical activities in the vocational field in order to make them familiar with various careers and stimulate their interest in such areas to choose their future career. Similarly, government and civil society often expose students to various careers through seminars and workshops organized for children as leaders of tomorrow. It is important to note that career exposure and career exploration precedes career choice. It is important to note that career exposure and career exploration precedes career choice (Udoh et al., 2020). Andah (1991) as cited in Owoeye et al. (2022) remarked that career choice is influenced not only by development but also by context in which they live. The context in which students live are influenced by the family, school, civil society and government.

Parental experience and efforts in exploring a wide range of occupations can open the door to emerging non-traditional career choices. School curricula, programmes and strategies that provide students with learning opportunities in which they are challenged to make sense of situations that are rewarding, fascinating and contributing to societal development can provide them with a greater understanding of

career options. Similarly, society-based learning that involves teens in seminars and workshops in solving real-world problems directly connects students to the reality of various occupations. Hence, Government should support parents and schools in career exploration and choice to provide a context that will assist students in making successful transitions into adult work-place roles. Therefore, this study is set to investigate role of parents, school, civil society and government in providing ideas, experiences and interest that guide students in choice of career in Emohua Local Government Area of Rivers State.

Vocational decisions are made based on a consideration of personal characteristics and other characteristics associated with the occupations. According to Fabian (2002) as cited in Ebunu et al. (2023), as people differ in ability, interest in the characteristics required for successful and satisfied work performance. Adolescents are seriously aware of the fact that in the near future, they will no longer depend on their parents for a means of livelihood. Hence, they need to become wage-earners, so that they can be economically and socially balanced to face the challenges of life as adults. This means that they need to make a choice of career, in order to earn a living. Individuals differ in mental and physical abilities that influence vocational interests and choices. The less mentally or physically able, tend to choose occupations that offer less resistance or difficulties in terms of training and job performance. Such vocational choices were motivated by the desire to escape from suspected serious obstacles. The relative social esteem in which different vocations are held is also an influential factor in choice of vocations. Government re-orientation programmes and provision of incentives to certain occupations, in pursuance of her national policies and objectives, often sensitizes individuals in their choice of vocations. In Nigeria, the current trend towards information and communication technology has attracted lots of foreign establishments and installation of various communication gadgets. Hence, the Federal and State Governments are encouraging jobless youths to go for training in order to acquire skills that will qualify them for employment in these foreign and local companies dealing on information technology and communication services.

Wrong choice of career can be avoided if adequate vocational counselling is employed during the period of the preparation for choice of vocation among adolescents in secondary schools. According to Hargreaves (2003) and confirmed by Eremie and Ibifaka (2021), theories of vocational development enable the counsellor to consider social class and labour market demands in their choice of vocation. From the sociological point of view, adolescents in secondary schools often develop interest in a particular vocation due to peer influence, advice from the vocational counsellors, availability of qualified teachers, and relevant equipment.

Academic excellence refers to the ability of students or scholars to obtain the highest grade in the assessment of his/her performance of the required skills or recall of the relevant knowledge. To ensure academic excellence in career development, there are roles to be played by learners, parents, school administrators, teachers, guidance counsellors and government. According to Wali (2003) and Owoeye et al. (2022), learners must be ready, willing and able to learn. He, then needs guidance, resources and time for the learning. These needs of learners mentioned should be provided by parents, school administrators, teachers, guidance counsellors and government. Parents must provide all the encouragement for their children. School administrators should ensure effective monitoring of teaching and learning. Teachers should ensure effective teaching. Guidance counsellors should assist the school to place students into various classes or subject areas such as: science, arts, social science, and vocationaltechnical.

Choice of career is one of the most important decisions that people make early in life particularly during the period of adolescence. According to Dockett and Perry (2005) as cited in Owoeye et al. (2022), right choice of career results to progress and happiness in life, while wrong choice of career may mar ones future progress. Unemployment, frustration, poverty and job dissatisfaction are some of the consequences of wrong choice of career. Hence, it is necessary to make good choice of career in order to find happiness and satisfaction in the world of works.

Frank Parson developed the idea of matching careers

with talents, skills and personality (Ebunu et al., 2023). He stated that people perform best when they are in jobs best suited to their abilities. He is the founder of the Vocational Guidance Movement (VGM). According to his Talent-Matching theory which later developed to Trait and Factor theory of occupational choice, occupational decision occurs when people have achieved:

1. An accurate understanding of their individual trait (aptitudes, interests and personal abilities).
2. A knowledge of jobs and the labour market.
3. Rational and objective judgement about the relationship between their individual trait and the labour market.

Brostrom (2000) as cited in Akintomide (2020) noted that it is important for students to have good understanding of themselvesnoted that it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans. What they would like to be, and what they are capable of becoming are determining factors in their career. According to him, personality factors to be considered include their mental abilities, special abilities, and interests. He remarked that considered factors of mental abilities to be "verbal comprehension, word fluency ability, spatial ability, numerical ability, reasoning ability, and memory." He matched careers with abilities in backing up his reasoning, and urged students to become familiar with their personality in order to guide their career choice. They noted that self-knowledge is the first of three integral competency areas stated in the National Career Development Guidelines, with many examples to describe the process of self-knowledge. According to them one example would be a student's critical look at life's experiences to enhance their self-knowledge. Another example would be students using problem-based learning to gain insight into self-knowledge.

Eremie and Ibifaka (2021) stated that there are numerous career clusters, as well as career clashers, that coincide with abilities. He remarked that students should become knowledgeable in these areas while searching for career interests. According to him once a career has been narrowed down, personality has played a role in obtaining and keeping employment in the field of choice. Attitudes used in interviews, along with compatible methods of working within teams and along side co-workers have depended upon the right personality. Once a career has been secured, ambition and sincerity, along with promotions may determine an employee's future.

Ebunu et al. (2023) remarked that personality, the need for the student to have left a favorable impression, is an important issue during the interview process, prior to being offered a career position. Personality has been a tough quality for parents and teachers to mold into the individual especially if the career in question is not in agreement with the student. In addition, contacts are a major job seeking method. The student's personality must match the criteria for their chosen career.

It is helpful to consider the attitudes people hold about themselves when choosing a career. Margret (2000) as confirmed by Owoeye et al. (2022) remarked that the child is born into the family where he acquires his first social lifestyles . Attitudes about personality have been organized into consistent modes of thinking, feeling and reacting to evaluation of our environment. Udoh et al. (2020) opined that everyone shares some factors or constructs. These constructs are personality traits that become valuable when choosing a career. The environment, such as our formal education has played a major role in the formation of constructs. Organizations of personality constructs are evident in three situations. First, the individual sees the factors that could potentially change personality. Second, only certain environmental factors impinge upon the individual. These environmental factors enter into the ideas that the individual has had about themselves. Third, of all the factors that enter into the cognizance, only a few are perceived, and even those may be distorted or altered to fit the requirements needed to fulfill the comfort limits of our reality. The process choice is affected by experience and purpose. One's experience is limited by the ability to perceive only what the individual is prepared to perceive. Our purpose also limits our ability to perceive. Owoeye et al. (2022) Thus experience and purpose have translated to self and situation, or personality and

environment. What are personal determinants? Personal determinants include the entire cluster of our biological and psychological attributes, as well as behavioral and physical features with genetic origins. The genetic determinants include sex, physical structures, neurological and endocrine systems and, to some extent, intellectual and nonintellectual abilities and aptitudes. Physical appearance such as height, weight, body proportions, structure of the Career face, etc. exert influences on others' reactions toward us and in turn on our self-evaluations. Rate of maturity is also a determinant.

Owoeye et al. (2022) stated that the child is born into the family where he acquires his first social and learning experience that later influences his occupational choice. As the child grows up, he is influenced by the values, interests, goals, life-styles, orientations, occupational stereotype, parental style of leadership and interpersonal relationships as they exist in the family. These variables later influence the child's occupational values. The type of occupation dominant in a family influences the child's occupational choice. In a family where most members are engineers, it is likely that most of the young children may want to become engineers. Likewise educated parents will strive to educate their children, unlike illiterate parents who may lack such zeal. Some families are highly placed and are of higher class than others. Members of such families can easily secure jobs than the less privileged ones. For example where parents are graduates, their children are more likely to be educated to university level than a family where the parents are farmers.

Agi and Yellowe (2023), noted that despite the strong recognition within the educational community and in policy statements that family engagement with schools facilitates educational success. Recent work from Scotland. Akintomide (2020) focuses on the parental experience as parents anticipate, and then experience, their child's transition from prior to school-to-school settings. Data sources include parental values, discussion group transcripts, parental diaries, photographs and drawings. Findings include the nature of the school environment, the age of starting school, whether there are gender differences in learning, the nature of preparation for school and expectations of school.

Udoh et al. (2020) cited that the study is based upon data from on-going group discussions with a small number of families living in suburban Sydney, Australia. All families involved had children attending a child care centre and all were involved in planning for the transition to school. Informal discussions led by a researcher occurred over the year preceding the children's move to school and into the children's first year of school. Issues raised by families, such as the appropriate age for children to start school, potential parental roles at school, deciding on which school children would attend, and expectations of school, featured highly in these discussions. The type of curriculum, peers, teachers, counsellors and school mates an individual is exposed to can influence his occupational choice. For example, a French teacher can make his students develop interest in French and subsequently, study French in higher institution.

Udoh et al. (2020) commented that children's capacity to concentrate, sit for periods of time and use their initiative depends on school teachers' commitment to their responsibility in guiding students towards career development. According to him, for teachers, children being ready for school involves the teachers' ability to control the students and direct them towards realizing their goals in education. They noted that transition should be based on a philosophy that children's adjustment to school is easier when children are familiar with the situation, parents are informed about the new school and teachers have information about children's development and previous experiences. Certain continuities should be aimed for such as continuity of peers, of expectations between settings (including teacher and child behaviours), of programming for children's learning. By contrast, Corsaro and Molinari (2022) consider that many school priming events are embedded in the preschool experience.

Brostrom (2021) remarked that in a survey which asked teachers to reflect on and judge a number of transition activities, educators were asked to rate a range of transition activities in order to judge which they most valued, and to express any possible barriers. Whilst many of the responses were positive, a contradiction between meeting to discuss educational ideas and co-ordinating education practice emerges, as the latter may be seen as too

binding. Here lies a possible barrier to successful school transition, as educators whilst enjoying the opportunity to meet and talk, may use the same language to describe rather different concepts but may not share joint meanings.

Robert-Okah (2002) as cited in Eremie and Ibifaka (2021) remarked that students who disobey school rules and regulations are unstable in school and also perform poorly in their academics. According to him, lawlessness pre-dispose students to poor concentration in classroom instructions and misconception of ideas that leads to wrong choice of career. Eremie and Ibifaka (2021) noted that lack of career guidance for students leads to poor performance of students in future career, which may not be based on the students' ability and competence. Uzoeshi (2024) noted that sometimes, financial difficulties and lack of basic learning materials which parents do not provide may discourage students in their career prospects, leading to failure in examination. Eremie and Ibifaka (2021) noted that there are rules and regulations that guidance counsellors will adopt in proper counselling of children on choice of career.

Dike (2002) as cited in Agi and Yellowe (2023) remarked that Non-Governmental Organizations (NGOs) play prominent roles in helping students in choice of career through scholarships and award of prizes to selected subjects in primary schools. According to him, Heineman publishers and Evans publishers are good examples of NGOs that promote career choice among students through award of prizes to best student in each subject. They noted that teachers, administrators and other specialists are often challenged by the efforts of NGOs to focus more attention on pupil's streaming and career choice. He noted that the research conducted by NGOs to understand environmental factors which affect the child's behaviour outside the school environment, helps to develop the future trend in career development. Similarly, community development efforts promote career choice by making use of community resources to provide learning materials which are not available in the school for the benefit of the students' career development. For example, NGOs sometimes render services such as mental health clinics, juvenile court, speech and hearing services within the community or school and procuring important information for school personnel to help them make decisions relating to the students on choice of career.

Ebunu et al. (2023) further explained that the school health services are the services rendered by physicians, dentists, nurses, teachers, opticians and others to evaluate, protect and foster the health of students and other school personnel. The School Health Services are divided into three related sections viz; Health Education, Healthful School Living and School Health Service. The three sections work hand-in-hand to promote the health services of a school. However, we are going to discuss only the functions of School Health Services. He documented these as the functions of the School Health Services: to appraise the health status of students and school personnel; to counsel students, teachers, parents and others for the purpose of helping students obtain needed treatment or for arranging school programmes in keeping with their abilities; to help prevent communicable diseases; to provide emergency care for injury or sudden sickness; to promote optimum sanitary conditions and to provide proper sanitary facilities; and to protect and promote the health of school personnel.

According to Uzoeshi (2024), the federal government played a very important role towards the development of guidance and counselling in Nigeria by establishment of guidance and counselling career unit in Lagos. The federal government over the years has organized workshops, seminars, symposia and conferences to popularize guidance and counselling and also, to increase the awareness of the society about the need for guidance and counselling. He noted that the federal government has been granting scholarship to post graduate students of guidance and counselling to encourage the production of more manpower in counselling and career choice among students.

Agi and Yellowe (2023) remarked that government contribution to career choice of students are obvious in the provision of the society needed manpower in certain occupations such as medicine, engineering, pharmacy, law, agriculture, etc. According to him, the activities of employment agencies as a result of government directive on vocational equity, is promoting career choice in various vocations. This

emphasis has led students to search for counselling before course selection. Due to the fact that graduates of certain disciplines were rejected at the labour market, government, parents and schools started asking questions as to the usefulness of some certain courses. This also encouraged students to seek vocational counselling and how to gain useful employment after graduation. They noted that Government expression of support of education for self-reliance has proved useful in helping parents and teachers to discover the potentials of their children and to guide them towards actualizing their potential abilities. noted that Government of every nation or country is interested in the education of her citizens, hence, education at the primary school level is made compulsory.

Statement of the Problem

History is moving fast, and the Nigerian society is not left behind. A close look at the demand for labour in various occupations in Nigeria clearly shows the need for various occupations that were emphasized at various times in the socio-political, economic, and technological development of the country. Hence, skilled individuals in occupations with low demand for labour, suffers unemployment, frustrations, poverty, and sorrow.

It is important to remark that career choice that students make depends so much on their perception of the ideal job and their career decision-making maturity. Similarly, attainment of career decision-making maturity, which guides suitable occupational choice amongst student's is based on many factors that influence occupational information available to students. These factors include personal, parental, social, economic and political factors. If information from these influencing agents or factors are limited then the level of occupation information available to the students for suitable career choice, will be limited. When students lack enough information and exposure, they are likely to make wrong choice of career which may lead to bleak future and loss of hope in adulthood. Hence, the problem of this study is to investigate the contributions of personal, parental, social, economic and political factors to career choice among students in secondary schools in Emohua Local Government Area of Rivers State.

The aim of this study is to investigate factors responsible for career choice among students in secondary schools in Emohua Local Government Area of Rivers State. Specifically, the objectives of this study are;

1. To find out the contribution of personal factors to career choice among students in secondary schools.
2. To find out the contribution of parental factors to career choice among students in secondary schools.
3. To determine the contribution of economic factors to career choice among students in secondary schools.

Research Questions

1. What are the contributions of personal factors to career choice among secondary school students?
2. What are the contributions of parental factors to career choice among secondary school students?
3. What are the contributions of economic factors to career choice among secondary school students?

The following null hypotheses were formulated to guide the study:

H_o1: There is no significant difference in the mean responses of male and female students on the contribution of personal factors to career choice among students in secondary schools.

H_o2: There is no significant difference in the mean responses of male and female students on the contribution of parental factors to career choice among students in secondary schools.

2. METHODOLOGY

This study is a descriptive research and the survey research design was adopted to determine the factors responsible for career choice among secondary school students in Emohua Local Government Area of Rivers State. Emohua Local Government Area

consists of 13 senior secondary schools (Rivers State Education Statistics, 2015). All secondary school students in Emohua Local Government Area of Rivers State constitute the population of this study. There are a total of 17702 students in secondary schools in Emohua Local Government Area of Rivers State. The records shows that there are 2603 students in senior secondary three (SS3) in the 13 secondary schools in the area.

Stratified random sampling was used to select a total of 260 SS3 students, out of 2603 SS3 students in the 13 secondary schools in the area. Twenty (20) SS3 students were selected from each of the 13 secondary schools as sample for the study. The students were made up of equal number of male and female students. A total of 260 SS3 students were selected as sample for the study, through stratified random sampling.

The instrument for data collection is a 28-item questionnaire designed by the researcher for SS3 students in the sampled secondary schools. The instrument is designed on a 4-point rating scale as follows; Strongly Agree (4pts), Agree (3pts), Disagree (2pts) and Strongly Disagree (1pt). The researcher and his colleagues read, corrected and approved the face, content and construct validities of the instrument. Prior to administration of the instrument to the sampled audience, the instrument was tested for reliability using split half technique. A reliability coefficient of + 0.86 confirmed that the instrument is reliable.

The instrument was administered to the sampled SS3 students after a brief explanation of the purpose of the study to the respondents, in the sample schools. The instrument was personally administered and retrieved by the researcher. The period of data collection lasted for three weeks. Data was analyzed using mean and standard deviation. A standard reference mean of 2.50 was adopted for the purpose of determining the factors responsible for career choice among secondary school students in Emohua Local Government Area of Rivers State. The means were used to determine the group responses or opinions on various items of measurement, while standard deviations were computed in each item measured to determine the homogeneity in the responses of the students.

3. Result and Discussion of Findings

Data were analyzed and presented according to the order in which the research questions were stated.

Research Question 1:

What are the contributions of personal factors to career choice among secondary school students?

Table 1: Male and Female Students Responses on the contributions of personal factors to career choice among secondary school students

Contributions of personal factors on students' choice of career	Male teachers'		Total No. of male students	Female teachers'		Total No. of female students	Decision
	Mean $\bar{x}$	Std. dev. ð		Mean $\bar{x}$	Std. dev. ð		
Mental abilities	3.00	0.80	117	3.18	0.66	143	Agree
Physical abilities	2.95	0.82	117	3.01	0.70	143	Agree
Interest	3.02	0.96	117	3.07	0.76	143	Agree
Knowledge of existing vocations	2.86	0.87	117	2.98	0.67	143	Agree
Grand mean	**2.96**	**0.86**		**3.06**	**0.70**		

Standard reference mean $\bar{x}$ = 2.50

Table 1 shows that mean values of 3.00, 2.95, 3.02, 2.86, 3.18, 3.01, 3.07 and 2.98 respectively, which are greater than the standard reference mean of 2.50 indicates that male and female students were of the view that the following variables of personal factors such as mental abilities, physical abilities, interest and knowledge of existing vocations ccontributed to career choice among secondary school students. Small values of standard deviations obtained, that is; 0.80, 0.82, 0.96, 0.87, 0.66, 0.70, 0.76 and 0.67 respectively indicates that the male and female students were homogeneous in their response.

Research Question 2:

What are the contributions of parental factors to career choice among secondary school students?

Table 2: Male and Female Students Response on the contributions of parental factors to career choice among secondary school students

Contributions of parental factors on students' choice of career	**Male student's**		**Total No. of male teachers'**	**Female student's**		**Total No. of female teachers'**	**Decision**
	Mean $\bar{x}$	**Std. dev. ð**		**Mean** $\bar{x}$	**Std. dev. ð**		
Exposing students to pictures and films in professions of interest to parents to direct their attention towards such profession	2.97	0.91	117	2.86	0.68	143	Agree
Telling stories about a particular profession to motivate their children interest towards making a career in such areas	3.06	0.80	117	2.95	0.75	143	Agree
Advising their children to develop interest in career that seems too honourable and economically benefiting	3.13	0.84	117	2.93	0.65	143	Agree
Providing learning materials and toys to motivate their children in careers where the children shows proficiency	3.03	0.58	117	3.04	0.78	143	Agree
Grand mean	**3.05**	**0.78**		**2.95**	**0.72**		

Standard reference mean $\bar{x}$ = 2.50

Table 2 shows that mean values of 2.97, 3.06, 3.13, 3.03, 2.86, 2.95, 2.93 and 3.04 respectively, which are greater than the standard reference mean of 2.50 indicates that male and female students were of the view that the following variables of parental factors such as exposing students to pictures and films in professions of interest to parents to direct their attention towards such profession, telling stories

about a particular profession to motivate their children interest towards making a career in such areas, advising their children to develop interest in career that seems too honourable and economically benefiting and providing learning materials and toys to motivate their children in careers where the children shows proficiency ccontributed to career choice among secondary school students. Small values of standard deviations obtained, that is; 0.91, 0.80, 0.84, 0.58, 0.68, 0.75, 0.65 and 0.78 respectively indicates that the male and female students were homogeneous in their response.

Research Question 3:

What are the contributions of economic factors to career choice among secondary school students?

Table 3: Male and Female Students Response on the contributions of economic factors to career choice among secondary school students

Contributions of economic factors on students' choice of career	**Male student's**		**Total No. of male teachers'**	**Female student's**		**Total No. of female teachers'**	**Decision**
	Mean $\bar{x}$	**Std. dev. ð**		**Mean** $\bar{x}$	**Std. dev. ð**		
Availability of employment opportunities	2.68	0.97	117	3.13	0.68	143	Agree
Attractive salary package	3.00	0.75	117	3.00	0.77	143	Agree
Sustainable means of livelihood (self-employment)	3.14	0.72	117	3.03	0.74	143	Agree
Grand mean	**2.94**	**0.81**		**3.05**	**0.73**		

Standard reference mean $\bar{x}$ = 2.50

Table 3 shows that mean values of 2.68, 3.00, 3.14, 3.13, 3.00 and 3.03 respectively, which are greater than the standard reference mean of 2.50 indicates that male and female students were of the view that the following variables of economics factors such as availability of employment opportunities, attractive salary package and sustainable means of livelihood (self-employment) ccontributed to career choice among secondary school students. Small values of standard deviations obtained, that is; 0.97, 0.75, 0.72, 0.68, 0.77 and 0.74 respectively indicates that the male and female students were homogeneous in their response.

Hypothesis 1

There is no significant difference in the mean responses of male and female students on the contribution of personal factors to career choice among students in secondary schools.

Table 4: Z-Test of Differences in the Mean Responses of Male and Female students on the contribution of personal factors to career choice among students in secondary schools

Group	Mean	Std. dev	N	Df	Std. error	Z_{cal}	Z_{table} □=0.05	Decision
Male students	2.96	0.86	117	258	0.099	1.01	1.96	H_0 accepted
Female students	3.06	0.70	143					

Table 4 shows that the null hypothesis on Z-test of difference in the mean responses of male and female students on the contribution of personal factors to career choice among students in secondary schools, was accepted at 5% level of significance, where the degree of freedom (258) is at infinity (∞), because the critical or tabular value of Z (1.96) is greater than the calculated value of Z (1.01). This shows that male and female students agreed that personal factors contributed to their career choice.

Hypothesis 2

There is no significant difference in the mean responses of male and female students on the contribution of parental factors to career choice among students in secondary schools.

Table 4: Z-Test of Differences in the Mean Responses of Male and Female students on the contribution of personal factors to career choice among students in secondary schools

Group	Mean	Std. dev	N	Df	Std. error	Z_{cal}	Z_{table} □=0.05	Decision
Male students	3.05	0.78	117	258	0.094	1.06	1.96	H_0 accepted
Female students	2.95	0.72	143					

Table 4 shows that the null hypothesis on Z-test of difference in the mean responses of male and female students on the contribution of parental factors to career choice among students in secondary schools, was accepted at 5% level of significance, where the degree of freedom (258) is at infinity (∞), because the critical or tabular value of Z (1.96) is greater than the calculated value of Z (1.06). This shows that male and female students agreed that parental factors contributed to their career choice.

DISCUSSION OF FINDINGS

In research question one and hypothesis one, the study found out that the following variables of personal factors such as mental abilities, physical abilities, interest and knowledge of existing vocations ccontributed to career choice among secondary school students. These findings support the remarks of Uzoeshi (2004) that the federal

government played a very important role towards the development of guidance and counselling in Nigeria by establishment of guidance and counselling career unit in Lagos. The federal government over the years has organized workshops, seminars, symposia and conferences to popularize guidance and counselling and also, to increase the awareness of the society about the need for guidance and counselling, towards students' choice of future career.

In research question two and hypothesis two, the study found out that exposing students to pictures and films in professions of interest to parents to direct their attention towards such profession to motivate their children's interest towards making a career in such areas, advising their children to develop interest in careers that seems too honourable and economically benefiting and providing learning materials and toys to motivate their children in careers where the children show proficiency, are the contributions of parents that guide students on choice of career. These findings support the remarks of Owoeye et al. (2022) that the child is born into the family where he acquires his first social and learning experience that later influences his occupational choice.

In research question three, the study found out that the following variables of economics factors such as availability of employment opportunities, attractive salary package and sustainable means of livelihood (self-employment) contributed to career choice among secondary school students. These findings support the remarks of Udoh et al. (2020) that children's capacity to concentrate, sit for periods of time and use their initiative depends on school teachers' commitment to their responsibility in guiding students towards career development. Also, peers advising each other on choice of vocation, Non-Governmental organizations offering scholarship to selected vocation to influence students' interest to those career in such vocations, multi-national firms award prizes to best pupil in various subjects of interest to the company can influence students' choice of career subjects and companies offer employment opportunities to selected profession, can influence students' choice of career to such vocations respectively, are the contributions of civil society that guide students on choice of career. These findings support the remarks of Agi and Yellowe (2023) that Non-Governmental Organizations (NGOs) play prominent roles in helping students in choice of career through scholarships and award of prizes to selected subjects in primary schools.

4. Conclusion and Recommendations

Conclusion

Stakeholders in occupational information and career choice of students in Emohua Local Government Area of Rivers State include; parents, schools, civil societies and government. In view of the fact that parents influence students' choice of career, efforts should be made by Government and schools to enlighten illiterate parents on the need to consider personal ability of students on choice of career and the successful attainment of the chosen career. The major role played by teachers on students' choice of career, demands that government should properly monitor the teaching and learning that goes on in primary schools, so that students' mental dispositions toward a particular career may be reinforced by teachers' enthusiasm in classroom demonstrations.

RECOMMENDATIONS

In the light of the findings, the following recommendations are urgent;

1. Government should provide the basic facilities needed for effective teaching and learning in primary schools, so that students can acquire the basic skills and knowledge that will motivate towards career choice.
2. Workshops and seminars should be organized for students and parents on choice of careers under the guidance of the school.
3. School teachers should endeavour to identify students' proficiency towards a particular career and advise parents and students during open-day programmes of the schools.
4. Parents should ensure that they provide basic ideas and experiences at homes that will help students in choice of career.
5. Non-Governmental organizations or civil societies should encourage students' choice of

career in diverse areas of human endeavours for meaningful and sustainable development of the society or country.

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