



EFFECT OF PEER PRESSURE AND PARENTAL EDUCATION ON CAREER CHOICE OF ADOLESCENT STUDENTS IN OSUN STATE, NIGERIA.

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ABSTRACT

The study was designed to investigate if peer pressure and parental education have any influence on career choice among adolescent secondary school students. The study further revealed the relationship between the two primary factors (Peer Pressure and parental education) and career choice was determined using Pearson moment correlation coefficient. Three research instruments were used. They are: Career Choice of Adolescent Students (CCAS), Peer Pressure Assessment Scale (PPAS) and Parental Education Assessment Scale (PEAS). The population of the study comprises 1,920 adolescent Students in Senior Secondary (SS3). Result shows that there was no significant relationship between peer pressure and parental education influence on career choice of adolescents among secondary students. It is therefore recommended that many counsellors should be employed and work effectively with peers as regards career choice. Thus, this will improve career choice development prospects of adolescent students and our future workers.

Keywords: Career choice, Peer Pressure, Adolescent students and Parental Education.

Introduction

Recently, there has been growing interest in the interrelationships between career choice, peer group and parental education. More importantly the focus has been on the factors that tend to move an adolescent towards a career choice. The achievement of adolescents as they grow up has always been a matter of interest to parents. The young adolescent in school is expected to set high aspirations for him or herself and to work towards the achievement of those goals Alika (2010). Moreover, adolescent students are made to become aware of the prestige that goes along with successful career choice. The young adolescent who enters secondary school is encouraged to set high aspirations for herself and to work to achieve these aspirations. Peer pressure and parental education are sources of information which induce the young adolescent into pre-determined career choice, sometimes with little or no considerations on the potentials, actual needs

and ego of the adolescent students. Career choices are decisions that should be carefully made because it affects the entire life of the individual; hence it is necessary that a study such as this should be carried out in order to study the relationship between peer pressure group, parental education and career choice among secondary school students in South West. Economic incentives, peer pressure influence and parental education influence are sometimes used as a means /pressures to induce the young adolescent into predetermined careers choice, regardless of the potentials, actual needs and ego of the students. The glamour associated with some careers choice often turn out to be an illusion. Empirical findings have confirmed to a greater extent, the impact of the parental education in which a person lives and the family goals and objectives on his/ her choice of career. Trost and Levin (2000) opined that the parental education influences the behaviour or character of adolescents. Tella (2003) also found that parents education play an invaluable role in laying the foundation of their adolescent's career choice.

Peer pressure is defined as the way by which people of the same social group can influence on another peer to take a certain action, adopt certain values, or otherwise conform in order to be accepted. Peer pressure is commonly applied to younger people, especially those teenagers. Responding to peer is part of human nature that some teenagers are more likely to give in, and others are better able to resist and stand their ground. Peer pressure is a thing that all adolescents have in common, some can't escape it because it is almost everywhere. Peer pressure can also have a positive effect. Peers often encourage each other, encourage others to do worst or encourage doing well. Peers might join a volunteer project because all of his or her friends are doing it, or get good grades because the social group they belongs to thinks getting good grades is important. A positive peer pressure can help boost adolescent students' self-esteem. It might prevent them from engaging in harmful or risky behaviors. In the modern society, most of the teenagers are not aware with the pressure they can experience together with their peers group; most especially when they feel that they to the same group. Adolescent needs to be conscious with the consequences of choosing groups to be with. They need to be guided on the knowledge and how to critically deal with the matter of peer pressure. Instead of watching adolescent's students to suffer from peer pressure, this paper may help us to have considerations and idea on how to guide them with the right path. The paper focuses on the effects brought by peer pressure and parents education on adolescent students in building their personality and career choice.

Peer pressure can lead adolescent students to a very quick and accurate judgments and decision making on their own and in situations where they have time to think. However, when they have to make decisions in the heat of the moment or in social situations, their decisions are often influenced by external factors like peers. In a study funded by the National Institute on Drug Abuse (NIDA, 2009), teen volunteers played a major driving

game, either alone or with friends watching. What the researchers discovered was that the number of risks adolescents took in the driving game is more than doubled when their friends were watching as compared to when the adolescents played the game alone. This outcome indicates that adolescents may find it more difficult to control impulsive or risky behaviors when their friends are around, or in situations that are emotionally charged. (<http://www.scholastic.com/nida/nida/HeadsUp-Student-Yr6.pdf>)

Peer Pressure is usually made up of playmates, or people within the same age bracket (Akintayo, 2008). They serve as confidants to their members. In some cases they belong to the same social clubs where they share the same values and ideals. Many educators consider peer group pressure to be an effective and powerful instructional strategy which can be used to develop and influence career choice. Peer pressure help adolescents to be more pragmatic in choosing good careers. The adolescent students in secondary school are expected to set high aspirations for them and they should work towards the achievement of these goals. Moreover, adolescent students should be aware of the prestige that goes along with successful career choice. Peer or friends are very important factors in the career choice of adolescents.

Parental Education

Parental education is a primary need in this time of globalization. Parental education not only gives insight, also grooms the personality, inculcate moral values, add knowledge and give skill to adolescent career choice. Parental education is necessary owing to the nature of competition facing secondary school student career choice. In every area, highly qualified young people are needed due to the choice of career options. Battle & Machel (2002) indicated that in this era of globalization and technological revolution, parental education is considered as the first step in mentoring every adolescent career choices in human endeavour. It plays a fundamental role in the development of career choice of adolescents toward human capital and is linked with an adolescent wellbeing and opportunities for better future and standard of living. It is believed that parents' education plays a significant role in the allocation of subject to various career choices of adolescents in school. It sorts adolescent according to differences in value abilities, channels them into streams of training that develop their career choices, and helps them to aspire to various roles that are in keeping with their talent. However, many factors other than the capacity of the student influence his later educational experiences and attainments. These include differences in the level and quality of education available in the country, region or community, difference to access to educational equipment according to adolescent social status, religion, race, and ethnic origins, and differences in the willingness and capability of his parents education and to provide the financial and psychological support necessary for the maximization of his talent potentials.

Comments from educators indicated that, the blame from lack of good performance has been as a result of neglect and carefree attitude toward academic work by adolescent student and parent. Home is the first school for an adolescents where they will be taught the basic norms and values by the parent before they leaves for the formal education. Safe and conducive environment coupled with adequate learning facilities would help to boost the intellectual and academic capability of the adolescent students. Well educated parent would always have the right attitude toward education and provide learning materials such as television, videotapes, novels books which serve as information for career choice for them. Some educated parents provide different magazine and journals that could facilitate career choice and learning process. The motivation of any intelligent adolescent towards learning is being accelerated by the positive influence of parental education and its environment while others who lack motivation are negatively affected. Parental level of education plays a vital role on adolescent students' career choice. Education is a means of achieving personal prestige, higher income, means to position of power and authority. It is an access entry into adolescent students' career choice that is satisfying and interesting. Many developing countries including Nigeria are very poor. It is evident that poverty is not shared equally by all and this is known as social inequality between education and socio economic status (Agulana and Nwachukwu, 2004). The introduction of school fees in Nigeria has made some people believe that education is meant for some privileged few rather than the right of every adolescent student depending on their capacities. Parental level of education contributes to the career choice of adolescent students in secondary school.

Career choice of adolescent students

Career choice is one of the most important decisions an adolescent student has to make. Whether that decision is to select subject specialization, organization or a profession, it should be made after careful consideration of the internal (including physical, emotional and intellectual demands) and external environment (which might include one's suitability to the type of career choice). This choice of career is crucial as it shall drive what will be the adolescent students schedule for the rest of their life. Furthermore, it will have a direct impact on the other aspects of their life such as life style, self-satisfaction, future work-life balance and quality of life. The career choice decision is also difficult not just because of the range of career choice options available to adolescent students in their current environment, but having an adequate understanding of career choice without getting into it. Too often, only after a person has made sustainable commitments in time, energy, and money or has cut off other opportunities by taking steps to enter a career, does he or she find that it is not what was expected or wanted. Another difficulty faced by adolescent students lies in having a clear

perception, career choice preference testing, guidance counseling, and experience in activities related to the career choice are all resources for making this right choice. Making a career choice requires getting in touch with peers and their environment. There are clearly two ways of looking at assessing options.

There are two ways of looking to adolescent students assessing career choice options. The first one is about intuition and listening to their heart, which helps them create a vision of what one wishes to accomplish in life and how it can influence the world. The other one is about the evaluation of the inner-self and the environment and uses their brain to evaluate what career choice option is the most suitable one. The first evaluation is usually made in a relaxing environment both physically and mentally. The latter involves considering the pros and cons of each of the career choice options that come from first part. Concept of Career Choice according to Brown (2002) proposes career choice process to be the one involving evaluating individual's abilities, skills and values in the light of the career choice available and how these align with the course values of the available alternatives choices. Gottfredson's (1981) Developmental Theory of occupational aspirations describes the affinity of adolescent students towards certain career choice. The concept of self-realization is key factor in career choice selection as most adolescents want to do career that tend to align with the perceived self-image they have. The key variables that determine or help adolescents perceive these images are peer pressure, social class, ability, intelligence and information gotten from friends. The basis of the Krumboltz (1993) Career Choice Theory (CCT) is based on the fact that students learn significantly from their environment and parents experiences and how they have influenced them as an individual. These parent education experiences and peer pressure influences may include a family, teacher, mentor, a hobby or just observing peer do a certain choice of course. This eventually drives adolescent choice of career. Research within career choices of peer groups like science students and social science students has been conducted on parental education and peer pressure influence is very crucial for positive development in adolescent career choice {Morrison, 2004, Aggrawal, 2008}. Career exploration is very crucial topic when it comes to career choices of adolescent students. Self exploration which is the exploration of the "self" and exploration of the environment which is environmental exploration are part of career choice exploration (Eddy et.al. 2008). In self-exploration adolescent students explores its own interests, experiences and values to understand its own need and caliber for the career choice match. Whereas, Environmental exploration; exploring the options in the market by seeking information on organizations, jobs, occupations, and industries to make better career choice decisions involved (Zikic and Richardson, 2007).

Statement of the Problem

Career choice of adolescent students may likely be influenced by the level of parental education and peer pressure. It is believed that adolescent students in Nigeria may not have access to adequate and reliable information that may lead them to good career choices. Some of these adolescents who make wrong choices may experience career frustration later in life. It is in the light of this that this study sets out to investigate the

effect of parental education and peer pressure on career choice of adolescent students in Osun State, Nigeria.

Objectives of the Study

The main objectives of this study are to:

- i. Assess the conditions that Influence Career Choice of Adolescent Students in Osun State, Nigeria.
- ii. determine the influence of parental education on career choice of adolescent students in Osun State, Nigeria;
- iii. find out the relative contributions of peer pressure on career choice of adolescent students in Osun State, Nigeria.

Research Questions

1. What are the conditions that Influence Career Choice of Adolescent Students in Osun State, Nigeria?
2. To what extent does parental education influence the career choice of adolescent students in Osun State, Nigeria?
3. What is the influence of peer pressure on career choice of adolescent students in Osun State, Nigeria?

Hypotheses

The following hypotheses are tested at 0.05 level of significant:

Ho₁: parental education does not significantly influence career choice of adolescent students in Osun State, Nigeria.

Ho₂: Peer pressure does not significantly influence career choice of adolescent students in Osun State, Nigeria.

REVIEW OF LITERATURE

Concept of Adolescents' Career Choice

Career choice can be defined as a process which describes the choices that a person makes when selecting a particular career from secondary schools. It also helps to identify different factors involved in a person's career decision and provides an understanding of the way these factors have an impact on their career choices (Sharf, 2002). The concept of career choice appears useful in helping individuals to find congruence between their career orientations and work environment (Ituma & Simpson, 2006). At the same time, it helps employers to provide employees with appropriate work environments which increase employees' career satisfaction and commitment to an organisation (Baruch, 2004). For example, an investigation of the relationship between

career anchors and graduates sought to understand why graduates applied for jobs in large organisations and also assessed their perceived career competencies (Schwartz and Buboltz, 2000). The study found that graduates applied for jobs in large organisations because they valued the security and stability anchor. They also perceived that large organisations would provide them with better career choice opportunities than small businesses. The study concluded that small business recruiters should consider providing employees with clear career paths and good training programmes in order to make positions in their organisations appealing to new graduates. Schwartz and Buboltz, (2000) demonstrated that career choice anchors provide organisations with a better understanding of potential employees' career orientation and allow organisations to develop strategies that enhance employees' career satisfaction and commitment to the organisation. The concept of career choice was introduced by Albert Bandura in 1977 when he used social learning theory to investigate personality development Prideaux (2001).

Peer Pressure and Adolescents' Career Choice

There has been growing interest in the interrelationships between career choice, and the influence of peer pressure. More importantly the focus has been on the factors that tend to move an individual towards a career. The achievement of adolescent students as they grow up has always been a matter of intense interest to peer pressure. The young adolescent in school is expected to set high aspirations for him or herself and to work towards the achievement of those goals. Moreover, children are made to become aware of the prestige that goes along with successful career decision / choice. Education, economic incentives and peer group influence are sometimes used as pressures to induce the young adolescent into predetermined careers, regardless of the potentials, actual needs and ego of the student. Literature have confirmed to a great extent, the impact of the peer pressure in which adolescent students live and the individual goals and objectives on his/ her choice of career.

Trost and Levin (2000) opined that the peer pressure influences the behaviour or character of a student. Tella (2003) also found that peer pressure plays an invaluable role in laying with the foundation of student's career choice. In the same light Wikelund (2006), pointed out that the more intensively peer pressure is involved in their children's learning, the more beneficial are the achievement effects. Thus it is assumed that when peer pressures monitor homework, encourages participation in extra curricula activities, are active in parent - teachers' associations and help students develop plans for their future, such students are likely to respond positively in academic activities. Alika and Egbochuku (2009) found that peer pressure exerts a lot of influence on the educational attainment of the adolescent students especially through career

choice. The authors further reported that when a girl student drops out of school the possibility of re-entry into school is enhanced if the adolescent girl comes from the high socio-economic status family and peer pressure of friends. Ryan (2005) reported that academic performance is positively correlated to having peer pressure of adolescent children.

Parental Education and Adolescents' Career Choice

However it has been shown that parents cannot 'do it all' without other factors in enabling the adolescent students (Miller, 2006), Miller discussed what parents can and cannot do. They can draw career preferences to the forefront, in reflecting of adolescent preferences, clarifying career preferences, summarizing, and encouraging people towards career preferences. Parents should not be engaged with the evaluation for instance, telling the young adults what they are or are not capable of doing. Parents should not moralize or tell the adolescents what they should do, what their motives should be, or persuade the people to adopt a different point of view. Career counselors would be ineffective if they try to dictate, judge, or decide the student's values. And finally, counselors should not make predictions that go beyond the capability of their training. However, decision-making has become a tool towards forming career choices. Momberg (2004), indicates that the decision making process concerning one's career is a function of the information use by the individual, but more in the process of maturity and planning. Germeys and Verschuerer (2006) stressed that good decision-making relied upon adequate information use and effective strategies for making career choice. People can help themselves to differentiate myth from reality. Communication and learning to operate autonomously are fundamental building blocks used in effective career planning. In order to succeed in obtaining their goals, students must know what they want. "Too many of us have been taught to suppress what we want and instead concentrate on meeting other people's expectations. In doing this, we end up spending most of our time marching to other people's drums" (Esbroeck, Tibos and Zaman, 2005). Furthermore, many evidences exist that parents influence their children's career development and that the parents provide resources that help adolescents develop ideas about their future. For instance, parents provide financial and emotional support, and also transmit values, goals, and expectations to their children, which can impact the career choice development process. Some suggest that parents assist in shaping children's self-concept and can serve as role models. Similarly, Musarat, (2013) suggested that the amount of parental identification will be reflected in the interests of their children and in turn, the career interests that they choose to pursue. Social learning theory also points out possible influences the parents can have on adolescents' career decision development, since its premise is that individual's personalities and skills are a

result of their instrumental and associative learning experiences. Parents can have an influence on their children's career development by positively reinforcing or punishing certain behaviours that can encourage or discourage certain interests or abilities (Tinsley, 2000). Studies have also focused on the overall information on the parental interaction as influences on the career decision development of their children, and purport an idea similar to the need for separation from the parental unit. Family systems theory places importance on the impact that the parents relationships have on adolescents' career choice development. They suggest that career choice is combined with other developmental tasks during adolescence such as adult identity formation and psychological separation from the parents (Hall & Moradi 2003). Over involvement of relationships between parents and their children may inhibit the individual process and contribute to young adolescent students' indecisiveness due to conflict with their own needs and wants and those of their parents. Burgess (2002) proposed an interactional perspective to understanding the parental role in the career decision development process, which focuses on the relationships with the parent as contexts for career development. They propose that there are certain societal and parents circumstances under which career exploration is more likely to occur and that parents facilitate exploration by establishing a balance of both closeness and independence. This idea parallels attachment theory and the separation of individual models because they all support the notion of the importance of positive, close parent's relationships and the importance of adolescent student's autonomy or independence. Although coming from different angles, these theories seem to identify similar constructs important in understanding adolescent student's career choice development.

Effect of Peer Pressure and Parental Education on Adolescents' Career Choice

Wentzel (1991) observed that associating with friends that serve as academic and social resources could have a direct and positive influence on achievement outcomes at school. According to him, peers may have a less influential role than peer pressure in influencing adolescents' career choice. The young adolescent who enters school is encouraged to set high aspirations for him or herself and to work to achieve these aspirations. Peer group influence are sources of pressures which induce the young adolescent into pre-determined career, sometimes with little or no considerations on the potentials, actual needs and ego of the child. Career choices are decisions that should be carefully made because they affect the entire life of the individual; hence it is necessary that a study such as this should be carried out in order to study the relationship between peer groups, parent influence and career choice in humanities among secondary school students in Osun State Nigeria. While it is argued that peer pressures do influence children's lives, it is likely that if the youngsters are removed

from parental proximity, the less likely it is that they will be molded by the benevolent influence of peer group. And so, by default, when there is an expanded distance between peer pressure and children, the latter are more likely to be shaped by the impact of their peers. If the young ones must be guided towards a better occupation in this regard, then it is timely to investigate the relationship between peer group influences on career choice in humanities among adolescent students. The question then is: to what extent does peer pressure influence career choice in humanities among adolescent students? It is important to know the factors that constitute the popularity of a peer pressure choice in comparison with others in career choice (Hossler, Schmit and Vesper, 1999). The complexity of the students' choice in choosing nursing course as their tertiary education is reflected by the diversity of published research. There is a widespread recognition of factors such as pressure on career and education aspiration (Liegler 2000), personal ability of the adolescent students (Beggs, Bantham and Taylors, 2008) and peer pressure encouragement (Scanlon, 2008) that aid adolescent students' career choice process. The pressure put by peer on the socio-economic status of adolescent students continues to reflect negatively or positively on career choice (Paa and McWhirter, 2000). Andrews, Thomas, Wong and Rixon, (2009) maintained that peer pressure influences not only lead to poor selection choice but also has implications for institutional enrolment. Like many studies, local/public secondary school leavers are faced with a wide variety of factors that influence their career choices. Consistently a descriptive study done by Law and Arthur (2003) suggested that many students harboured a view that many a career low-status profession not generally command respect thereby leading to the notion that such a career is not a good choice for higher study. However, another study indicated that job security was the prime reason why school leavers choose as their higher education and career (Brodie, 2009). A similar result was reported in a correlation study by Rognstad, Aasland and Granum (2004). In essence, the effects of job security, nursing image, sexual stereotypes and wages impact local student's choice of career education. In other words, social economic status has a direct influence as peer pressure on student's choice as a career. Scanlon's (2008) indicated that young adolescent were found to own career and education aspiration about some courses and have dissuaded their peer from taking some courses in their tertiary study.

EMPIRICAL REVIEW

Parents are the first teachers of their children. In the light of this, parental education influences adolescent student's career choice and academic performance. Ahmad (2013) suggested that adolescents from families where parents have less education tends to perform systematically worse in secondary school than students whose parents have

more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their adolescent students who in turn make them to be more comfortable and adjusted to their learning development and motivate their career choice and this result in high academic performance. Musarat (2013) in his research conducted on two hundred and fifty (250) students from University of Sargodha, Pakistan, found out that there is relationship between parental education and adolescent student's career choice and their performance. To him, those adolescent students from educated parents have better performance, than those from uneducated parents. He also pointed out that mother education has significant influence in adolescent students' career choice and students whose mothers are highly educated have scored high performance. Also Femi (2012) came up with the result that the mean scores of adolescent students from educated parents were high than scores of students from uneducated parents. Therefore, parental education has significance effects on students' career choice and academic performance.

Another study by Ahmad et al. (2013), stated that parent with an educational background would be in good position to be second teachers to their adolescents even to guide and counsel the adolescent on the best way to choose their career and perform well in education. Such parents would provide necessary materials needed to their adolescents. This motive also supported by Musgrave, (2000), who opined that those adolescent from educated parents always like to follow the footsteps of their parents and by this, chose best career and work actively in their studies. It also supported by Ekber (2013) in his research conducted on the undergraduate senior students being trained at the University of Suleyman Damirel. He found out that parents with high education provide a most conducive environment for their adolescent to study. He further stated that adolescent students from parents with higher education are likely to choose better career and perform academically well than their peers from uneducated parents. Parental education background continues to draw the attention of many researchers, educationist, and administrators for the role it plays in influencing adolescent students' career choice and academic performance. In light of this, a study conducted by Suresh, (2012) on the impact of parents' socioeconomic status on parental involvement at home for high achievement Indian students of Tamil school in Malaysia, indicated that adolescent students from parents with high educational qualification scores high test in their school. High educated parents deducted a lot of time, energy, and money to help their adolescent to perform well in academic activities. From the research finding, parental education assist their adolescents to do homework given to them by the school and even to prepare timetable for the adolescents to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to an academic development of their children to utilize the time available at home. With

parents educational status, it was very easy to involve fully in their adolescent' career choice and learning development. They also keep in touch with the school authority about progress or otherwise of their adolescent education. These advantages made it possible for the adolescent to perform academically well than their counterpart from uneducated parents. The more supportive and conducive environment an adolescent gets the more career choice and academic achievement would be attained.

Methodology

The survey method was adopted for this study. The data collected were analyzed using the Pearson product moment correlation and regression. The independent variables include peer pressure and parental education while career choice was the dependent variable. A random sample of one thousand nine hundred and twenty respondents was selected and used for this study. It investigated the relationship between independent variables and dependent variable. The instruments used for this study were Career Choice Assessment Scale (CCAS), Peer Pressure Assessment Scale (PPAS) and Parental Education Assessment Inventory (PEAI). The respondents were to respond to the items on the three instruments on a modified (four) 4- point Likert scale of strongly agree (4) agree (3), disagree (2) strongly disagree (1)

Data Presentation and discussion of Findings

This chapter summarise the result of the statistical analysis used to answers research question and test hypotheses formulated. Descriptive statistics was used to answer research questions while Pearson moment correlation co-efficient were used to test the hypotheses.

Table 4.1: Table showing the rating of Peer Pressure

S\N	Peer Pressure	SA(%)	A (%)	D (%)	SD (%)	Std.Dev	
1	My friends are very curious in choosing careers that will earn them better or good wages / income.	840 (43.8)	887 (46.2)	122 (6.4)	71 (3.7)	3.30	0.82
2	Friends have been the greatest influence in my career choice	849 (44.2)	863 (44.9)	129 (6.7)	79 (4.1)	3.27	0.83
3	I make career choice because my friends encourage me to do it	838 (43.6)	869 (45.3)	133 (6.9)	80 (4.2)	3.26	0.88
4	Friends opinion is to be respected in terms of making career choice	569 (29.6)	922 (48.0)	253 (13.2)	176 (9.2)	3.13	1.04

5	Career choice is an option for me because my friends are not thinking about it	753 (39.2)	682 (35.5)	217 (11.3)	268 (14.0)	2.99	0.97
6	I chase my career because I belonged to a group that engaged in career debate	909 (47.3)	67 (3.5)	64 (3.3)	880 (45.8)	2.51	0.62
7	Age mate encourage friends to make career choice that leads to professionalism	907 (47.2)	61 (3.2)	64 (3.3)	888 (46.3)	2.50	0.62
8	I am limited to my career choice by my friends	890 (46.4)	67 (3.5)	73 (3.8)	890 (46.4)	2.50	0.63
9	My friends encourage me to offer career that will lead to social status	894 (46.6)	65 (3.4)	81 (4.2)	880 (45.8)	2.49	0.63
10	I need my friends' advice because I want to choose a career that requires technical information	709 (36.9)	125 (6.5)	407 (21.2)	679 (35.4)	2.29	0.87

Table 4.1 shows the influence of peer pressure on adolescent students' career choice. The mean and standard deviation score of peers or friends are very curiosity in choosing career that better income wages is (\bar{X} =3.30, S.D=0.82), followed by friends that have been the greatest influence on career choice (\bar{X} =3.27, S.D=0.88), peers or friends that were not interested in choosing career for better or good income wages (\bar{X} =3.30, S.D=0.82), friends having greatest influence on adolescent students career choice (\bar{X} =3.27, S.D=0.83), friends encouragement to choose a particular career (\bar{X} =3.26, S.D=0.88), this is followed by friends opinion were honoured and respected for making career choice (\bar{X} =3.13, S.D=1.04), and career choice is an option for them (\bar{X} =2.99, S.D=0.97), career debate (\bar{X} =2.51, S.D=0.62), career that leads to professionalism (\bar{X} =2.50, S.D=0.62), and limited to their career choice by friends (\bar{X} =2.50, S.D=0.63). This implies that the interest of friends on good salaries income was not a key determinant of adolescent students' career choice. The findings further shows that friends have been the greatest influence in adolescent students career choices. This is because their friends encouraged them to choose a particular career while the opinion of their friends were

always honoured and respected when making career decision. Though, a significant number of adolescent students established that their friends do not always think about their careers, therefore concluded that their career choices is options for them. The findings also revealed that significant number of adolescent students chose their career because they belonged to groups that engaged in career debates. Furthermore, finding of this study discerned that peer groups encouraged adolescent students to make career choice particularly careers that lead to professionalism. In spite of friends' encouragement, a significant number of adolescent students claimed that they are limited to their career choices by friends. But, the lowest in the scale of peer pressure deduced that friends of adolescent students hardly encourage them to offer career that will lead them to social status. Hence, this finding finally revealed that interest of adolescent students on good income was not a key determinant of their career choice.

Table 4.2: Table showing the influence of Parental Education on career choice of adolescent students in Osun State, Nigeria.

S/N	Parental Education	SA (%)	A (%)	D (%)	SD (%)	Std.Dev	
1	Because my parents are well educated, they often told me what career they wanted me to do	761 (39.6)	678 (35.3)	210 (10.9)	271 (14.1)	2.99	0.97
2	Because my parents are highly educated and exposed ,they knew which career to choose for me	771 (40.2)	672 (35.0)	213 (11.1)	264 (13.8)	2.99	0.97
3	Because my parents are well educated, they knew the relevant of educational resources to provide to aid my career development.	736 (38.3)	643 (33.5)	238 (12.4)	303 (15.8)	2.93	1.01
4	Because my parents are highly educated, they have a good job and so are able to finance my vocational/career aspiration	725 (37.8)	649 (33.8)	251 (13.1)	295 (15.4)	2.92	1.01
5	Because my parents are highly educated, they knew how to assist me in making my career choice/decision	727 (37.9)	644 (33.5)	254 (13.2)	295 (15.4)	2.92	1.01

Table 4.2 revealed the influence of parental education on adolescent students' career choice. The main and standard deviation of parents information on choices of career is (

\bar{X} =2.99, S.D=0.97), parents level of education and exposure (\bar{X} =2.99, S.D=0.97), this is followed by provision of relevant educational resources (\bar{X} =2.93, S.D=1.01), and adolescent students aspiration (\bar{X} =2.92, S.D=1.01). The study revealed that most adolescent students asserted that their parents frequently told them the type of career they wanted them to choose. The study further shows that high level of parental education and exposure serves as a key determinant of career choice of adolescent students. The implication of this findings is that the educational level of parents enables them to provide relevant educational resources for the adolescent students so as to aids their career development. Findings also deduced that the educational level of parents of adolescent students enable them to have a good job and this therefore aid the parents to finance vocational or career aspiration of adolescent students which as a result aids them to make best career decisions. Therefore, the findings concluded that high level of parental education and exposure in the Osun State serves as a key determinant of career decisions of adolescent students.

Table 4.3: Assessment of Conditions that Influence Career Choice of Adolescent Students in Osun State, Nigeria.

S\N	Assessment of Career Choice of Adolescent Students	SA (%)	A (%)	D (%)	SD (%)		Std. Dev
1	I have no career plans at present	285 (14.8)	40 (2.1)	1141 (59.4)	454 (23.6)	2.92	0.92
2	I am limited to a career choice by schooling in my area	388 (20.2)	44 (2.3)	930 (48.4)	558 (29.1)	2.86	1.05
3	I tend to postpone my career choice	275 (14.3)	230 (12.0)	958 (49.9)	457 (23.8)	2.83	0.95
4	Money has been an issue in my choosing a career	556 (29.0)	77 (4.0)	759 (39.5)	528 (27.5)	2.66	1.16
5	I spend less time thinking about my career choice	593 (30.9)	43 (2.2)	832 (43.3)	452 (23.5)	2.60	1.15
6	I am limited to a career choice by the industry in my area	598 (31.1)	44 (2.3)	831 (43.3)	447 (23.3)	2.57	1.15
7	I feel out of touch when I do not make a good career choice	677 (35.3)	313 (16.3)	631 (32.9)	299 (15.6)	2.29	1.11

8	I would consider a career held by the opposite sex	669 (34.8)	336 (17.5)	625 (32.6)	290 (15.1)	2.28	1.10
9	I have to work for money needed to make career choice	738 (38.4)	415 (21.6)	474 (24.7)	293 (15.3)	2.17	1.10
10	I am fully aware of what my career choice has to offer me	754 (39.3)	745 (38.8)	205 (10.7)	216 (11.3)	1.94	0.97
11	I have definitely made a career choice	862 (44.9)	766 (39.9)	60 (3.1)	232 (12.1)	1.82	0.97
12	Counsellors have been the greatest influence in my career choice	988 (51.5)	847 (44.1)	53 (2.8)	32 (1.7)	1.55	0.64
13	I am willing to make career choice early than late	1091 (56.8)	685 (35.7)	92 (4.8)	52 (2.7)	1.53	0.71
14	I do extra work making my career choice than expected of me	1001 (52.1)	857 (44.6)	27 (1.4)	35 (1.8)	1.53	0.62
15	I am satisfied with the success I have achieved in my career choice	968 (50.4)	898 (46.8)	45 (2.3)	9 (0.5)	1.52	0.57
16	I made the decision choosing my career as it occurred to me	1005 (52.3)	875 (45.6)	21 (1.1)	19 (1.0)	1.51	0.58
17	I understand my career goals	1013 (52.8)	868 (45.2)	23 (1.2)	16 (0.8)	1.50	0.57
18	I put forth my best effort to make career choice regardless of any difficulties	1024 (53.3)	865 (45.1)	17 (0.9)	14 (0.7)	1.49	0.56
19	I strive to make quality career choice when required	1197 (62.3)	629 (32.8)	82 (4.3)	12 (0.6)	1.43	0.61
20	I am satisfied with the step I have taken toward making my career choice for advancement of my university degree	1149 (59.8)	736 (38.3)	29 (1.5)	6 (0.3)	1.42	0.54

Table 4.3 shows conditions that influence adolescent students' career choice. The findings reflect how conditions affecting adolescent student's career choice. The mean

and standard deviation score of information on career plans is ($\bar{X} = 2.92, S.D.= 0.92$), this is followed by what is not limited to career choice ($\bar{X} = 2.86, S.D.= 1.05$), mothers occupations ($\bar{X} = 2.3, S.D.= 0.95$), less time on career choice ($\bar{X} = 2.66, S.D.= 1.16$), feel out of touch when make wrong career ($\bar{X} = 2.60, S.D.= 11.6$), career plans ($\bar{X} = 2.92, S.D.= 0.92$).this is followed by career held by opposite sex ($\bar{X} = 2.60, S.D.= 1.15$), work for money to make career choice ($\bar{X} = 2.57, S.D.= 1.15$), awareness of career choice ($\bar{X} = 2.29, S.D.= 1.11$), and early career choice ($\bar{X} = 2.17, S.D.= 1.10$), and satisfied with success made ($\bar{X} = 1.42, S.D.= 0.54$), This implies that, majority of the adolescent students have career plan and this was ranked highest while some of them are not limited to a career choice by schooling in their area. Majority of the adolescents did not postpone their career choice, and money has not been an issue in choosing their career, some of them do not spend less time thinking about career choice while are not limited to a career choice by the industry in their area respectively.

The result also depicts that adolescent students feel out of touch when they do not make a good career choice and considered dominated by the females. Though, majority of the adolescent students have to work for money needed to make their career choices, because some of them are fully aware of what career choice has to offer them when they make their career choices. On the other hand, counselors have been revealed as the greatest influence on adolescent students' career choices. The result further shows that, the adolescent students are willing to make their career choice early and this has prompted majority of them to work extra to realize their career goals. In spite of the effort put forward by them in making best career choice, majority of them disclosed that they are satisfied with the steps they had taken toward making their choices and satisfied with the success they have achieved so far in realizing their career choices. The implication of this is that when these conditions are not met, the adolescents may not likely be developed mentally, and may make wrong career choice. This may have adverse effect on their future lives. The stakeholders should assist in creating enabling condition and educate adolescent on how to use them. Adolescents should be guided and be motivated to follow the career conditions in Nigeria.

Test of Hypotheses

Table 4.4: Hypothesis One (H₀₁): Peer pressure does not significantly influence career choice of adolescent students in Osun State, Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	34.154	1.537		22.227	.000
Peer Pressure	-2.972E-02	.047	-.013	-.633	.527

F_(5,1914) = 149.441, R = .530, R² = .281, Adj R² = .279

Table 4.4 reveals the significant influence of peer pressure on the career choice of adolescent students in Osun State, Nigeria. The result revealed that peer pressure influenced adolescents' career choices at 0.05 level of significance ($F_{(2,1914)} = 149.441$; $R = .530$, $R^2 = 0.281$, $Adj.R^2 = .279$, $P < .05$). Statistically, the null hypothesis is rejected meaning that peer pressures are significantly influenced adolescent students career choice in Osun State, Nigeria. In the same way, the $Adj. R^2$ value of 0.279 signifies that 28% of the variation was accounted for by peer pressure. This indicates that peer pressure is not predictors of career choice of adolescent students in Osun State, Nigeria.

Table 4.5: Hypothesis Two (H_{02}): Parental Education do not significantly influence career choice of adolescent students in Osun State, Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	34.154	1.537		22.227	.000
Parental Education	.612	.242	.355	2.531	.011

$F_{(5,1914)} = 149.441$, $R = .530$, $R^2 = .281$, $Adj R^2 = .279$

Table 4.5 reveals the significant influence of parental education on the career choice of adolescent students in Osun State, Nigeria. The result revealed that parental education influenced adolescents' career choices at 0.05 level of significance ($F_{(2,1914)} = 149.441$; $R = .530$, $R^2 = 0.281$, $Adj.R^2 = .279$, $P < .05$). Statistically, the null hypothesis is rejected meaning that parental education is significantly influenced adolescent students career choice in Osun State, Nigeria. In the same vein, the $Adj. R^2$ value of 0.279 signifies that 28% of the variation was accounted for. This indicates that parental educations are predictors of career choice of adolescent students in Osun State, Nigeria.

Table 4.6: Correlation matrix showing the pattern of relationship that exists between Parental Education, Peer Pressure and Career Choice among adolescent students

	CC	PP	PE
Career Choice (CC)	1		
Peer Pressure (PP)	.129**	1	
Parental Education (PE)	.514**	.321**	1
\bar{X}	40.44	30.48	14.76
S.D	8.20	3.67	4.76

** Sig. at .01 level, * Sig. at .05 level

Table 4.6 showed the pattern of relationship that exists between peer pressure, parental education and career choice of adolescent students. The career choice of adolescent students ($r=-.154$, $p<.01$). This is followed by parental education ($r=.514$, $p<.01$) and religion ($r=.514$, $p<.01$). The findings reveal that peer pressure and parental education, have a strong positive relationship with career choices of adolescent students and significant at 0.01.

Discussion of Findings

The findings on peer pressure influence deduced that interest of peers or friends of adolescent students on better or good wages serves as a key determinant of their career choice. This indicates that many of the adolescent students claimed that the information they got from their parents and friends motivated them to choose better careers in life. This is in corroboration with the study of Egbochukwu (2009) who found that influence of peer pressure affects career choice of adolescent students. Furthermore, findings revealed that high level of parental education and exposure serves as a key determinant of career decisions of adolescent students. This is confirmed with the study of Agulana and Nwachukwu (2004) that the level of parents' education influences adolescent career choice.

Another obvious fact from the findings revealed that peer pressure and parental education have effect on career choice of adolescent students in Osun State, Nigeria. The result from the findings reveals that peer pressure and parental education have a significant influence on adolescent student career choice in Osun State since parental education as $\beta = 0.621$; $t = 2.532$; $P < .05$ and Peer pressure $\beta = -0.13$; $t = 0.633$; $P > 0.05$ have positive effect on career choice.

This agrees with Tibos and Zaman's (2005) finding that parental education changed the thinking of adolescent students toward career choice and those adolescent students should have adaptive changing culture which encourages them to cope with occupation transition and career/work traumas in the future. It was observed that findings of hypothesis one also divulged that parental education significantly influenced career choice of adolescent students while peer pressure does not significantly influence career choice of adolescent students. This is supported by Ryan (2005) who found that peer pressure did not significantly influence career choice of adolescent students. In essence, the null hypothesis is rejected.

Conclusion

The conclusion drawn from this study is that peer pressure and parental education may not significantly influence career choice of adolescent students of secondary school. It is

also recommended that counsellors should work directly with parents and peers most especially on career choice development of adolescent students. Emphasis must be laid on the positive areas of peer pressure and parental education, and playing down on the negative aspect. This may improve the career choice prospects of the future adolescent students in our secondary schools.

Career development guidance and counselling services needed to be rendered in secondary schools with strong objective of identifying good potentials of the secondary schools adolescent students. Government should provide counsellors that would work directly with parents with aim and objective of helping them to improve and guiding their adolescents as regards to career choice.

Recommendation

The study recommended that there should be arrangement for the provision of career services in Nigeria public secondary schools and this should be expanded. Such provision and expansion should perhaps provide for a separate public secondary schools career centre and appointment of vice principals to oversee them. It is also necessary for government to provide more career counsellors who would be more sensitive to the facilities available for the adolescent student's career choice development. Appropriate remedial services should be provided to fill identified gaps in these facilities.

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