INFLUENCE OF NURTURING STYLES ON CAREER CHOICE OFSENIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA

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DECLARATION

I declare that the work in this dissertationentitled “INFLUENCE OFNURTURING STYLES ON CAREER CHOICE OF SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA” has been conducted by me in the Department of Vocational and Technical Education, under the supervision of Prof. E. E. Adamu and Prof E. Ike. The information derived from the literature has been duly acknowledged in the text and a list of references provided.Nopart of this dissertation has been presented for another degree or diploma at this or any Institution.

Mairo Dangana MUHAMMAD

……	……	……
Name of Student	Signature	Date

CERTIFICATION

The dissertation entitled "INFLUENCE OF NURTURING STYLES ON CAREER CHOICE OF SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA" written by Mairo Dangana MUHAMMAD meets the regulations governing the award of the degree of Masters in Home Economics, Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research is dedicated to Almighty God; and to my lovely husband and children.

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ABSTRACT

The purpose of this study was to investigate the influence of nurturing styles on career choice of secondary school students in Kaduna State, Nigeria. Four (4) objectives, four(4) research questions and four(4) null hypotheses were formulated. Among the objectives were; to determine the influence of emotional concentration nurturing style on career choice of secondary school students, to determine the influence of avoidancenurturing style on students' career choice. The null hypotheses include among others; acceptance nurturing style has no significant influence on career choice of students. Survey research was adopted for the study.To achieve this purpose, a closed-ended questionnaire was developed; three hundred and eighty four (384) copies of the questionnaire were distributed to the secondary school students drawn from twelve (12) public schools, across the three (3) senatorial zones in Kaduna state using multistage sampling techniques. The questionnaire were distributed to the students in their respective schools with the help of twelve (12) trained research assistants (i.e. one per each school), out of the three hundred and eighty four (384) copies of questionnaire distributed, only three hundred and seventy were correctly completed and returned. Pearson Product moment correlation coefficient(PPMC)was used for testing the four (4) null hypothesesat 0.05 level of significance. The results revealed that significant influence exists between parental nurturing styles and career choice of students. It was concluded thatacceptance nurturing style has positive influence on career choice than emotional concentration and avoidance nurturing styles, as students from acceptance nurturing style have good career choice and are more confident in the choice of career. Based on the results, recommendations were made to the government to equip parents with skills on parenting through seminars, workshops and media among others.

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OPERATIONALDEFINITION OFTERMS

For the purpose of this study, the following terms were operationally defined as follows:

Acceptance Nurturing: the show of total love, care and encouragement by parents/guardian to the child.

Avoidance Nurturing: is the provision of basic needs to the child with minimal show of love and care.

Career: a specific area of interest in an occupation that the child expresses interest in.

CareerAspiration: Is what the individual child values as the ideal job for him/her when he/she is of age.

CareerChoice: Is a response that indicates the individual child's interest in an occupation.

Emotional Concentration: is the nurturing provided to a child that has all the necessary needs but conforms to all the dictates and goals set for him/her by the parents.

Nurturing: Refers to the process of showing love and care/support/encouragement to a child by his/her parent or guardian.

Parentalnurturingstyles: Refer to the types of love and care, support, and or encouragement provided to a child by parents and guardians.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Parents are expected to exert an important influence on their children's career Choice. A number of parents realize this but act only at time when children are about to make their career decision usually at senior secondary level, for most others children are left on their own without appropriate guidance. It is common to hear a child say" I want to be a doctor" or "I want to study architecture when I grow up" some children also manipulate materials like empty cartons, tins or paper to construct toy houses, cars, air planes among others.Some have skills in sports therefore it is the duty of parents to support, guide, motivate and or challenge their children towards the achievement of their goal which could help them in career choice. Young (2008) and Dauda (2011) viewed that, the failure or success of parents to encourage their children's career choice is influenced by several factors amongst which is; the type of nurturing.

Nurturing helps to bring out the best in students. Children need encouragement and praise when they try various tasks, they need to know that their parents really care about them. Nurturing as an aspect of parenting is seen as the process of bringing up, caring for, encouraging and or protecting someone or something to grow (Bavoalek 2001) Parents shouldsupport and guide their children's career aspiration rather than out rightly dismissing them or imposing career on them, even though such career aspirations may and may not change along the line, which is when the children discover their academic abilities or challenges. It is therefore important to identify the various nurturing styles and how each influences career choice. Furthermore, parental nurturing style refers to the type of relationship experienced by children with their parents or guardians

(Koki 2009). Also (Roe 1987 in Koki 2009)categorized the nurturing stylesinto three predominant groups and each is sub-divided into two; emotional concentration of the child, avoidance of the child and acceptance nurturing styles. Emotional concentration on the child can either be over protection or over demanding; also avoidance of the child is either rejection or neglect; while acceptance can either be casual acceptance or loving acceptance. Roe (1987) then concluded that, children who experienced acceptance nurturing styles have good career identity and exploration which leads to good career choice, those that experienced avoidance nurturing styles have low career ambition, therefore, have poor career choice. While those who experience emotional concentration lacked career exploration thereby leading them to confusion in the choice of career. It is therefore important for parents to practice the best nurturing style which allows children to develop their careers, thereby enhancing good career choice.

The process of career choice is essentially that of developing and implementing occupational self-concept. Childrenare full of emotional needs and this requires a lot of love from parents. Experiencing love and care from parents give children a special security and immunity which leads to creativity and career exploration thereby boasting their career choice. Career choice provides a person, often a student with a focus for selecting a career or subject to undertake in the future which helps in career choice.

Career choice is the selection or choosing a career which an individual has the potentials of entering (Kolo 1999). He further postulated three conditions necessary for a choice to take place; choice supply, which refers to having two or more careers from which to choose, secondly the incentive to make the choice, which indicates that the individual must be motivated to select, and thirdly is the freedom to choose without being restricted. All individuals must give serious thought to their abilities,interest and aptitude in vocational choices. Those who failed, find

themselves engaged in occupations for which they are ill equipped. Unfortunately, some parents push children to select careers which they fancy (parents)regardless of the children's ability or interest. Parents are very crucial in the early developmental process of the child. Through their efforts, the child can be helped to learn appropriate behavior, attitudes, values and skills which could help greatly in career choice in feature. It is important for parents to know that by supporting and affirming a child's ability to succeed parents' can be more influential than an adolescent's peer group in career choice. Many people find themselves in a wrong choice of career; a happy life depends often on the choice of a suitable career. If people can fit into their right type of job it becomes possible they would work happily in full capacity. In line with this Dauda(2011) stated that, their success or failure in occupational choice has profound repercussions not only to theindividuals' life but also to the society which he is to serve.

Parents play a significant role in career choice of children. It is important to consider unconscious intention of parents in terms of gender difference in their influence on career choice. In conjunction with this, Dauda(2011) found that, parents reported differences in how they help their sons and daughters in choice of career. Parents demonstrate more interest; provide more encouragement and challenges to their sons compared to their daughters. The present study observed that, in some parts of Kaduna State like Zaria and Giwa, certain courses or careers are attached to the male child; for example, engineering, architecture and military works. Therefore, a female child is not allowed or is discouraged by parents or the society to choose these careers because they are designated to be for men only.

Parents have influence in their children's career, by positively reinforcing or discouraging certain behaviors that can encourage or discourage certain interests, talents or abilities. It is in view of

this that this study focused more attention on the influence of Parental Nurturing Styles on career choice of students in Kaduna State secondary schools.

1.2 **StatementoftheProblem**

Today in Nigeria, many parents have generated lots of problems such as; poor academic performance, indecisiveness, confusion and over dependency on parents in the choice of career. This is due to the fact that most parents do not care to observe, encourage and support their children's skills, talents, initiatives and abilities; rather, they dictate which career their children should choose due to a number of reasons such as; ignorance, good remuneration, good condition of service and the respect accorded to those in the profession by members of the society.

The study observed from day to day interaction with students, colleagues and parents and as a teacher in Government Secondary School Zaria, that lot of students complained that their parents made them to select science subjects because of its prestige. Some students complained that they were very good in drawing and carving but their parents insisted that they should be lawyers or doctors. Some female students also complained that they have ambition for military jobs and engineering but they were discouraged by their parents, that these professions are designated for men. In addition to these, Atokola (2014) reported that a grandmother shouted at her granddaughter because she said she wanted to be a teacher while the grandmother wanted her to be a doctor. This resulted in the students not having interest in career and may not perform credibly in class and even in work place, which portrayed a setback in the development of capacity building in the society and the nation at large.

Similarly, the researcher who was the then Guidance and Counseling mistress (2009-2012) in Government Secondary School Dakace, Zariaobserved that after guiding the junior secondary

school three (JSS3) students on career opportunities by different professionals, most students were indecisive on their subject selection at Senior Secondary School one (SS1), some were confused, others depended on their parents for choice of career, while only few were able to make their subjects' selection confidently. This shows that majority of the students do not have career of their own choice which indicated poor career choice. This motivated the study to assess whetherparental nurturing style has influence on career choice of secondary school students or not

Furthermore, Sanusi (2014), a Guidance and Counseling desk officer in Zaria educational zone, reported that many parents refused their children's placement into art and commercial classes even though, the abilities of their children were tested academically and they were found to be suitable for art and commercial classes. In view of the above mentioned challenges and problems, the researcher was motivated to assess the influence of nurturing styles on career choiceof senior secondary school students in Kaduna state, Nigeria.

1.3 **Objectives of the Study**

The general objective of this study was to determine the influence of nurturing styles on career choice of senior secondary school students in Kaduna State, Nigeria.

The specific objectives are to assess:

1. the influence of emotional concentration nurturing style on career choice of senior secondary school students in Kaduna state.
2. the influence of avoidance nurturing style on career choice of senior secondary school students in Kaduna state.

3. the influence of acceptance nurturing style on career choiceof senior secondary school students in Kaduna State.

4. theinfluence of gender differences (male or female) on career choice of senior secondary school students in Kaduna state.

1.4 Research Questions

The study provided answers to the following questions:

1. To what extent does emotional concentration nurturing style influence career choiceofsenior secondary school students in Kaduna State?
2. To what extent does avoidance nurturing style influence career choiceof senior secondary school students in Kaduna state?
3. To what extent does acceptance nurturing style influence career choice of senior secondary school students in Kaduna state?
4. How does gender (male or female) influence career choice ofsenior secondary school students in Kaduna state?

1.5 Research Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance:

1. Emotional concentration nurturing style has no significant influence on career choiceof senior secondary school students in Kaduna state.
2. Avoidance nurturing style has no significant influence on career choiceof senior secondary school students in Kaduna state.

3. Acceptance nurturing style has no significant influence on career choice ofsenior secondary school students in Kaduna state.

4. Gender difference (male or female) has no significant influence on career choice ofsenior secondary school students in Kaduna state.

1.6 SignificanceoftheStudy

It is hoped that the outcome of this study would be of significance to parents, children, Home Economics educators, school counselors, teachers, students, researchers, society members and the government. How each could benefit was discussed below:

The study will benefit parent to identify specific parental nurturing style that will produce well-rounded individuals with high confidence in subject selection and career choice which could lead to happy life in future. The result will be benefitted to parent through; seminars, workshops and media.The study willbenefit children through enhancing good parents-child relationship/by encouraging monitoring and supporting their career ambition which leads to good career choice. This could be achieved through seminar, enlightenment campaign, youth forum and media.

The outcome of the study could benefit the home economics educators, school counselors and teachers to enable them guide parents, students and society members on the importance of observing children's abilities, skills and talent in the choice of career rather than imposing career on them, through symposium, seminar, PTA meeting and workshops.

Policy makers (government) particularly in the education industry will benefit from the study in the area of formulating policies that has to do with parent-child relationship through seminars, conferences and media. This research will add to available literation to students

and researchers, who may wish to carry out similar studies, through the use of library. It will also be beneficial to home economics students through seminar, symposium and conferences to prepare themselves for evolving parenting roles taking place in the society for a more purposeful family living.

Implementation of its recommendations by those concerned could lead to producing self-reliant, dedicated and hardworking citizens because once a person's career aspiration or interest is supported and encouraged by parents' rather than imposing career on them, he/she feels contented, happy and satisfied with their job or occupation in future. Finally, the finding of this study would be significant to society members and the government as it would encourage good parent-child relationship and would enhance good career goal development,hence,curtailing the risk of confusion and overdependence on parents for the choice of career.

1.7 Basic Assumptions

The study was based on the assumptions that:

1. Parental nurturing style can guide students in the choice of career.
2. Career choice of students can be guided by the type of training and support given by parents.
3. Gender is a factor that directs students' career choice.

1.8 Delimitations of the Study

This study was delimited to parental nurturing styles to focus on emotional concentration, avoidanceand acceptance nurturing styles. It was also delimited to students of Government

owned senior secondary schools in Kaduna State. The selection of students from government owned secondary schools was because; the schools share the same characteristics in terms of infrastructure, staffing, classroom settings and curriculum. Senior secondary school students wereused for the study due to the fact that at this stage they have already been placed according to their subject combinations which will lead them to their career choices. Two (2) local government areaswere selected from each of the three senatorial zones. These local government areas are Zaria, and Lere from the Northern Zone, Giwa and Kaduna South from the Central Zone and finally,Kachia and Kafanchan from the Southern Zone. The study was further delimited to two (2) schools in each of six (6) Local Government Areas out of the twenty three (23) Local Government Areas in the state. This was done in order to have equal representation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to influence of parental nurturing styles on students career choice under the following sub-headings:-

2.1. Theoretical framework

2.2. Concept of parenting

2.3. Concept of nurturing

2.3.1 Nurturing styles

2.3.2 Emotional concentration nurturing style

2.3.3 Avoidance nurturing style

2.3.4 Acceptance nurturing style

2.4. Concept of career

2.5. Influence of gender factors on career choice

2.6. Empirical studies

2.7. Summary

2.1 Theoretical Framework

There are many theories on careerchoice, for this study the theory of Roe (1987) was explored as it is more related to the study.

2.1.1 Roe's Theory on Career Choice

Roe (1904-1991) was an American psychologist and researcher, who studied creativity and occupational psychology. She postulated this theory of career development and choice in relation to child rearing practice in the year 1987 as follows:

Roe proposed that early childhood experience either reinforces or weaken higher order need and thereby influence career choice. Sheexplained that, an individual's exposure to a given manner of child rearing experience determines his/her vocational behavior. Thus, parental attitude, family orientation and parent-child interactions greatly relate to his/her career identity which affects his/her career choice. She also indicated that most of the important aspects of career development occur before he/she enters school and that these developmental aspects are less likely to change when he/she is grown up.

The degree of this early satisfaction determines the interest and attitudes which the individual develops later and which as a result will ultimately affect his career choice. Similarly, she proposed that there are two basic orientations, either toward or away from other persons; that these orientations are related to early childhood's experiences or that in turn they can be related to occupational choice. Roe theorized that, a person who has accepting parents will want an occupation which is oriented towards people, and will feel a need for belonging and affection. A person who has rejecting parents will prefer to work alone. This theory stressed that people select certain occupations because they satisfy their psychological needs. She also emphasized on the nurturing styles of parents as a factor that influence children's career choice. The researcher observed that, this theory is in line with the present study; therefore, it employed the parenting nurturing styles to find out its relationship with students' career choice.

2.2 Concept of Parenting:-

Parenting is the most challenging but rewarding experience to human beings. Parents are the major influence in their children's lives, because they play a great role in their children's upbringing especially in early developmental stage. The term parenting is not restricted to biological parents. Parenting is both a biological and social process (Lankard 2000). Olsen and Defrain (2000) added that, parenting includes being responsible for the child's physical needs. According to Milevsky (2006) and Otti (2006), parenting is the act of parenthood, child upbringing, and rearing or child education. Hildebrand (2000) in Kwarji(2014) defined parenting as providing care, support and love in a way that leads to a child's total development. This means that, parenting creates a nurturing environment, attention, encouragement, guidance and love to the children; with good parenting, children's career development could be enhanced right from early childhood which leads to good career choice in future. Abbas (2015) defined parenting as, the family involvement process that consists of parents' attitudes, values and practices in raising children.

Parenting is thus, a complex process involving much more than a mother or father providing food, safety and security to a child; it includes members of the extended family, neighbors and every other person who in one way or the other is involved in the upbringing of the child (Hilder-brand, 2000). However, from the above definitions, it could be deduced that parenting is the process that involves meeting the child's physical, material, emotional and social needs.

2.2.1 Parenting Styles

Parenting style is defined by Dauda (2011) as, the emotional climate in which parents raise their children. According to Ugwu(2014), parenting style is the particular way that parents

consistently behave toward children. These include the expectations one has on children and the manner in which one treats them. It also includes the type of rules established for children and the method by which the rules are made and enforced. Similarly, Abbas (2015) related that, parenting styles is a term for child rearing in which standard for proper behavior is high, misconduct is strictly punished and parent-child relationship/communication is checked.

Parenting styles capture two elements i.e. parenting responsiveness and parenting demandingness. Parenting responsiveness refers to a parental warmth or supportiveness while parental demandingness refers to a behavioral control (Maccoby and Martin 1999).

Parents are the major influence in their children's lives. From the aforementioned definitions, it can be stated that, parenting styles rest entirely on the parents' ability to provide for the child and control such a child for optimum achievement. However, many parents create their own style from a combination of factors and these may evolve overtime as the children develop their own personality and move through life's stages. Most parents learn parenting practices from their own parents; therefore, parenting styles are influenced by one's own parents and culture. Baumrind (1999) in Nduka (2009) discovered four parenting styles and these are: -authoritative, authoritarian, permissive and rejecting.

2.2.2 Authoritative

In authoritative parenting style, parents establish clear rules and expectations, and discuss them with the child. This style is found to be a balanced parenting style which tends to have children who are emotionally healthier and happier and are more successful in school and life achievements. Baumrind (1999) revealed that, children of democratic style parenting exhibit

friendly behavior, self-reliance, cheerfulness; can be better with stress, and they are achievement oriented.

Nduka(2009) too found that, children of democratic parents are the best adjusted, develop positive self-concept and more successful in life. Abbas (2015) viewed democratic parents to set limits and enforce rules, although, they listen to their children's requests, questions, discussions, feelings and problems in this type of parenting style.

2.2.3 Authoritarian Style:

In this style of parenting, parents show little or no flexibility in handling guidance or discipline. They see themselves as figures of authorities in the family; they require their children to conform to their directions and expectations. Parents establish rigid rules and expectations and are strictly enforced on children. Olson and Defrain (2000) observed that, authoritarian parents rule without consulting their children and allow little or no autonomy and use physical style for reinforcing discipline. However, the expected obedience from children, which should come naturally is demanded and extracted. The outcome of this style of parenting produces conflicted irritable children, unhappy, unfriendly and prone to succumb under stress (Olson and Defrain 2000).

Berk(2003) in Abbas (2015), stated that, parents who use an authoritarian pattern are low in acceptance and involvement, and that adolescent with authoritarian parents are less adjusted than those from authoritative parents. Similarly, Melgosa (2006) cited in Abbas (2015), revealed that adolescent with authoritarian parents suffer from poor self-concept.

2.2.4 Permissive (Laissez faire) Style

Parents in this style are higher on responsiveness but lower on demandingness. This means that, such parents are very involved with their children but place few demands or control on them. Such parents let their children do what they want. The result is that, the children never learn to control their own behavior and always expect to get their way. Hildebrand (1997) stated that, parents who exhibit this behavior generally permit a wide range of flexibility. Santrock (2011) too found that such types of children are less achievement oriented, show less self-regulation and social responsibility.

Melgosa (2006) in Abbas (2015), stated that, children of permissive parents are usually creative and original but tends to feel unsecured and are demanding and defendant on adults. In a related study, Nduka (2009), found that permissive parents made fewer demands and allow the children to regulate themselves for most of the part, using little discipline and that children of permissive parents are less achievement oriented.

2.2.5 Rejecting (Uninvolved) Style

In neglectful parenting style, the parentsare uninvolved in the children's life. Children of uninvolved parents develop the sense that other aspects of parents' lives are more important. Such types of parents do not pay much attention to the child's needs and seldom have expectation regarding how the child should behave; as this continues, the family becomes disengaged which leaves the children's feelings uncared for. According to Olson and Defrain (2000), such parents allow a child's preferences to prevail as long as those preferences do not interfere with parents' activities. This usually results in poor self-control, low self-esteem and the children do not handle independence well.

Similarly, Melgosa(2006).Stated that, children with rejected parents show poor emotional self-regulation, poor academic performance and are under achieving. Furthermore, Nduka (2009), stated that, these children cope the worst, score lower cognitive test and are less competent of all the four groups.

2.2.6 Concept of Children

A child in every home is a gift from God and a source of joy, blessing, happiness and hope for his parents. According to Hornby (1999) cited in Onuigbo (2009), a child is a human being who is not yet an adult. UNICEF (2008) stated that, children are internationally accepted as human beings below the ages of eighteen years. Similarly, Nigeria's Child Act (2003) in Ugwu(2014) defined a child as any person below the age of 18 years, which thus includes adolescents. Children are the hope of the future generation if properly trained and developed. Considering the foregoing definitions, this study toosees a child as a human being between birth and adulthood. The United Nation's Convention on the right of a child proclaimed that, a child is entitled to special care assistance; the family, as the fundamental group of the society and the natural environment for the growth and well-being of its members and particularly children, should be afforded with the necessary protection and assistance so that they can fully assume responsibility within the community. Also, the child should be allowed to access the full harmonious growth and development of his or her personality, in an atmosphere of happiness and understanding. Considering the UN convention, it then becomes necessary that the child must be fully prepared to live his individual life in the society and be brought up on the spirit of peace, dignity, tolerance, freedom, equality and solidarity.

The Child Right Act (2003) in Ugwu(2014) outlines certain basic rights of a child which include:

a) Right to life, survival and development.

b) Freedom of association and peaceful assembly (in conformity with the law in accordance with the directions of his or her parents).

c) Freedom of movement subject to parental control.

d) Freedom from discrimination merely by reason of his belonging to a particular community, ethnic group, sex, religion, and circumstances of birth.

e) Respect for dignity of person which implies that, the child should not be subjected to physical, mental/emotional injury, abuse, torture, inhuman or degrading treatment, slavery or other debasing acts.

f) Right to leisure, recreation and cultural activities.

g) Right to health and health service, parental care, free, compulsory and universal basic education.

The existence of a convention and an ACT of Parliament at both the International and national levels signifies the importance of children in the society. If properly implemented, the child will be fully prepared to live an independent life in society and be brought up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity. The hope of the future generation is determined by the type of children produced, trained and developed in the society. It is therefore very important for parents to support, encourage and guide their children's career; this could be achieved through nurturing. This is in line with Trost and Levin (2000) who opined that the family influences the behavior and character of a child which in turn influences his/her career development.

2.3 Concept of Nurturing

Parenting involves meeting the child's physical, mental, emotional and social needs. Hildebrand (2000) articulated three basic skills involved in parenting to include providing physical care, guidance and nurturing.

Nurturing is defined by Berger (2005) as giving children attention, love and a sense of security. Also, Santrock (2011) defined nurturing as the act of encouraging, nourishing and caring for someone or something. In a nutshell, nurturing can be defined as the process or act of encouraging, nourishing, caring for, supporting, giving attention, security, and love to a child.

Children need encouragement and praise when they try various tasks. They need comforting when they are upset or hurt, and above all, they need to know that their parents and other caregivers really care about them. Nurturing helps bring-out the best in children.

Children are full of emotional needs and this requires a lot of love from parents. Knowing and experiencing love from parents gives children a special security and immunity which again translates to the development of a high self-esteem. This emotional development is nurtured by parents through the way they pick them, hold, curdle, hug, smile, and the tender words they speak to them when they are young. As children begin to advance in age, such gestures become so endearing to them. This is why Hansen (2000) stated that, the personality and behavior of a person are fixed by the age 6years. The parents have to take this period seriously in nurturing the emotional development of their children; hence, emotional stability leads to creativity in children thereby boasting their career development during early childhood. Nurturing as an aspect of parenting is classified into two: positive and negative. Child abuse and neglect are examples of negative nurturing. In this instance, parents promote and nourish the aspect of life that they are

most familiar with, hence, abusive parents negatively nurture victimization in their children who grow up to perpetrate the same behaviors against their own children.

In positive nurturing, parents promote and nourish the aspect of life most associated with mental, physical, emotional and social development. Parents teach and model compassion, empathy, positive self-worth, discipline with dignity, and healthy ways of expressing, handling and building feelings of empowerment in parents, children, and the society. Hence, emphatic parents nurture their children who later nurture their offspring in positive ways. Positive nurturing encourages the child to be happy, creative and free to exhibit skills and talents right from early childhood thus, developing his career abilities thereby boosting his career choice. This is in line with Jeffery, Harris and Taylor (2004) who stated that, parental support and encouragement are factors found to influence vocational outcome.

2.3.1 Nurturing Styles

Parents vary in their nurturing styles. The type of nurturing styles given to a child influences his behavior and abilities. Parental nurturing styles refer to the type of relationships experienced by children from their parents (Koki, 2009). Roe (1987) in Koki (2009) proposed that, the relationship between parents and child nurturing styles is one of the three types and each is subdivided into two: -

2.3.2 Emotional concentration nurturing style: -

Roe (1987) submitted that, if the parents' attitudes indicate an emotional concentration upon the children, they develop orientation towards persons. In this regard, she identified the following categories of concentration nurturing:

i. Over protected child

In a home where parents are over-protecting the child, great importance is attached to gratification of lower level needs. Parents shower love on children on condition that they (the children) depend on them entirely for everything and that they will not have the desire for independence or self-direction.

She continued that people with these type of childhood experience cannot explore career of their own interest, therefore, depend on parents for choice of career hence, they have poor career development.

ii. The over-demanding on the child

In contrast, these parents provide the children with physiological and safety needs such children receive love and recognition of work (self-esteem and importance) on condition that they conform to the dictates of the parents and achieve the goals and aspirations they set for them. These children find themselves engaging in competitive endeavors in the process of accomplishing the aspirations of the parents. They go through a lot of tensions while striving to succeed in competing with others.

This type of experience generates in the children a high level of fear of failure. Children in such situations tend to attribute their failure of tasks to other factors rather than themselves. Their needs will depend on whether they were able to achieve the goals set for them by the parents or not. If they succeed, they will receive from the parents the gratification of needs for love, belongingness, recognition, self-esteem, independence, etc. And as they grow, they develop

interest only on career choosing by their parents. She emphasizes that such children are indecisive and confused in choice of career.

2.3.3 Avoidance Nurturing Style

According to Roe (1987), if parents avoid their children either though rejection or neglect, they seek assistance of other models such as pear group, teachers. Here too, are two categories:

I. The Rejected Child

In relation to the rejected children's needs, the parents provide them with physiological and safety needs, but deliberately withhold from them gratification of needs for love and self-esteem. In this case, these children lacked affection in their childhood and as such are oriented to themselves and others. As a result, such people have low ambitions therefore have poor career development. She explained that, some of these people seek the assistance of other models such as friends, teachers and counselors for career choice of which they may or may not be properly guided.

II. The Neglected Child, there is the neglect of the lower order needs (physiological and safety needs) but not beyond minimal gratification that will maintain life. This type of parental attitude to child is more tolerable than the deliberate withholding of love and self-esteem gratifications. In such a case, the children are not oriented to people in their childhood. Even the lowest order need (i.e. physiological need) is not well satisfied. As a result also, these types of people usually have low career ambitions and are not often concerned about their career exploration and that these type of children are indecisive and confused in terms of career choice.

2.3.4 Acceptance Nurturing Style

The Acceptance Nurturing Style theory viewed that, if the attitudes of parents are accepting, all the children's needs are basically gratified by the parents during childhood. The sub-groups of the acceptance parenting style are:

i. **Lovingacceptance**: is where children receive general encouragement from the parents and get oriented to themselves and other people.This result to, having developed interests in career of their ambition and working hard towards achieving their goals. This leads to good career choice. Roe also postulated that, such children constantly accept any situation that they find themselves in and also struggle to work harder in order to improve their present situations.

ii. **Casual-acceptancesub-group**: these individuals are expected to receive less encouragement from their parents, but they also become oriented to themselves and to others as well as develop interests in any career of their ambition. They are also expected to cope with all situations they happen to find themselves in and as a result, struggle to work harder in order to improve their present conditions. This suggests that acceptance nurturing style have positive impact on career choice of children.

2.4Factors Affecting Parental Nurturing Styles

Parenting style can be affected by a number of factors some of which include cultural background, child rearing goals, personality patterns, role model and even environment (Malgos, 2006). Mensah and Alfred (2013) also ascertained religious or ethnic background, media and technology to help shape the family and their attitude toward parenting.

- **Cultural Background**

Parents within cultural groups usually have some common expectations on parenting practices. This is true even in local communities in Nigeria where children living in cultural communities exhibit traits copied from their parents. The type of nurturing given to a child may differ from one culture to another.

- **Child-Rearing Goals**

Many goals exist and most parents desire good education for their children which is a good goal; therefore, parents have certain expectations and they have established certain rules, about school work for their children, and the type of career they prefer for the child.

- **Personality Patterns**

Every human being is made up of distinct and unique personality. This is why people respond differently to similar situations, for instance, some parents are calm and gentle while others are talkative, easy going and carefree in their attitude. In the same manner, some children respond to surprises differently; while some shout for joy, some cry and others may tremble. This depends greatly on individuals because children are different in their personalities and so are their parents. Parents came from two different families, sometimes from different environments; the effect of this on parenting nurturing style could be enormous because of the two backgrounds (Nduka 2009). Thus, unless parents resolve their differences about expectations, rules and guidance techniques, the children will suffer.

- **Environment**.

  The environment is a powerful source of influence that changes not only the parenting style but also influences choice and maintains the choice. The surroundings in which the family lives to an extent dictates the style. "Theweather, time of the day and the season of the year affect children's feelings and behavior" (Hindebrand 1997:109). As the children behaviors are so influenced by these environmental factors so also do such behaviors influence the parenting nurturing style. Even the psychosocial environment created by the family recycles parenting style.

- **Knowledge of the Process of Growth and Child Development.**

  This is an important psychological factor that helps in parenting. Parents as caregivers are encouraged according Hildebrand (1997), to learn all they can about how children grow and develop. This becomes very essential for parents because the knowledge about how children grow and develop will reduce their worry and anxiety when certain behaviors are being manifested at certain ages, Knowledge keeps the parents alerted of what is being expected at each stage of growth. Also, parents are equipped to apply their parenting style or change to a parenting style that will be effective at that point. This again creates confidence in parenting because it is based on knowledge.

- **Socioeconomic Status**

  Some parents are more sociable, while some are antisocial. Social parents tend to nurture their children more effectively; some parents have the desire to support their children but are not financially buoyant which could hinder their ability. Valasco (1998) and Otto (2000) revealed that, parental occupation and socio-economic status influence nurturing styles.

2.5 Concept of Career

Career is a lifelong process which can be defined as a pattern of work experiences comprising the entire life span of a person and which is generally seen with regards to a number of phrases or stages reflecting the transition from one stage of life to the next (Weinert, 2011). Similarly, Mensah and Alfred (2013) explain that, the term career arises from the interaction of individuals with organizations and society. This interaction, as Usinger (2005) proposed, is no longer merely just a sequence of jobs but also a story that working people build about themselves. For example, a person who shifted from teaching to public relations, then to estate sales is said to have pursued three different careers.

Furthermore, Herr (1997) defined the term career as an individual's life long sequence of work, as well as his educational and leisure experiences. Kolo (1999) in relation to this explained that a person's career includes the work he does for earning, the educational training he received and all the activities he does as a hobby. This means that career is an individual's engagements in daily activities are part and parcel of his occupation. Career includes job/work that is temporary, contingent, casual, contract, part-time, self-employed, external and freelance. Therefore, the term career can be defined as a sequence of interaction of individuals with society, education and organizations throughout their lifespans. The responsibility of career progression relies on the individual. Hansen (2000) explained that, the ultimate goal of career is psychological success, the feeling of pride and personal accomplishment that comes from achieving ones most important goals in life, be it achievement, family happiness, inner peace or something else. There are different aspects of career such as career interest, decision, preferences, development and choice, and each is discussed below.

2.5.1 Career Interest

Interest is a very important aspect in career. Tracey and Hofses (2005) stated that, students start developing career and occupational interests at early ages, which then become clearer as they progress through higher grades. They further submitted that.Interests appear to develop among these students at the same rate. Most researchers stressed that, interest develops as result of experience hence; students who have explored all educational and career options make more informed career decision.

Scram (2005) in Koki (2009) postulated that, vocational interests is caused and developed by individuals' characters and social determinants. This shows that an individual's interest is determined by his type of psychological factors. She thus asserted that, value orientation significantly shapes the vocational development and professional expectances. Similarly, Wimberly and Noeth (2004) viewed that; a child with consistent interest in certain career will ultimately become more satisfied with his work. Tracey & Robbins (2008) revealed that, it is important for students to have interest in their schools and subjects due to the achievement and careers relationship. However, some parents do not allow their children to choose career of their interest and ability but insist that the children choose careers to suit their parents' desire; this is in line with Mitchell and Krumboltz (2006) who posited that, parents can have an influence on their children's career interest by positively reinforcing or punishing certain behavior that can encourage or discourage certain interests or abilities.

2.5.2 Career Decision

Students need to make the most suitable final decisions in their career choices. Duffy and Dik (2009) explained that, career decisions need to be made throughout lifespan because

careerchoose has a major bearing on individuals' lifestyle; it determines earnings, job security, friends, acquaintances, the amount of leisure time and residence. Many career related behaviors explicitly or implicitly involve a career decision e.g. to pursue a particular job, to increase or decrease involvement in work, or to change occupational fields; and although each situation is different, they all involve action in the face of alternatives.

Thamason (2005) explained that, career theories based on what can be termed a sociological perspective are related to career decision choicesand subsequent career progress as a social process. He further stated that, the nature of schooling, family socio-economic background, influence of family members, close relations and the expectations that evolve from these interactions are seen as the prime determinants of occupational choice, level of attainment and what prompts a person to make a career change or career path realignment. With all these factors involved in career decision making, the young adult should not delay in making a career decision.

Denga (2002) cautions that, the longer youths are undecided about their career goals, the longer they may stay underemployed. Furthermore, the longer they stay underemployed the less desirable they may be as candidates for higher skilled jobs. Young adult should get into the mindset of becoming proactive with their career decisions. Dikko (2004) pointed out that, due to the emergence of shorter and more frequent career cycles, individuals will be required to make a greater number of significant career decisions over the course of their lives. In relation to this, Krumboltz in Koki (2009) pointed out that, positive modeling reward and reinforcement, for instance, will most likely lead to the development of appropriate career planning skills as well as well as career behavior development. It is important that students and parents have good knowledge of career decisions making so as to make a better career choice.

2.5.3 Career preferences

This is the stage at which a child becomes capable of preferring one career over others, as he/she is transforming to adolescent. Brown (1998) viewed career preferences as a decisive period referred to as a tentative decision concerned with the various existing careers. In the same vein, Kolo (1999) defined the term career preferences as, a more realistic option than aspiration and which is more associated with adolescents. Furthermore Crites (2000) narrated that preference is what individuals like or would like to do. So it is the expression of what people like to do among the many aspirations they earlier had. In preferences therefore, it is no longer a matter of all jobs appealing, but a question of specific ones now appealing.

2.5.4 Career Development

Career development is very crucial in human life. Career preference and development begin at early ages of life while choice comes up later. Perterson (1999) defined career development as, a system that identifies, describes and inter-relates important factors affecting life-long human involvement with work.

Career development is the life long process of managing, learning, working, leisure, and transitions in order to move towards a personally determined and evolving preferred future (David, 2003). He further explained that, in organizational development, career development deals with how individuals manage their careers within and between organizations and how organizations structure the career progress of their members. In personal development, it is the total constellation of psychological, sociological, educational; and physical, economic and chance factor that combine to influence the nature and significance of work in the total lifespan of any given individual. Santrock (2011) stated that, career development involves a person's

creation of a career patterns, decision making styles, integrations of life roles, value expressions, and life role self-concepts. According to Bregman and Killen (2002), career development is a lifetime process that encompasses the growth and change process of childhood, the formal career education at school, and the maturational processes that continue throughout a person's working adulthood and into retirement. In view of these definitions, career development can be described as a life-long process of managing, learning and work.

Children start developing career from an early age. This assertion is supported by Tracey et.al, (2005) who narrated that, students start developing career and occupational interest at early ages which then becomes clearer as they progress through higher grades. Parents are very crucial in the early developmental process of the child. Through their efforts, the child can be helped to learn appropriate behavior attitudes, values and skills right from early childhood which could help greatly in career development.

2.5.5 Stages of Career Development

Many studies developed different stages of career development. Sternberg (1992) stated that, each career has a lifecycle which has four discrete stages; exploration, advancement, maintenance, and decline. While there are four discrete stages of development, they do not necessarily only take place once in an individual's life but could take place on numerous occasions, through career changes, such as challenging jobs. Savickas and Walsh (2006) explained that, a career consists of different issues during each of these stages. Super (1957) cited in Koki (2009) then identified five stages of career development which were thought to capture individual's work related experiences from years of childhood to retirement. Tracy and Robins (2008) too identified five career stages of development.

Super's Stages of Career Development

1. **Growth**: -

This starts from birth to fourteen years (i.e. 0-14years) in which a child observes family members' self-concepts. At this stage, the child picks interest in certain careers and starts exhibiting one of them through role playing, practicing, or expressing it to his parents if given the opportunity. For example, a child may dismantle a toy car, saying that he is an engineer and he wants to put it in order. For some parents, they will allow him to fix it while some parents could beat the child and throw away the pieces into dustbin and threaten the child that they will never buy any toy for him. In a similar vein, a child may gather his peer group and even his juniors and pretend to be a teacher or doctor. These children if supported and encouraged by their parents could carry their ambitions up to adulthood thereby building their careers.

2. **Exploration**: -

This starts from the age of fourteen to twenty five (14-25) years, where the child examines himself through his academic or vocational abilities and skills to see where he is more fitted, he then tries out jobs.

3. **Establishment**: -

At this stage, from ages twenty-five to forty-five years (25-45years) the individual finds an occupation and develops it. It could be through his abilities, chance factor, or parents' wish. He may change jobs at this stage.

4. **Maintenance**: -

The person becomes stable and builds a strong career at the age of forty-five to sixty-five (45-65years). Under normal circumstances there is no change of jobs or occupation.

5. **Decline**: -

From sixty-five years the individual's power declines therefore he retires, but he can engage in small jobs and hobbies to keep himself busy and happy.

Super (1957) incorporated Ginzberg's ideas about the developmental process into his exploration stage. Ginzberg (1999) stated that people go through three stages of career development:-

1. **Fantasy Stage (up to age 11years)**

This is called the fantasy stage because children fantasize about various careers when they are young.

2. **Tentative Stage (age 11-17years)**

At this stage, they get more serious and may try out some jobs related activities in adolescence.

3. **Realistic Stage (ages 17-20years)**

In early adulthood they finally choose a realistic career. Ginberg subdivided the realistic stage into stages of exploration, crystallization, and specification.

Often the first job a young person gets is more of try-outs than serious choices; young adults may change jobs two or three times before finding a comfortable one. They explore the world of work

for a while, their choice narrows and crystallizes and finally they specify a choice of career. This choice may not be final. The common pattern of multiple careers during individual adult years requires that they evaluate, make personal decisions and implement career transition actions at several points during their lifetime.

2.5.6 Parental Role in Career Development

Right from infancy, children learn and acquire traits and behaviors that they exhibit throughout their life time. Parents are expected to become an important influence on their children's career development. Many studies found that the family appears to play a critical role in a child's career development (Bregman and Killen, 1999; Lankard, 2000; Mickelson and Valasco, 1988; Otto, 2006). It has been suggested that parents ultimately want their children to feel good about themselves by developing a positive self-image and ability to be successful individuals.

A study conducted by Bregman and Killen (1999) on how children perceive the influence of their parents on their career development showed that, despite the cultural expectation of making their own career decision, adolescents actually value influence and guidance from their parents. Similarly, a study by Turner and Lapan (2002) related that, adolescents demonstrated higher confidence in their career decisions. They further related that the younger the age that parents begins supporting and influencing the child, the greater the impact in terms of confidence and ability. This shows that, it is never too early to begin helping a child to develop a career identity. It is important for parents to know that by supporting and affirming a child's abilities to succeed, parents can be more influenced than an adolescent's peer group in career goal development and choice.

2.6 Career Choice

The kind of job one eventually finds himself engaged in is of paramount importance. This is because the job people do affects their social and economic status as well as their psychological and emotional stability; likewise vocational choice is very important in the lives of people. All individuals must give serious thought to their abilities, interests and aptitude in vocational decision making choices. Those who fail to do so often find themselves engaged in occupations for which they are ill equipped. Unfortunately, some parents push children to select careers which they (the parents) fancy, regardless of the children's ability or interests. In relation to this, Alika (2010) cited that, education, economic incentives, peer group and parental influence are sometimes used as pressures to induce the adolescent into predetermined careers, regardless of their potentials, actual need and ego.

Career choice according to Kolo (1999), is the selection or choosing of a career which an individual has the potentials of entering, and there are three postulated conditions which are necessary for a choice to take place. The first is described as choice supply, which refers to having two or more careers from which to choose. Secondly, the incentive to make the choice, which indicates that, the individual must be motivated to select. The third condition is the freedom to choose, without being restricted in exercising the will to choose. He further explained that, if strings are attached to the choice, then it is no longer a choice. In contrast, Cristes (1999) opined that, occupational choice is a compromise between characters and societal manipulations. He further stressed that, the adoption process to parental career and lifestyles including the influence of family connections are some of the social factors that manipulate individuals and serve as determinants of their ultimate occupation. This view implies that, parental socio-

economic background, societal influence as well as one's character determines his type of occupational choice.

According to Okon (2001), wise occupational choice is beneficial to individuals as it provides them the opportunities to express themselves and contribute to the society. Furthermore, the work one does tells more about him than any other information. Hence, parents should guide children in career choice rather than imposing any career on them.

2.6.1 Factors Influencing Career Choice

Thompson and Goodvin (2005), Scram (2005) and Santrock (2011) stated that the following factors have influence on career choice:

i. **Individual Learning Influences Options**

People vary in their interests, skills, and values, as well as in their source of information about careers. People who are exposed to more information about various careers know more about what is available in the world of work, and are likely to make more informed choices.

People form occupational stereotypes through observation, reading, and hearing about members of occupations. Certain occupations come to be viewed positively or negatively; e.g., "plumbers are rich;" "lawyers are arrogant;" "nurses care about people;" "car salesmen lie;" politicians will promise anything to get a vote". Of course, different people have different stereotypes about occupations. These stereotypes can last a lifetime and have a significant effect on career choice.

As a result of learning experiences, people draw conclusions about which activities they do or do not enjoy. From a social learning point of view, interests are not the cause of a career choice, but

instead, are an intermediate steps between original learning experiences and later learning experiences.

ii. ***Personality of the Individuals:****A particular occupation may demand from it workers personality trait quite different from those demanded by another occupation; as it has been shown in Holland personality theory trait which are remarkably different from those expected in other occupations.*

iii. ***Environmental Influence****: the environmental is the surrounding where the individuals are brought up in life. The home is the immediate environment where parents and other members of the family nurture the individual. Hence, their occupational aspirations are influenced by their parental occupational status.*

iv. ***The Level of Education Attainment****: the individual's level of educational, achievement to a great extent influences his choice of career. People in life have different levels of education. Some individuals may possess the school certificate while others may possess the first degree. Therefore, an individual that has a primary six certificate may only apply for occupation that do not require high educational attainment such as messengers, clerical officers, lab attendants, sanitary officer and revenue collector.*

v. ***Value:*** *this is an important consideration in career choice. Thevalues attached to a given career by an individual are a product or many variables such as early life experience, education and environment. Underhill (1966) suggested that value influence those who seek career in humanities, education and law while career choice in medicine engineering physical science and business influence the person's business.*

vi. ***Gender Difference****: this refers to the sex of the individual which is very essential in the difference in relatives muscularity and felicity to occupations, occupational interest and*

choice of profession e.g. more male individual engage in energy work like engineering, architecture and military work. While female individual prefers teaching, nursing, fashion designing and catering.

vii. ***Aptitudes:*** *this refers to special abilities possessed by individuals. It is an important consideration in the choice of a career because of its influence in job performance in a chosen field or endeavor. Different people have different aptitudes and it is necessary for the individual to identify his other abilities and nurture them. Some individual's possess aptitude, which are necessary yardstick to certain professions.*

viii. ***Influence of parent****: it is quite obvious that parents play a very important role in influencing the choice of career for their children. Thisis supported by Zakwa (2015) when he asserted that parents sometime consciously setup standard worthy of emulations for their children and thus motivates them to achievement oriented. The influence of the family occurs through various channels i.e. direct modeling influence related to the socio- economic status of the family, religion, ordinal position of the child In the family and the typesof career engaged by the parents.*

ix. ***Influence of the peer group:*** *the peer group refers to individual of the same age limit or range. Hence the career choice of an individual in a group for a given occupation can influence his or her peers having the same attitude and ability to choose the same occupation in order to foster the group relationship and their personal survival.*

2.6.2 Influence of Family on Career Choice

Penick and Jepsen (2000) and Usinger (2005) studied the family system and found out that it was not only the parents that were of particular influence in career choice; rather, the family system as a whole and how the various relationships within the system function and operate. They came

up with the following factors in their study; experience, family functioning, organization and boundaries, socialization, attachment, independence and socio-economic status. Usinger (2005) further discussed the factors and related that, there has been compelling evidence that the experiences in one's family are an important factor in career choice. Specifically, experiencing safe and secure relationships within one's family system has been found to be beneficial and allows greater career exploring. Here, it was found that, family functioning significantly predicted an adolescent's certainty of career identity, more so than socio-economic status (SES) or educational achievement did. The study also found that being outgoing, sociable, and expressive on settings outside of the family also increases career development and choice.

Accordingly, it has also been found that adolescents who demonstrate more extreme forms of attachment to their families have difficulty navigating through the tasks of career choice (Penick and Jespen, 2000). Here, adolescents may not develop a sense of identity because they are too involved with rules and expectations of their family system. On the other extreme, Penick and Jespen (1992) suggest that, adolescents who come from disengaged families may lack the support necessary to accomplish career development tasks which ultimately affects his career choice. This is related to the confidence that is gained through support necessary to accomplish career choice tasks. However, that is not to say that individuals who lack this familial support or healthy attachment will develop a career identity. Instead, Penick and Jespen (2000) suggested that they may be confused, or they simply may seek other significant role models for support and guidance such as teachers or school counselors for choose of career. In addition to the above mentioned factors, Usinger (2005) conducted a research in similar topics and added socio-economic status of parents as a factor influencing career choice. He found that, students from

low socio-economic status (SES) parents were neither encouraged nor discouraged about career choice.

2.7 Gender Factors and its influence on Children's Career Choice

The importance of parental influence upon their children's career choice is consistently important, even across gender and racial lines. Although schools, peers and the students' community all have an impact on young adults' self-concept and career choice, the parents' expectations and perception of vocation fit for their children have been found to be the key role in shaping their career choices (Hansen 2004 in Brogan 2006). Gender is defined as the behavioral, cultural, or psychological traits typically associated with one sex (Brogan, 2006). The effect of gender role socialization has a far reaching significant consequence; as such young people may only perceive a narrow gender based range of future options, particularly in relation to education and career opportunities. For instance, a mother may advise her daughter that it is important to establish her career before she raises a family. Such a message focus on a person's ability due to her gender, it may also increase or decrease a child's perception of his/her own skills or aptitude in certain areas (Mitchall and Krumbultz, 2006).

Regarding career aspirations, Mcmachon and Patton (2006) found that male adolescents aspire to higher level careers than female adolescents. This difference may be related to young women's continuing the perception that a job is an interim activity between school, marriage and motherhood. Although women's career choices have increased dramatically since the 1960's and 1970's (Abdullahi et al, 2009), women still find their occupational choices limited in comparison to men (Heggen 2010).

Similarly, Santrock (2011) postulated that various occupations are still dominated by male. The United State Bureau of Labor Statistics (2008) information on occupations held by sex of respondent shows that: landscapes (8.6% female) and Auto-mechanics (10.6% female) the remaining percentages are filled by male. In contrast, child care services (95.3% female) and Nursing care facilities (87% female) are dominated by female workers. Boys were found to be especially critical of other boys who were working in stereotypical female jobs e.g. a male cook or male nurse. Luft and Summons (2008) proposed that, recently young females are being influenced to choose traditionally male jobs like doctors, detective and even super heroes due to pushes to decrease gender stereotyping in lectures, books and by media, but the career stereotypes still exist for males.

In another development, a study conducted by Abele and Spurk (2009) revealed that, despite the efforts to attain gender equality, Africa still has discrimination in certain professions which tend to prevent students from choosing certain careers. In view of these results or findings by researchers, this study sought to find out how gender inequality affects career choice among secondary school students in Kaduna State.

2.7.1 Parent's Occupation and its Effects on Career Choice

Many studies were conducted to examine the relationship between family and career choice. One consisting finding in research suggested that adolescents' own aspirations are influenced by their parents' aspirations and expectations for them (Erikson 1996). A study by Mickelson and Valasco (1998) reported that mothers were the most influential and that daughters' occupational aspirations were often similar to their mothers. Also, a study by Crites (2000) found that students wanted to discuss career planning primarily with their mothers than with their fathers. However,

Blau (1998) and Malgos (2006) stated that, a father's occupational status is highly correlated with his son's occupation. Furthermore, Abdullahi et al (2009) stated that, parental occupation specifically that of the father asserted much influence on vocational choice of youths in the early days. Children tend to follow and enter into vocations of their parents. Likewise, Okan (2001) and Ibrahim (2009) revealed that parents who have little or no formal education do not want their children to follow in their footsteps, thereby preferring them to be doctors, engineers and other professionals.

Furthermore, Diey (2014) narrated that she developed interest in music from the age five (5) because her parents were musicians and were very supportive to her career. She further postulated that, her mother gave her the pointers while her father publicized the music. Similarly, Adam (2014) submitted that she learnt catering business from her mother and is now self-reliant.

2.8 Empirical Studies

Several empirical studies related to influence of parental nurturing styles on students' career choice in Kaduna State secondary schools were reviewed. Taylor, Harris and Taylor (2004) conducted a research on parents who have a say about their college age children's career decisions in the University of North Carolina, America. The objectives of the study were to investigate how parents perceive their role in career development and decisions and to find out who parents perceive as having the greatest influence on their children's career development (mother, father or counselor, etc.). The sampled size comprised of 224 out of 1,120 people representing 20%. The study was conducted with parents of incoming fresh students who had not yet come in to contact with a college counselor. The research instrument used was a

questionnaire for the parents and students. The findings revealed that parents perceived themselves as the most influential figures in their children's career development and decisions.

The similarity of the present study with the past study is that both aimed at finding the influence of parents on career. However, the past study was limited to parents of fresh college students in the university and the finding could only be limited to that university only, it cannot be generalized since it did not attempt to touch other tertiary levels within the state. The present research covered four (4) schools in each of the three (3) senatorial zones in Kaduna State so as to generalize the finding for the whole state. The statistical tools used to test Null hypothesis was PPMC, which was also used for the current study. Some of the literatures were drawn from it.

Koki (2009) conducted research which investigated the relationship between parental nurturing styles and career interests among senior secondary II (SS2) students in Kano State. The objectives of the study, among others, were to identify whether significant relationship exists between career interests and parental nurturing styles of respondents who experienced emotional concentration and those who experienced acceptance and find out whether significant relationship exists between respondents who experienced acceptance and those who experienced avoidance. Six schools were selected to test Roe's (1972) need theory of career development and choice. A total number of 382 samples of males and females (i.e. 250males and 132 females) were drawn using Krejie and Morgan sampling procedure. Two instruments namely: Parental Nurturing Styles Questionnaire (P.N.S.Q) and Bakare's (1979) Vocational Interests Inventory (V.I.I) were used for data collection. Pearson's Product Moment Correlation Co-efficient (r) and t-test Independent statistical tools were to test the study's null hypotheses. The findings of the study revealed that, there was a significant relationship between the respondent s' parental nurturing styles and their career interests; there was also a significant relationship between the

respondents who experienced emotional concentration and those who experienced acceptance nurturing styles.

The past research is related to the present study because both are on parental nurturing styles and career variables. The present study derived some literature from Koki's study and also some of the instruments were used in this study. The dissimilarities between Koki's study and the present one are that the past study investigated career interest which comes out earlier, while the present investigated career choice of children, which comes out later. The methodology used was exposit factor, while the present used survey design method, readymade vocational inventory questionnaire was used for the students, while the present study used researcher designed questionnaire. However, the first study used split half reliability coefficient and stratified random sampling method while the present study used Cronbach alpha formula and multi-stage sampling procedures. Also, Koki concentrated her objectives on the nurturing styles only while the present study assessed other variables such as influence of gender on the nurturing styles of students. Furthermore, the past study examined the relationship between two sub groups of nurturing styles and career interest, while the present one examined the relationship between the main three nurturing style and career choice, hence this study have a wider coverage than the previous one.

Nduka (2009) also carried out a research on the relationship between parenting styles and deviant adolescents' behavior in Federal Capital Territory Abuja, Nigeria. The research objectives among others were to examine the relationship between permissive parenting and deviant adolescents' behavior to determine the relationship between democratic parenting style and deviant adolescent behavior. Descriptive research design method was used. The population sample was drawn from senior secondary school students and their parents. Pearson Product

Moment Correlation (PPMC) statistical tool was used for testing Null hypotheses. The result showed a significant relationship between permissive and uninvolved styles of parenting and adolescent deviant behaviors respectively. However, there was no significant relationship between democratic parenting styles and deviant adolescent behavior.

Nduka's study is similar to the current study in many aspects. Nduka focused on parenting styles, while this study focused on parental nurturing style which is an aspect of parenting. Senior secondary school students were the population for her study as well as for these studies. PPMC statistical tool was also used for the present study. Some of the instruments such as questionnaire and literature used in that study were adopted for this study. However, the past study focused on parenting styles and deviant adolescents' behavior while the present focused on nurturing styles and career choice.

Another study by Alika (2010) was conducted on parental and peer group influence as a correlate of career choice in humanities among secondary school students in Edo State. The researcher raised four (4) research questions and four (4) null hypotheses from the major objectives among which are; what is the relationship between parent influence and career choice? What is the relationship among parents, peer group and career choice of secondary school students? Three research instruments (questionnaire) were used viz: the students Occupational Clusters Presence Scale (OCPS), Peer Pressure Assessment Scale (PPAS and Parental Influence Assessment Inventory (PIAI). The study comprised of students in Senior Secondary School II (SS2). Results revealed that a significant relationship exists between parental influence and student career choice more than that of peer group.

The present study has similarities with that of Alika because both studies were on parents and career variables and part of the literature of the current study were derived from Alika's work. However, Alika's study is a bit different from the current one because Alika used standardized questionnaire while the current study used researcher designed questionnaire, the sample size was smaller than that of the present study because Kaduna State has a larger population than Edo State. Also, chi-square was used to test the null hypotheses while the present used PPMC.The study of Alika has some similarities with the present study, as both have career and parents as variables. Some of the literature reviewedin the present study were derived from that research.

In another development, a research was conducted by Henry (2010) titled parental influence on career development of children in Niger State. The objectives among others were to examine the level of parental support on children's career development and the impact of socio-economic status of parents on career development of children. The study raised four (4) research questions and four (4) null hypotheses among which were; what is the level of parental support on children's career development? What is the level of impact of socio-economic status of parents on career development of children? The null hypothesis tested among others was: there is no significant relationship between children's career development and parental support. PPMC was used to test the null hypothesis.

A sample of 164students from 2 schools was used and the instrument used for data collection was a questionnaire. The findings revealed that by supporting and affirming a child's abilities to succeed, parents can be more influential than an adolescent's peer group. The study also demonstrated that parents have positive expectations for their children, regardless of their backgrounds.

The study is related to the present research topic because both are involved parents influence and career choice, therefore, some of the literature for this study were drawn from Henry's study, although the instruments forthis study concentrated more on parental nurturing styles instead of the parental influence in general. Furthermore, the use of two schools as a sample size is considered by the present study as inadequate for generalization of findings; therefore the current study used a larger sample size to cover six Local Government Areas. Also, Henry's study gathered data only from students of SS2 only but the current study involvedstudents form SS1,2 and 3 to get its first-hand information from all the senior student at the different levels.

Victor (2011) conducted a study on relationship between parenting styles on children's self-concept formation and academic performance in Adamawa State. The objectives of the study were to establish the relationship between parenting styles and children's self-concept formation and to determine the relationship between parenting styles and academic performance of children. A survey research design was adopted. The population for the study was drawn from senior secondary schools across the five educational zones in Adamawa State. A total of 34, 954 males and females made up the population. Ninety one parents and 364 students of senior secondary schools were randomly selected using stratified random sampling technique for sample size. The instrument used for the collection of data was self-designed questionnaire (SDQ). The study revealed that children who experienced democratic and authoritarian parenting styles had higher and better self-concept formation and good academic performance than children from uninvolved, rejected and permissive parenting styles.

The current study is similar to the previous study as good parenting styles and positive self-concept formation could lead to career good choice. Also, good academic performance could lead to good career choice in future.

2.9 Summary of the Reviewed Literature

From the review of literature, evidence exists that parents influenced their children's career development and that families provide financial and emotional support, and also transmit values, goals and expectations to their children, which impacted the career development process. Many career theories suggested that, the amount of parental identification will be reflected in the interests of their children and in turn the careers that they choose to pursue.

This chapter reviewed theories related to the study. Social learning theory pointed out individual's personalities and skills are as a result of their instrumental and associative learning experiences. Most theories revealed that genetic factors and different child rearing practices have great influence on young individual's personalities and styles that in turn influences career development and choice.

The review of literature also explained the factors that influence parents' involvement in children's career development and choice which included cultural background, childrearing goals, personality, environment, attachment, socio-economic status, parents' occupation and gender stereotyping. The literature also revealed the three groups of parental nurturing styles and how each is related to career development and choice.

It was observed that many research studies conducted,focused mainly on parental influences on career choice, selection, preference, interests and development, with little or no emphasis on parental nurturing styles influence on career choice hence, this study has filled the gap.

CHAPTER THREE

METHODOLOGY

This chapter focused on the methodology used in conducting the study and it is discussed under the following sub-headings: -

3.1 The Research Design

3.2 Population for the Study

3.3 Sample and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey research design was used for the study. This design is appropriate for this study because, it provides modality for gathering information from a sample size and generalizing the findings obtained to the entire population. Also survey research design is suitable for studies, where the population is scattered over a wide area of which this study is one, as it covered senior secondary schools across Kaduna State. In line with this Olayiwola (2007)

stated that, survey design permits the gathering of information from a large sample of people relatively quickly and inexpensive.

3.2 Population for the Study

The target population for the study comprised of Senior Secondary (SS1, 2, and 3) students in twelve (12) Government owned secondary schoolsin Kaduna State. The students' population consisted of three thousand six hundred and forty (3,640) boys, while the girls were four thousand and forty (4,040),hence, a total of seven thousand six hundred and eighty students (7,680). The study covered both male and female students to ascertain the impact of gender differences on career development of the students. The breakdown of the population for the study is shown in the Table 3.1 below:

Table 3.1 Population for the Study

S/N	Senatorial Zone	Noof Schools	Students Enrolment		Total
			Boys	Girls	
1	Northern zone	4	1,350	1,214	2564
2	Central zone	4	962	1,286	2248
3	Southern zone	4	1,328	1,540	2868
Total		**12**	**3640**	**4040**	**7,680**

Source: Principals of the participating senior secondary schools, 2015.

3.3 Sample and Sampling Procedure

From the population of the study, a sample size of three hundred and eighty four (384) students representing 5% of the total population wasdrawn for this study; this is in accordance with

Uzoagulu (1998), who suggested that when the population is up to a thousand and above, the study can use 5% of the population. Multi stage sampling procedure was adopted for this study as follows; Kaduna state was therefore, stratified into three (3) senatorial zones, namely Northern, Central and Southern Senatorial zones. Each senatorial zone served as a stratum stage1. Two local government areas (LGA) were randomly selected from each zone using hat drawn, making a total of six (6) local government areas out of twenty three (23)local government areas in the state and this constituted stage two. This was done in order to have equal representation of the population and generalization of the finding for the state.

The stage three involved the selection of twoschools each randomlyusing hat drawn, from each of the local government areasmaking a total of twelve (12) schools at the final stage (4), the sample size of three hundred and eighty four were drawn from the twelve schools using 5% of the students' population for eachsampled school. This was supported by Ali (2006) cited in Ezugwu (2008), who stated that for a population of five thousand (5,000) and above 2-5% of the population suffices as sample. See table 3.2. for breakdown of the sample size.

Table 3.2 School Sample Size for the Study

S/No	Senatorial Zone	Name of School	Population	Sample Size5%	Sample per stratum
1	Northern Zone	G.G.S.S (W.T.C) Zaria	816	41	
		G.S.S Zaria (Snr.)	710	36	
		G.S.S Lere	678	34	
		G.S.S Saminaka	360	18	129
2	Central Zone	G.D.S.S Bomo	308	15	
		G.D.S.S Basawa	680	34	
		G.G.S.S Kakuri	582	29	
		G.G.S.S Barnawa	678	34	112
3	Southern Zone	G.S.S (Snr.) Kachia	822	41	
		G.S.S (Snr.) K/Musa	550	27	
		G.S.S (Snr.) Kafanchan	854	43	
		G.G.S.S(Snr.) Kafanchan	642	32	143
	Total		**7,680**		**384**

3.4 Instrument for Data Collection

The instrument used for data collection was a researcher developed questionnaire. One set of questionnaire was designed for the students consisting of two parts the first was on parental nurturing styles which was adopted and modified from Koki (2009), while the second part was self-developed and structured on career choice. The questionnaire have five sections.Section A consisted of six (6) items on bio data of the respondents. Section B contained ten(10) items onthe

influence of emotional concentration nurturing style on career choice of students. Section C consisted of items eleven to twenty (11-20) which were on influence of avoidance nurturing style on students' career choice. Items twenty one to thirty (21-30) were to determine the influence of avoidance nurturing style on career choice which constituted section D. Items thirty one to forty one (31-41) section E,finally assessed the influence of career choice. Refer to appendix I for the students' questionnaire on page 82.

The questionnaire was structured to a 4 point rating scale which according to Ary&Razavieh(2002),is used to assess the opinion of the respondents towards presenting a set of statements and assigned numerical values for the responses as shown below;

Strongly Agree	-	SA	-	4
Agree	-	A	-	3
Disagree	-	D	-	2
Strongly Disagree	-	SD	-	1

Hence any mean score of responses of 2.5 and above is positive or accepted, any responses below 2.5 is negative or not accepted.

3.4.1 Validation of the Instrument

The questionnaire designed was validated by three experts from the Department of Vocational and Technical Education who made corrections and suggestions which were effected. The comments helped the study to restructure the instrument to its present state. Validity ensures that the instrument measures accurately what it intends to measure. The validation was concerned with the face and content validity of the instrument.

3.4.2 Pilot Study

To further ascertain the appropriateness and its content reliability, the instrument was pilot tested using Government Senior Secondary School Aminu, in SabonGari Local Government Area, Kaduna State. The school was used because it is co-educational and is not part of the sampled schools used for the study and it has similar characteristics with the sampled schools. The purpose of pilot study was to test the adequacy and suitability of the instrument and ascertain that there is no ambiguity. To achieve the purpose, twenty (20) copiesof the questionnaire were administered to the students under the supervision of the researcher and one trained research assistant in the school. All the copies of the questionnaire were filled and returned immediately. Results revealed that significant relationship exists between nurturing styles on career development of the students.

3.4.3 Reliability of the Instrument

The data collected from pilot study were statistically analyzed using thecronbach alpha formula. The result revealed a reliability coefficient of 0.78 for the instrument. The coefficient was positive and high, hence the instrument was reliable and suitable based on Nworgu (2006) recommendation, who stated that, an acceptable reliability of an instrument is 0.60-0.80.(Refer to appendix IV page 92for reliabilityoutput).

3.5 Procedure for Data Collection

The researcher collected letter of introduction from Department of Vocational and Technical Education Faculty of Education, Ahmadu Bello University, Zaria, to the Zonal Educational Offices, in order to obtain permission to visit schools for the purpose of data collection for this research,(refer to appendix II). At the schools, the principals were met who in turn introduced the

researcher to the school Guidance & Counseling masters/mistresses who acted as the research assistants.The Guidance and Counseling masters/mistresses of each of the sampled schools were trained by the researcher on how to administer the questionnaire to the students, to avoid misinterpretation and wastages in filling the questionnaire.

Direct Delivery Technique (DDT) was employed for data collection. Thecopies of questionnaire were delivered to twelve (12) research assistantsfrom the selected secondary schools, who in turn directly administered them to the respondents with the help of their teachers who read and explained question items to the respondents for clarity. The copies of the questionnaire were collected by the researcher within a period of two (2) weeks. Out of the three hundred and eighty four (384) copies of thequestionnaires distributed only three hundred and seventy (370) were returned fully filled. Fourteen (14) copies of thequestionnaire were wrongly filled. The research assistants were given a token amount, while the students were given exercise books and biros as incentives.

3.6 Procedure for Data Analysis

The data collected was presented in a tabular form and analysed using multivariable statistical tools such as descriptive statistics, in terms of frequencies, percentages, mean, standard deviation, PPMC and independent t-test using the following steps:

1. *Frequency and percentages were used to describe the respondents' bio data.*
2. *Mean and standard deviation were used to answer research questions.*
3. *Pearson Product Moment correlation co-efficient (PPMC) were used to analyseone to four (1-4)null hypotheses formulated to test the relationship.*
4. *Independent t-test was used to test differences between the null hypothesis5.*

These were used to determine the existence of the significance for the acceptance or rejection of null hypothesis at 0.05 level of significance.The decision on the data analyses for answering the research questions was mainly agreed and disagreed based on the calculated mean for each item. Any item with a mean of 2.5 or greater was considered ‘Agreed’, if less, it was ‘Disagreed’while for the null hypothesis, when correlation coefficient is equal to or greater than the critical value, the hypothesis was rejected and its alternative retained. Similarly, when the coefficient is less than the critical value, the null hypothesis was retained.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to assess the influence of nurturing styles on career choice of secondary school students in Kaduna state. To achieve the above objectives, a total of three hundred and eighty four (384) students were administered with questionnaire. A total of three hundred and seventy (370) copies of the questionnaire were adequately filled and returned. The returned copies of the questionnaire were analysed using the described statistical tools in chapter three and the results of which are presented and discussed in this chapter as follows: organizationof Demographic characteristics of the respondents, answers to Research questions, Testing of null hypothesis,Summary of major findings while discussion of findings concluded the chapter.

4.2 RESULTS

Table 4.2.1: Distribution of Students by Gender and Class

Variables	Frequency	Percent
Gender		
Male	142	38.4
Female	228	61.6
Total	370	100.0
Class		
SS1	31	8.4
SS2	128	34.6
SS3	211	57.0
Total	370	100.0

Source: FieldSurvey, 2016.

The table above is on the gender of the respondents, 142 of them were males and the rest 228 of the respondents were female, meaning that most of the respondents were females and the class range of the respondents 31 representing (8.4%) of them were in SS1,128 representing (34.6%) of the respondents were in SS2 and the remaining 211representing (57%) of the respondents. Hence,majority of the respondents were in ss3

Research Question 1:

To what extent does emotional concentration nurturing style influence career choice of senior secondary school students in Kaduna state?

Table 4.2.2: Mean Score of Responses for Influence of Emotional Concentration Nurturing Style on Career Choice of Senior Secondary School Students in Kaduna State.

S/N	Item	Respondents response				Mean	S.D
		SA	A	D	SD		
1	My parents become much more worried if I happen to look upset	38 (152)	88 (264)	74 (148)	170 (170)	1.98	1.05
2	My parents believe in whatever I tell them	13 (52)	65 (195)	60 (120)	232 (232)	1.62	0.90
3	My parents do not allow me to do housework	13 (52)	75 (225)	86 (172)	196 (196)	1.74	0.90
4	My parents worry too much on any slight misfortune that happens to me	13 (52)	52 (156)	133 (266)	172 (172)	1.75	0.83
5	My parents defend me whenever I am in trouble with anyone	26 (104)	75 (225)	109 (218)	160 (160)	1.91	0.95
6	My parents generally dictate on my daily affairs	111 (444)	52 (156)	110 (220)	97 (97)	2.48	1.17
7	My parents become very fun of me when i achieve the goals they set for me	49 (196)	100 (300)	75 (150)	146 (146)	2.14	1.09
8	My parents decide on everything I do	49 (196)	63 (189)	74 (148)	184 (184)	1.94	1.09
9	My parents abuse or shout at me when i fail to achieve they set for me	49 (196)	100 (300)	73 (146)	148 (148)	2.14	1.90
10	My parents only support me financially if I achieve the goals they set for me	63 (252)	74 (222)	109 (218)	124 (124)	2.21	1.09
Cumulative mean						1.99	

Source: Field Survey, 2016

The above table 4.2.2shows the emotional concentration nurturing response of the respondents. The table is negative since the cumulative mean of 1.99 is less than the decision mean of 2.50, indicating that most are in disagreement with the items under this. However, the item stating that "my parents generally dictate on my daily affairs" obtained the highest mean of 2.48; further details reveal that 111 of the respondents strongly agreed with the view,52 of them agreed with it,110 of the respondents disagreed with the view and the rest 97 of them strongly disagreed with the view. The view stating that "my parents only support me financially if I achieve the goals they set for me" attained the second highest mean score with further details revealing that 63 of

the respondents strongly agreed with the view,74 of them agreed with it,109 of them disagreed with the view and the remaining 124 of them strongly disagreed with the view. This therefore, suggests an existence of emotional concentration nurturing styles among the respondents, despite the fact that the total mean score is less than the decision mean.

Research Question 2

To what extent does avoidance nurturing style influence career choice of senior secondary school students in Kaduna state?

Table 4.2.3: Mean score of responses for influence of Avoidance Nurturing Style on Career Choice of Senior Secondary School Students in Kaduna State.

S/N	Item	Respondents Response				Mean	S.D
		SA	A	D	SD		
1	I am not very close to my parents	49 (196)	98 (294)	86 (172)	137 (137)	2.16	1.07
2	I spend most of my time outside home	36 (144)	121 (363)	63 (126)	150 (150)	2.12	1.05
3	My parents do not care what I do	36 (144)	109 (327)	75 (150)	150 (150)	2.08	1.04
4	My parents pay less attention on my education	48 (192)	84 (252)	76 (152)	162 (162)	2.05	1.09
5	My parents do not encourage me on my ambition	36 (144)	121 (363)	138 (276)	75 (75)	2.32	0.91
6	My activities are not accessed by my parents	60 (240)	112 (336)	112 (224)	86 (86)	2.39	1.02
7	My parents do not care much about my health	36 (144)	110 (330)	138 (276)	86 (86)	2.26	0.92
8	Sometimes my meal are not sufficient for me	24 (96)	145 (435)	112 (224)	89 (89)	2.28	0.90
9	My parents do not care to encourage me on my school work	37 (148)	145 (435)	13 (26)	175 (175)	2.12	1.12
10	I am allowed to associate with any friend i like	49 (196)	120 (360)	51 (102)	150 (150)	2.18	1.11
Cumulative mean						2.20	

Source: Field Survey, 2016.

This table contains the response of respondents on the avoidance nurturing styles, this table is therefore negative since the cumulative mean of 2.20 is less than the decision mean of 2.50, the highest mean value of 2.39 was obtained by item 6 which holds that “my activities are not

accessed by my parents", as further details revealed that, 60 of the respondents strongly agreed,112 of them agreed with it,112 disagreed with the view and the remaining 86 of the respondents strongly disagreed with the view. The item with the second highest mean of 2.32,states that, "my parents do not encourage me in my ambition" as details revealed that 36 of the respondents strongly agreed,121 of them agreed with this view,138 of them disagreed with it and the remaining 75 of them strongly disagreed with this view. This has established the existence of avoidance nurturing style in the families even though the average mean score was disagreed.

Research Question 3:

To what extent does acceptance nurturing styles influence career choice of senior secondary school students in Kaduna state?

Table 4.2.4: Mean score responses for influence of Acceptance Nurturing Style on Career Choice of Senior Secondary School Students in Kaduna State

S/N	Items	Respondents Response				Mean	S.D
		SA	A	D	SD		
1	My parents are very much fun of me	61 (244)	113 (339)	50 (100)	146 (146)	2.24	1.14
2	My parents treat me with extra special care	50 (200)	52 (156)	49 (98)	219 (219)	1.82	1.12
3	I am encouraged by my parents to have good friends	74 (296)	101 (303)	37 (74)	158 (158)	2.25	1.20
4	My parents encourage me on my education	37 (148)	150 (450)	37 (74)	146 (146)	2.21	1.08
5	My parents pay more attention on my creativity	38 (152)	75 (225)	49 (98)	208 (208)	1.85	1.08
6	All my educational demands are provided by my parents	38 (152)	99 (297)	61 (122)	172 (172)	2.01	1.07
7	My parents allow me to discuss my problems with them	88 (352)	48 (144)	74 (148)	160 (160)	2.17	1.22
8	My parents care about my health	99 (396)	112 (336)	85 (170)	74 (74)	2.64	1.08
9	I am always encouraged to do better in my school work	61 (244)	137 (411)	99 (198)	73 (73)	2.50	0.99
10	My parents and I understand each other	62 (248)	63 (189)	86 (172)	159 (159)	2.08	1.13
Cumulative mean						2.176	

Source: Field Survey, 2016.

The table above is on the response of the respondents on the acceptance nurturing styles of the respondents. The outcome of the table shows that most parents hardly use this style; this is because the mean agreement of 2.176 was found to be lower than the 2.50. However, the highest mean value of 2.64 was obtained by the item stating that "my parents care about my health", further details revealed that 99 of them strongly agreed with the view,112 of them agreed with it,85 of them disagreed with it, and the rest 74 of them strongly disagreed with this view Another item stating that "I am always encouraged to do better in my school work" has the second highest mean of 2.50;further details revealed that 61 of them strongly agreed with the view,137 of them agreed with it,99 of them disagreed with the view and the rest 73 of the respondents

strongly disagreed with the view. In summary, acceptance nurturing style is not fully used by most parents since the cumulative mean agreement of 2.176 is lower than the 2.500 decision mean.

Table 4.2.5: Mean score of responses for influence of Career Choice on Secondary School students in Kaduna State.

S/N	Items	Respondents Response				Mean	S.D
		SA	A	D	SD		
1	Have read different materials to clarify my thoughts on the career I intend to choose	26 (104)	110 (330)	85 (170)	149 (149)	2.04	0.99
2	Go on field trips to various organisations related to my career choice	13 (52)	74 (222)	99 (198)	184 (184)	1.77	0.89
3	Involve in extracurricular activities to boost my career ambition	25 (100)	99 (337)	85 (170)	161 (161)	1.97	0.99
4	The education i pursue will help my career choice	12 (48)	124 (372)	25 (50)	209 (209)	1.84	1.00
5	Subjects I selected were based on my academic performance on requirements for pursuing my intended career choice	12 (48)	50 (150)	158 (316)	150 (150)	1.79	0.74
6	I am working hard to maintain the academic standard of my career choice	13 (52)	87 (261)	85 (170)	185 (185)	1.81	0.92
7	My choice of career is based on the prestige attached to the profession	25 (100)	124 (372)	84 (168)	137 (137)	2.10	0.98
8	The choice of my career is based on my interest only	26 (104)	120 (360)	50 (100)	174 (174)	1.99	1.04
9	I am confused on issue of career choice	124 (496)	85 (255)	62 (124)	99 (99)	2.63	1.20
10	My parents/guardian are responsible for choosing my future career	86 (344)	89 (267)	72 (144)	123 (123)	2.37	1.17
11	I have a good plan to achieve my career ambition	-	99 (297)	97 (194)	174 (174)	1.80	0.84
Cumulative mean						2.01	

Source: Field Survey, 2016

The table above is the response of respondents on their career choice style. This table is negative since the cumulative mean of 2.01 is less than the decision mean of 2.50 item 9 holding that "I am confused on issue of career choice" has the highest mean score of 2.63, further details revealed that 124 of them strongly agreed with the view, 85 of the agreed with it, 62 of them disagreed with the view and the remaining 99 of them strongly disagreed with the opinion. Item 10 stating that "my parents/guardian are responsible for choosing my future career" attained the second highest mean of 2.37 ;with further details revealing that 86 of them strongly agreed with the view,89 of them agreed,72 of them disagreed and the rest 123 of the respondents strongly disagreed with the view. Though the mean score of students who agreed that they have good plan to achieve their career choice was low (1.80). There was an element of career choice among the students.

Research Question 4

How does gender differences (male or female) influence career choice of secondary school students in Kaduna state?

Table: 4.2.6 Descriptive statistic on the influence of gender(male or female)onCareer Choice of secondary schools students in Kaduna state

Variable	Gender	N	Mean	Stddev	Mean difference
Career choice	Male	42	22.43	6.25	0.52
	Female	228	21.91	5.72	

Source: Field Survey 2016

The descriptive statistic shows that,gender (male or female) has no influence on students' career choice in Kaduna state secondary schools. The mean career choice levels are 22.43 and 21.91 for male and female respectively. This shows that sex of students does not influence their career choice because the mean difference 0,52 is less than 2.50.

4.3 Hypothesis Testing

Ho1: Emotionalconcentration nurturing style has no significant influence on career choice of secondary school students in Kaduna state.

Table 4.3.1 Pearson product moment correlation (PPMC) on the influence of emotional concentration nurturing oncareer Choice of Senior Secondary School Students in Kaduna State

Variables	N	Mean	Std.dev	Correlation index r	Df	P
Emotional nurturing styles	370	19.90	5.56			
				-0.627**	368	0.017
Career choice	370	22.11	5.93			

Source: field survey 2016*. Correlation is significant at the 0.05 level (2-tailed)

p<0.05=0.017

The results of the Pearson Product Moment Correlation (PPMC) statistics shows that, significant inverse relationship exists between emotional nurturing styles and career choice of senior secondary schools.

Reasons being that the calculated p value of 0.017 is found to be lower than the 0.05 alpha level of significance at a correlation index, r level of -0.674. The correlation between the two variables is indirectly proportional i.e. the higher the level of emotional nurturing style, the lower the level of career choice and vice versa. Therefore, the null hypothesis which states that emotional concentration nurturing styles has no significant influence on student's career choice of senior secondary schools students in Kaduna state, is hereby rejected

Ho2: Avoidancenurturing styles has no significant influence on career choice of secondary schoolstudents in Kaduna state.

Table 4.3.2: Pearson Product Moment Correlation (PPMC) on the influence of avoidance nurturing styles on career choice of Senior Secondary School Students in Kaduna state.

Variables	N	Mean	S.D	R	Df	P
avoidance nurturing styles	370	21.97	7.90			
				-0.624**	368	0.002
Career choice	370	22.11	5.93			

Source: field survey. 2016 *. Correlation is significant at the 0.05 level (2-tailed)

p<0.05=0.002

The result of the Pearson Product Moment Correlation statistics shows that, inverse significant relationship exists between avoidance nurturing style and career choice.

The calculated p value of 0.002 is found to be lower than the 0.05 alpha level of significance at a correlation index r level of 0.624. The level of relationship between the two is inversely proportional. That is, the higher the level of avoidance nurturing style, the lower the chance for career choice of the students. This shows that avoidance nurturing style has negative influence on students' career choice. Therefore the null hypothesis which states that acceptance nurturing styles has no significant influence on career choice of Secondary School Studentsin Kaduna is hereby rejected.

Ho3: Acceptancenurturing style has no significant influence on career choice of secondary school students in Kaduna state.

Table 4.3.3: Pearson Product Moment Correlation (PPMC) on the influence of acceptance nurturing style on career choice of secondary school students in Kaduna state.

Variables	N	Mean	S.D	R	Df	P
Acceptance nurturing styles	370	21.76	7.08			
				0.666**	369	0.001
Career choice	370	22.11	5.93			

*** Correlation is significant at the 0.05 level (2-tailed). P<0.05=0.001**
Source: Field Survey, 2016

The result shows that significant positive relationship exist between the acceptance nurturing styles and the career choice of secondary school students in Kaduna state. This is because the calculated p value of 0.001 is found to be lower than the 0.05 alpha level of significance at a correlation index r level of 0.666, the correlation between the two variables is directly proportional i.e. the higher the level of acceptance nurturing style ,the higher the level of career choice and vice versa. Therefore, the null hypothesis which states that acceptance nurturing styles has no significant influence on career choice of secondary school students in Kaduna stateis hereby rejected

Ho4: The null hypothesis states that gender difference has no significant influence on nurturing styles of secondary school students in Kaduna state.

4.3.4 Pearson Product Moment Correlation (PPMC) on the influence of gender difference (male or female) on career choice of secondary school students in Kaduna state.

Variable	Gender	N	Mean	Stddev	R	df	P
Career choice	Male	142	22.43	6.25			
					0.823	368	0.411
	Female	228	21.91	5.72			

Calculated p > 0.05=0.411.

The result revealed that there gender difference has on significant influence on students career choice in Kaduna state because the p value of 0.411 is greater than the 0.05 alpha level of significance at the r value of 0.823. This implies that gender of students does not influence their nurturing styles. Therefore the null hypothesis is hereby accepted and retained.

4.4 Summary of Major Findings

1. Students who experienced emotional concentration nurturing style during their childhood were found to depend solely on their parents/care givers for career identity and they were indecisive and confused in terms of career choice ($p<0.05=0.017$ at r level of -0.627).

2. Students who experienced avoidance nurturing style lacked parental monitoring, support and encouragement on their career ambition during childhood. This results in poor self-concept, poor career identity and indecisiveness in career choice ($p<0.05=0.002$ at r level of -0.624).

3. Students who experienced acceptance nurturing style during their childhood were found to be more confident in career exploration and experimentation thereby leading to good career choice ($p<0.05=0.001$at r level 0f 0.666).

4. There is no significant difference between career choice of male and female students in the study area $p>0.05=0.411$.

4.5 Discussion of findings

This research was carried out in order to assess the influence of nurturing styles on career choice of secondary school students in Kaduna State. Five objectives and five null hypotheses were set to guide the research. Among the basic assumptions of the study was that parental nurturing style can guide student career choice. Findings were consequently discussed based on the objectives and hypothesis of the study.

The result revealed that objective one,null hypothesis one was rejected and its alternative accepted, the finding on table 4.3.1 revealed that,Emotional Concentration Nurturing Style has

significant influence on Career choiceof students by p<0.05=0.017 at r value of -0.627 negatively because majority of the respondents indicated that their parents observe, encourage and support their career ambition only when it complies with that of the parents' desire and dictate. This implies that these students are not allowed to explore career of their own aspiration hence they depend on their parents for subject selection and are confused in choice of career. In consistent with this,Alika(2010), posited that, over involvement of parents on their children's career contribute to youngindividual's indecisiveness due to conflict with their own needs and wants and those of their family.Contrary to this, Henry (2010) found that parents who were more involved tend to have children who have higher educational and occupational aspiration.

However, in another development Mensah and Alfred (2013) stated that, emotional system is the glue that keeps the family together. If it is too strong, differentiation is often characterized by high anxiety and an inability to leave home to pursue appropriate adult development tasks, which result to over dependency on the parents for choice of career.

Findings in respect of objective 2, hypothesis 2 revealed that Avoidance Nurturing Style has influence on Career choiceof students negatively becausep<0.05=0.002 at r value of -0.624. Thus, the null hypothesis was rejected and its alternative accepted. The implication of this finding was that, students whose parents do not care to observe, encourage and support their activities, abilities and career ambition have difficulties in career decision, self-concept, career exploration and identification, therefore, dependent on peer group or other models for career decision and choice. In a related development,Hinderbrand(2009) revealed that children who experienced avoidance nurturing style have delay in their career choice or they seek support and guidance of peer group, teachers or guidance counselors as role model. Furthermore, Weinert(2011) collaborated this findings where his study revealed that family dysfunction (i.e. members are

much more isolated, lack affection and guidance) may hinder an individual's self-efficacy and belief in his ability to succeed in career choice. Generally, students from avoidance nurturing have low self-concept, no confidence and are confused on career decisions and choices. However, few students from this type of parents (avoidance) came up with better career choice options than those from emotional concentration nurturing style. This is because avoidance parents do not care to assess their children's abilities therefore, they are allowed to decide and choose career by themselves.

Objective 3 hypothesis, 3 results obtained revealed that, Acceptance Nurturing Style has significant influence on students' Career choiceby $p<0.05=0.001$ at r value 0.666. Therefore, the null hypothesis was rejected while its alternative was accepted. This implies that when parents observe, encourage and support their children's through acceptance nurturing, the children tend to be more confident in career exploration and experimentation thereby, leading to good career choice. The finding is consistent with (Young 2008) who related that students who experienced acceptance nurturing style during their childhood were found to be more confident in career exploration and experimentation that is needed by individuals toward career choice. Furthermore, Hinder-brand (2009), stated that, children from acceptance nurturing style parenting exhibit friendly behavior, self-reliant, Self-concept, achievement oriented and can cope with any career or occupation they find themselves in. This is because they are oriented to themselves and to other people. In view of these findings, acceptance nurturing style produces positive outcome on students' career development, even though it is the least practiced among the students for this study.

Finally, insignificant influence existed between career choice of male and female students, therefore, the null hypotheses was accepted and retained. In conjunction, Summons (2008)

proposed that, recently young females are being influenced to choose traditionally males job like doctors, detectives and even super heroes due to pushes to decrease gender stereotyping through lectures, books and by media but the career stereotypes still exist. In another development, Abele and Spurk (2009) postulated that, despite the efforts to attain gender equality, Africa still has discrimination in certain professions which prevents students from choosing certain careers. Parents should not be mindful of the gender of wards in career choice, if a male child decide to choose Career that are generally considered as female dominated, they should not be prevented, likewise female students takes career generally considered as male careers. This way they can exploit their talent more, compared to when they are forced to take careers that are not in their interest simply because of gender variation.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, recommendations and suggestions for further studies

5.1 Summary

The research was carried out to assess the influence of nurturing styles on career choice of secondary school students in Kaduna State. Some of the specific objectives of the study were to determine the influence of emotional concentration nurturing style on students' career choice and to assess the influence of acceptance nurturing style on students' career choice.In pursuance of these objectives, four (4) research questions and four (4) nullHypotheses were drawn to guide the study. Many literature related to the study were reviewed. Descriptive survey design was carried out for the research. A sample of 384 students was drawn from12 governments owned Senior Secondary School in Kaduna state using random sampling technique for the study. Self-designed questionnaire was used as instrument for data collection.Out of 384 questionnaires distributed only 370 were correctly completed and returned. Bio-data was organised using descriptivestatistics (i.e. frequencies and mean), PPMC and independent t-test were used totest the null hypotheses, at 0.05 level of significance. Analysis of data howeverhighlighted some major findings of the research as foll*ows:*

1. *Significant relationship exists between emotional concentration nurturing styles and career choice of students. The higher the level of emotional nurturing style, the lower chance for career choice and vice versa. This is because the p value of 0.017 is less than the alpha level of significance at a correlation index r level -0.674.*

2. *There is significant relationship between avoidance nurturing styles and career choice of students. The higher the levels of avoidance nurturing style the lower their chance for career choice. The calculated p value of 0.002 is lower than the 0.05 alpha level of significance at a correlation index r level of -0.624.*
3. *Significant relationship exists between acceptance nurturing styles and career choice of students. The higher the level of acceptance nurturing styles, the higher the level of career choice and vice versa. As the calculated p value of 0.001 is less than 0.05 alpha level at index r level of 0.666*
4. *Students' gender differences (male or female) have no significant influence on their career choice.The p>0.05, value of 0.411 is greater than alpha level of 0.05 at r level of 0.823.*

5.2 Contribution to knowledge

This section outlined the contributions of this study to existing knowledge as follows:

1. *Emotional concentration nurturing style had significant influence on career choice of senior secondary school students in Kaduna state (P=0.017).*
2. *Avoidance nurturing style had significant influence on career choice of senior secondary school students in Kaduna state (P=0.002).*
3. *Acceptance nurturing style significantly influence career choice of senior secondary school students in Kaduna state (P=0.001).*
4. *Students' gender difference (male or female) did not significantly influence the career choice of secondary school student in Kaduna state.(P>0.05=0.411)*

5.3 Conclusions

Based on the findings of this study, it can be concluded that nurturing styles have influence on career choice of secondary school students in Kaduna state, in such a way that parents' desire and dictate (emotional concentration), influenced students' career choice negatively, becausestudents do not have a say on what they want to achieve as a career. Also, students who experienced avoidance nurturing style lacked parental monitoring and encouragement hence, depended on other models for career identification and decision, this creates confusion in their choice of career, whileacceptance nurturing style provids students the opportunity to access their abilities and explore their career, through parents' encouragement and support which yields good career choice.

Furthermore, students' gender difference (male or female) has no significant influence on their career choice. Finally the study concludes that, acceptance nurturing style has more positive influence on career choice of secondary school students, than emotional concentration and avoidance nurturing styles, therefore, acceptance nurturing style should be used more often than the other styles.

5.4 Recommendations

The following are recommended towards the improvement of influence of nurturing styles on the career choice of secondary school students.

1. *Parent should desist from enforcing career choice, not suitable to their children's abilities on selfish, sentimental or emotional ground.*

2. *Government should equip parents with skills on parenting, through seminars, workshops and media by professionals, on the use of appropriate nurturing styles, for the best result on their children's career choice.*
3. *For parents/guardians to exert the right type of influence, they should closely monitor and encourage their children/wards', abilities, education and activities, so as to be in the right position to offer proper guidance.*
4. *Since the career choices of males and females students were not found to be different, parents should continue toguide them regardless of their sex, so that they do not make a lifelong error in their career choice.*

5.5 Suggestions for Further Studies

The following suggestions can help further researchers:

i. *Influence of nurturing styles on students career choice in other states in Nigeria.*
ii. *The relationship among parental nurturing styles, self-concept and career choice in all states in Nigeria.*
iii. *The relationship among parental nurturing styles, academic performance and career choice in Kaduna state.*
iv. *The relationship among parenting styles, independency and adolescent's personality.*
v. *The impact of parental upbringing on career choice and academic performance in all states of Nigeria.*

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APPENDIX I: QUESTIONNAIRE FOR STUDENTS

SECTION A: BIO DATA

Instruction: Please tick (√) where appropriate.

1. Name of school……..
2. Gender
    a) Male ( )
    b) Female ( )
3. Age (in years)
    a) 13-15 ( )
    b) 16-17 ( )
    c) 18 and above ( )
4. Class
    a) SS I ( )
    b) SS II ( )
    c) SS III ( )
5. Parents' occupation

a. Business/Trading ( )

b. Farming ( )

c. Labourer ( )

d. Civil Servant Specify ( )

e. Others Specify…….

6. Which career will you choose as an occupation after your secondary education?

a. Medical profession eg. Doctor, pharmacist, nurses.
b. Military/ paramilitary eg. Police, army, custom service
c. Accounting/Administration
d. Teaching/Lecturing
e. Agriculture/ farming
f. Engineering
g. Legal practitioner
h. Others; specify…….

SECTION B

INSTRUCTION: Please read the questionnaire carefully and tick ( ) the response that suits your opinion.

Key

SA- Strongly Agree= 4 points

A-Agree = 3 points

D-Disagree = 2 points

SD-Strongly disagree = 1 point

Nurturing Styles

INSTRUCTION: Please read carefully and indicate the degree to which each statement applies to you. Mark your answer by ticking the appropriate keyword beside each statement.

Keywords are: Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD)

Emotional Concentration Nurturing Style

S/N		SA	A	D	SD
1	My parent become much worried if I happen to look upset				
2	My parents believe in whatever I tell them				
3	My parents do not allow me to do house hold chores				
4	My parents worry too much on any slight misfortune that happens to me				
5	My parents defend me whenever I am in trouble with anyone				
6	My parents generally dictate on my daily affairs				
7	My parents become very fond of me when I achieve the goals they set for me				
8	My parents decide on everything I do				
9	My parents abuse or shout at me when I fail to achieve the goals they set for me				
10	My parents only support me financially if I achieve the goals they set for me				

Avoidance Nurturing Style

S/N		SA	A	D	SD
11	I am not very close to my parents				
12	I spend most of my time outside home				
13	My parents do not care what I do				
14	My parents pay less attention on my education				
15	My parents do not encourage me on my ambition				
16	My activities are not assessed by my parents				
17	My parents do not care much about my health				
18	Sometimes my meals are not sufficient for me				
19	My parents do not care to encourage me on my school work				
20	I am free to associate with any friend I like				

Acceptance Nurturing Style

S/N		SA	A	D	SD
21	My parents are very much fond of me				
22	My parents treat me with extra loving care				
23	I am encouraged by my parents to have good friends				
24	My parents encourage me on my education				
25	My parents pay much attention on my creativity				
26	All my educational demands are provided by my parents				
27	My parents allow me to discuss my problems with them				
28	My parents care much about my health				
29	I am always encouraged to do better in my school work				
30	My parents and I understand each other				

Career Choice

S/N		SA	A	D	SD
31	Have read different materials to clarify my thoughts on the career I intend to choose				
32	Go on field trips to various organisations related to my career choice.				
33	Involve in extracurricular activities to boost my career ambition				
34	The education I pursue would help my career choice				
35	Subjects I selected were based on my academic performance on requirement for pursuing my intended career choice				
36	I am working hard to maintain the academic standard of my career choice				
37	My choice of career is based on the prestige attached to the profession				
38	The choice of career is based on my interest only				
39	I am confused on issue of career choice				
40	My parents/guardian are responsible for choosing my future career				
41	I have a good plan to achieve my career ambition				

APPENDIX II

LETTER OF REQUEST TO FILL QUESTIONNAIRE

Department of Vocational &
Technical Education
Faculty of Education
Ahmadu Bello University,
Zaria.

Dear Respondents,

Request to Fill Questionnaire

I am a postgraduate student of Home Economics Section, carrying out research work on Influence of Parental Nurturing Styles on Career choice of secondary school students in Kaduna state. This letter is to solicit for your assistance and cooperation in providing required information by ticking ( ) the items. It is purely an academic exercise for the award of Master's degree in Home Economics Education. The information provided shall be treated strictly for the purpose.

Thank you for your cooperation.

Yours sincerely,

Mairo Dangana Muhammad

APPENDIX 111: LETTER OF INTRODUCTION

APPENDIX 1V:

INFLUENCE OF NURTURING STYLES ON CAREER CHOICE OF SECONDARY SCHOOL STUDENTS IN KADUNA STATE

Reliability

Emotional Concentration Nurturing

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.720	.700	10

Item Statistics

	Mean	Std. Deviation	N
my parents become much more worried if i happen to look upset	2.15	1.137	20
my parents believe in whatever i tell them	1.75	1.020	20
my parents do not allow me to do house works	1.85	.988	20
my parents worry too much on any slight misfortune that happens to me	1.80	.951	20
my parents defend me whenever i am in trouble with anyone	1.90	1.021	20
my parents generally dictate on my every affairs	2.85	1.137	20
my parents become very fun of me when i achieve the goals they set for me	2.40	1.142	20
my parents decide on everything i do	2.30	1.174	20
my parents abuse or shout at me when i fail to achieve they set for me	2.45	1.146	20
my parents only support me financially if i achieve the goals they set for me	2.40	1.231	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.185	1.750	2.850	1.100	1.629	.128	10

Avoidance Nurturing Style

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.924	.925	10

Item Statistics

	Mean	Std. Deviation	N
i am not very close to my parents	2.25	1.118	20
i spend most of my time outside home	2.10	1.071	20
my parents do not care what i do	1.95	.999	20
my parents pay less attention on my education	1.90	1.071	20
my parents do not encourage me on my ambition	2.10	.912	20
my activities are not accessed by my parents	2.30	.979	20
my parents do not care much about my health	2.15	.875	20
sometimes my meal are not sufficient for me	2.00	.858	20
my parents do not care to encourage me on my school work	1.85	1.137	20
i am allowed to associate with any friend i like	2.05	1.146	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.065	1.850	2.300	.450	1.243	.021	10

Acceptance Nurturing style

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.786	.783	10

Item Statistics

	Mean	Std. Deviation	N
my parents are very much fun of me	2.40	1.095	20
my parents treat me with extra special care	1.80	1.105	20
i am encouraged by my parents to have good friends	1.95	1.146	20
my parents encourage me on my education	2.05	1.050	20
my parents pay more attention on my creativity	1.75	1.070	20
all my educational demands are provided by my parents	2.05	1.191	20
my parents allow me to discuss my problems with them	2.05	1.276	20
my parents care about my health	2.70	1.129	20
i am always encouraged to do better in my school work	2.40	.940	20
my parents and i understand each other	1.90	1.021	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.105	1.750	2.700	.950	1.543	.091	10

Career choice

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.744	.766	11

Item Statistics

	Mean	Std. Deviation	N
have read different materials to clarify my thoughts on the career i intend to pursue	2.10	1.071	20
go on field trips to various organizations related to my career ambition	1.70	.923	20
involve in extracurricular activities to boost my career ambition	1.85	.988	20
the education i pursue will help my career choice	1.75	1.020	20
subjects i selected were based on my academic performance on requirements for pursuing my intended career choice	1.65	.745	20
i am working hard to maintain the academic standard of my career ambition	1.75	.967	20
my choice of career is based on the prestige attached to the profession	2.25	1.070	20
the choice of my career is based on my interest only	1.85	1.089	20
i am confused on issue of career choice	2.85	1.226	20
my parents/guardian are responsible for choosing my future career	2.70	1.218	20
i have a good plan to achieve my career ambition	1.65	.813	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.009	1.650	2.850	1.200	1.727	.179	11

All the variables combined

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.773	.795	41

Item Statistics

	Mean	Std. Deviation	N
my parents become much more worried if i happen to look upset	2.15	1.137	20
my parents believe in whatever i tell them	1.75	1.020	20
my parents do not allow me to do housework	1.85	.988	20
my parents worry too much on any slight misfortune that happens to me	1.80	.951	20
my parents defend me whenever i am in trouble with anyone	1.90	1.021	20
my parents generally dictate on my every affairs	2.85	1.137	20
my parents become very fun of me when i achieve the goals they set for me	2.40	1.142	20
my parents decide on everything i do	2.30	1.174	20
my parents abuse or shout at me when i fail to achieve they set for me	2.45	1.146	20
my parents only support me financially if i achieve the goals they set for me	2.40	1.231	20
i am not very close to my parents	2.25	1.118	20
i spend most of my time outside home	2.10	1.071	20
my parents do not care what i do	1.95	.999	20

my parents pay less attention on my education	1.90	1.071	20
my parents do not encourage me on my ambition	2.10	.912	20
my activities are not accessed by my parents	2.30	.979	20
my parents do not care much about my health	2.15	.875	20
sometimes my meal are not sufficient for me	2.00	.858	20
my parents do not care to encourage me on my school work	1.85	1.137	20
i am allowed to associate with any friend i like	2.05	1.146	20
my parents are very much fun of me	2.40	1.095	20
my parents treat me with extra special care	1.80	1.105	20
i am encouraged by my parents to have good friends	1.95	1.146	20
my parents encourage me on my education	2.05	1.050	20
my parents pay more attention on my creativity	1.75	1.070	20
all my educational demands are provided by my parents	2.05	1.191	20
my parents allow me to discuss my problems with them	2.05	1.276	20
my parents care about my health	2.70	1.129	20
i am always encouraged to do better in my school work	2.40	.940	20
my parents and i understand each other	1.90	1.021	20
have read different materials to clarify my thoughts on the career i intend to pursue	2.10	1.071	20
go on field trips to various organizations related to my career ambition	1.70	.923	20
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the education i pursue will help my career choice	1.75	1.020	20
subjects i selected were based on my academic performance on requirements for pursuing my intended career choice	1.65	.745	20
i am working hard to maintain the academic standard of my career ambition	1.75	.967	20
my choice of career is based on the prestige attached to the profession	2.25	1.070	20
the choice of my career is based on my interest only	1.85	1.089	20
i am confused on issue of career choice	2.85	1.226	20
my parents/guardian are responsible for choosing my future career	2.70	1.218	20
i have a good plan to achieve my career ambition	1.65	.813	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.089	1.650	2.850	1.200	1.727	.103	41