

Parental Levels Of Education As Predictors Of Career Aspiration Among Secondary School Students

Mgboro U. Chibueze Ph.D
Otubo A. F. Phd
Okwari Dorcas Terry
Nworie Maduka

Abstract

The study focused on parental levels of education as predictors of career aspiration among secondary school students. The main purpose of the study was to ascertain the extent parental levels of education predict career aspiration of secondary school students. The study adopted descriptive research design. The population of the study was eight thousand, four hundred and seventy-eight (8, 478) students from twenty-two public secondary schools. The students range from senior secondary school I (SSS I) to senior secondary school (SSS III) classes. Simple random sampling technique was adopted for sampling 368 students from ten (10) schools out of twenty two (22) schools. The instrument for data collection was a structured questionnaire titled Career Interest inventory (CII). The instrument was validated by three lecturers from Ebonyi State University in order to ascertain the suitability of the items. The reliability of the instrument was established using Cronbach Alpha method. It yielded a coefficient value of 0.942 which was considered high enough for reliability of the instrument. The data collected were analyzed for research questions using mean and standard deviation while regression analysis was used to test hypotheses at 0.05 level of significance. The findings, among others, revealed that parents with higher level of education act as predictor of students' career aspiration to a great extent, parents with middle level of education act as predictors of students career aspiration to a great extent, and parents with low level of education act as predictors of students' career aspiration. It was recommended that parents with higher level of education should aspire to educate their children about the different careers available, parents with middle level of education should create chance to discuss with their children about career selection, and parents with low level of education should involve career counsellors to enable the children to be exposed to different career paths they would aspire to enter.

Keywords: Career aspiration, parental level of education, high level of education, middle level of education, low level of education.

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I. Introduction

Education is perceived as packaged knowledge designed to guide learners in acquiring a culture, modeling their behaviour towards responsibilities of adulthood and directing learners towards their eventual role in the society (Okwari, 2023). Others view education as the transmission of values and accumulated knowledge of a society to the next generation (Scanlon, 2019), while for some it is a process of facilitating the learning of skill, values, moral beliefs, and habits which are necessary for the sustenance of the society (Gabriel, 2009). What are central in whichever definition one adopts are the learners who acquire the specific skills/values, and the society where the learners exhibit those skills/values.

Different methods can be employed by facilitators of education to enable the learners acquire the expected skills/values. In line with the above view Scanlon (2019) noted, that direct teaching, training, discussion, story telling, excursion, self-paced method (programme instruction) are some of the methods that enhance the acquisition of those skills/values. The above methods are employed with the aim of removing poverty in the society (Oranga, Obuba & Nyakundi, 2020) which is one of the focus of Education for All (EFA, 2013): ensuring economic growth, commerce and trade (University of Essex, 2022); empowering individuals by removing the cultural barriers which inhibit growth (Bird, 2019); uplifting the economically weaker sections of the society (Radcliffe, 2022).

The achievement of the above educational objectives by students appear to be depended on the parental level of education. Educational level is a term used by statisticians to mean the highest degree of education an individual has achieved (US CBG, 2006). The Australian Institute of Health and Welfare (AIHW, 2017) defined

it as the highest qualification reported by an individual in any field of study, or the highest level of school completed, or number of years a person has attended and completed schooling. It implies that the number of elementary or high school years completed, including the varying levels of degree attained is ones level of education (Statistics Canada SC, 2017).

Parental level of education is the height attained in education/degree of knowledge acquired (Khan, Iqbal & Tasneen 2015). Parental level of education is a complex assessment, measured in a variety of ways which also account for ones work experience in relation to income and occupation (Winters-Miner, & Miner, 2015). While some researchers accept that parental level of education could be of benefit to their children career aspiration (Gooding, 2001) others hold that parental experience and exposure irrespective of education level could greatly influence students career aspiration (Okwari, 2023). Furthermore students could be influenced by their parents educational level where the students decide to please their parents by following their foot steps (Isaac & Olusakin, 2014). It follows that parental level of education, experience and exposure would be a significant influence on students aspiration for some career. This is because parents' level of education appears to enable students to be exposed to some pieces of information. The type of information one receives seem to influence ones' concept and perception of the challenges facing them. Such information might help the students to be motivated in order to achieve higher level of education and consequently better career. Consequent on such motivation high level of desire in ones career aspiration might be better enhanced (Winters-Miner, & Miner 2015).

Three categories of parental level of education outlined by Olaosebikan and Olusakin (2014) are high (Parents with degree). Parents with high level of education are these who have 2nd and 3rd degrees. Master in Education or Arts or Sciences (MED, M.A. or M.Sc) Post Graduate Diploma (PGD) or Doctor of Philosophy (Ph.D respectively). Such parents have high living standard, sometimes they are influential and powerful in the society. Some politicians and business men fall under, this category. Some in this category occupy top administrative and management positions in their various endeavours where they might control the decision making process in the organization. Some parents from the high level education background tend to be more successful in developing career aspiration for their children where they would be better prepared for the world of work (APA, 2018). The above situation might be due to their opportunity to have access to resources such as career offices, guidance counsellors, better schools, high level of "Social actors", and familiar experience with higher education.

It implies that the more one reads the more the individual comes across publications giving information about work people do, how to arrange studies to enable the students acquire the future skills/career. Such parents appear better positioned to sort, assimilate and dispense information that help the students aspire for better careers. Such students might more likely aspire to attend university than to directly enter the work force either as part or full time workers (Pfingst, 2015). The aspiration for university education and better careers might be due to the relationship existing between the language, attitude, material provided, pattern of activities, thought patterns of the parents, and the school (Okwari, 2023). The author observed that the high parental educational level enhance home environment for students learning which motivate the latter in their career aspiration.

Parents with middle level of education (1st degree) appear neither very poor nor rich (Okwari 2023). Some of the parents in this category are bankers, medium scale industrialists, senior civil servants, contractors and some professionals. Parents at this category appear more to live a comfortable life and seem more likely to cater for their children education and general well being more than parents with non-degree. Okioga (2013) opined that such parents may take active role in their children's development by using controlled organized activities that could foster a sense of entitlement which would make the children to aspire for some professional or esteemed careers. It means that parents at this level appear to be more involved in their children's educational activities which significantly influence students' career aspiration. The above view is also supported by Mbagwu and Ajaegbu (2016) who observed that talking to children about the relationship between education and career aspiration would help the children to have less difficulties in aspiring for careers of their choice. The authors noted that parents at this level have social and cultural capitals more than the high and low educated parents. The language, attitude, materials provided at home, patterns of activities including thoughts resemble those from the high level educated parents.

The parents from low level education appear not to have much influence on their children career. Such parents seem to be more exposed to adversity which might decrease the attention given to their children education and career aspiration (McLaughlin & Sheridan, 2016). Children from such parents might attend schools but may record low success in school. There seems to be little information for the children, slow development of academic skills are more witnessed among such children, the attitude of little or no time for their children education might hinder the career aspiration of the children (Adefolaju, 2018). However, Alphonse (2016) discovered from study carried out in Nairobi that parental values, expectations and parent-child relationship influenced more the career aspiration of students more than parental low level of education. Bhattacharaya (2013) had earlier reported that regardless of parental level of education it appears the stability of the job, fulfillment of expectations of parents,

social identity, social settings and job availability including future benefit would predict more the career aspiration of students.

Career aspiration is the desire for occupation or ones progression through series of education and unpaid work experiences- internship and volunteer opportunities (Mckay 2014). Career aspiration is important because of the need for security, expertise, freedom from financial constraints (McCartney & Robinson, 2019). The socio-economic challenges of the present society demands that students aspire to seek expertise position that provide technical or professional enhancement and technological interest. Some persons might aspire to be self reliant since owing one business entails having more freedom, control and ability to deal with frustrations arising from working for superiors who do not share the same vision (Moore, 2021) Career aspiration might therefore be viewed as what a person needs from a job (Winga 2021). It follows, that what a person needs from a job varies from others needs. The different needs of the students might be reinforced and predicted by the parental level of education.

Some students might argue among themselves about becoming engineers, doctors, nurses, lawyers and teachers. Such arguments may likely end up in their various homes with their parents in order to get advice on the course of study they would aspire to achieve. Irrespective of the gender the choice of career appear difficult to make, however Carlton (2019) noted that the choice is more difficult for girls to make than boys. The researchers observed that students from both junior and senior secondary school levels discuss about courses that would help them attain some positions in the society. Courses in Sciences, Arts, Commercial, and Technical studies are not carefully examined by the students. Some of them who identify the subjects of their interest complain of parental pressure to enter a particular career. The students also complain that the prestige, income and job security are some of the reasons their parents give for encouraging them to aspire for some careers while other parents encourage their children to aspire for any course of study they can afford to pay the school fees. Consequent on the above parental pressures some of the students appear frustrated, confused and adopt blame game. It is not clear whether the parental level of education accounts for such parental pressure, and if it is, it is not also certain the extent such parental level of education predict, the career aspiration of the students.

II. Methodology

The study aimed at ascertaining the extent parents' level of education predicts career aspiration among senior secondary school students. Three research questions guided the study:

- To what extent do parents with higher level of education predict student's career aspiration?
- To what extent do parents with middle level of education predict students' career aspiration?
- To what extent do parents with low level of education predict students' career aspiration?

Three hypothesis were also tested

- Parents with higher level of education do not significantly predict students' career aspiration.
- Parents with middle level of education do not significantly predict students' career aspiration.
- Parents with low level of education do not significantly predict students' career aspiration.

The study involved senior secondary school students in Obubara Education zone of cross River State. Descriptive research design was used for the study. The population of the study was 8,478 students from 22 public secondary schools. The students range from senior secondary class one to senior secondary class three. 368 students were sampled for the study.

The instrument used for data collection was titled Career Interest Inventory (CII). The instrument was developed by Ekennia (2011). It has 215 items related to Sciences, Arts, Commercial and Technical Studies. The response pattern is highly interested (4) moderately interested (3) marginally interested (2) and not interest (1).

In the present study 39 items were adapted and used to collect data for the study. The response pattern was a four-point rating scale. items 1-6 focused on science-oriented career aspiration, items 7-15 focused on Technical oriented career aspiration, items 16-30 focused on Arts oriented career aspiration, items 31-39 are based on commercial oriented career aspiration. The instrument was validated by specialists in Guidance and counseling and Measurement and Evaluation. The reliability of the instrument was established as 0.942. Four research assistants were briefed to explain the items of the questionnaire and how to provide appropriate responses. 368 copies of the questionnaire were administered and retrieved from the respondents at the point. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using regression analysis at 0.05 significant level.

III. Results

The results of the findings are presented below in line with the research questions and hypotheses tested for the study.

Research Questions: To what extent do parents with higher level of education predict student’s career aspiration?

Research question 1

Table 1: Mean Rating on the Extent Parents with high level of education predict students’ career aspiration

S/N	Areas of Interest	N	Ph.D Mean	M.Ed Mean	PGD Mean	G.M	GSD	Decision
1	Harvesting crops from farm	155	2.45	2.59	3.85	3.05	1.07	Great Extent
2	Marketing agricultural products	155	3.34	2.24	3.12	2.90	0.80	Great Extent
3	Conducting experiments with plants and animals	155	2.63	3.08	3.12	2.97	0.95	Great Extent
4	Working with wood and products from wood	155	2.50	2.89	2.19	2.50	1.07	Great Extent
5	Renovating old structures	155	3.45	2.79	2.24	2.76	0.92	Great Extent
6	Constructing buildings	155	2.40	2.46	3.09	2.70	0.84	Great Extent
7	Acting is a play/drama	154	2.90	3.02	2.82	2.90	0.76	Great Extent
8	Singing in a known choir	155	2.86	2.55	2.87	2.76	0.88	Great Extent
9	Dancing in a variety show	155	2.43	3.00	2.79	2.75	1.02	Great Extent
10	Supervising and motivating others	155	3.15	3.71	3.54	3.49	0.91	Great Extent
11	Directing activities	155	2.84	2.79	3.62	3.14	0.96	Great Extent
12	Coordinating events	155	2.47	2.89	3.83	2.75	0.69	Great Extent
13	Encouraging people to achieve	140	2.86	3.10	2.98	3.00	0.66	Great Extent
14	Testing knowledge	154	2.76	3.06	2.81	2.88	0.71	Great Extent
15	Coordinating school activities	154	2.86	3.76	2.90	3.17	0.71	Great Extent
16	Accounting bookkeeping recording	154	2.95	2.91	2.01	2.57	0.96	Great Extent
17	Investing knowledge of computer appreciation	153	2.18	2.51	2.11	2.26	0.94	Low Extent
18	Calculating figures	154	1.81	3.26	1.36	2.09	1.15	Low Extent
19	Speaking publically	155	3.15	2.69	1.74	2.44	1.32	Great Extent
20	Publishing event	154	3.86	2.73	2.22	2.85	1.08	Low Extent
21	Communicating ideas	155	2.97	2.44	2.19	2.49	0.96	Low Extent
22	Dispensing medical drugs	154	3.04	2.77	3.03	2.95	0.97	Great Extent
23	Helping sick people	254	2.29	2.20	3.78	2.85	1.15	Great Extent
24	Performing experiment	155	3.97	2.16	3.85	3.35	1.89	Great Extent
25	Cooking and baking	155	2.93	2.91	3.75	3.25	0.85	Great Extent
26	Traveling within a country	155	3.09	3.06	3.77	3.35	0.74	Great Extent
27	Playing and sporting	155	3.77	2.59	3.88	3.44	0.85	Great Extent
28	Doing social service work	155	2.97	2.75	3.83	3.25	0.75	Great Extent
29	Listening to people	155	2.97	2.44	2.88	2.77	0.80	Great Extent
30	Providing family and marriage counseling	155	3.79	2.61	3.06	3.12	0.74	Great Extent
31	Repairing computers	155	3.29	3.02	3.09	3.12	0.54	Great Extent
32	Finding new ways to prevent internet crime	155	2.63	3.02	3.00	2.90	0.55	Great Extent
33	Creating website	155	3.29	2.77	2.32	2.74	0.84	Great Extent
34	Helping people solve legal problem	155	2.75	2.73	1.54	2.26	1.05	Low Extent
35	Investigating crime	155	2.65	3.26	2.41	2.75	0.83	Great Extent
36	Defending yourself and others	155	1.84	2.71	2.32	2.30	0.86	Low Extent
37	Welding metal to construct things	154	2.58	3.24	2.33	2.69	0.76	Great Extent
38	Finding out how electricity is produced	155	3.22	2.46	2.25	2.60	0.82	Great Extent
39	Discovering things that could help	155	3.09	1.87	2.26	2.37	0.85	Low Extent
	Grand MEAN/SD		2.89	2.79	2.81	2.83	0.90	Great Extent

Based on the result in table 1, the mean values of item 1-16, 20,22-33, 35, 37-38 fall in the region of 2.50-3.49 (GE), while the mean values of item 17-19, 21, 34, 36 and 39 fall in the region of 1.50-2.49 (LE). The grand mean for Ph.D (2.89). M.Ed (2.79) and PGD (2.81) all fall in the region of 2.50-3.49 (GE). Therefore, the

respondents in the study area agreed that parents with higher level of education act as predictors of students' career aspiration to a great extent for career aspiration in: Science, Technical, Arts, and Commercial oriented career aspirations. The standard deviation (0.90) result shows that the students were homogeneous in their responses.

Research Question 2: To what extent do parents with middle level of education predict students' career aspiration?

Table 2: Mean Rating on the Extent Parents with middle level of education act as Predictors of Students' Career Aspiration

S/N	Areas of Interest	N	B.Sc Mean	B.Ed Mean	HND Mean	NCE Mean	OND Mean	G.M	GSD	Decision
1	Harvesting crop from farm	135	2.72	2.44	2.75	2.70	3.05	2.69	0.90	Great Extent
2	Marketing agricultural products	135	3.25	3.11	3.18	3.41	3.27	3.22	0.78	Great Extent
3	Conducting experiments with plants animals.	130	3.10	2.67	3.00	2.944	2.84	2.92	1.05	Great Extent
4	Working with wood and products from wood.	135	1.89	2.02	1.75	1.52	2.16	1.90	0.78	Low Extent
5	Removing old structures	135	2.25	2.44	2.81	3.05	2.61	2.62	0.79	Great Extent
6	Constructing building	121	3.41	2.83	3.31	3.20	2.77	3.10	0.96	Great Extent
7	Acting in a play/drama	134	2.69	2.61	2.73	3.23	3.44	2.84	1.06	Great Extent
8	Singing in a known choir	134	2.27	2.55	2.33	2.29	2.72	2.41	0.92	Low Extent
9	Dancing in a variety shoe.	126	2.02	1.63	2.25	1.85	2.72	2.04	0.85	Low Extent
10	Supervising and motivating others.	133	4.45	2.08	2.57	3.644	2.66	3.27	3.16	Great Extent
11	Directing activities	134	1.89	2.00	2.20	2.17	1.94	2.00	0.91	Low Extent
12	Coordinating events	135	2.10	2.50	2.68	2.71	2.77	2.44	1.01	Low Extent
13	Encouraging people to achieve	134	2.83	3.33	2.81	3.29	3.00	3.04	0.92	Great Extent
14	Testing knowledge	135	1.95	2.30	2.18	2.29	2.72	2.22	1.12	Low Extent
15	Coordinating school activities	134	2.08	2.69	2.07	2.76	2.83	2.43	1.02	Low Extent
16	Accounting, bookkeeping and recording keeping	134	1.41	3.41	2.20	2.29	3.06	2.37	1.38	Low Extent
17	Investing knowledge computer appreciation	135	2.10	3.50	2.63	2.24	2.94	2.67	1.01	Great Extent
18	Calculating figures	135	2.89	3.27	2.75	2.82	2.78	2.96	1.05	Great Extent
19	Speaking publically	135	3.35	3.25	3.06	3.76	3.44	3.36	0.81	Great Extent
20	Publishing event	134	2.75	3.11	2.53	3.35	3.05	2.94	1.06	Great Extent
21	Communicating ideas	135	1.89	3.27	2.31	2.11	2.88	2.47	1.13	Low Extent
22	Dispensing medical drugs	134	2.50	3.13	2.53	3.00	2.83	2.78	0.77	Great Extent
23	Helping sick people	135	2.08	3.05	2.25	3.00	2.00	2.46	1.09	Low Extent
24	Performing experiment	135	2.41	3.41	2.50	2.76	2.77	2.78	1.05	Great Extent
25	Cooking and baking	135	3.10	3.52	2.12	3.23	2.72	3.18	0.79	Great Extent
26	Traveling within a country	131	3.06	3.63	3.12	3.23	2.50	3.17	0.85	Great Extent
27	Playing and sporting	135	3.54	3.11	3.50	3.41	3.11	3.34	0.67	Great Extent
28	Doing social service work	135	2.56	2.55	2.75	2.47	2.72	2.59	0.70	Great Extent
29	Listening to people	135	2.62	1.91	2.62	2.58	2.77	2.45	1.09	Low Extent
30	Providing family and marriage counseling	135	2.52	2.33	2.56	2.35	2.94	2.51	0.92	Great Extent
31	Repairing computers	135	2.62	3.27	2.06	2.82	2.38	2.72	1.14	Great Extent

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32	Finding new ways to prevent internet crime	134	2.45	2.94	2.07	2.23	2.72	2.55	1.03	Great Extent
33	Creating website	135	2.87	2.80	2.50	2.29	2.88	2.74	0.92	Great Extent
34	Helping people to solve legal problem	135	2.85	2.50	3.56	3.11	3.72	2.99	1.11	Great Extent
35	Investigating crime	135	2.97	2.63	2.68	3.11	3.33	2.91	0.95	Great Extent
36	Defending yourself and others	135	5.12	2.62	5.43	2.47	3.27	3.81	7.13	Very Great Extent
37	Welding metals to construct things	135	3.31	3.44	3.50	3.23	3.33	3.36	0.74	Great Extent
38	Welding out how electricity is produced	135	2.58	3.47	3.37	2.88	2.72	2.97	0.92	Great Extent
39	Discovering things that could held the society	135	2.93	3.33	2.62	2.94	2.61	2.96	1.02	Great Extent
	Grand MEAN/SD		2.71	2.84	2.74	2.79	2.85	2.77	1.16	Great Extent

Based on the results in Table 2, the mean values of item 1-3, 5-7, 10, 13, 17 -20, 22,24-28, 30-35, 37-39 fall in the region of 2.50-3.49 (GE). The values of item 4, 8, 9, 11, 12, 14-16, 21, 23 and 29 fall in the region of 1.50-2.49 (LE), while the mean value of item 36 fall in the region of 3.50 and above (Very Great Extent). The grand mean for B.Sc (2.71), B.Ed (2.84), HND (2.74), NCE (2.85) and OND (2.85) all fall in the region of 2.50-3.49 (GE). However, the general grand mean (2.77) fall in the region of 2.50-3.49 (GE). Therefore, the respondents in the study area agreed that parents with middle level of education act as predictors of students' career aspiration to a great extent in: Science, Technical, Arts, and Commercial oriented career aspirations. The standard deviation (1.16) result shows that the students were heterogeneous in their responses.

Research Questions 3: To what extent do parents with low level of education predict students' career aspiration?

Table 3: Mean rating on the Extent parents with low level of education act as predictors of Students' Career Aspiration

S/N	Areas of Interest	N	WAEC Mean	FSLC Mean	G.M Mean	GSD	Decision
1	Harvesting crop from farm	76	2.84	2.72	2.18	1.05	Great Extent
2	Marketing agricultural products	76	3.26	2.96	3.14	0.93	Great Extent
3	Conducting experiments with plants animals.	71	1.41	2.36	1.74	1.14	Low Extent
4	Working with wood and products from wood.	76	2.63	2.26	2.48	1.25	Low Extent
5	Removing old structures	76	2.39	3.00	2.63	0.76	Great Extent
6	Constructing building	76	3.80	2.56	3.31	0.96	Great Extent
7	Acting in a play/drama	76	2.04	2.83	2.53	1.16	Low Extent
8	Singing in a known choir	75	1.69	2.27	1.92	0.83	Low Extent
9	Dancing in a variety shoe.	75	2.41	2.31	2.37	1.19	Low Extent
10	Supervising and motivating others.	76	1.72	2.46	2.01	0.87	Low Extent
11	Directing activities	76	1.71	2.00	1.82	0.73	Low Extent
12	Coordinating events	76	1.97	2.80	2.30	1.04	Low Extent
13	Encouraging people to achieve	76	3.06	3.16	3.10	0.97	Great Extent
14	Testing knowledge	76	1.72	2.53	2.02	0.90	Low Extent
15	Coordinating school activities	75	2.41	2.55	2.46	1.22	Low Extent
16	Accounting, bookkeeping and recording keeping	76	2.35	3.00	2.60	1.31	Great Extent
17	Investing knowledge computer appreciation	76	2.11	2.80	2.38	0.78	Low Extent
18	Calculating figures	76	2.07	2.60	2.27	0.72	Low Extent
19	Speaking publically	76	3.71	3.20	3.51	0.80	Great Extent
20	Publishing event	76	2.47	3.06	2.71	0.86	Great Extent
21	Communicating ideas	76	2.17	2.57	2.32	0.88	Low Extent
22	Dispensing medical drugs	76	2.78	2.46	2.65	1.29	Great Extent
23	Helping sick people	76	3.21	2.60	2.97	1.09	Great Extent
24	Performing experiment	76	2.82	2.93	2.86	0.77	Great Extent
25	Cooking and baking	76	2.17	2.93	2.47	1.16	Low Extent
26	Traveling within a country	76	2.88	2.87	2.88	0.99	Great Extent
27	Playing and sporting	76	3.76	3.30	3.57	0.71	Great Extent
28	Doing social service work	76	3.13	2.60	2.92	1.00	Great Extent
29	Listening to people	76	3.02	2.63	2.86	1.04	Great Extent
30	Providing family and marriage counseling	76	3.67	2.76	3.31	0.95	Great Extent
31	Repairing computers	76	2.56	2.83	2.67	1.14	Great Extent
32	Finding new ways to prevent internet crime	76	2.04	3.00	2.42	0.80	Low Extent
33	Creating website	76	2.32	2.66	2.46	1.30	Low Extent
34	Helping people to solve legal problem	76	2.95	3.33	3.10	0.97	Great Extent
35	Investigating crime	76	3.78	2.73	3.36	0.96	Great Extent

36	Defending yourself and others	76	2.41	4.26	3.35	5.47	Great Extent
37	Welding metals to construct things	76	2.00	2.93	2.36	1.06	Low Extent
38	Welding out how electricity is produced	76	3.56	2.73	3.23	1.11	Great Extent
39	Discovering things that could held the society	76	2.04	2.46	2.21	1.09	Low Extent
Grand MEAN/SD			2.59	2.77	2.66	1.10	Great Extent

Based on the results in table 3, the mean values of item 1,2,5,6,13,19,20,22-24,26-31,34-36 and fall in the region of 2.50-3.49 (GE). The mean values of item 3-4, 7-12, 14, 15, 17, 18, 21, 25, 32, 33, 37 and 39 fall in the region of 1.50-2.49 (LE). The grand mean for WAEC (2.59), and FLSC (2.77) all fall in the region of 2.50-2.49 (GE). However, the grand mean result of 2.66 is also in the region of 2.50-3.49 (GE). Therefore, the respondents in the study area agreed that parents with low level of education act as predictors of students' career aspiration to a great extent in Science, Technical, Arts, and Commercial oriented career aspiration. The standard deviation (1.10) result shows that the students were heterogeneous in their responses.

Hypothesis 1: Parents with higher level of education do not significantly predict students' career aspiration.

Table 4: Parents with higher level of education do not significantly predict students' career aspiration.

N = 368

Regression Model Summary								
Model	Sum of Squares	DF	Mean Square	F	Sig.	R	R Square	Adjusted R Square
Regression	139.702	1	139.702	2.291	0.132 B	0.121 A	0.015	0.008
Residual	9328.492	153	60.971					
Total	9468.198	154						

The R value in the table 4 stands for simple correlation which is 0.121^a and it implies a low relationship between the variables. Furthermore, the table shows a significant value (probability value) of 0.132^b which is greater than 0.05 and it indicates that there is no statistical significant relationship between the variables. Thus, parents with higher level of education do not significantly predict students' career aspiration.

Hypothesis 2: Parents with middle level education do not significantly predict students' career aspiration.

Table 5: Parents with middle level of education do not significantly predict students' career aspiration.

Regression Model Summary								
Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square
Regression	285.803	1	285.803	1.763	0.187 B	0.114 a	0.013	0.006
Residual	21566.790	133	162.156					
Total	21852.593	134						

The r value in the table 5 represents simple correlation which is 0.114^a and it means a low level of relationship exist between the variables. Furthermore, the table shows a significant value (probability value) of 0.18^b which is less than 0.05 and it means that there is no statistical significant association between the variables. Therefore, parents with middle level of education do not significantly predict students' career aspiration.

Hypothesis 3: Parents with low level of education do not significantly predict students' career aspiration.

Table 6: Parent with low level of education do not significantly predict students' career aspiration.

Regression Model Summary								
Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square
Regression	827.141	1	827.141	5.317	0.024 ^b	0.259 ^a	0.067	0.054
Residual	11510.793	74	155.551					
Total	12337.934	75						

The r value in the table 6 represents simple correlation which is 0.25^a and it means a very low relationship between the variables. Furthermore, the table shows a significant value (probability value) of 0.025^b which is less than 0.05 and it means that there is a statistical significant relationship between the variables. It means parents with low level of education can significantly predict students career aspiration.

IV. Discussion Of Findings

In table 1 the grand mean value of 2.83 indicate that parents with higher level of education act as predictors of students' career aspiration to a great extent. It further revealed that students who have parents with

Ph.D, M.Ed, M.A. and PDG are influenced to be more interested in choosing their parents careers. This is especially pronounced in the careers of sciences, technical, Arts and commercial oriented careers.

Parents with higher level of education may occupy influential positions in the society. Their children might also want to be like them by taking the careers their parents entered (Okwari, 2023). Mbagwu and Ajaegbu (2016) had found out that many students whose parents had high educational level opted for more professional careers. Such parents would readily influence their wards' career aspirations because the parents were abreast of the requirements of the courses at the University. In line with the above views Yelkperri (2016) noted that higher educated parents' homes were provided with most of the materials students needed to succeed in their education and consequently career aspiration.

However, result from hypothesis 1, table 4, reveal that higher educated parents do not significantly predict students career aspiration. It follows that students from higher level educated parents may not follow their parents' career aspirations. Fela Kuti, the renowned Nigeria musician, the late Biafran Warlord, Odumegwu Ojukwu, and the great African writer Chinua Achebe are examples. Fela Kuti and Achebe were sent to read medicine but ended up reading music and literature respectively while Ojukwu who should have been an administrator ended up reading history. The findings of the present study contrasts with that of Alphonse (2016) and Isaac and Olusakin (2014). However, the present findings lends credence to the finding of Okwari (2023) who discovered that students perceptions of their parents attitude to work including peer influence predict career aspirations of students.

The mean value of 2.77 in table 2 reveal that parents with middle level of education act as predictors of students' career aspiration to a great extent in Science, Technology Arts and Commercial oriented careers. The students seem to indicate that where the parents attained only middle level of education, students could still be influenced on their career aspiration. Middle education level parents could make their children to understand their career aspiration and choice. Where the parents engage in occupations such as conducting experiments with plants and animals, working with wood and products from wood, dispensing drugs, helping sick people and children, their children could be influenced to aspire for such careers. Hypothesis 2, however, revealed that parents with middle level of education do not significantly predict students career aspiration. Okwari (2023) had observed that parents with middle level of education take active role in their children education and development using controlled organized activities which foster/encourage discussions with their children. Such parents, the author pointed out, are gregarious, influential in society and have contacts with both low and high educated parents. The above social relations might influence their children to aspire for their parents career. However, the present result reveal that parents with middle education level do not significantly predict the career aspiration of their children. It follows that the exposure and interaction which such children have consequent on the gregarious and influential positions of their parents might predispose them to careers other than these desired by their parents. It means that constantly talking to their children about their career (Mbagwu & Ajaegbu, 2016) provision of educational encouraging environment (Yelkperri, 2016) including controlled organized activities do not necessarily predict the career aspirations of students from middle level education parents.

Results from table 3 revealed that parents with low level of education act as predictors of students career aspiration to a great extent in science, technical, Arts and Commercial oriented careers. The interest such parents have in their children education and vice versa might account for such observed finding. Some parents who never had opportunities for higher education nor attended higher school might desire their children to aspire for such careers that are science or commerce oriented. The little exposure to education which the parents had might motivate them to encourage their children to aspire for higher education and consequently better career. Result from table 6 also show that parents with low level of education significantly predict students career aspirations. The low level of parental education might be seen to positively influence career aspirations of their children. Since their low level of education might imply little exposure to career prospects and the University education. Such parents might be motivated to have interest in the career aspiration of their children hence there would be much influence on their career aspiration. Such parents may, while observing other people, encourage their children education, therefore such attitude would positively influence the career aspiration of the children (Adefolaju, 2018). Low level of parental education can predict the career aspiration of the students positively or negatively. Such predictive ability can stem from extent and/or absence of motivation, interest of and interaction between the parents and their children.

V. Conclusion

Based on the findings from the study the following conclusions are reached: Parents with higher level of education do not significantly predict students' career aspiration. The pattern of living and interaction with the children expose the children to a great extent towards career aspiration.

Parents with middle level of education do not significantly predict students career aspiration. Parents with low level of education can significantly predict students career aspiration.

VI. Recommendations

The following recommendations are made parents with higher level of education should encourage students to aspire for careers in line with the students interests, talents and ability.

The middle level education parents should discuss, monitor and reward their children academic progress.

Parents with low level education should involve guidance counselors to help the children on career aspiration since such parents may lack the inventories that will guide the interest of the children towards their career choice.

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