

## **Roles of Parents' Educational Attainment, Environment and Gender on the Teenagers' Career Choices**

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### **Abstract**

The study investigated the roles of parents' educational attainment, environment and gender on the teenagers' career choices. Three alternate hypotheses were postulated and tested at a 0.05 level of significance. The study adopted survey design and Multi-stage sampling technique. Purposive sampling technique was used for selection of cities and secondary schools used for the study, while simple random sampling technique was used to select 400 teenagers from the 8 sampled secondary schools in the two Cities (Owerri and Aba). The participants comprised of 200 male and 200 female teenagers within the age bracket of 13 to 19 years, with mean age of 16.24 and standard deviation age of 1.43. A reliable and validated instrument developed by Mbagwu and Ajaegbu (2016) titled Teenagers' Career Choice Scale (TCCS)) was used for data collection. Data were analysed using both descriptive and inferential (Chi-square) statistics. The results confirmed the hypotheses. Parents' educational attainment has significant relationship with career choices of teenagers. Environment has significant relationship with career choices of teenagers. Gender has significant relationship with career choices of teenagers. The study recommends among others that parents should avoid making negative comments about different careers in the presence of their children. This is because teenagers are susceptible to comments parents make about good or bad professions as this could make them to lose interest in their dream careers.

**Keywords:** Career Choices, Environment, Gender, Parents' Educational Attainment, Teenagers.

## **Introduction**

Career as defined by Olowolabi and Osakuade (2020) is a sequence of occupation, jobs and positions throughout a person's working life. The choice of career has been seen as a complex decision-making process for teenagers. It is a significant life decision that involves selecting a profession, job, or occupation based on personal interests, skills, values, and long-term goals (Chukwu, Ogidi, Akaneme & Ilechukwu, 2022). This decision-making process is influenced by various factors, and individuals often seek guidance to make informed choices. Certainly, parents' educational attainment, the environment in which teenagers are raised, and gender among other factors can all influence career choices among teenagers. These factors can shape a teenager's perceptions, aspirations, and opportunities.

Parents as core family members often serve as role models, and mentors to children as such they inspire their career choices consciously or unconsciously. Teenagers may be influenced by their parents' educational attainments and career paths. They may aspire to follow in their parents' footsteps or seek their guidance in choosing a career. For instance, a parent who is an engineer might encourage his loved child irrespective of gender to consider engineering. As observed by Ezeani, Ogu, and Sabboh (2023) there is a significant positive relationship between parental involvement and career decision-making. Parents groom their children in different environments to ensure they develop fully. These environmental exposures in one way or the other may also have a way of inspiring the children's career aspirations. Research evidences (Adetola, Ohwofasa & Ikatule, 2022; Jude & Edmund, 2020) have shown that choice of career among secondary school students is determined by a combination of personal abilities, parental involvement and certain environmental factors. These environmental factors can have a positive or negative impact on the choices of the career of teenagers, thereby affecting them in the future if not properly taken care of. Factors such as socioeconomic status, access to educational resources, and exposure to different careers can

influence students' career preferences (Jude and Edmund, 2020). A child who is raised in an environment where most people think and enjoy business may group up to think business as the ultimate career path unlike a child raised where most people are professionals and civil servants. Ukwueze, and Obiefuna, (2017) asserts that irrespective of a person's gender, growing up in an environment with limited resources may lead to different career aspirations compared to a more affluent environment. On the other hand the works of Akinlolu, (2022) and Angwaomaodoko (2023) revealed that gender influences a wide range of career-related attitudes, behaviours, and outcomes.

From an early age, parents tend to treat children differently and encourage them to engage in gender-appropriate plays. (e.g., boys play with toy cars; girls play with doll babies) and extracurricular activities (e.g., football for boys, dance for girls). Teachers and other adult role models such as guidance counsellors, extended family members, and family friends also act differently towards boys and girls and hold different expectations for children based on their gender. Societal expectations, stereotypes, and biases often steer individuals toward or away from specific career paths based on their gender. Examining the gender dimension in career decision-making is essential to uncovering and addressing disparities in career choices and aspiration of teenagers.

### **Statement of the problem**

The decision of choosing a career is a worldwide concern that has affected the family, school, religious institutions, peer groups and the entire world of work in our society. Although researches have been carried out on the factors that influence career choices among secondary school students (for example, Adetola, Ohwofasa & Ikatule , 2022; Chukwu, Ogidi, Akaneme & Ilechukwu, 2022) non laid emphasis on environmental factors in terms of professional and commercial environments. Students of today face increasing complex

landscape of career options, making the process of career choice more challenging and daunting. It is against this backdrop that this present research seeks to shed more light on the multifaceted influences of parents' educational attainments, environment and gender on teenagers' career choices. The knowledge generated from this present study will contribute to the empowerment of teenagers in making informed career decisions that align with their interests and abilities, regardless of their gender or background.

### **Purpose of the study**

The general purpose of the study is to investigate the roles of parents' educational attainment environment and gender on the teenagers' career choices, Specific objectives include;

1. To examine if there is a significant relationship between parents' educational background and career choices of teenagers
2. To determine if there is a significant relationship between environment and career choices of teenagers, and
3. To ascertain if there is a significant relationship between gender and career choices of teenagers.

### **Theoretical framework**

Harris-Bowlsbey's (2013) Ecological Systems Theory of career choice can be effectively used to explain the roles of parents' educational attainment, environment, and gender in shaping the career choices of teenagers. The theory emphasizes the impacts of various ecological systems on an individual's development and choices. The systems include; microsystem- the individual's immediate environment (e.g, family, peers, school); mesosystem- the interactions between various microsystems; exosystem- indirect environmental influences, such as government policies and the job market; macrosystem-

cultural and societal values, norms and expectations that shape choices; and chronosystem which recognizes that choices evolve over time due to changing circumstances.

Over the years, scholars have applied the theory to various aspects of human development, including career choices. As posited by Harris-Bowlsbey (2013), career choices are not made in isolation but are influenced by various interconnected systems and layers. Applying this to the present study, within the microsystem, parents play a significant role in shaping a teenager's career choices. The level of education parents have achieved can influence their expectations, values, and the support they provide. For instance, parents with higher education may have different career expectations for their children compared to parents with lower educational attainment. The environment (Mesosystem and Exosystem), in which teenagers grow up, including the neighbourhood, community, and school, can significantly impact their exposure to diverse career opportunities and role models. Societal norms, values and expectations (macrosystem) regarding gender roles can shape teenagers' perceptions of suitable careers. For example, certain cultures may have traditional gender roles that influence the career options considered acceptable for males and females. How these factors evolve over time (Chronosystem), changes in societal attitudes towards gender roles, access to education, and career opportunities may impact on teenagers' career choices. For instance, shifts towards greater gender equality may lead to expanded career options for both genders.

The strength of Ecological Systems Theory lies in its ability to provide a comprehensive view of the complex interplay of factors that influence career choices, including parents' education, environment, and gender, while considering their dynamic nature over time.

### **Empirical review**

In a Nigerian study on parental involvement as correlates of career decision-making among secondary school students in Oyo State, Ezeani, Ogu, and Sabboh (2023) observed a significant positive relationship between parental involvement and career decision-making. The study made use of descriptive survey design with population of 371, 040 secondary school students in Oyo State. Sample size was 384 as determined with Krejcie and Morgan sample size determination table. Data were analysed using simple percentage, Pearson product moment correlation (PPMC) and simple regression at 0.05 level of significance. Results revealed that there was a significant positive relationship between parental involvement and career decision-making.

Adikwu and Ereka (2022) investigated the influence of parental factors on career choice among senior secondary two (SS2) students in Federal Capital Territory (FCT), Abuja. The aim of the study was to ascertain whether parental factors such as parental educational level, parent's socio-economic status, parental values, parental work performance and parent-child relationships influenced career choices of students. The study adopted a descriptive survey design with a population of 20,163 and 360 samples selected randomly from 12 public secondary schools across the six Area Councils in FCT. Multi-stage sampling technique was adopted in the study. A self-structured instrument titled "Student's Career Choice Questionnaire" (SCCQ) was used for data collection. Data were analyzed using descriptive and inferential statistics. The study found that parental factors have significance influence on career choices of senior secondary students in the Federal Capital Territory, Abuja.

A study to investigate factors influencing the career choice among secondary school students and implications for school library development was carried out by Chukwu, Ogidi, Akaneme, and Ilechukwu (2022). The study design adopted was ex-post-facto. A sample of

65 students was selected using the multi-stage sampling technique. Data were collected with a self-structured questionnaire on a 4-point rating scale. Research questions were analyzed using mean and standard deviation while the null hypotheses were tested at 0.05 level of significance using independent t-test. The major findings showed that there is no significant difference in mean ratings regarding the influence of parental factors on choice of career between male and female students and no significant difference in mean ratings regarding the influence of school environment on choice of career.

Alaka, Ishaku, and Idowu (2020) examined the influence of environment and gender on career choice among secondary school students in Kaura Local Government of Kaduna State. A descriptive research design was used and 18 secondary schools were clustered into three chiefdoms to draw a sample of 6 secondary schools using purposive sampling technique. A sample of 422 students from a population of 3558 students from the three Chiefdoms was drawn using cluster sampling technique and were administered with a Questionnaire tagged 'Environment, Gender and Career Choice Questionnaire (EGCCQ)'. There was a significant influence of environment and gender on career choice among secondary school students in Kaura Local Government of Kaduna State, with the influence of environment being relatively high than that of gender.

In Angwaomaodoko's (2023) study on how gender affects students' academic achievement and career targets or choices in Nigerian colleges, the sample consisted of 261 final year students in various universities across Nigeria. Data was collected using questionnaires. The results of the study indicated that male students had a slightly higher overall CGPA score compare to the female students. As regards career aspirations, more female students were inclined to study art and management related courses while more males were found in engineering and technology-based courses. The research found that gender difference does not significantly affect students' academic success in Nigerian colleges. Instead, the research

discovered that students' perceptions of gender had a substantial influence on their career aspirations. The study recommends that promoting freedom in choosing careers is likely to steer students toward other professions that are completely at odds with their gender preferences.

### **Hypotheses**

1. There is a statistical significant relationship between parent's educational background and choice of career among secondary school teenagers.
2. There is a statistical significant relationship between environment and choice of career among secondary school teenagers.
3. There is a statistical significant relationship between gender and choice of career among secondary school teenagers.

### **Participants**

The sample for this study consisted of four hundreds (400) secondary school students of Igbo origin living in Owerri, Imo State and Aba, Abia State. The two cities were chosen by the researcher because they adequately fit the purpose of this research. Multi-stage sampling technique was used in the selection Process. With a simple random sampling technique, the participants were drawn from eight schools- four in Owerri (Government College, Holygost College, Federal Girls Secondary School and Owerri Girls Secondary School) and the other four in Aba (National High School, Umuagbai Secondary School, Girls Secondary Commercial School and Ndiegoro Girls' Secondary School). Specifically, 200 (50.0%) of the participants were selected from junior secondary while 200 (50.0%) were selected from Senior secondary. Based on parents' educational attainment 219 (54.75%) participants indicated that their parents have high education while 181 (45.25%) indicated that their parents have low education. Considering the environment 200 (50%) reside in Owerri while



200 (50%) reside in Aba. In terms of gender, 200 (50%) were males and 200 (50%) were females. Ages of the participants ranged from 13 to 19 years, with a mean of 16.24 and standard deviation of 1.43. The inclusion criteria were male and female teenagers within the age bracket of 13 to 19 years, living in educational city (Owerri) and commercial city (Aba) who were enrolled in secondary schools (junior and senior students) within their residential cities. The exclusion criteria were male and female teenagers, ages 13 to 19 years, living in either Aba or Owerri but not enrolled in secondary schools within their residential cities or not in any school at all.

### **Instrument**

Teenagers' Career Choice Scale (TCCS) developed and validated by Mbagwu and Ajaegbu (2016) was used for data collection in this study. The instrument had two sections – A and B. Socio-demographic variables, such as: age, class in school, gender, residential environment and parents' educational attainment were collected in Section A of the questionnaire. Section B was a nominal scale comprising of 14-item questions to measure secondary school students' professional and business career choices. It is directly scored on 2-points likert format; 2- (YES) and 1- (NO). Sample items of the questionnaire include 'Professional careers are better than business careers'; 'I prefer Law to Business Administration'; 'I prefer Medicine to International Relations'; 'I prefer Engineering to Project Management'. The reliability and validity of the instrument are as provided. Mbagwu and Ajaegbu (2016) through a pilot study involving 200 students (100 males and 100 females) who were both selected from two Secondary Schools in Owerri, reported an internal consistency with a Cronbach's Alpha Reliability Coefficient of 0.89 and validity coefficient of 0.95. Using 100 samples (13 to 19 years of age) among secondary school students in both Aba and Owerri, the current researcher obtained a Cronbach's Alpha Coefficient of .79. A

high face value was also obtained by giving out the instrument to three Experts in Education to rate with a rating scale of 5 likert format from 5- 'the test is extremely suitable for a given purpose', 4 - 'the test is very suitable for the purpose', 3 - 'the test is adequate', 2 - 'the test is inadequate' to 1- 'the test is irrelevant and therefore unsuitable'. One of the Experts rated the instrument 4 stating that the test is very suitable for the purpose, while two of the Experts rated it 3 saying that the test is adequate to serve its purpose. To obtain a TCCS score of an individual, the ticked point of each item is added together to have a total score. Being a 14-item questionnaire, the career choice scores ranged from 14 to 28, with a mean score of 21.88 approximately 22. Respondents who obtained scores from 22 and above were considered as having higher reports indicating a higher choice of professional careers while those who scored below 22 were considered as having lower reports which indicated a higher choice of business careers.

### **Procedure**

The researcher visited the schools involved in Owerri and Aba for the study. Oral and written permissions as well as informed consents were obtained from the concerned school authorities to allow their students participate in the study. With the school authorities' permission, oral and written consents were sought from the students to participate in the study as well. Following the research ethics and law (Nwanne, 2012; US Department of Health & Human Services, 2020) consent was gotten from the parents/guardians of the under aged teenagers (13 to 17 years old participants). Assent was also obtained from the minor participants after their parents/guidance had granted their permissions as research ethics demands. With the help of research assistants, the copies of questionnaire were distributed to only the randomly selected individuals. All students who were willing to participate in the study were given equal opportunity of being involved. They were first of all asked to pick a

rumbled piece of paper written 'IN' or 'OUT' from a ballot bag. Those who picked 'IN' participated in the study while those who picked 'OUT' were not allowed to participate. The participants were duly informed about the nature of the study. They were assured that the study is purely for academic purpose and would have no harm or negative consequence on anyone. It took about 15 minutes for the participants to complete the filling of the questionnaire and the collection of data was done within four schooling days. Immediately after data collection, the participants were debriefed. All those who participated were appreciated with gifts of exercise books and pens. Ethical principles of informed and voluntary consents, confidentiality and beneficence were upheld throughout the data collection process.

### **Design and statistics**

A survey design was used for the study. The design was chosen for easy collection of data from diverse group of participants (Groves, *etal.* 2009). Both descriptive and inferential (chi-square) statistical methods were implored for data analysis. The descriptive statistics helped to determine the mean and standard deviation of the data collected. Chi-square was considered more appropriate for the study based on its suitability to test hypotheses about the relationships between categorical variables (Ott, and Longnecker, 2015). The results were computed using SPSS version 21.0.

## Results

**Table 1: Descriptive Statistic showing Mean and Standard Deviation differences in Career Choices among Teenagers.**

Variable	Number	Mean	Standard deviation
<b>Parents' Education</b>			
High	219	23.02	3.75
Low	181	19.95	4.63
<b>Environment</b>			
Educational City	200	23.19	3.56
Commercial City	200	20.08	4.68
<b>Gender</b>			
Male	200	22.23	4.29
Female	200	21.04	4.52

Table 1 above shows the difference in mean and standard deviation scores on career choices among the participants. Teenagers whose parents had high education were 219 in number with a mean of 23.02 and standard deviation of 3.75 while those whose parents had low education were 181, with a mean of 19.95 and standard deviation of 4.63. Teenagers living in an educational city were 200; mean score of 23.19 and standard deviation of 3.56, while those living in a commercial city were 200, mean of 20.08 and a standard deviation of 4.68. Male teenagers were 200 with a mean of 22.23 and standard deviation of 4.29, while the female teenagers were also 200 in number, with a mean of 21.04 and standard deviation of 4.52.

The table also clearly shows low variation in career choice decision making for teenagers whose parents have high educational attainment (Standard deviation 3.75) than teenagers whose parents have low educational attainment. The relative low variation of career decision making for teenagers whose parents have high education indicates that they do not have much difficulty in making career choice when compared with teenagers whose parents have low education. In like manner, there is a low variation in career choice decision making for

teenagers residing in an education city (Standard deviation 3.56) than teenagers residing in commercial city. The relative low variation of career decision making for teenagers living in an education city shows that they do not have much difficulty in making career choice when compared with teenagers living in a commercial city. Finally, career choices of males show slight low variation when compared with those of their female counterparts. This is to say that majority of males are more consistent and do not have much difficulties in making professional career choices when compared with females.

**Table 2: Chi-Square analysis showing relationship between Parents Education Attainment and Career Choice**

Parents' Education	Career Choice	Observed Frequency	$\chi^2$	df.	Sig.
High	14-21	56	213.808	14	.000
	22-28	163			
Low	14-21	96	107.481	14	
	22-28	85			

\*=  $p < .05$ , N=400

From table 2 above, 56 teenagers representing minority of the respondents whose parents had high education scored 14–21 while 163 teenagers representing majority of the respondents scored 22–28 with a degree of freedom of 14 at a significant level of 0.000. Furthermore, 96 teenagers representing majority of the respondents whose parents had low education scored 14–21 while 85 teenagers representing minority of the respondents scored 22–28 with a degree of freedom of 14 at a significant level of 0.000. Since there is a significant relationship in the chi-square scores obtained from the teenagers whose parents are of various educational background (high  $\chi^2 = 213.808$  and low  $\chi^2 = 107.481$ ) at 0.000 level of significance, the first hypothesis is accepted.

**Table 3: Chi-Square analysis showing relationship between Environment and Career Choice**

Environment	Career Choice	Observed Frequency	$\chi^2$	df.	Sig.
Educational City	14-21	47	164.140	13	.000
	22-28	153			
Commercial City	14-21	105	94.000	14	
	22-28	95			

\*=  $p < .05$ , N=400

Table 3 above indicates that 47 teenagers representing minority of the respondents who reside in an educational city scored 14–21 while 153 teenagers representing majority of the respondents scored 22–28 with a degree of freedom of 13 at a significant level of 0.000. Furthermore, 105 teenagers representing majority of the respondents who reside in a commercial city scored 14–21 while 95 teenagers representing minority of the respondents scored 22–28 with a degree of freedom of 14 at a significant level of 0.000. Since there is a significant relationship in the chi-square scores obtained from the teenagers who reside in different environments (educational city  $\chi^2 = 164.140$  and commercial city  $\chi^2 = 94.000$ ) at 0.000 level of significance, hypothesis 2 is accepted.

**Table 4: Chi-Square analysis showing relationship between Gender and Career Choice**

Gender	Career Choice	Observed Frequency	$\chi^2$	df.	Sig.
Male	14-21	65	133.600	14	.000
	22-28	135			
Female	14-21	87	90.250	14	
	22-28	113			

\*=  $p < .05$ , N=400

From table 4 above, 65 male teenagers representing minority of the respondents scored 14–21 while 135 teenagers representing majority scored 22–28 with a degree of freedom of 14 at a significant level of 0.000. Furthermore, 87 female teenagers representing minority of the respondents scored 14–21 while 113 female teenagers representing majority of the

respondents scored 22–28 with a degree of freedom of 14 at a significant level of 0.000. Since a significant relationship in the chi-square scores obtained from the teenagers (male  $x^2 = 133.600$  and female  $x^2 = 90.250$ ) at 0.000 level of significance, hypothesis 3 is accepted as well.

## **Discussions**

The main purpose of the present study was to examine the roles of parents' educational attainment, environment and gender on the teenagers' career choices. The first hypothesis was accepted which indicated that there is a significant relationship between parents' educational attainment and career choices of teenagers. Parents with high educational background tend to influence their children to choose professional careers than parents with low educational background. This parental influence could have started at the earlier stage of the child, where the parents would have been instilling in the child how professional careers are more beneficial in the society than business career irrespective of the parents' own career. This present finding, no doubt, is in line with previous findings which stated that among other factors, a significant relationship exists between parents' educational background and career choice (Adikwu and Ereka, 2022; Ezeani, Ogu, and Sabboh, 2023). On the contrary, an investigation on the factors influencing the career choice among secondary school students and implications for school library development revealed that there is no significant influence of parental factors (eg, parents educational background) on choice of career (Chukwu, Ogidi, Akaneme, & Ilechukwu, 2022). However, the differences in this present finding and previous finding could be relayed to some factors such as study design, number of participants involved, students' class, environment where the study took place, type of training a child may have obtained, etc. While previous study conducted adopted experimental (ex-post-facto) design involving only 65 participants, this present study involved 400 teenagers, with survey design. Furthermore, the present study is supported by

Harris-Bowlsbey's (2013) Ecological Systems Theory of career choice which posits that career choices are influenced by various interconnected systems. The level of education parents have achieved can influence their expectations, values, and the support they provide. More Parents with high educational background may have high value and expectation for professional careers as such that supported their children to choose professional careers than parents with low educational background who may have valued more the business careers.

Hypothesis two was confirmed and fully supported with evidence shown in table 3 of the result section. In the result a significant relationship exists between environment and career choice. Majority of the teenagers from educational city made more of professional career choices unlike majority from commercial city that preferred business careers. This is also confirmed in table 1 where a low variation in career choice decision making for teenagers residing in an education city was noted unlike teenagers residing in a commercial city. The relative low variation of career decision making for teenagers living in an education city shows that they do not have much difficulty in making career choice when compared with teenagers living in a commercial city. The present finding is consistent with previous studies where environmental factors were found to significantly influence career choices of secondary school students (Adetola, Ohwofasa, and Ikatule , 2022; Alaka, Ishaku, and Idowu , 2020; Olowolabi and Osakuade 2020). It is of essence to state that no study disagreeing with the present study was found and reviewed, owing to the fact that environment plays a huge role in students' career choice irrespective of whether the students are male or female.

Furthermore, in Ecological Systems Theory of career choice Harris-Bowlsbey (2013), observed that the environment (Mesosystem and Exosystem) where teenagers grow up, including the neighbourhood and community can significantly impact their exposure to diverse career opportunities and role models. Teenagers who grew up in an educational city may have been exposed to and socialized more with peers whose parents are professionals or



direct encounter with the individuals who have diverse professional careers such as Medical Doctors, Psychologists, Lawyers, Engineers, and Midwives etc. Meeting more of these professionals most times, interacting with them and seeing them as role models may have inspired the teenagers' career choice. On the other hand, teenagers who are raised in a commercial city may have socialized more with individuals who are more interested in business careers such as Business Administration, Economics, and Marketing etc., which have inspired their choice of business careers as well.

Hypothesis three was also accepted. Evidence from the result (table 4) clearly supported that both males and females tend to have high choice of professional careers and low choice of business careers, an indication that most people generally prefer professional careers to business careers. Despite the fact that both male and female could go for professional careers, percentage of males (67.5%) who made professional career choices are more than the percentage of females (56.5%) in the same choice. In table 1, the career choices of males show slight low variation when compared with those of their female counterparts. This is to say that majority of males are more consistent and do not have much difficulties in making career choices when compared with female teenagers. Research has shown that males do better in Mathematics than females (Abdullah, Ab.Rahim &Othman, 2009). This could be the major reason more males than females go for professional careers, since mathematics is one of the foundational subjects of professional careers. With a low grade in O'level mathematics, some females tend not to pursue their dream careers. However, this present finding seems to be in agreement with the work of Angwaomaodoko. (2023) who carefully observed that students' perceptions of gender influences career choices. Finally, Ecological Systems Theory of career choice by Harris-Bowlsbey (2013) also supports the present study. Societal norms, values and expectations (macrosystem) regarding gender roles can shape teenagers' perceptions of suitable careers. Gender stereotypes and societal expectations can

play a significant role in career choices as researches (Akinlolu, 2022; Angwaomaodoko, 2023) suggested. Teenagers may be guided by traditional gender roles and expectations when selecting a career. Hence, some female teenagers may feel pressured to choose careers that align with stereotypical gender roles.

### **Implications of the study**

The present study provides both theoretical and practical implications for researchers, educators, counsellors, counselling and school psychologists, parents, and even students. Theoretically, researchers should note that the findings of the study have added to the literature that parents' educational attainment, environment (educational and commercial) and gender have significant relationship each with career choice. Practically, educators, counsellors, counselling and school psychologists and parents should understand their huge roles in guiding the students make better career choices in life. Guidance services ought to be introduced and strengthened in schools where they do exist through which students can be properly guided to making right and suitable career choices. Teachers, parents and career guidance counsellors should take into cognizance the role of these parents' educational attainment, environment and gender as they guide students through the process of career selection. No doubts, secondary school students need adequate guidance from their parents and school counsellors to avail them the chance of making the right career choices.

### **Limitations of the study**

The present study has its limitations just like every other scientific study.

- First there seems to be paucity of studies on environmental factors in terms of professional and commercial environment as they influence career choice. The available related literature is on general term of environment which the researcher

used as bases for interpreting and discussing the present study. This might impose variations on the implications of the study, if not well understood.

- Secondly, although the research participants for the present study are randomly selected from eight schools, they were from two Igbo states only out of 36 states in Nigeria. The participants do not represent the teenagers across the nation; hence the interpretation of the present result should be done with caution. For wider generalization of findings, future study should cover more ethnic groups and states

### **Recommendations**

- Parents should avoid making negative comments about different careers. This is because teenagers are susceptible to comments parents make about good or bad professions as this could make them to lose interest in their dream careers.
- Career Counsellors, School Psychologists and Counselling Psychologists should provide the students with quality career counselling by taking into considerations the immediate environment of the students, interest, ability, skills and personality traits. This no doubts will guide the teenagers towards proper career decision making.
- All stake holders such as Educators, Counsellors, Psychologists, Parents and Guardians are advised to be more open-minded and promote freedom in choosing careers by teenagers as this is likely to steer up students towards all professions without consideration of gender differences or stereotypes in our society.

### **Conclusion**

Career has been described as a sequence of occupations, jobs and positions throughout a person's working life. As teenagers choose their career paths, they are simply choosing a life job. Considering the findings of this study, it is clear that the role of parents' educational attainment, environment and

gender cannot be over emphasized in career choice among teenagers. The study has proven that parents' educational attainment, environment and gender have significant relationship with career choices of teenagers. However, all careers have their subjects' requirements, personality characteristics and personal abilities which are supposed to be fully assessed before any individual is deemed qualified to go into specific careers. Like what professionals (eg. career counsellors) would do, parents are advised to consider the strengths and weaknesses of their children while advising them for the choice of any career.

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