

COUNSELLING
— AND —
CONTEMPORARY
— SOCIAL ISSUES IN —
MULTICULTURAL SETTINGS

A BOOK IN HONOUR OF
PROFESSOR S. O. SALAMI

Edited by:

D. A. Adeyemo, Ph.D

D. A. Oluwole, Ph.D

A. O. Busari, Ph.D

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**Department of Guidance and Counselling,
University of Ibadan, Ibadan**

**Counselling and Contemporary Social Issues in
Multicultural Settings: A Book in Honour of
Professor S.O. Salami**

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FOREWORD

The focus of this book is on the usefulness of counselling as a helping discipline in addressing some social challenges of our time. Our present time is just a phase of history like other times in the past or future. Our time has its peculiarities different from that of "time past" and very unlikely to be the same with that of "time to come". Interests, preferences or norms of a time are hardly the same with that of another time.

Human beings do not only exist in times, they influence or are influenced by events of their times. As a matter of fact, we exist in our own time characterized by its unique orders, norms and practices. What is important for us therefore is that we need to understand the trends of our time, interpret them appropriately and align ourselves accordingly if we must make meanings out of issues of our times.

Expectedly, various scholars, whose perspectives of our time are rooted in their several years of teaching and research, have, in this book, expressed the prevailing dimensions, dynamism and pressures of our time. They have also endeavoured to provide some answers to Brian Green's question "would one align with time as we presently experience it psychologically while the other would somehow be different?" This question pinpoints the plurality of culture in our time. It explains why some individuals would align themselves with happenings of our time and why some would not. It is all about individual differences in our plural societies which this book has also addressed sufficiently.

Finally, this book is a rich reading resource on social issues of our time – learning, emotions, health, marriage, productivity, spirituality, politics, human relations etcetera. The book has therefore accomplished one of counsellor's missions on providing information which we need to make necessary adjustments in our time. It is therefore my earnest wish for every reader of this book to make the best out of our time by taking advantage of its numerous counsels.

Professor Julius Abiola Ademokoya
27th Dean of Faculty of Education, University of Ibadan, Ibadan

PREFACE

The book, **Counselling and Contemporary Social Issues in Multicultural Settings** is a book project dedicated to Professor Samuel Olayinka Salami who is retiring from active academic service after working in the University of Ibadan for over twenty years. The book is in his honour as recognition of his many important contributions to research in counselling psychology and career development.

This book covers a wide range of psychological, social, health and educational issues which have implications for effective counselling and counselling practice.

The book consists of twenty-seven scholarly articles. All of which in one way or the other address various critical societal issues. It is no gainsaying that readers, lecturers, students and the general audience will gain significantly from this book.

We deeply share the view of Delevingne who said, 'when you have balance in your life, work becomes an entirely different experience. There is a passion that moves you to a whole new level of fulfilment and gratitude, and that's when you can do your best... for yourself and for others'. This is in reference to the Department of Guidance and Counselling, University of Ibadan that deems it fit to come up with this unique book to honour Professor S.O. Salami for his contributions to the development of counselling in Nigeria.

We sincerely acknowledge the efforts of all the authors in the book. Contributors to the book are from diverse professional background. They are colleagues and protégés of Professor S.O. Salami.

In no particular order, these include: Professors D. A. Adeyemo, Amos Oyesoji Aremu, J.K. Mojinyinola, B.O. Ogundele and I.A. Nwazuoke. Others are: Drs. Chioma Asuzu, A.E Awoyemi, E. M. Ajala, Umar Talatu Ibrahim, J.O. Fehintola, Olanike Busari, Ofole Ndidi Mercy, Adebunmi Oyebisi Oyekola, Adetola O., Adeyemi, Ohizu Edwin Chika, Bakare, Avez Oluwatoyin, G.A. Adelodun, M.O. Ogundokun, Oyenike Alake Oyinloye, Okuoyibo Ekinadoese, Pius Olatunji Olaojo, Olubanke A. Olaojo, Adebayo Francis Komolafe, Olayemi. J. Abiodun-Oyebanji, Ibiyemi Olayinka

Oderinde, Killian Olabisi, Tinu Akinyemi, Sabainah Akinoso Oyebola, Khadijah S. Adesokan, S. O. Ogundiran and D. A. Oluwole. The list is incomplete without the contributions of E. M. Adesope, Busola Olufeyi Ajokotola, Modupe Atinuke Otuyalo, John Oyeboade, Adediran Temitope Adeleye, Muraina Kamilu Olanrewaju and Odedokun Solomon Adekunle and Joseph Babajide Oyadeyi.

We appreciate all of you for your sacrifices to making this priceless book a huge success.

Professor D. A. Adeyemo

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INTRODUCTION

It gives me great pleasure to write an introduction to the book of reading in honour of an erudite professor, an excellent gentle man, calm and caring great counselling psychologist, Professor S.O. Salami. He is full of knowledge and skills in counselling psychology. He has practiced within and outside of Nigeria. Many colleagues have contributed various chapters in his honour.

Emphatically, this book is more than a book of honour. Nigeria is populated with a great number of individuals from diverse cultural backgrounds and settings that seems continually in crisis. Religious and ethnic conflicts, war and terrorism, political strife and economic change provide a backdrop for the issues presented by clients during counselling. As psychologists, behavioural change agents and educators, if we are to make a difference in the lives of people in the society, it is vital that we be aware of individual and multicultural differences and see that services are provided equitably. To this end, the scholarly contributions of each author in relations to the cognitive focus of this book, "*Counselling and Contemporary Social Issues in Multicultural Settings*" offers a wide-range of discourse on multicultural social problems, concerns and challenges, health and counselling approaches to address them.

The content of this book provides knowledge through theoretical and empirically-based submissions that is contextualized at making lasting contributions to the growth, development and social transformation for all sectors of national life. The book is divided into twenty-six chapters. The preliminary chapters (chapter one and two) of this book provide a detailed perspective of cultural intelligence as a viable counselling approach to diverse social problems. These chapters set the undertone for the rest chapters in this book.

Next chapter emphasise on adjustment and functioning of adolescents with visual impairment in school. The chapter pointed out key areas that go a long way in facilitating school adjustment of adolescents with visual impairment which in turn would facilitate improved school functioning. Strategies for improving school-community relations were analytically examined in another chapter.

Emerging issues in the school community relations were addressed by looking at the concept of school, community and school community relation.

A chapter examines the various aspects of test construction validation, evaluation and documentation and its relevance in Nigeria education. Another author focused on counselling building blocks and structure for effective parenting geared towards positively impacting on adolescents. Environmental factors were examined in relations to health and well-being of workers. This chapter beckons the need to improve the environment in view of enhancing the health and well-being of working populace

The authors in chapter 8 focus on strategies to improve life expectancy. The chapter advocates a healthy lifestyle and quality of life to increase life expectancy. An article shed light on various violent behaviours exhibited by students in the tertiary institution. The chapter critically elucidates the causes, effect and probable management of this social vice. Another one centred on the empirically-based psychological intervention of rational emotive behaviour therapy in the reduction of burnout among secondary school counsellors. The empirical findings of this study evinced the potency of rational emotive behavioural therapy in addressing burnout, irrational beliefs and related variables among students

There is a chapter which focuses on marital conflicts, its causes and impact. Strategies for resolving marital disharmony were also explicated from counselling perspective. A chapter presents the different kinds of assistive technology that can be adopted by teachers for effective teaching of reading for students with learning disabilities. This chapter advocates the use of assistive technological tools for reading instruction for students with learning disabilities. An author emphasis on youth development in tackling economic recession in Nigeria. The chapter presents key areas requiring counselling intervention for youth empowerment and skill acquisition

Infrastructure development requires new knowledge practices. Knowledge accumulation, integration reconfiguration as well as technological infrastructure are critical aspects of knowledge

infrastructure discussed as panacea to quality assurance in higher education in Nigeria.

There is discussion of strategies teachers could use in identifying, instructing and managing giftedness of students in the classroom. The various aspects of the concept of mathematics and its relevance to wealth creation were extensively and fully discussed. The chapter highlights the importance of teaching of Mathematics to improve health and financial sectors of the nation's work force.

An author's focus of attention is on dental diseases which is common among school children. The empirical findings in this chapter belabour the need for improved teaching methods for oral health education to achieve desirable health knowledge.

There is a discourse on counselling and community development programme. The chapter explores and highlights the positive outcome that will be derived from effective counselling and community development. An article in this book focuses on ergonomic approaches aimed at optimizing employee well-being. The author illuminates ergonomic principles that are beneficial in enhancing employee health well-being and productivity.

Lastly, a chapter critically elucidates the nexus between spiritual abuse and adolescent behavioural debacle in the society.

From the above insights into the discourse the chapters in this book revolves around, psychologists, psycho-oncologists, sociologists, educational practitioners, students in guidance and counselling and those who desire to facilitate individual development in a multicultural society are encouraged to develop a portfolio of competencies as they work through this book.

Dr. Chioma C. Asuzu

Acting Head of Department

Department of Guidance and Counselling

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CHAPTER 30

AN EXAMINATION OF PARENTAL CONTROL, PEER INFLUENCE, SOCIO-ECONOMIC STATUS AND CAREER CHOICE AMONG SECONDARY SCHOOL STUDENTS IN IBADAN

By

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Abstract

In recent times, there has been series of problem ranging the world of work. Problems such as career mismatch, un-employability of graduates, downsizing, and the doubt on the quality of procedure for the award of university certificates in the world of work. This activated an examination of parental control, peer influence and socio-economic status as predictors of students' career choice among secondary school students in Ibadan North Local Government area.

This study adopted descriptive survey design of the ex-post facto type. A sample of 288 students was randomly selected. Four reliable measuring scales were used for collection. Pearson product moment correlation and multiple regression analysis were used to analyze the data.

The study revealed that there was a significant relationship between parental control, peer influence, socio-economic status and students' career choice. Multiple regression analysis revealed that parental control, peer influence and socio-economic status jointly contributed to the prediction of students' career choice. While it was discovered that the most potent factor was peer influence (Beta = .798, $t = 7.934$, $P < 0.01$), followed by parental control (Beta = .490, $t = 4.167$, $P < 0.01$). But socio-economic status (Beta = .052, $t = 0.776$, $P < 0.05$) is not a potent predictor of students' career choice. This implies that any change career in adolescent choice is an evidence

of increase in parental control and peer influence. While socio-economic status is not a significant predictor of students' career choice.

Among others, it was recommended that school counselors should expose students to various career options to save them from being confused by parent and peers. Parents were enjoined to allow their children to choose the career they think it is best based on sound understanding so as to help them fit the work environment and demand of the career. While students also enjoined not to imitate their peers in making their choice of career but to look inward and compare their ability with the demands of their career.

Key word: Parental control, Peer influence and Socio-economic status, Students' career choice.

Introduction

In today's world of rapid technological and economic change, uncertainty about skill requirements in the workplace, and abundant learning and career paths, career planning is more difficult than ever. Career choices are developmental processes that spans almost through person's lifetime. It can be referred to as a sequence of positions, jobs or occupation, which a person engages in during his working life. Career choices preparation focuses specifically on issues related to the world of work. Experience gained during learning will help individual to prepare for transition to a work environment, or to post-secondary education or training (Kochung & Migunde, 2011).

In recent times, there has been series of problem ranging the world of work. Problems such as career mismatch, un-employability of graduates, downsizing, and the doubt on the quality of procedure for the award of university certificates in the world of work. This has created a kind of dissatisfaction in the heart of employers, administrators, business owners, recruitment agencies and the federal government. Graduates who claimed to have studied a particular course in school are under-performing; some other graduates finish their National Youth Service Corp (NYSC) and opt for another field of profession meaning that the initial years in

school was not their actual dream but due to low information about career and world of work. This condition of things in the world of work needs a thorough review of the grass root on what actually influence students' career choice.

Career choice is a very central and topical issue at this stage of the students' conditions of study. This is thus the crucial stage with which the student's mind is gradually being shaped to face the challenges of the transition to adulthood. Perhaps the first career question, which the student may ponder over, may be "what will I become after completing school? There are many things a student can become after completing the school. At this crucial stage, it is imperative that the student is exposed to a variety of career responsibility amongst themselves which could be as a result of peer influence, parental control and socio-economic status.

Parental control is often referred to as parents' notion of being in control, normally related to positive developmental effects on children, and being controlling usually associated with negative developmental effects on children. A parent who is "in control" provides a rich environment that can be optimal to child development by making age-appropriate demands, setting limits, and monitoring behavior appropriately (Adams, 2018). This form of control is most often referred to as behavioral control in the literature (Barber, 1996). A parent who is "controlling" emphasizes on compliance, pressures children toward specified goals, and discourages interactive discussion (Alika & Audu, 2011). When considering the choice of career, parents tend to encourage their children to pursue prestigious field of career which will not even be at the interest of the student. Studies have recognized the quality of parental control as an influential and important factor affecting the career exploration processes of young adults (Jeynes, 2007). Parental influence is sometimes used as pressures to induce the adolescent into predetermined careers, regardless of the potentials, actual needs and ego of the child. The glamour associated with some careers often turn out to be an illusion. Empirical findings have confirmed to a greater extent, the impact of the family in which a person lives and the family goals and objectives on his/ her choice of career. Hewitt (2010) opined that the family influences the behaviour or

character of a child. Xuhua Qin (2010) also found that parents play an invaluable role in laying the foundation of their children's career. In the same vein Dietrich and Kracke (2007), pointed out that the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. Thus it is assumed that when parents monitor homework, encourage participation in extra curricula activities, are active in parent's teachers' associations and help children develop plans for their future, such children are likely to respond positively in academic activities and end-up picking a career of their choice. Alike and Audu (2011) found that parental influence exerts a lot of influence on the educational attainment of the adolescent especially the socio-economic status of parents. The importance of parental influence upon their children's career choice is consistently important, even across gender, ethnic and racial lines. Although schools, peers, and the student's community all have an impact on the young adult's self-identity and career choice, the parent's expectations and perceptions of vocational fit for their children have been found to be the key roles in shaping their career choices (Alike, 2010). In one study (Chen, 2009) this influence has been so strong as to override the influence of teachers, faculty, and career counselors, who likely know more about the career field in question but were not as well-known and/or trusted as the student's parents for this type of decision.

Peer influence can be described as the activities, decisions and way of life an adolescent chooses in order to fit in to a particular group of class mate, age mate, house mate, or neighbor. A peer group is a source of great influence during the time of adolescence (Alike, 2010). In a contemporary society, peer groups have become an increasingly important context in which adolescents spend time. Peers tend to explain things to themselves reason together and make their own little investigation without any enforcement of belief and decision which is most common with parent. Peer relationships have been found to influence an individual's career choices (Hashim & Embong, 2015). As adolescents separate from their families, secure attachments are transferred and fostered in peer relationships. As a result, young adults with positive peer

relationships experience a sense of freedom in regard to making career choices, allowing them to explore career options in greater depth. Close interpersonal relationships provide individuals with opportunities to learn about themselves through peer interactions (Whiston & Keller, 2004).

As emerging adults begin to separate from their parents, peer relationships become essential in the career development process. In addition to parental attachment, Wilkinson (2004) argued that peer attachment influences an individual's overall psychological adjustment and decisions in life. Chen (2009) found a positive correlation between career exploration and reported self-esteem, indicating that peer attachment may indirectly affect the career exploration process through self-esteem. Kochung and Migunde (2011), hypothesized that young adults will utilize close peer relationships as support networks when exploring or making career development decisions. Similar to parental attachment, positive peer relationships may provide an individual with the ability to take positive risks while making career related decisions (Kochung & Migunde, 2011).

Socio-economic status is often referred to as combination of education, income and occupation. It is commonly conceptualized as the social standard or class of an individual or group. When viewed through a social class lens, privilege, power and control are emphasized. It is assumed that socio-economic status of an individual influences their thought, action, belief system and perception. In the context of this study the socio-economic status of students is inferred from that of their parents. So students whose parent of higher social standard his/her choice of career might be far away from that of his colleagues. According to Safi and Mehmood(2015) who reported that out that the socio-economic background of a person has a link his/her educational and career development. He observed that students from high income families tend to assume they would go to university. While students from lower income families tend to think in terms of skilled jobs. One of the problems of students from low socio-economic status was their inability to aspire higher. Young, Valach, Ball, Pasehuikho, Wong and DeVries (2001), testifies that much of the child's educational

development starts at home, before he actually starts the formal education. To him, the high and middle class homes are always able to provide the necessary pre-requisites for success of the children. For instance, they can provide good environment, motivation, and the necessary financial help and so on.

In the same vein, Pilot and Regis (2012) posited that students differ from one another in social class or socio-economic status. Socio-economic status they defined as a relative standing in society based on an individual's income, power, occupation, education and prestige. It would not be wrong to say that the children of bankers, doctors, teachers, merchants and soon have different upbringing from that experienced by children of peasant farmers, domestic workers, cleaners, labourers' petty traders and so on. Agarwala (2008) noted that in studying the socio-economic status of any given individual, socialists have therefore often relied on socio-economic indices such as occupation, level of education and income. Based on one of these indicators, the various social classes are usually organized into an overall hierarchical structure. The commonest and basic structure is usually the high/upper, middle and lower class structure.

From the foregoing literature has not taken it stand on the major predictor of students' career choice so that a model can be built round it. Previous studies have examined the impact of family influences and parental attachment on the career exploration process (Young, Valach, Ball, Paseluikho, Wong, DeVries, et al., 2001). Other research has focused on the relationship between career developments and peers (Falaye and Adams, 2008). However, this study tend to the gap created among this studies by been a point of convergence to previous studies be the examination of parental control, peer influence and socio-economic status as predictors of students career choice in Ibadan North Local Government Area of Oyo state.

Purpose of the Study

The general purpose of this study was to investigate parental control, peer influence and socio-economic status as predictors of

students' career choice among secondary school students. Specifically the study intends to;

- Investigate the relationship that exists between parental control, peer influence, socio-economic status and career choice among secondary school students in Ibadan North Local Government Area.
- Examine the joint contribution of parental control, peer influence and socio-economic status to the prediction of career choice among secondary school students in Ibadan North Local Government Area.
- Determine the joint contribution of parental control, peer influence and socio-economic status to the prediction of career choice among secondary school students in Ibadan North Local Government Area.

Research Question

The following research questions are tested at 0.05 level of significance.

1. What is the relationship between parental control, peer influence, socio-economic and career choice secondary school students in Ibadan North Local Government Area of Oyo state?
2. What is the joint contribution of parental control, peer influence, socio-economic status to the prediction of career choice?
3. What is the relative contribution of parental control, peer influence, socio-economic status to the prediction of career choice?

Methodology

Research Design

The study adopted descriptive survey design of the ex-post facto type. This design is appropriate because the researcher does not have control over the concomitant variables as their manipulation had already occurred.

Study Population

The population for this study consists of senior secondary school students in Ibadan North Local Government Area of Oyo state. Ibadan North local government area is the largest local government area in Oyo state. The L.G.A has about 26 secondary schools within its geographical coverage.

Sample and Sampling Techniques

Multistage sampling was adopted for this study. The first stage involves a random selection of 15 secondary schools from the entire population. The second stage involved the selection of 20 students from the senior secondary school students (SS2). In the whole a sample of three hundred (300) underachievers were randomly selected. This was used as a representative of the population.

Research Instrument

A questionnaire was used for data collection because of the literacy level of study population. The adaptation was made after extensive review of literature. The scale were piloted a week before the real administration to certify that the scales are fit and does not have ambiguous items. The questionnaire was divided into six sections. The sections are: A, B, C, D, and E.

Occupational Preference Scale (OPS)

Occupational Preference Scale was adapted using the Career choice (Osipow, 1987). This subscale includes 16 items and uses a 4-point Likert scale ranging from *not at all like me* (1) to *exactly like me* (4). A high score on the indecision subscale indicates greater indecisiveness in making career-related decisions. Creed et al. (2007) utilized the Career Indecision subscale to measure career planning and exploration of high school students. Their research revealed an internal reliability of .87. The internal reliability of the subscale for the present study was .91. For the whole scale, Osipow (1987) reported test-retest reliabilities ranging from .82 to .90.

Socio-economic Status Scale (SES)

Socio economic was measured by Socio Economic Status Scale {SES} developed by Salami (2000). It was developed to measure the educational, occupational and social status of the parents of the adolescents. The items in the scale requested for personal data of

the participants also. These items include parents occupation{10 marks}, parents level of education{12 marks}, parents residence{5marks}, parents possession of necessary and luxury items{29 marks} giving the total maximum score of 56.

All these were summarized to indicate the participants' family socio economic background as being high or low. The highest score obtainable is 56, while the least is 6. The test-retest reliability of the scale when administered among 100 secondary school students in Ibadan, Oyo State, Nigeria was 0.73 with an interval of three weeks. This instrument was validated by correlation the scores of 60 secondary school students on the SES scale with their scores on Socio Economic Status Scale by Ipaye {1977}. The correlation obtained between their scores on two instruments was 0.64. This is an indication of a fairly high construct validity of the present instrument.

Peer Influence Scale (PIS).

The Peer influence Scale (PIS) was used to measure the peer group influence. The statements were in pairs and in each pair; individuals were to decide whether they were encouraged by their peers to do or not to do something. Each item was scored from -3 to +3 with the "no influence" option scored as zero. Thus: 3 = a lot, meaning a lot of influence from peers; 2 = somewhat, meaning a bit of influence; 1 = little, meaning little influence from peers, and 0 = no influence. In addition, -1 = little, meaning that friends do not encourage you to do something; -2 somewhat, -3 = a lot. The potential range was from 0 - 132. Negative influence ranged from 0 - 44. Low influence ranged from 45 - 89, and positive influence ranged from 90-132. High scores implied positive peer group influence from the positive direction or negative peer group influence from the negative direction. Cronbach alpha value reported by author was 0.75.

Parental Control Scale (PSC)

It consists of 9 items parental control scale developed by Guillermo, Mildred and Maria (2003). It measures the nature of assistance and monitoring student receives from their parent. The scale adopted a 5-point Likert response format ranging from 1=none to 5= quite a lot. Typical examples of the items are: "Whenever my parents told me to do something as i was growing up, they expected me to do it

immediately without asking any questions," " how much advice has you received" among others. It has a reliability coefficient of 0.71 using Cronbach-alpha method

Procedure for Data Collection

Copies of the questionnaire were administered to the participants in their various schools. Having obtained permission from the head of their department through the letter of introduction collected from the department of Counseling and human development studies. The participants were adequately briefed on the need to cooperate with the researcher. They were also assured of confidentiality of their responses. The data collection spread over two weeks, during which about 300 questionnaires were administered, while 288 was returned. These were scored and the data obtained were subjected to data analysis.

Method of Data Analysis

The data was collected and analyzed with the aid of Pearson product moment correlation and multiple linear regression analysis to test the three research questions at 0.05 significant level. Using Statistical packages for social sciences, afterwards the result obtained was interpreted.

Results

This chapter presents the analysis of data and the interpretation based on the hypotheses and research question raised and tested at 0.05 level of significance.

Research Question 1:

What is the relationship between the independent variables (parental control, socio-economic status, peer influence) and the dependent variable (career choice)?

Table 1: Zero order correlation of variables under study

Variables	Mean	Std.Dev	1	2	3	4
Career Choice	32.4631	7.34460	1.000			
Parental Control	39.1450	9.48397	.560**	1.000		
Socio-economic status	28.1934	7.37157	.151**	.579**	1.000	
Peer influence	29.0356	9.56790	.620**	.935**	.555**	1.000

*Correlation is significant at 0.05(2-tailed)

**Correlation is significant at 0.01(2-tailed)

Table1 shows the relationship of each independent variable (parental control, socio-economic status, peer influence) with the dependent variable (career choice). Career choice positively correlated with peer influence ($r = .620$, $p < 0.001$), parental control ($r = .560$, $p < 0.001$), socio-economic status ($r = .151$, $p < 0.001$). This implies that an increased influence of peer influence, parental control, and socio-economic status will increase the likelihood of students' change in career choice.

Research Question 2:

What is the joint contribution of the independent variables (parental control, socio-economic status, peer influence) to the prediction of the dependent variable (career choice)?

Table 2: Summary of regression showing the joint contributions of the independent variables to the prediction of career choice.

R =.651 R Square =.424 Adjusted R square =.412 Std. Error =5.56873						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6415.912	3	1069.319	34.482	.000 ^a
	Residual	8714.032	284	31.011		
	Total	15129.944	287			

Table 2 reveals a significant joint contribution of the independent variables (parental control, socio-economic status, peer influence) to the prediction of students' career choice. The result yielded a coefficient of multiple regressions $R = 0.651$, multiple $R^2 = 0.424$ and Adjusted $R^2 = .412$.

This suggests that the six independent variables jointly accounted for 41.2% ($Adj.R^2 = .412$) in the variation of students career choice. Other variables accounting for the remaining percentages were beyond the scope of this study. The ANOVA result from the regression analysis showed that there was a significant joint effect of the independent variables on career choice of students, $F_{(3,284)} = 34.482$, $P < 0.001$. This implies that the joint contribution of the independent variables on the dependent variable (career choice) was not by chance.

Research Question 3:

What is the relative contribution of the independent variables (parental control, socio-economic status, peer influence) to the prediction of the dependent variable (Career Choice?)

Table 3: Summary of regression for the relative contribution of the independent variables to the prediction of career choice.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.292	1.896		8.590	.000
	Parental Control	.379	.091	.490	4.167	.000
	Socio-economic status	.052	.067	.052	.776	.438
	Peer influence	.613	.077	.798	7.934	.000

Table 3 shows that the three predictor variables (parental control, socio-economic status, peer influence) were potent predictors of students' career choice. The most potent factor was peer influence (Beta = .798, $t = 7.934$, $P < 0.01$), followed by parental control (Beta = .490, $t = 4.167$, $P < 0.01$). But socio-economic status (Beta = .052, $t = 0.776$, $P < 0.05$) is not a potent predictor of students' career choice. This implies that any change career in adolescent choice is an evidence of increased in parental control and peer influence.

Discussion of Findings

The first research question investigated the relationship between the independent variables (parental control, socio-economic status, peer influence) and the dependent variable (career choice). The result reveals that career choice positively correlated with peer influence, parental control, and socio-economic status. This implies that an increased influence of peer influence, parental control, and socio-economic status will increase the likelihood of students' change in career choice. The result of this study corroborates Saifi & Mehmood (2011) investigated the role of adolescent career

indecision on the relationship between mother and father attachment. Parental attachment and career indecision were negatively correlated. This is an indication that parental control play significant role on students career choice. Where parental control is low, students may be misled on their choice of career.

This study also revealed that socio-economic status significantly correlated with students' career choice. This result corroborates Whiston and Keller (2004) who found out that the socio-economic background of a person has a link his/her educational and career development. He observed that students from high income families tend to assume they would go to university. He also found out that students from lower income families tend to think in terms of skilled jobs. This implies that the nature of career choice a students from low income home will make might be based on the level of his/her parent who might in one way or the other orientate their children to go and learn a trade or be an apprentice because of the cost of the University.

The result of this study also shows that peer influence correlated with students' career choice. This result corroborates Agarwala (2008) who hypothesized that young adults will utilize close peer relationships as support networks when exploring or making career development decisions. Similar to parental attachment, positive peer relationships may provide an individual with the ability to take positive risks while making career related decisions. It is therefore established from this findings that peer influence also play a significant role in students career choice.

Research question two examined the joint contribution of the independent variables (parental control, socio-economic status, peer influence) to the prediction of the dependent variable (career choice). The result shows that there is a significant joint contribution of the independent variables (parental control, socio-economic status, peer influence) to the prediction of students' career choice. This suggests that the three independent variables jointly accounted for 41.2% ($Adj.R^2 = .412$) in the variation of students career choice. This result is in support of Agarwala (2008) who discovered undergraduate students are more likely to

experience greater progress in making career related decisions if they experience higher levels of attachment to peers. The researchers did not find a significant difference between male and female attachment to peers and career decision-making (Barnett, 2007).

More so in 2008, Huang conducted a study of black South African students' occupational aspirations. More than 80% of the black South African students in the study reported a high status occupation as their aspired career. High status occupations included doctors, lawyers, and engineers. Less than 2% of the population was interested in skilled, semiskilled or unskilled occupations (Gettings, 2012). This indicates that socio-economic status has influence on the type of students' choice of career. While Eddy, Ronald & Lisa (2008) who found that higher levels of parental attachment are related to higher levels of environmental and self-exploration. Additionally, young adults who reported feeling closer to their parents were more likely to report higher levels of environmental exploration. This justifies that students career exploration could be traced to their parental control.

Research question three examined the relative contribution of the independent variables (parental control, socio-economic status, peer influence) to the prediction of the dependent variable (career choice). The result shows that the three predictor variables (parental control, socio-economic status, peer influence) were potent predictors of students' career choice. The most potent factor was peer influence, followed by parental control. But socio-economic status is not a potent predictor of students' career choice. This implies that any change career in adolescent choice is an evidence of increased in parental control and peer influence. This result is in support of Roach (2010) who found a positive correlation between career exploration and reported self-esteem, indicating that peer attachment may indirectly affect the career exploration process through self-esteem. More so on the account of socio-economic status, the result of this study partially negate previous study such as Agarwala (2008) who in his study of Indian adolescents found out that a child's particular socio-economic inheritance may have a direct and important effect on the career open or attractive to him

that does his physical inheritance. The economic and occupational level of the home affects the vocational goals of youths by influencing their aspirations to be similar to those held by their parents and by discouraging aspiration to level much above or below the parental occupational status. However, the findings made in this study might be realistic because students who are from low income home might still choose a highly competitive course/career if the influence of peers supersedes the economic status of parent and parental control.

Conclusion

This study examined parental control, peer influence and socio-economic status as predictors of students' career choice. It was discovered that significant relationship exist between parental control, peer influence, socio-economic status and career choice. The regression model revealed that the independent variables jointly predicted students' career choice. While the peer influence was found to be the strongest predictor of students career choice followed by parent control. Socio-economic status is not a significant predictor of students' career choice. This is an indication that there is likelihood that student change their career choice due to the influence of peers and parental control rather than considering socio-economic status of their parents.

Recommendations

Considering the findings of this study, the following is recommended for stakeholders in the society.

School counselors are enjoined to expose students to various career options to save them from being confused by parent and peers. Parents are enjoined to allow their children to choose the career they think it is best based on sound understanding so as to help them fit the work environment and demand of the career. Students are enjoined not to imitate their peers in choosing their choice of career but to look inward and compare their ability with the demands of their career.

Students are also enjoined to make the counselor their friend most especially at the point of choosing a life career for themselves. School administrators are enjoined to encourage school counselors

as they carry out their duty in the sharpening of students' career decision.

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