Factors Affecting Career Choice among Senior Secondary School Students in Obio/Akpor Local Government Area of Rivers State (Implication to Counselling)

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ABSTRACT
The study investigated factors affecting career choices among senior secondary school students in Rivers State, Nigeria. The population of the study consisted of 1120 students from eight secondary schools. A simple random sampling technique was used to draw 112 students. The design of the study was descriptive survey method. The instrument for collection of data was called “Factors Affecting Students Career Choices”(FASCC). A reliability coefficient of 0.88 was obtained, using test – retest procedure. Three research question and three null hypotheses were advanced and tested for this study. The t – retest statistic was used to test the three hypotheses at 0.05 level of significant. The finding revealed that, there was significant difference in H02, while H01 and Ho3 were accepted. Three recommendation were made (1) There is needs for students to beware of environmental factors that could interfere with their career choices.(2) Parents and teachers should prepare students for career awareness at early age. (3) Parents should work closely with their children in career decision making process, allowing students to choose from their interest area.

INTRODUCTION
Career selection is one of the main important choices a student will have to take in his life. This choice of decision will have impact on them throughout their lives. Career plays a very fundamental and significant role in the life of the individual because it determines the pattern of his or her income, affects the individual’s personality and concept of life. Therefore, career is a life time pursuit for success. It is the sequence of major positions occupied by a person throughout his life time. The term career is broadly defined as all like roles people play including students, parents, employees, retirees and employers, in securing a livelihood. Her (1973) thus indicates that career is the totality of experience through which one learns about and prepares to engage in work as part of his way of living. In a nutshell, career is the totality of work one does in his life time to earn a living. It’s therefore a positive thing for one to think as far as possible in achieving this fit. Hence making a career choice is essential for everyone.

Career choice is something very hard to make especially as one’s livelihood depends on it. Career choice has become a complex task among students in the face of ever changing technology and the information sector. Career according to Cambridge Advance learner’s Dictionary (2005) refers to Job or series of job that you do during your working life. Thus choosing a career simply means choosing a life job. Career choice is affected by multiple factors include personality, interest, self concept, identity, globalization, socialization, role model, social support and available resources such as information and finance (Kerka 2000). Onayase and Onayase, (2009) also carried out an investigation into other factors that could affect career choice, thus, identified religion, peer group and some environmental factors. However, all careers
have their subject requirements, personality characteristics and personal abilities. All these are supposed to be fully assessed before an individual can be verified to be qualified into a specific career (Onayase and Onayase, 2009).

Today, one does not only need to make due career planning but also exhaustive career research before making a career choice so as adjust with the evolving socio economic conditions, (Wattles, 2009). Hewitt (2010), suggested that most people are affected by career that their parent favors, others flows with the career that their educational choice have opened for them, some choose to follow their passion regardless of how much or little it will make them, while others choose the career that gives high income. Mcquaid and Bond (2003) cited that student’s perception of being suitable for a particular job also has been found to be affected by a number of factors which include ethnic background, years in school, and level of achievement. However, students are known by a combination of personal abilities, personality type and other factors (Okafor 2012). Hence, factors affecting career choice can either be intrinsic or extrinsic or both.

Student’s perception of being suitable for a particular job also has been found to be affected by a number of factors. For instance, Parental support and encouragement are important factors that have been found to affect career choice. Children may choose what their parents desire simply to please them (Taylor et al; 2004). Okafor (2012) cited that generally, the choice of a career is affected by parents, friends, and variation of one population to another. He also claimed that, Parents education and occupational background may affect student’s career choice because some students may contemplate on whether to continue their parent’s occupation or not. What the students see in televisions also may affect their career choice. Some career demand that you have the personality to match the qualities of the occupation.

However, when these students graduate from the school, some of them enter into occupations that are totally different from the one they had chosen and trained for. For these reasons the necessities of a guidance counselor in schools cannot be over emphasized. The aim of this study is to investigate the factors affecting career choice among senior secondary school students in Rivers State, using some selected schools in Obio Apkcor Local Government Area as a case study.

Career choice has become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition. It was a common practice in the old days to find feudalism converting it into a family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader. Industrialization and post industrialization has made it possible for a common person to be richer as long as she or he has due skills and knowledge. Today, one does not only need to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009).

**Career Choice and Selection**

Career choice and selection is one of many important choices students will make in determining their future plans and this decision will impact on them throughout their lives (Borchert, 2002). In his research paper, Borchert observed that several factors influenced career choices of high school students. Identifying these factors would give parents, educators, and industry an idea as to where students place most of their trust in the career selection process. These factors include the students’ immediate Environment, Opportunities available to the student and finally his/her Personality. He further observed that every student carries the unique history of their past and this determines how they view the world. This history is created in parts, by the student’s environment, personality, and opportunity. Consequently, how a student perceives his/her environment, personality, and opportunity will determine the career choices that the student makes. Splaver (2011) observes that students never perceive their environment, personality, and opportunity in the same way and this explains the different career choices they make.

This chapter reviews the literature that described student career choice process. The body of literature available for review encompassed many volumes. Therefore, this review of the literature focuses on:

1. How Environment in which students find themselves have affected their choice of career.
2. How Opportunities have affected students’ career choice, and
3. Why the perceptions of one’s Personality have affected the career choice.
Environmental factors

Environment has a momentous role in the career choice students make and the position the student attains in various ways. Environment is a term which has many connotations – it has physical, economic, social and cultural dimensions. The environment being referred to here is a factor that is used to foster decisions in career choice. According to Sear and Gordon’s book (2002), since 1960s, sociologists have explored how career decision making is affected by the social environment. Some of these components of social environment factors include; family, social economic status, general economic conditions, society’s stereotypes about specific occupations, and peer groups, all influencing career choice (Sears and Gordon, 2008).

According to Khallad, (2000) and Watson, Quatman and Edler, (2002), Career choices are partial, determined by factors like socioeconomic status, gender, race, parents’ occupation and level of education and the expectations of parents. Several researchers have examined these factors to establish whether they actually play a role in career choice and if so, what are their roles in career behaviour and how do they affect one’s career choice (Osipow and Fitzgerald, 1996; Rojewski and Yang, 1997). In recent years there has been an increased consciousness of the impact of socioeconomic status, race, gender, and on the career decision-making process and career choices (Stitt-Gohdes, 1997).

Socio-economic Status

One’s social and economic background has some bearing into family’s resources. According to Bolles (2011), you at one point inherit from your parents certain financial and other resources that, to some extent, influence your career choices. Family financial status determines things like where one lives and which school he does attend. In turn, these can affect one’s values, occupational expectations, opportunities, and gender role expectations. For example, students who have lived in a hospital environment may choose a career dealing with medicine. On the other hand they may hate the hospital environment and consequently don’t choose a career that has anything to do with a hospital.

Hooley, (2012) remarks that “usually, social status is passed down from generation to generation, nevertheless one may not benefit by being exposed to many opportunities or on the other hand may not have the opportunity to recognize all the career option open to him/her”. He further explained that, even though one’s socio-economic status may have affected his career decision, many career related decisions lie ahead. High aspiration and motivation to achieve will help one reach his/her goals.

Family Influences

According to Herbart (2006) home with healthy environment are essential for evolving abilities to heights, close to capacity heights. This is because teenagers raised in homes with a healthy environment where parents live in harmony with other family members, are bound to make a well informed career decision, as the family tend to speak in agreement concerning how he/she makes her choice while also giving them the necessary moral support to succeed.

According to Sear and Gordon’s (2002), additional aspects of one’s family background can be influential in career decision making. In recent years, efforts have been made to probe the impact of different relations (i.e. parents, siblings, peer group, guardians, teachers, friends, etc) on career selection. For instance, prominent siblings are thought to play a key part in the career direction of teenagers from lower socioeconomic backgrounds as these teenagers hold them (siblings) as their role models (Ali, McWhirter, and Chronister, 2005). In previous studies, various relationship perspectives have been explored in context of career choice. For example, authors have identified the impact of parental occupation on their children’s career preferences (Stone & Wang, 1990). Similarly, authors have identified the inspirational impact of parental education on their children career choice (Jones & Larke, 2001; Monica & Kate, 2005). In this regard, Jones & Larke (2001) found that parents with high level of education can better influence career decisions of their children. Likewise, Monica and Kate (2005) found influence of parental education and their personal career as strong motivators to their children in career selection. In similar tune, numbers of researchers have confirmed strong influence of parents, guardians, teachers and friends on career choice (Dick & Rallis, 1991; Esters & Bowen, 2005; Fisher & Griggs, 1995; Fouad et al., 2008; Lent & Brown, 1996; Mutelkwe, et al., 2011). In a report published in the Eric Digest No. 164, Lankard (1995) observes that young people from many of their attitudes about work and careers as a
result of interactions with the family. Mortimer et al. (1992) noted that the family background provides the basis from which their career plans and decision making evolve. However, within each family, the level of involvement can vary, offering both positive and negative influences.

**Occupational Stereotyping**
Our society deems certain types of work appropriate to either men or women (Hooley, 2012). Men are encouraged to explore a wider variety of occupations, yet the areas of child care and nursing are seen as not appropriate for men. Women from the other hand are discouraged from seeking education and training in science and maths related courses or in trade such as construction, manufacturing, and transportation (Hewitt, 2012). The effects of such stereotyping are that many women work at lower paying occupations with fewer opportunities for advancement (Sear and Gordon, 2002).

**Peer Groups**
Peer group effect is an important component in the determination of students’ outcome. A typical student learns from discussion with his peers and can be affected by their personality and attitude towards learning. Peers can also be motivated by working together. It is well established that the quality of peers could affect a wide range of student outcomes from school performance to health conditions or even juvenile criminal behavior. Economists have investigated the peer effect for a variety of peers include proximity based peers such as schoolmates. In many occasions students visualize what they intend to become through subject selection while playing among their colleagues. Eventually, they end up pursuing their intention through peer influence or pressure (Tella et al, 2007).

Peer group is an important aspect throughout one’s life but they are more critical during the developmental years of childhood and Adolescence. Adolescents always emulate their mates in whatever form of behavior they exhibit, particularly that which interest them. Thus, since socialization only refer to change in behavior, attitude having their origin in interaction with other persons and those which occur through integration, a child learn more through interaction with peers (Biermen 2004).

**Personality factors**
How students have seen themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. For example, sales people have to be outgoing. Splaver, (1977) notes that, personality plays an important role in the choice of the right career. Students’ personality must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide.

Students must take seriously the role grades play in limiting opportunities in the future. Splaver goes on to say, “It is important for one to have a good understanding of her Personality, if she is to make intelligent career plans”.

Personality can also be affected by one’s environment. According to Sears and Gordon (2002), for instance, if one is outgoing and assertive and works in an environment where he is not permitted to express his personality, he may have to tone down his vivaciousness, and consequently be unhappy at work because unable to be acting real.

Certain personality characteristics are important in career decision making. Gregarious is a good example, a gregarious person do better as a politician or a sales representative than would a more quiet and shy person (Hooley, 2012). It is more helpful for one to know more about his or her personality because this increase ones self-awareness and may help one in identifying preferred career choice (Sear and Gordon, 2002). Holland (1985) believes that, the choice of an occupation is an expression of personality and that the members of an occupational group have similar personalities. He also maintains that occupational achievement, stability and satisfaction depend on congruence between personality and the work environment. Personality factors of an individual will include the interest of a person.

**Interests**
Interests are a person’s likes and dislikes which is characterized by the Person’s intensity of feelings about a subject or thing (Hooley, 2012). Interests are learned from parents, in schools, from friends, and from lifelong experiences. For instance, when one engages in various activities he reacts with specific
feelings or attitudes. Students continue to acquire interests throughout their life and this in return affects the reasoning and choices one makes including career choices (Hewitt, 2010). Interest can change, as students experience life and meet more people; they become interested in new things and discard some of their old interests. They also develop more complex thinking and understanding process, and may even seek new interest and activities with hope of improving themselves and making life more exciting (Hewitt, 2010). As interest changes so does career choice of a person change. Students seek career that meets their interest at a particular time hence the career that they may have wished to take when they were younger is not what he eventually do. According to Hewitt (2010), interest has become the most important determinant factor and measures of occupational choices. According to Sears and Gordon (2002), interest inventories have been developed to help identify interests and relate them to career and occupation. By measuring interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do. It is believed that these occupational scales are effective in predicting career and occupational satisfaction. The next aspects of the factors that play a role in students’ career choice is the values that are deeply rooted in their lives.

Values
Values are basic beliefs, one holds most dear (Sear and Gordon, 2002). They are a source of motivation that can be seen in one’s action, in the attraction to or avoidance of the pursuit of things such as money, power, or spirituality. Some values hold more meaning than others (Hooley, 2012). We tend to pursue more vigorously the values that have more meanings to student’s than those that are less important to them. For instance, getting education must have positive implications to students. How actively one pursues education is related to the strength of the value he places to education. Values at times conflicts by fulfilling one goal while interfering with achieving another. Students may encounter conflicts throughout their life that will require them to rank their values, whether they are or are not aware of the choice. Sometimes identifying personal life values is difficult. One way of accessing values is to examine choices made in the past (Hewitt, 2010).

Sear & Gordon (2002) pointed out that, values that a community or society holds, play a commanding role in affecting the type of career students take. They argued that students who come from a society that is cultured with some deeply rooted values will likely not pursue any career that seems to undermine these values. For instance, in Kenya among the Kalavokia sect community where going to see a doctor for treatment is prohibited, it’s so unlikely that a student from that community will pursue a career in the medicals because it contradicts their religion. In addition to becoming aware of the values children portray, parents also need to know that their children will likely adopt their values. Michael Rutter (as cited in Otto, 2000) stated that, "Young people tend to share their parents' values on the major issues of life. Similarly, Otto (2000) said that ninety-three percent of high school juniors in his study reported holding similar values to their parents. This is significant because it dispels the myth that children and adolescents tend to defy their parents' values and expectations. Instead, it may be more accurate to say that children are quick to adopt their parent's values, perhaps without ever exploring their own. This may be due to children's natural desire to connect with their parents (Poulter, 2006). As a result, they seek acceptance by adopting parental values and living out their career aspirations. Jacobsen (1999) referred to this phenomenon as "hand me-down dreams," which is the title of her book about parental influence. The danger in these quick assumptions is that children may aspire to a career that follows their parents' values without developing their own sense of self. Jacobsen pointed out the following wager: "If your family's values mesh with your own, you can find strength and guidance in them throughout your career, however, if these values don't mesh, you'll build a career that your parents take pride in, but that leaves you frustrated and empty" (Jacobsen, p. 101). For that reason, it is important for parents to understand the many ways that they can influence their children's career choice.

Skills
Hewitt (2010), defined skill as the ability to do something many people find it difficult to operate. Skills can be many in one’s life-time that sometimes are probably taken for granted. Sometimes you might be unsure of your skills and under-rate or minimize them. Most of the students have difficulties in
identifying their skills. Skill may be natural abilities or may be acquired through education and training. In the college, one acquires life skills like finance management, organization and time management as well as skills to help you earn a living. There are different types of skills; transferable skills are those that can be utilized in several different occupations. Example of these skills includes, teaching in school and training sales workers, both requires instructional skills. Other examples of transferable skills include analyzing, negotiating, communicating, clarifying and evaluating (Sear and Gordon, 2002).

**Opportunity factors**

Opportunity may influence how students perceive their future in terms of the reasonable probability of a future in a particular career field. The issue of poverty has played an important role in determining the opportunities available to all. The income level of families may determine what career a student chooses during a specific time in the student’s life. Some students will have budgeted education according to their personal income. Individuals living in poverty must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met.

Students in many cases will need the proper mentoring opportunities as provided by support groups in order to succeed. These support groups can be another opportunity that if properly implemented, can help the student in the career choice process. The support system must be in place and readily available for the student to utilize. The creation of support groups such as school guidance and counseling departments will have to be in place to sustain the student through times of financial, emotional, and educational need. Careers and education do not always synchronize. Recent studies show that every one in three college graduates could not find employment requiring a college degree (National Commission’s website, 1989). The study also stated that relevant work experience has given students an upper hand in building a career. Experience rather than education seemed to carry more value in some career choices. A statement from the National Commission (2012) on Cooperative Education went on to say that cooperative education combined educational, financial, and career building opportunities. High school students (and parents of those students) should be aware of opportunities such as cooperative education. The commission stated that cooperative education, which has existed for over 90 years, should be an important criterion for selecting the right college (Sear and Gordon, 2002).

Many times the career that the student may have finally chosen, may no longer exist when the student is ready. Olsten Corporation, a temporary hiring agency, stated that as a result of the downsizing and reorganization of the past decade, many organizations have pared down to “core groups of full-time employees complemented by part-timers and networks for flexible staffing” (Kerka, 1997, p.27). Kerka stated that training to be portfolio workers, managing our skills as if we were our own job entity, may be the opportunities students will be facing in the future. He stated that individuals should consider themselves a collection of attributes and skills, not a job. The key skills of the portfolio worker are versatility, flexibility, creativity, self-direction, interpersonal and communication skills, a facility with computer and information technology, the ability to learn continuously, and the ability to manage work, time, and money.

**Education**

According to Newton, Grayson and Whitley (1998), education plays a key part in how people make a career choice. Although some professions do not require formal education, opportunities are limited without the proper education. If one wishes to know which professions best fit his/her education, one has to look at some of the job adverts and it will show all the education background one needs to have to meet the requirement (Hewitt, 2010).

Education falls under opportunities for students because education differs in terms of the system of education, the quality of education and even the level of education (Hooley, 2012). There are those students who are privileged to have access to the best quality of education and even to the highest level of
education whereas others do not. Those who access to quality education are most likely going to make their career choices early (Sear & Gordon, 2002).

According to Sear & Gordon, the level of parents, guardians and role models education have an effect in the student’s career choice. They believe that the level of education for instance of one’s parent will definitely affect the type of career choice he make. If parents and guardian are not well educated, then this will eventually limit the career choice of their children. Education background according to Hooley (2012) determines the socialization of an individual. The well cultured and socialized class you are, the well informed and informed career choice one is likely to make (Sear and Gordon, 2002).

Parental influence over career choice selection

A close scrutiny of the three factors above shows that they are all related to parental influence. As the child grows up, the immediate environment comprises of the nuclear family and the extended family comprising of uncles, aunts, cousins, and grant parents. Accordingly, these people will be expected to have a significant effect on the student’s choice of career. The family and parents shape the future personality of the student as he grows up. Parents have a crucial task of preparing the child for education. Students’ from rich backgrounds are more likely to gain a better education than those from poor backgrounds. In their task of socializing the child, the parents have a great influence on the child’s development and future life choices and thus shaping their personality. Parents shape the personality of their children by influencing the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have in working; and the motivation they have to succeed. Most of this is learned unconsciously as children and teenagers absorb their parents’ attitudes and expectations of them as they grow up. According to Keller (2004) the key parental influencers to a student’s career choice include; the attitudes and behaviour the parents reward or punish, approve or disapprove of, the expectations parents have for their children's education and career, the examples they set for their children, the values they show to their family, friends and to society, the opportunities they offer their children to learn and develop themselves, and the kind of parent-child relationship they develop.

From an examination of research on family influences on career development, Lankard (1995) identified the parents’ Socio-economic status, their educational level, and biogenetic factors such as physical size, gender, ability, and temperament as the variables which influence career choice of young people. By the time children move into adolescence, they begin seriously considering their future, often looking to their parents either as role models or for career advice. A parent’s approach to this can either inspire teenagers to explore a diverse set of potential occupations or to stick to a path they think their parents will approve of. As Williams (2016) notes, if their parents' jobs give them great satisfaction or provide a comfortable lifestyle, children see the perks early on, and may favour these careers over others. In contrast, if parents complain about their jobs or struggle to support the family on the income their jobs provide, children are more likely to seek more fulfilling or higher-paid roles. According to Williams, the parental variables which influence a student’s career choice include the parents’ occupations, the activities they allow their children to participate in (for example like music or dance lessons or to pursue certain sports activities sometimes influence them to commit to those activities full-time), parental encouragement and expectations of their children, and the Parent-Child relationship.

The above findings are similar to those of Whiston & Keller (2004) who observe that parents serve as a major influence in their children’s career development and career decision- making. Research also indicates that when students feel supported and loved by their parents, they have more confidence in their own ability to research careers and to choose a career that would be interesting and exciting. This is important because studies show that adolescents, who feel competent regarding career decision-making, tend to make more satisfying career choices later in life (Keller, 2004).

Statement of Problem

It is a common knowledge that education is the bedrock upon which quality career is founded. Yet, troublesome to know that, a good number of young school leavers often take occupational careers other than their educational field of study. Nevertheless, a few number stick to their field of study in their career
pursuit, especially for those who undergo professional courses such as Law, Medicine, and Geology etc. It therefore suggests that other fields of study other than the professional fields, are not a good career preparatory step or that their curriculum of studies has not inculcated the right measures for good transition of students into occupational careers.

Again, it is interesting to know that most young school leavers undergoing professional studies are mostly from well to do homes, who can afford Private secondary schools with high tuition fees, while majority of students undergoing the general field of studies are students from poor and average home backgrounds hence, mainly attending government secondary schools due to the considerable low tuition fee.

Therefore, this uneven transition from educational field of study into career pursuit and the distinction between students that actually transit appropriately against those that do not, forms the justification of this study “factors affecting career choice in senior secondary school students in Obio/Akpor L.G.A”.

**Purpose of the Study**
The purpose of this study is to determine the factor affecting career choice. In achieving this, the researcher is poised to:

1. Investigate environmental factors that affect career choice among students.
2. Examine opportunity factors that affect career choice among students.
3. Investigate personality factors that affect career choice among students.

**Research Questions**
The study was guided by the following research questions:

1. How do environmental factors affect career choice among students?
2. How do opportunity factors affect career choice among students?
3. How do personality factors influence career choice among students?

**Hypothesis**
The following null hypotheses guided the study. **Hypothesis 1**: There is no significant difference in the prestige of a profession on choice of career among male and female senior secondary school students in Rivers State.

H01 There is no significant difference in environmental factors affecting career choice between government and private secondary school students in Rivers State.

H02 There is no significant difference in opportunity factors affecting career choice between government and private secondary school students in Rivers State.

H03 There is no significant difference in personality factors affecting career choice between government and private.
METHODOLOGY

Research Design
The research method used for this study is descriptive survey. The comparative analysis was achieved by means of utilizing t-test statistic for the comparison of mean scores at 0.05 level of significance while, the responses questions were analyzed using mean and standard deviation.

Population and sample of the study
The population of the study include (4) private secondary school and (4) government secondary school, all in Obio/Akpor local government area. A total population of the study was 1120 students from eight secondary schools. A simple random sampling technique was used to draw 112 students.

Instrumentation
The instrument used for this investigation was Likert scale which is an interval scale-ranging from strongly Agree, Agree, Disagree and Strongly Disagree, with quantitative values ranging from 4 – 1 point. The instrument used to collect data is titled ‘factors affecting career choice of senior secondary schools’ (FASCC). The instrument (FASCC) consists of thirty (13) statements or items. A weighted average of 2.5 was accepted for research question.

Validation of the Instrument
The instrument was validated by Expert in Measurement and Evaluation in the Faculty of Education, who ascertained the face and content validity. The reliability of the instrument was determined through test – retest method, using Pearson’s Moment Correlation. A reliability coefficient of 0.88 was obtained for the study.

RESULTS

Research question1: How do environmental factors affect career choice among students?

Table 4.1: Analysis of perceptions of Private and Government owned secondary school students on the environment in determining career choice.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Factors</th>
<th>Variable Questions</th>
<th>( \bar{X}_1 )</th>
<th>Decision</th>
<th>SD₁</th>
<th>( \bar{X}_2 )</th>
<th>Dec</th>
<th>SD₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family</td>
<td>Your parents made you choose your choice of study</td>
<td>2.69</td>
<td>Accept</td>
<td>1.14</td>
<td>2.06</td>
<td>Reject</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your family members made you decide on your choice of study</td>
<td>2.81</td>
<td>Accept</td>
<td>1.11</td>
<td>2.56</td>
<td>Accept</td>
<td>1.04</td>
</tr>
<tr>
<td>2</td>
<td>Socio-economic</td>
<td>Your parents occupation made you choose your choice of study</td>
<td>2.81</td>
<td>Accept</td>
<td>0.98</td>
<td>2.15</td>
<td>Reject</td>
<td>0.98</td>
</tr>
<tr>
<td></td>
<td>status</td>
<td>Your parents income strength made you decide on your choice of study</td>
<td>2.81</td>
<td>Accept</td>
<td>1.11</td>
<td>3.05</td>
<td>Accept</td>
<td>1.02</td>
</tr>
<tr>
<td>3</td>
<td>Peer Groups</td>
<td>Your classmates made you choose your choice of study</td>
<td>2.18</td>
<td>Reject</td>
<td>1.03</td>
<td>2.39</td>
<td>Reject</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your best friend made you decide on your choice of study</td>
<td>2.38</td>
<td>Reject</td>
<td>1.09</td>
<td>2.85</td>
<td>Accept</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td>Grand</td>
<td>( \bar{X}/SD )</td>
<td>2.64</td>
<td></td>
<td>1.07</td>
<td>2.51</td>
<td></td>
<td>0.98</td>
</tr>
</tbody>
</table>

From the above table 4.1, it can be seen that taking a mean of 2.50 as an index of a group, majority are in agreement to the statement, secondary school students agreed largely that environmental factors can influence the choice of career among secondary school students. Also, it can be observed that both respondent groups have similar view about item variable statements 2, 4, 5 and 6. While for the other two variables, they both show opposite views.
Research Question 2: How do Opportunity factors affect career choice among senior secondary school students?

Table 4.2: Analysis of perceptions of Private and Government owned secondary school students on the effect of Opportunities in determining career choice.

<table>
<thead>
<tr>
<th>Private Schools</th>
<th>Government schools</th>
<th>$\bar{X}_1$</th>
<th>Decision</th>
<th>$S_1D_1$</th>
<th>$\bar{X}_2$</th>
<th>Dec</th>
<th>$S_2D_2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Education</td>
<td>Your choice of study is because you have plenty of these books in your house</td>
<td>2.19</td>
<td>R</td>
<td>0.98</td>
<td>1.89</td>
<td>R</td>
<td>1.02</td>
</tr>
<tr>
<td></td>
<td>If you have an educational scholarship, you will choose another field of study</td>
<td>3.00</td>
<td>A</td>
<td>0.89</td>
<td>2.54</td>
<td>A</td>
<td>1.00</td>
</tr>
<tr>
<td>2 Mentorship</td>
<td>Your choice of study is because your elder siblings also study in the same field</td>
<td>2.81</td>
<td>A</td>
<td>1.05</td>
<td>1.82</td>
<td>R</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Yours siblings success in his career made you choose your choice of study</td>
<td>3.13</td>
<td>A</td>
<td>0.98</td>
<td>2.73</td>
<td>A</td>
<td>1.03</td>
</tr>
<tr>
<td>Grand</td>
<td>$\bar{X}$/SD</td>
<td>2.78</td>
<td>1.02</td>
<td>2.57</td>
<td>1.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.2 above, it can be seen that taking a mean of 2.50 as an index of a group, majority of the Private School Students are largely in agreement to the statement that, Opportunity factors can influence the choice of career among secondary school students while the Government secondary school students view it otherwise.

Also, it can be observed that Private school students strongly agree to three of the four variable statements as against two slight agreements for the Government secondary school students.

Research Question 3: How do Personality factors affect career choice among students?

Table 4.3: Analysis of perceptions of Private and Government owned secondary school students on the influence of Personality in determining career choice.

<table>
<thead>
<tr>
<th>Private Schools</th>
<th>Government Schools</th>
<th>$\bar{X}_1$</th>
<th>Decision</th>
<th>$SD_1$</th>
<th>$\bar{X}_2$</th>
<th>Dec</th>
<th>$SD_2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Interest</td>
<td>A film you watched made you choose your choice of study</td>
<td>2.25</td>
<td>Reject</td>
<td>1.12</td>
<td>2.80</td>
<td>Accept</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td>You choose your choice of study because you already love doing things related to it.</td>
<td>2.44</td>
<td>Reject</td>
<td>1.03</td>
<td>2.78</td>
<td>Accept</td>
<td>1.02</td>
</tr>
<tr>
<td>2 Values</td>
<td>You chose this field of study because you hate your first choice of study</td>
<td>2.94</td>
<td>Accept</td>
<td>0.99</td>
<td>2.26</td>
<td>Reject</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td>You chose this choice of study because you believe it is what your family elites studied</td>
<td>2.88</td>
<td>Accept</td>
<td>0.96</td>
<td>2.34</td>
<td>Reject</td>
<td>0.90</td>
</tr>
<tr>
<td>3 Skill</td>
<td>Your ability to creativity made you choose your choice of study</td>
<td>2.38</td>
<td>Reject</td>
<td>1.09</td>
<td>2.61</td>
<td>Accept</td>
<td>1.13</td>
</tr>
<tr>
<td></td>
<td>Your previous working assistance to your parents/relatives inspired you to choose this choice of study.</td>
<td>2.50</td>
<td>Accept</td>
<td>1.15</td>
<td>2.55</td>
<td>Accept</td>
<td>1.13</td>
</tr>
<tr>
<td>Grand</td>
<td>$\bar{X}$/SD</td>
<td>2.57</td>
<td>1.06</td>
<td>2.56</td>
<td>1.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36
From the above table 4.3, it can be seen that taking a mean of 2.50 as an index of a group, majority are in agreement to the statement that, secondary school students agreed largely that Personality factors can influence the choice of career among secondary school students. Interestingly it can be observed that, both respondent groups are in agreement to variable statement six (6) alone while showing opposite views to the other five variable statements.

**Testing of Hypothesis**

The three hypotheses were tested and analyzed as shown below;

**Hypothesis H₀₁:** There is no significant difference in environmental factors affecting career choice among government and private secondary school students in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Mean</th>
<th>St.Dev.</th>
<th>N</th>
<th>Df.</th>
<th>St. Error</th>
<th>P</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private school</td>
<td>2.64</td>
<td>1.07</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government school</td>
<td>2.51</td>
<td>0.98</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accept Ho₁</td>
</tr>
</tbody>
</table>

The data in table 1 revealed that the calculated t-test value of Private and Government secondary school students was 1.78, while the critical t-value was 1.96 at a degree of freedom of 110 at 0.05 significant levels. Therefore, the null hypothesis is accepted, meaning that there was no significant difference in the perceptions of the students based on the environment among secondary school students in determining their choice of career.

**Hypothesis H₀₂:** There is no significant difference in opportunity factors affecting career choice among government and private secondary school students in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Mean</th>
<th>St.Dev.</th>
<th>N</th>
<th>Df.</th>
<th>St. Error</th>
<th>P</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private school</td>
<td>2.79</td>
<td>1.02</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government school</td>
<td>2.25</td>
<td>1.01</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reject Ho₂</td>
</tr>
</tbody>
</table>

The data in table 1 revealed that the calculated t-test value of Private and Government secondary school students was 7.26, while the critical t-value was 1.96 at a degree of freedom of 110 at 0.05 significant levels. Therefore, the null hypothesis is rejected, meaning that there is a significant difference in the perceptions of the students based on the Opportunity among secondary school students in determining their choice of career.

**Hypothesis H₀₃:** There is no significant difference in personality factors affecting career choice between government and private secondary school students in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Mean</th>
<th>St.Dev.</th>
<th>N</th>
<th>Df.</th>
<th>St. Error</th>
<th>P</th>
<th>t-cal</th>
<th>t-cal</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private school</td>
<td>2.57</td>
<td>1.06</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government school</td>
<td>2.56</td>
<td>1.02</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accept Ho₃</td>
</tr>
</tbody>
</table>
The data in table 1 revealed that the calculated t-test value of Private and Government secondary school students was 0.14, while the critical t-value was 1.96 at a degree of freedom of 110 at 0.05 significant levels. Therefore, the null hypothesis is accepted, meaning that there was no significant difference in the perceptions of the students based on the Personality among secondary school students in determining their choice of career.

DISCUSSION
The response of the students on environmental factor indicates that it's an important element of career choices. Most of the student revealed that, privately owned secondary school students agreed that their choice of study field was as a result of their parents' influence with a mean of 2.69 above the cut-off index mean of 2. This was confirmed in Udoh and Sanni (2012); Kitivo (1989); Hahs-Vaughn (2004). This finding agrees with some of the already existing literature that family members have a role to play in Students’ career choice. Mortimer et al. (1992) noted that the family background provides the basis from which their career plans and decision making evolve. In several study for college students, researchers have found out that parents are the most influential career role models for students. Mothers in particular seem to exert greater influence during their children’s high school years and fathers seem influential in college aged children’s decision making (Sear and Gordon, 2002).

The response of the students on opportunity factor indicates that it’s important element of career choices. The group responses showed strong varying view about influence of a close relative in a field of study affecting their choice. While the Private secondary school students are in made strong agreement with a mean of 2.81, the government secondary school student think otherwise with a mean of 1.82. This goes to say that close relatives could really affect student decision making either positively or negatively.

CONCLUSION
Conclusions on the study were based on the finding of the study, these are as follows:
1. There is needs for students to beware of environmental factors that could interfere with their career choices.
2. Parents and teachers should prepare students for career awareness at early age.
3. Parents should work closely with their children in career decision making process, allowing students to choose from their interest area.

RECOMMENDATIONS
Based on the findings of this investigation, the following recommendations were presented for implementation.
1. School counseling should be able to educate the students so as to be aware of various environmental factors that’s might be influencing their career choice.
2. School counseling should be able to advice teachers and parents on how to prepare students at an earlier stage by choosing the right career(positively).
3. School counseling should be able to advice the students not to be forced to select career by their parents and teachers but be guided on the career path they wish to pursue.

REFERENCES


