



Influence of Parental Background on Students' Choice of Courses in Niger Delta University Of Bayelsa State

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ABSTRACT

The study examined the influence of parental background on students' choice of courses in Niger Delta University of Bayelsa State. The research design adopted for the study was the descriptive survey. The target population of this study was made up of 1,984 undergraduate 400 Level students from four selected faculties in Niger Delta University, Bayelsa State, in the 2015/2016 academic session. The sample of the study was made up 250, 400 level students selected through the stratified random sampling technique. The instrument used in gathering data for the study was a questionnaire tagged; "Influence of Parental Background on Students' Choice of Courses Questionnaire (IPBSCCQ)". The instrument had a reliability value of 0.84 Data gathered in this study were analyzed with descriptive statistics. The descriptive statistics included simple percentage, mean and standard deviation. The results showed that parental level of education, parental occupation and parental socio-economic status have an influence on students' choice of courses in Niger Delta University. Based on the findings, some recommendations made included students should not rely on their parents' influence in their choice of courses, but more on their aptitude and interests.

Keywords: Influence, Parental Background, Choice of Courses, Socio-Economic Status

INTRODUCTION

The facts that parents influence their children educational aspirations are obvious from findings in the literature (Schnabel, Alfeld, Eccles, Koller & Baumert 2001; Shumba & Naong 2012; Eremie, 2014). There are also research evidence that the influence of parents on their children education varies from the children level of education; primary, secondary and university levels (Joseph, 2007). Meanwhile, common variables that indicate parental influence in the choice of courses in tertiary institution in the literature include; socioeconomic status, education level of parents, parenting styles and interactions (Taylor, Harris & Taylor 2004).

University environment is a completely new environment just as the opportunities that are associated with any course of study might not be clear to young school leavers. More so, the students could under estimate or overestimate their educational potentials; thus, the socioeconomic background of parents could become a strong influential variable. According to Joseph (2012) "Students eventually leave the halls of their secondary education institutions and are still in a crucial developmental process. The role of the parent remains constant; therefore, they need to remain involved and supportive. The type of parental involvement may look different across gender and socioeconomic status but is still necessary in all aspects of an individual's life" (Joseph, 2012). Schnabel et al (2001) found that the educational experience of parents is a strong influential variable in determining choice of courses of study in the university. However, the scholars pointed out that parents' role are characterized as consultant for university students. More so, the authors found that the age of the students also determine how parents exert authority in influencing the career choice of university students. 'The younger the student the less information about their academic potential is available; the more uncertainty is involved in the decision.

Uncertainty, however, favours conservative decisions which means in this context to stick with the parents own biography as a guiding model by default” (Schnabel et al, 2001).

Several authors identified a strong link between parenting style and career choices of students in tertiary institutions. Palos and Drobot (2010) noted that how parents bring up their children go a long way to determine career choice. “Parents who are affectionate, tolerant, stimulating and performance-oriented get more involved in the children’s vocational development” (Palos & Drobot, 2010). Ultimately, parenting style could become an obstacle or opportunity in choosing course of study. Similar view point was also expressed by Jungen (2008). According to the author, “Adolescents are found to share their parental values on major issues and even dismiss certain career options if they don’t have parental approval. This is contrary to popular belief that adolescence is a time of defiant, particularly against authority figures such as parents” (Jungen, 2008).

However, while recognizing the role of parents in the educational development of their children, experts advocate the need for parents to play supportive role rather than force their children to choose a particular course of study. To this end, Schumba and Naoney (2012) remarked that ‘In order for students to make the right career choice, the family (parents) should be encouraged not to force their children into careers. With parental guidance and support, children are able to make the right career choices.’ (Schumba & Naoney, 2012). One of the platforms where career choice is developed in Nigeria is the tertiary institution. The Niger Delta University like any other university is a vital component of the nation’s educational system and it is saddled with the responsibility of producing citizens with relevant skills who will be useful to the country and the world community (Jekayinfa & Kolawole, 2003). The primary intentions of parents and scholars in committing time and other resources in developing valuable skill through university education notwithstanding, the fact remains that parents and their children may lack the self-understanding that is necessary for the self-actualization of their children. This is true because the social economic system of the world is not only complex, dynamic and sophisticated but is made up of several interconnected variables that operate together and also crucial in the field education. However, this fact might not be obvious even to educated parents who are not trained guidance counselors (Nwachuku, 2003). Thus, this study investigates the role of parental background in the choice of courses of study in Niger Delta University, Bayelsa State. The main concern of this study is to examine the influence of parental background on students’ choice of courses in Niger Delta University, Bayelsa State. To achieve this, these the distinct objectives the study seek to are; determine the influence of parental level of education on students’ choice of courses in Niger Delta University, examine the influence of parental occupation on students’ choice of courses in Niger Delta University, and ascertain the influence of parental socio-economic status on students’ choice of courses in Niger Delta University.

This study will highlight the influence of parents’ occupation, educational level, socioeconomic status and parenting style on the choice of courses of students in Niger Delta University. It will also reveal whether or not the services of guidance counselors are sort for as student transit from secondary schools to the university. Thus, the work seeks to provide relevant information that will enable parents and student make the most out of investment in university education, make university authority know the determinants of students choices of course of study and provide workable options for educational policy makers. This paper consists of five sections; introduction, literature review, methodology and analysis of data, empirical result and conclusion.

Theoretical Review

Anne Roe’s Theory of Career Aspiration According to Anne Roe (1957), parents have a more direct influence on career choice throughout their children's lives. This theory was largely related to Maslow's Hierarchy of Needs. Anne Roe believed that any needs that were not satisfied during childhood would either be eliminated from ones consciousness, or serve as unconscious motivators. "A child whose expressions of natural curiosity were thoroughly blocked, would cease to be curious" (Roe, 1957).. Therefore, Roe (1957) maintained that parental attitudes toward their children were more important than the career they possessed or their behaviors. In addition, Roe identified parenting styles as major factor in determining a child's career choice. She included the following six parenting styles in her model: "overprotection," "over demanding," "emotional rejection," "neglect of the child," "casual acceptance,"

and "loving acceptance" (Roe, 1957). According to Roe (1957) children who experienced the parenting styles of "loving acceptance," "overprotection," and "over demanding" would be interested in towards careers with persons, such as jobs that as to do with service, culture, or entertainment. On the other hand if the parenting styles of parents are children is "casual acceptance," "neglect," and "emotional rejection" children would be enthusiastic about careers that are nonpersons, such as scientific and mechanical interests (Roe, 1957).

Robert Havighurst on Career Aspiration

Robert Havighurst (1964), believed that vocational development is a lifelong process rather than something that only occurs within the stages of childhood. Havighurst's model consisted of six stages, spanning the ages of five to seventy and older, but, only the first stage mentioned parental influence. (Havighurst,1964). This stage was entitled, "Identification with a Worker" and included ages five to ten. According to this theory, at this stage, children identified with a worker who was close to them such as their father, mother, or other significant person (Havighurst, 1964). Though Havighurst did not make further mention of direct parental influence in his model, he did recognize additional factors that parents could arguably influence their children during their child's first stage of vocational development. Other researchers have also supported the idea that parents influence their child's intellectual, social, and moral development (Hesse-Biber & Carter, 2000; Otto, 2000).

Eli Ginzberg Theory of Career Aspiration

According to Ginzberg's theory, choosing an occupational is a commitment that starts from childhood to young adulthood. The theory suggested three periods where these take place: fantasy choices (before age 11), tentative choices (between ages 11 and 17), and realistic choices (between ages 17 and young adulthood) (Ginzberg, 1988). He pointed out that it is in the first period of fantasy choice when children do things without fear and proper consideration about their career choices and make "an arbitrary translation ... of needs into an occupational choice". In the other two periods; tentative and realistic choice adolescents must, "work out a compromise between their interests, capacities, and values, and the opportunities and limitations of the environment" (Ginzberg, 1988). Since the home is the first environment the child is exposed to and where the child learn various values and interest, this theory could be considered as being indicative of the role parents play in the career choice of their children.

Empirical Review

Parental Level of Education and Students' Choice of Courses

Parental level of education is the highest educational qualification that a parent has attained. Shapiro (2009) discovered that other parental factors could be more relevant in influencing students' academic aspiration than parent educational attainment. According to him, "Results suggest that other factors may be more important in the academic success of an individual than how involved a parent is in an individual's education. A parent chooses the amount of involvement they wish to take in their child's academic career. Their previous decisions and academic successes do not necessarily influence how involved they will become. In addition, a parent's academic success does not have a strong connection to how his child succeeds academically. The educational attainment of both parents could be a motivating factor in a child career aspiration." Dubow, Boxer and Huesmann (2007) discovered that the influence of parental educational level on children has impact beyond tertiary education years. To them, "The results of this study suggest that the beneficial effects of parental educational level when the child is young are not limited to academic achievement throughout the school years, but have long-term implications for positive outcomes into middle adulthood (i.e., higher educational level, more prestigious occupations)" (Dubow, Boxer and Huesmann, 2007).

Although, not undermining the relevance of family background on career aspiration of students, Palos and Drobot (2010) considered the intervention of professional guidance counselor as a necessary condition in guiding secondary school students as they aspire for tertiary education. It is their view that "Choosing a career represents a very important decision for a person's professional trajectory. Due to the fact that the decision-making process starts quite early on, the child's decisions are modeled by family influences." Moreover, the researchers took pragmatic step to provide empirical evidence for the need of professional guidance counselor in the career aspiration of students,; "Starting out from the results obtained following

this exploratory study, we set out to capture the influences exerted by the professor on the decision regarding one's future career and the role of school-family-community partnership. Also, at the school where we are carrying out our research, we wish to initiate a pilot program for counseling pupils in their last two years of high-school, and monitor them in their first year of university studies, in order to observe the level of adaptation to the university environment."

Parental Occupation and Students' Choice of Courses

Parent occupation refers to the kind job a parent does to earn a living. Occupations are ranked into most prestigious occupation and lower ranking occupation. The most prestigious occupations are physicians, surgeons, lawyers, chemical & biomedical engineers, communication analysts and others. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, drivers and others. The jobs considered as high status in classification provide more challenging works ability but greater control over working conditions. While those considered less valued in classification paid significantly less but are more laborious, very hazardous and provided less autonomy (Usaini & Abubakar 2015). Beyond high income that are associated with privileged occupation, parents with this kind of occupations face lesser physical job place stress, are exposed to lesser work place hazard and have more time and energy to attend to the need and concern of their children. However, the reverse is the case for parent in low ranking occupation. Egalite (2016) discovered that "Parents who are struggling economically simply don't have the time or the wherewithal to check homework, drive children to summer camp, organize museum trips, or help their kids plan for college. Working multiple jobs or inconvenient shifts makes it hard to dedicate time for family dinners, enforce a consistent bedtime, read to infants and toddlers, or invest in music lessons or sports clubs. Even small differences in access to the activities and experiences that are known to promote brain development can accumulate, resulting in a sizable gap between two groups of children defined by family circumstances" (Egalite, 2016). Other scholars also identified strong link between parents' occupation and academic performance of students. "It is paramount to note that parental occupation in this research appears to have a significant influence on students' performance. Therefore, based on the result we conclude that students from a parent with prestigious occupation perform better than those students from less prestigious occupation" (Usaini & Abubakar, 2015).

Socio-economic Status and Students' Choice of Courses

The concept of socioeconomic status of a parent is a combination of economic and sociological measures of parent's work experience and social position relative to other parents on the basis of income, level of education and occupation. Socioeconomic status analysis of parents is done by grouping households in to three categories; high socioeconomic status, middle socioeconomic status and low socioeconomic status. It is a common belief among researchers that parent who are privileged educationally, socially and economically promote a high level of achievement in their offspring. Conversely, students whose parents are in the low socioeconomic category lack relevant educational resources, are subjected to family related stress and consequently, encounter a depressed academic experience at all level of education (Suleman, Hussien, Khan, Zaib-Un-Nua, 2012). Egalite (2016) identified strong link between students' achievement and their parents' socioeconomic status. "It has also come to surface that academic achievement of a student is directly proportional to the parental income, education and occupation. That is why it is right to say that high socioeconomic status of the parents plays a fundamental and crucial role in the enhancement of their children's academic achievement" (Egalite 2016).

The above points to the fact that the relative influence parents have over the choice of courses of study of their children could be related to the parents' socioeconomic status. This view is also shared by other scholars. Taylor et al (2004) find that "Parental perception of career influence on their children provides some enlightening results. In previous research, it was found that students seek career advice and approval most often from their parents. This research confirms those findings from the parental point of view." (Taylor et al, 2004). Socioeconomic status implies certain inequalities. Since students are raised from different family background, it could the case that parent socioeconomic status could have implication for the choice of courses at tertiary institution. Parenting style refers to the responsibilities and activities that parents do as a way of raising children. "Parenting isn't only a collection of skills, rules, and tricks of the trade. It's who you are, what your family culture is, and how you transmit the most

personal aspects of your values to your child” (Lloyd, 2016). Four major parenting styles are considered in this review. These are hands-off, permissive, authoritative and authoritarian parenting styles.

Parent with hands off parenting style finds one reason or the other not to be involved in giving necessary assistance to their children. Children are allowed to learn through their own experience and are considered to be independent even when children basic needs are provided by the parent. Permissive parenting style is the type of raising children where children’s wishes and needs are given approval by parent without due consideration for negative effect on children. According to Morin (2016), “Permissive parents don't offer much discipline. They tend to be lenient and may only step in when there is a serious problem.”

An authoritarian parenting style is a parenting style where the parent set the rules and children are expected to abide by these rules. To Lloyd (2016), “Authoritarian parents do not accept the notion that the home is a democracy with the loudest voices winning. Old-fashioned rules help your children understand where they stand, what they are allowed to do, and what is expected of them. Unlike permissive parents who always want to be liked, authoritarian parents expect to be respected.”

Authoritative parenting style is a way of raising children where parent with due consideration for the view of children encourage and support children in taking tough but beneficial decisions. To Lloyd (2016) authoritative parenting style is a parenting style that produces successful children, “Authoritative parents have been found to have the most effective parenting style in all sorts of ways: academic, social emotional, and behavioral. Like authoritarian parents, the authoritative parents expect a lot from their children, but also they expect even more from their own behavior. They are willing to say, "No," or lay down the line, but they are careful to remain calm, kind, and patient about empathizing with the child’s perspective.” (Lloyd, 2016) Meanwhile Morin (2016) observed that these parenting style are not unique to individual parent. According to the author, “Parents don’t fit into just one category. There may be times they are more authoritarian and times that they tend to be more authoritative and their discipline strategies may vary from child to child.” Rani (2014) view of the last three parenting styles is indicative of the importance of parenting style on career aspiration of adolescents. “Authoritative parenting style parents set standards, promote independence and provide a warm family climate, which results in self-confidence, persistence, social competence, academic success and psychological development which in turn leads to more active career exploration and greater career satisfaction. In Authoritarian parenting style parents set standards and choose career for their children irrespective of children’s interest. It leads child become dependent and child will not get work satisfaction. Whereas Permissive parenting style parents will give much freedom and they will not involve in their child’s career plan. Which is not good practice and children may get troubles in choosing careers” (Rani, 2014). Moreover, Rani (2014) highlighted the relevance of parental background in determining the career aspiration of children. “Although initial career choices are often made in the teenage years, it is important to remember that career development is a lifelong process and the family factors that affected those early decisions continue to have an influence through the entire life of the child. With a little planning and effort, parents who acknowledge the immense influence they can have on their children’s future can use their roles to the advantage of the entire family.”

Methodology and Estimation 3.2 Population and sample. The target population of this study was made up of undergraduate; 400 level students from four selected faculties in Niger Delta University, Bayelsa State, in the 2015/2016 academic session. The total population was made up of 400 arts, 388 college of health sciences 516, education and 680 social sciences students’, which gives a total population of 1984 students,’ A sample size of 250 undergraduate final level students’ (representing 12.6 percent) of the total population was selected through proportionate stratified random sampling technique for the study. This was made up of 50, 49, 65 and 86 undergraduate 400 Level students from the faculties of Arts, College of Health Sciences, Education and Social Sciences respectively. Table 3.1 indicates the sample distribution.

Table 1: Distribution of Sample by faculties

S/N	Name of Faculties	Population of students	Sample size of students
1	Arts	400	50
2	College of Health Sciences	388	49
3	Education	516	65
4	Social Sciences	680	86
5	Total	1984	250

Instrumentation

The instrument that was utilized for data collection was a self-developed questionnaire named Influence of Parental Background on Students' Choice of Courses Questionnaire (IPBSCCQ). The IPBSCCQ for data collection has two main sections, A and B. Section A sought information on the demographic data of the respondents, and Section B sought information on parental background on students' choice of courses. However, section B was further sub-divided into three (3) sections. Each of the three subsections measure one parental background influence on students' choice of courses and contains five items. Such that, items 1 – 5, 6-10, and 11-15 which sought information, on parental level of education, parental occupation and parental socio-economic status respectively. There are 15 items in the questionnaire. All the items were scored on a 4-point rating scale as follows:

1. Strongly Agree (SA) 4- points
2. Agree (A) 3-points
3. Disagree (D) 2-points
4. Strongly Disagree (SD) 1-point

Reliability of the Instrument

The reliability of the instrument "Influence of Parental Background on Students' Choice of Courses Questionnaire (IPBSCCQ), was determined using the test-retest. The instrument was administered on 30 undergraduate 400 Level students of the Faculty of Management Sciences in Niger Delta University, Bayelsa State, which were not part of the main study population. The administration of the instrument was carried out twice within an interval of two weeks to the same set of respondents. The scores obtained in the first and second administrations of the instrument were compared in order to establish the stability of the instrument, through the application of Pearson Product Moment Correlation coefficient (PPMC) analysis and the result yielded 0.84. The reliability coefficient value obtained was considered as an acceptable reliability value for the utilization of the instrument for data collection.

Administration of the Instrument

The administration of the instrument was carried out personally by the researcher with the help of two research assistants trained to carry out the distribution of the various copies of the questionnaire instrument along with the researcher. This strategy is aimed at ensuring high return rate of various copies of the questionnaire instrument. The researcher explained the aim of the research to the respondents and answers their questions regarding the instrument.

Data Analysis

Data collected in this study were analyzed with only descriptive statistics. The descriptive statistics of interest were those of simple percentage, mean and standard deviation. The simple percentage will be used to analyze the demographic data and mean with the standard deviation are to answer the research questions. Also, in this study, the interpretation of the analysis was based on the total mean of the variables under investigation, with an acceptable cut-off mean 2.50. This implies that, any mean equal to and greater than the cut-off mean value of 2.50 will be taken as positive influence of the independent variable on the dependent one. Alternatively, when the mean is less than 2.50 then it is negative influence of the independent variable on the dependent variable.

EMPIRICAL RESULTS

The simple percentage was used to answer both the demographic data and research questions. The results of the analysis of data are presented in Tables 4.1 to 4.6.

Research Question 1

What is the influence of parental level of education on students' choice of courses in Niger Delta University?

Table 2: Summary of mean and standard deviation scores of respondents on the influence of parental level of education on students' choice of courses

S/N	Parental Level of Education	SA (4)	A (4)	D (3)	SD (2)	TOTAL	Mean	SD	Decision
1	There is parental level of education influence on students' choice of courses in schools.	53 (212)	110 (330)	62 (124)	25 (25)	250 (691)	2.76	0.899	Accepted
2	Students' whose parents are well educated exhibit better choice of courses in schools.	66 (264)	99 (297)	68 (136)	17 (17)	259 (714)	2.86	0.889	Accepted
3	Children of illiterate homes showcase worse students' choice of courses in schools than their counterparts from educated homes.	43 (172)	113 (339)	68 (136)	26 (26)	250 (673)	2.69	0.876	Accepted
4	Students' whose parents provide favourable learning environment at home make better choice of courses in schools.	48 (192)	99 (297)	78 (156)	25 (25)	250 (670)	2.68	0.897	Accepted
5	The parental style without good level of education influences students' choice of courses in schools.	48 (192)	48 (192)	79 (158)	19 (19)	250 (681)	2.72	0.860	Accepted
	Total mean	52 (208)	105 (315)	71 (142)	22 (22)	250 (687)	2.74	0.884	Accepted

Source: Field, 2017; cut-off mean = 2.50

The data presented in Table 2 indicates that, all the item mean scores of 2.76, 2.86, 2.69, 2.68 and 2.72, were greater than the cut-off mean score of 2.50. On the whole the total mean score of 2.74 was also greater than the cut-off mean score of 2.50. This implies that there exists a positive influence of parental level of education on students' choice of courses.

Research Question 2*What is the influence of parental occupation on students' choice of courses in Niger Delta University?***Table 3: Summary of mean and standard deviation scores of respondents on the influence of parental occupation on students' choice of courses**

S/N	Parental Occupation	SA (4)	A (4)	D (3)	SD (2)	TOTAL	Mean	SD	Decision
6	There is parental occupation influence on students' choice of courses in schools.	52 (208)	104 (312)	52 (208)	19 (19)	250 (689)	2.76	0.869	Accepted
7	Students' whose parents are in good occupation indicate better choice of courses in schools.	50 (200)	106 (318)	78 (156)	16 (16)	250 (690)	2.76	0.845	Accepted
8	Children from poor parental occupation homes exhibit worse students' choice of courses in schools than their counterparts from good parental occupation homes.	54 (216)	90 (270)	73 (146)	33 (33)	250 (665)	2.66	0.961	Accepted
9	Students' whose parental occupations are secured at homes make better choice of courses in schools.	49 (196)	116 (348)	70 (140)	15 (15)	250 (699)	2.80	0.823	Accepted
10	Students' from single parents' homes without good occupation are prone to negative choice of courses in schools.	65 (260)	101 (303)	65 (260)	20 (20)	250 (711)	2.84	0.903	Accepted
	Total mean	54 (216)	103 (309)	72 (144)	21 (22)	250 (690)	2.76	0.880	Accepted

Source: Field, 2017; cut-off mean = 2.50

The data presented in Table 3 shows that, all the item mean scores of 2.76, 2.76, 2.66, 2.80 and 2.84 were greater than the cut-off mean score of 2.50. On the whole the total mean score of 2.76 was also greater than the cut-off mean score of 2.50. This implies that there exists a positive influence of parental occupation on students' choice of courses.

Research Question 3

What is the influence of parental socio-economic status on students' choice of courses in Nigeria?

Table 4: Summary of mean and standard deviation scores of respondents on the influence of parental socio-economic status on students choice of courses?

S/N	Parental Socio Economic Status	SA (4)	A (4)	D (3)	SD (2)	TOTAL	Mean	SD	Decision
11	There is parental socioeconomic status influence on students' choice of courses in schools.	43 (172)	111 (333)	76 (152)	20 (20)	350 (677)	2.71	0.845	Accepted
12	Parental socio-economic status influences students' choice of courses in schools.	52 (208)	97 (291)	66 (132)	30 (30)	250 (668)	2.66	0.961	Accepted
13	Students' whose parents are of high socioeconomic status make better choice of courses in schools.	54 (216)	110 (330)	62 (124)	24 (24)	250 (694)	2.79	0.895	Accepted
14	Students' whose parents are of low socio-economic status exhibits low choice of courses in schools.	67 (268)	98 (294)	66 (132)	19 (19)	250 (713)	2.85	0.904	Accepted
15	Students' whose parents are separated with lack of good social-economic status may not have positive choice of courses in schools.	44 (176)	106 (318)	73 (146)	27 (27)	250 (667)	2.67	0.890	Accepted
	Total mean	52 (208)	104 (312)	69 (138)	25 (25)	250 (683)	2.74	0.899	Accepted

Source: Field, 2017; cut-off mean = 2.50

The data presented in Table 4 reveals that, all the item mean scores of 2.71, 2.66, 2.79, 2.85 and 2.67, were greater than the cut-off mean score of 2.50. On the whole the grand mean score of 2.74 was also greater than the cut-off mean score of 2.50. This implies that there exists a positive influence of parental socio-economic status on students' choice of courses.

DISCUSSION OF FINDINGS

Influence of Parental Level of Education on Students' Choice of Courses

The result in Table 2 indicates that, there is an influence of parental level of education on students' choice of courses. This simply means that parental level of education contribute to students' choice of courses in Niger Delta University. From Table 2 it is observed that, the total mean score of 2.74 was greater than the cut-off mean score of 2.50. This implies that there exists a positive influence of parental level of education on students' choice of courses. The finding of this study is in agreement with the finding of Dubows, Boxer and Huesmann (2007), who noted that, parental level of education has an influence on students' choice of courses.

Influence of Parental Occupation on Students' Choice of Courses

The result in Table 3 shows that, there is an existence of parental occupation influence on students' choice of courses. This simply means that parental occupation enhances students' choice of courses. From Table 3 it is observed that, the total mean score of 2.76 was greater than the cut-off percentage score of 2.50. This implies that there exists a positive parental occupation influence on students' choice of courses. The

finding of this study is in agreement with the finding of Usaini and Abubakar (2015), which attributed that, parental occupation has strong influence on students' choice of courses in schools.

Influence of Parental Socio-Economic Status on Students' Choice of Courses

The result in Table 4 reveals that, there is an existence of parental socio-economic status influence on students' choice of courses. This means that parental socio-economic status contributes to students' choice of courses from Table 4 it is observed that, the total mean score of 2.74 was greater than the cut-off mean score of 2.50. This implies that there exists a positive existence of parental socio-economic status influence on students' choice of courses. The finding of this study is in agreement with the finding of Egalite (2016), who noted that, parental socio-economic status has influence on students' choice of courses.

CONCLUSION

The implications of the findings to education in this study are that, it is generally observed that all the variables under investigation are having positive influence on students' choice of courses. In view of the above observation, lecturers in guidance and counseling are strongly advised to inculcate the significance of the various variables in their counseling sections with students'. More emphasis should be given to students' on the importance of parental background based on the influence of various factors on their choice of courses as identified in this study. Based on the findings of this study, the following conclusions were reached: Parental level of education has an influence on students' choice of courses, parental occupation has an influence on students' choice of courses and parental socio-economic status has an influence on students' choice of courses. Based on the findings of the study and conclusions the following recommendations were put forward: students' should rely on their parental level of education to effectively choose courses in the school system, students' should not avoid their parental occupation when choosing their courses in schools and students' should solely rely on their parental socio-economic status when choosing their courses in schools.

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