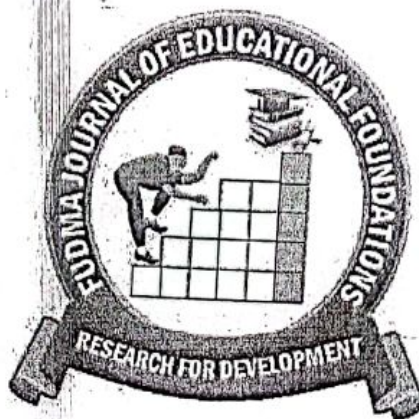


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WELCOME TO FUDMA JOURNAL OF EDUCATIONAL FOUNDATIONS (FUJEF)

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PARENTS' INTEREST AND STUDENTS' CAREER CHOICE TO FULFIL THE GOALS AND CHALLENGES OF 21ST CENTURY IN NIGERIA

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Abstract

Students' career is one of the variables that is predetermined by the choice of subjects' combination offered at secondary school level. This study investigates the relationship between Parents' Interest and Students' Career Choice to fulfilling the goals and Challenges of 21st Century. The design adopted for this research is descriptive survey method. Questionnaire was used as instruments for data collection. 1536 students were randomly selected from state of six geo-political zones. validity and reliability of the instrument were considered by the experts. Percentage distribution was used for the research question while ANOVA was also used to analysis all the research hypotheses. The findings of this paper reveal that most of the respondents strongly agreed that parents' occupational preference does affect their choice of career with 1006 or 64.6% among twelve items. The study also discovered that students' career choice to fulfil the goals of 21st Century is associated with education and income of their parents. it is recommended that parents should always endeavour to provide proper guidance to their children in choosing their careers in order to ensure that the goals and Challenges of 21st Century in Nigeria is fulfilled and effectively handled by children.

Key words: 21st Century, Career choice, Parents

Introduction

Education is one of the keys used to attend to basic needs along with prosperous life in order to escape from poverty. 21st Century education is one of the missions that sets for children to succeed in relation to the economical, technological, and societal shifts which they need for their future careers. Erdem (2019) revealed that 21st Century is a mark of shift from industrial age to knowledge age. It is further shown from literature that 21st Century is based on different skills for individuals to be actively functional in every society, community and the world at large (Ananiadou & Claro 2009). According to Akgündüz and Ertepinar (2015) 21st Century is ascribed to numerous skills such as creativity, critical thinking, and problem-solving that every student needs to have and display to survive.

Furthermore, 21st Century mission is planned and prepared by developed countries, such as the United States, Canada, or England that have dwelt upon new skills and generated frameworks to teach without stress. It is further noted that Craig (2012) mentioned the characteristics of the new century that learners need to exhibit for their future. Not only that, the 21st Century is referred to as huge advancement of information and communication technologies that mostly differ from the 20th century, 21st Century sets for learning with digital technology that can enable students to learn with ease (Noss 2012). It is stated that introduction of digital technology in the 21st Century is to reform educational system as well as new skills. In view of the above, students are expected to train with these skills when they are in classroom, so that, they will use them whenever they are out of school.

Several studies such as Lai and Viering (2012) and Soland, Hamilton and Stecher (2013) showed that 21st Century skills are introduced to prepare students for incoming challenges that relate to aspect of

pedagogy and assessment. They further discussed that 21st Century skills should not be left out from content of curriculum which may be a trend for learners if not elaborately implemented.

Nine strategies to teach 21st Century skills were proposed by Saavedra and Opfer (2012) where they pointed out as follow:

1. Curriculum is first strategy that is used to develop students' future by teaching creative topics to enable them to see the reality of teaching.
2. Knowledge of discipline should be connected with skills that are expected to be taught to learners.
3. Both lower-order skills and higher-order thinking skills should be established for students.
4. Passing learning from one discipline to another should be encouraged and meta-cognitive skills should be required.
5. New technologies should be constructively used in teaching learners.
6. Different technologies should be also used in order to enhance learning.
7. Address Misunderstanding Directly
8. Outcome and Promotes Learning should be collaborated
9. Creativity is very important in the 21st Century where teachers are encouraged to teach students to be critical thinker in order to exhibit 21st Century skills in effective way (Saavedra & Opfer 2012).

Bell (2010) supported that inquiry, collaboration, creation, communication, and problem-solving are strategies that should be used to teach students in 21st century. It is viewed from the above discussion that teaching in 21st Century cannot be measured independently from human capital, moreover, this is the century where teachers are expected to be trained in respect of the skills that require both new knowledge and elaborate assessments. It is also observed that teaching in 21st Century is useful and meaningful whenever curriculum, skilled teachers and perpetual assessment are incorporated into the system of 21st Century agenda.

Students' career is one of the variables that is predetermined by the choice of subjects' combination offered at secondary school level along with the level of performance in Senior School Certificate Examination (SSCE) conducted by the West African Examination Council (WAEC), National Examination Council (NECO) as well as NABTEB (Alphonse, 2016). Njeri (2013) revealed that newly admitted students in tertiary institutions in Nigeria usually face different challenges in making career choice decision in their academics due to their academic performance and who to consult. Career choice is very important because it links human personality, and also determines the quality of life that individuals would live. According to Oluwatimilehin and Okereke (2009), career is the whole of time and effort dedicated to the pursuance of work so as to live a meaningful life. They further stated that career consists of all the time of entrance into secondary school and the effort made to ensure progression including acquisition of further education, change of job and development all through a working life.

However, many of these senior secondary school students do mention famous careers such as medicine, engineering, law, accountancy among others as their future ambitions. These professions have enjoyed great popularity as a result of the great potentials and premium ascribed to them by the society, social status and economic fortunes within a relatively short period of time. In some cases, parents, educators,

society and the government have noticed that most secondary school leavers in Nigeria frequently make poor career decisions due to some factors such as motivation, peer group and parental influence. Bah Awang and Padlee (2011) observed that these secondary school students need proper career guidance in order to achieve their dream. They pointed out that many factors such as parental preference, mass media, peer group influence, location, learning environment, political environment, cost of educational facilities may influence university choice of children. Similarly, Muraguri (2011) averred that several other factors influence students' choice of career such as personal, cultural values and family background, career expectations and career guidance. It is further identified that some secondary school students make career decisions without consultation, some follow a career path advocated by parents and some follow the footsteps of elder siblings.

Parental educational background, parental income and parental occupation are likely to determine the choice of discipline. Hewitt (2010) also declared that most students are influenced by careers of parents. Parents' educational background may serve as determinant whether or not students will continue their education. In addition, students from well-educated homes are more likely to attend university than student from a low educated background (Somerville, 2013). However, it is emphasised that students from low educated parents tend to enroll into famous career such as nurses or teacher education in order to be relevant in their society. Alphonse (2016) asserted that parents with university qualification encourage their wards in a better school in order to give them avenue to choose their own careers.

It is observed that the level of education that parents have, will certainly determine the kind of career choice that child would make because if parents are not well educated, it will eventually limit the career choice of their children. In another development, Bojuwoye and Mbanjwa (2006) contended that parents, especially the mother have an important influence on their children career decisions. This indicates that mothers appear to play a crucial role in career choice of their wards.

Parental income is another variable that may also determine secondary school students' careers. Sa'ad and Salami (2016) asserted that the income level of public high school parents may determine the career a student chooses during a specific time in the student's life. They avowed that students from low income families are not given adequate space to make independent decisions on their careers. Therefore, this study examined the relationship between Parents' Interest and Students' Career Choice to fulfil the goals and Challenges of the 21st Century.

Statement of the Problem

It is observed that a lot of secondary school students make wrong career choice in their academic attainment due to whom to consult for proper guidance. This may affect them when they are admitted into tertiary institutions. Damilola, Ajayi and Adetayo (2018) showed that problems in making proper decision on career is linked to both school and home which led to poor motivation and career guidance. They also discovered that stakeholders in the educational sectors such as teachers, society, government among others have observed that secondary school leavers used to make wrong decisions in relation to their career due to motivation, peer group and parental influence. It is seen that most secondary school students face a lot of challenges that are associated with career choice without having whom to consult for guidance. It is also viewed that positive effects of parental support in the educational and career choice

students are based on underlying mechanisms factors such as financial and emotional support. These factors may influence students to choose appropriate career in their future endeavour. Thus, less attention is given to these factors.

Purpose of the Study

The main purpose of this study is to investigate the relationship between Parents' Interest and Students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria. Specifically, the study aimed at examining:

1. The parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria
2. The difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on educational background; and
3. The difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on parental income.

Research Questions

The following research questions were formulated for the purpose of this study.

1. What is the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria?
2. Is there any significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on educational background?
3. Is there any significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on parental income?

Research Hypotheses

H₀₁: There is no significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on educational background

H₀₂: There is no significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on parental income.

Methodology

All the secondary school students in Nigeria constituted the population for this study. Nigeria consists of six geo-political zones of the North Central (NC), North East (NE), North West (NW), South West (SW), South East (SE) and South South (SS). Random sampling technique was used to select one state from each of the six geo-political zones from where 32 secondary schools randomly selected from 578 senior secondary schools. Moreso, 48 students were selected from each of the 32 secondary schools making a total of 1536 respondents. Copies of the questionnaire were distributed to one thousand five hundred and thirty six (1536) respondents across the six states. The questionnaire consists of two sections with twelve (12) items. Section (A) was used to gather demographic information of the respondents such as gender, age and class. Section (B) consisted of statements to elicit information on parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria. Validity of instrument was done by three experts in the Department of Arts Education, Faculty of Education, University of Ilorin. A test-retest method was used for the reliability of the instrument and a coefficient value of 0.76 was obtained as reliability index. In this research, percentage distribution based on four likert scale type of strongly agree, agree, disagree and strongly disagree was used to answer the research question one while

ANOVAL was used to analyse the two research hypotheses formulated for this study.

Result of the findings

Research Question 1: What is the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria?

Table 1

Parental Influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria

S/N	Items	SA	A	D	SD
1.	Parents' educational and professional background affects students' choice of career	746 (53.4%)	440 (31%)	145 (3.9%)	205 (11.7%)
2.	Parents' professional background does not affect students' choice of career	210 (13.2%)	140 (8.9%)	740 (48.2%)	446 (29.7%)
3.	Parents offer encourage their wards to choose occupation based on their socio-economic status	756 (50.5%)	436 (26%)	274 (18%)	70 (5.5%)
4.	Parents offer encourage their wards to make their choices irrespective of their educational and professional background	576 (40.9%)	616 (47.1%)	170 (5.2%)	174 (6.8%)
5.	Parents' income status does not influence occupational choice of students	110 (7.8%)	169 (10.2%)	503 (31.5%)	754 (50.5%)
6.	Parents do encourage their children to make their choice regardless of their parents' socio-economic status	102 (12.2%)	320 (14.3%)	746 (49.5%)	368 (24%)
7.	Parents' occupational preference does affect career choice of students	1006 (64.6%)	240 (18.6%)	121 (6.8%)	169 (10%)
8.	Parents choose occupation for their wards because of their position in the society	516 (35.7%)	756 (50.5%)	126 (6.5%)	138 (7.3%)
9.	Parents encourage their wards to make career choice by themselves irrespective of their occupational background	742 (53.3%)	300 (20.8%)	285 (14.1%)	209 (12.8%)
10.	Parents encourage their wards to choose occupation based on their cultural background	642 (38%)	600 (33.1%)	122 (10.4%)	172 (18.5%)
11.	Parents encourage their children to make their choice of career not minding the cultural background	292 (19.8%)	297 (14.3%)	632 (42.2%)	315 (23.7%)
12.	Parents encourage their wards to choose occupation according to their intellectual ability	222 (10.4%)	301 (19.3%)	691 (47.1%)	322 (23.2%)

Table 1 shows that 53.4% of the respondents strongly agreed to item 1 "parents' educational professional background affects students' choice of career", 31% agreed, 3.9% disagreed while 11.7% strongly disagreed. 13.2% of the respondents strongly agreed to item 2 "parents' professional background does not affect students' choice of career", 8.9% agreed, 48.2% disagreed while 29.7% strongly disagreed.

background does not affect students' choice of career", 8.9% agreed, 48.2% disagreed while 29.7% strongly disagreed. 50.5% of respondents strongly agreed to item 3 "parents encourage their wards to choose occupation based on their socio-economic status", 26% agreed, 18% disagreed while 5.5% strongly disagreed. 40.9% of the respondents strongly agreed to item 4 "parents encourage their wards to make their choices irrespective of their educational and professional background", 47.1% agreed, 5.2% disagreed while 6.8% strongly disagreed. 7.8% of the respondents strongly agreed to the item 5 "parents' socio-economic status does not influence occupational choice of students", 10.2% agreed, 31.5% disagreed while 50.5% strongly disagreed. 12.2% of the respondents strongly agreed to item 6 "parents encourage their children to make their choice regardless of their socio-economic status", 14.3% agreed, 49.5% disagreed while 24% strongly disagreed. 64.6% of the respondents strongly agreed to item 7 "parents' occupational preference affects career choice of students", 18.6% agreed, 6.8% disagreed while 10% strongly disagreed. 35.7% of the respondents strongly agreed to the item 8 "parents choose occupation for their wards because of their position in the society", 50.5% agreed, 6.5% disagreed while 7.3% strongly disagreed. 53.3% of the respondents strongly agreed to the item 9 "parents encourage their wards to make career choice by themselves irrespective of their occupational background", 20.8% agreed, 14.1% disagreed while 12.8% strongly disagreed. 38% of the respondents strongly agreed to item 10 "parents encourage their wards to choose occupation based on their cultural background", 33.1% agreed, 10.4% disagreed while 18.5% strongly disagreed. 19.8% of the respondents strongly agreed to the item 11 "parents encourage their children to make their choice of career not minding the cultural background", 14.3% agreed, 42.2% disagreed while 23.7% strongly disagreed. 10.4% of the respondents strongly agreed to item 12 "parents encourage their wards to choose occupation according to their intellectual ability", 19.3% agreed, 47.1% disagreed while 23.2% strongly disagreed.

Hypothesis Testing

Table 2

There is no significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on educational background

Source	Sum of Squares	Df	Mean Square	Cal. F-ratio	p-value	Decision
Between Groups	27193.448	3	28.74			
Within Groups	25162.392	153	29.10	2.52	0.069	Ho ₁ Accepted
Total	52,355.840	156				

Table 2 shows that the cal. F-ratio (2.52) and the p-value (0.069) is greater than the level of significance (0.05). Hence, the null hypothesis one (Ho₁) is accepted. This implies that there is no significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on educational background.

Table 3

There is no significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on parental income

Source	Sum of Squares	Df	Mean Square	Cal. F-ratio	p-value	Decision
Between Groups	26503.117	3	265.75			
Within Groups	27182.313	153	253.94	2.66	0.072	Ho ₂ Accepted
Total	53,685.430	156				

Table 3 shows that the cal. F-ratio (2.66) and the p-value (0.072) is greater than the level of significance (0.05). Hence, the null hypothesis two (Ho₂) is accepted. This shows that there is no significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on parental income.

Discussion of finding

The findings of this study revealed that most of the respondents strongly agreed that parents' educational and professional background affects their choice of career with 1006 or 64.6% among twelve items. Undeniably, this indicated that factors that determine the career choice of students is parents. It is further revealed that parents help their wards to plan their career, occupational aspirations and expectations. This finding agrees with the submission of Njeri (2013) who discovered that newly admitted students into tertiary institutions in Nigeria are usually faced with different challenges in making a career choice decision in their lives due to their academic performance and whom to consult for guidance.

Most secondary school students in Nigeria frequently make poor career decisions due to parental influence. Baharun, Awang and Padlee (2011) observed that students in secondary schools need proper career guidance in order to achieve their dream. They further asserted that many factors such as parents' preference, mass-media, peer group influence, location, learning environment, political environment, students' cost of education and facilities may influence students' career choice.

The finding of this study showed that there is no significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on educational background. This finding agrees with the finding of Hewitt (2010) who affirmed that students are influenced by careers of their parents. He further emphasised that parents' educational background serves as determinant in choosing famous careers. This study also confirmed the finding of Somerville (2013) who established that students from well-educated homes are more likely to attend university than a student from a low educated background. Alphonse (2016) agreed with this study that parents with university qualification enroll their wards in a better school in order to give them avenue to choose their own careers. The outcome of this study is in line with the submission of Bojuwoye and Mbanjwa (2006) who stated that parents are linked with their children career decisions but mothers were more dominant. This indicated that mothers appear to play a crucial role in career choice of their wards.

Furthermore, the outcome of this finding showed that there is no significant difference in the parental influence on students' Career Choice to fulfil the goals and Challenges of the 21st Century in Nigeria based on parental income. This finding agrees with the finding of Salami and Salami (2016) who revealed that the income level of parents determine what career choice of students during their future endeavour. They further affirmed that Students from low income families are not given adequate guide to make independent decisions on their career goals in order to fulfil the goals and Challenges of the 21st Century in Nigeria

Conclusion and Recommendation

Parents' education is one of the variables that determines the students career choices in order to fulfil the goals and Challenges of the 21st Century in Nigeria which set for children. The need of 21st Century agenda was introduced in order to furnish students with different skills such as creativity; critical thinking, and problem-solving so that they would be actively functional in their society, community and the world at large. This study reveals that students' career choice to fulfill the goals and challenges of the 21st Century is associated with educational background and income of their parents. It showed that most secondary school students believed that their career choice to fulfill the goals of 21st Century can only be actualised with guidance of their parents who are well educated. Based on the findings and conclusion of the study, it was recommended that parents should always endeavour to provide proper guidance to their children in choosing their careers in order to ensure that the need of the 21st Century is fulfilled and effectively handled by children. It was also recommended that stakeholders in education such as teachers and guidance and counselling units of each secondary school should play active role in directing the students based on their academic capability.

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