

INVESTIGATE THE PARENTAL INFLUENCE TOWARDS CAREER CHOICE AMONG SECONDARY SCHOOL STUDENTS IN BAUCHI LOCAL GOVERNMENT

Anyanwu George

Department of Education Foundation Programme, Faculty of Technology Education,
Abubakar Tafawa Balewa University (ATBU), Bauchi, Nigeria.
Member of Nigeria Association for Educational Administration and Planning (NAEAP), &
European Centre for Research, Training and Development, United Kingdom
georgetwingta@gmail.com

Anyanwu Chima Patrick

National Institute Programme, Department of Education,
Federal Polytechnic Bauchi

ABSTRACT: *This study investigated parental influence on career choice of secondary school students in Bauchi Local Government Area. The rate of educational decline based on the attitude of parents, the society and school as well as the lack of coherent approach system to curb the situation of parental attitude toward our present system of education in Nigeria. Parental involvement in a child's life especially within the educational setting in the right amount and in the right area can help facilitate child's learning. The objectives is to examine the extent to which parental influence affects students educational attainment, determine parental influence on the educational attainment, and determine the influence of school environment on the educational attainment of students. The sample of schools comprises of eight secondary schools, four public schools and four private schools within the Bauchi Local Government which consist of eighty (80) students. A questionnaire was constructed for each respondent by the researcher, from the analysis of the data collected, the findings of the study show that there is significant influence of parents' level of education on student's career choice, there is also significant influence of parents' socio-economic status and occupational background on the career choice of students. Based on the findings, some recommendations were made and it was concluded that parents should educate their children on how to make a career choice and not impose on them their own preferred career choice.*

KEYWORDS: Parental, Influence, Career, Investigate, Choice, Bauchi

INTRODUCTION

Parents play a crucial role in every stage of childhood positively by getting involved in their education. The roles of parents in educating their children have always been emphasized by different groups like educationists and administrators. Parental influence includes a wide range of behaviours that generally refers to parents and family members use and investment of resources for their children's schooling. These investments can take place in or outside the school

with the intention of improving children's learning. Parental involvement at home includes activities such as discussion about school, helping with homework, and reading with children.

Participation in pre-school based activities and regular communication between parents and teachers are related to young children's outcome. The pertinent question to ask about parental influence is, does it have any impact on children's achievement, does it push the child to work hard or what is the effect of parental influence on the behavior and attitude of the child? Active participation by parents helps their children in academic attainment by sending them to school and observing their behavior and at the same time meeting their basic needs.

Encouraging and building up cognitive and perception abilities in a child is a major concern in the upbringing of the child. The way parents involve their children in cognitive learning is by exposing them to different cognitive stimulating activities and material such as books, electronic media and current events at home. This helps the child to practice all sorts of language comprehending skills. The effect of parental influence and its relationship with educational attainment of a child has shown a consistent and positive relationship between parent's engagement in their children and the outcome. Studies have observed that parental influence is associated with students' outcome such as lower dropout and truancy rate. Parent participation in child-centered activities, especially playing in an important element for children's social and emotional development.

Adjaero (2005) observed that working class parents and parents whom mothers work full-time tend to be less involved in their children education than parents of older students. Other factors however, have shown to be more important predictors of parental involvement that family income or structure. Parental beliefs and perception have also shown to be a strong predictor of parental influence Parents' educational aspiration and level of comfort with the school and staff have shown to predict levels of involvement. He further stressed that parent's belief about their responsibilities as parent, their ability to affect their children's education, and their perception of their children interest in school subjects have shown to predict their involvement at home and at school. Important obstacles that constrain parents' ability to become actively involved in their children's education include teachers' attitude and family resources. Low level of parental education, perception of education by the parents and involvement in terms of contribution to the educational attainment of their children in some schools may be the result of the staff perceptions of parents or the degree to which they feel parental involvement is important for their students have the same resources or opportunity to be involved in their children's education.

Families in which both parents work full-time, where there are multiple children, or where English is not spoken, or read well face significant barriers to participation in their children's education. It is important for schools to understand the demand that exist on the families of their students and to work to overcome them. Many parents are reluctant to be involved in their children's education because they are ignorant of the system. Going by education guidance, we find that many children have problem with educational plans and progress because of parents' ignorance of the current world of education. This means that educational guidance has to extend to changing or modifying some aspects of parental behavior.

Related to this reluctant are their socio-economical background, religious belief and traditional heritage. A lot of parents have helped in determining educational achievement of their children. Some of which may include their motivational, financial responsibility and the upbringing which help towards the educational progress of their children while some parents have contributed to the failure of the children's education. The benefit of parental influence extends beyond the realm of literacy and educational achievement.

Adepoju (2002) emphasized that children whose parents are involved show greater social and emotional development including more resilience to stress, greater life satisfaction, greater self-control, greater social adjustment, greater mental health, more supportive relationship, greater social competence, more positive peer relations, more tolerance, more successful marriages and less delinquent behaviors. It is important that parents should contribute to their children's learning by providing stimulating environment around language. Reading and writing as well as supporting at home the schools' Literacy agenda for the academic attainment of the society and for the betterment of their children.

Statement of Problem

The study seeks to find out the effect of parental influence on the educational attainment among secondary school students in some selected Secondary schools in Bauchi L.G.A. Nigerian school graduates are faced with the issues of unemployment in the case of work and fast expanding technological advancement. This problem coupled with economic uncertainties was brought by inadequate career information on the availability of jobs, lack of knowledge of what career to choose by the students, misguided information by parents because most parents are ignorant of the existing careers.

The investigation sought to explain more on parental influence which has so many factors. These factors are parents, home, school, attitude of the teacher, relationship between parents and school environment. The researcher is disturbed by the rate of educational decline. For instance, year 2009 West African Examination Council and National Examination Council result was nothing to write home about, this was based on the attitude of parents, the society and school as well as the lack of coherent approach system to curb the situation of parental attitude toward our present system of education in Nigeria.

The cause of the matter is the inability of the classroom teacher to identify and assist students towards educational attainment who come to school with problem that requires educational attention. Most teachers unfortunately regard children from low socio-economic background to be of the same social, political, education and economic background with other students from well-to-do background. In most cases, these compound the problem of either effects or predispose factors for educational attainment.

Objectives of the Study

The objective of this research work is to critically examine the parental influence towards career choice among secondary school students a study of Bauchi L.G.A.

This work or study which is emanating from such concern has the following objective:

- i. To examine the extent to which parental influence affects students educational attainment.
- ii. Determine parental influence on the educational attainment among secondary schools
- iii. Determine the influence of school environment on the educational attainment of students.

Research Question

- i. To what extent does parents influence affect students educational attainment
- ii. To what extent does parents teachers association and their relationship influence educational attainment of students?
- iii. To what extent does the school environment influence educational attainment of students?

1.5 Hypotheses

- i. There is no significant difference in the respondents' views that parents influences educational attainment of the school.
- ii. There is no significant difference in the respondents' views that influence educational attainment at school.
- iii. There is no significant difference in the respondents' views that influence school environment and educational attainment at school.

1.6 Significance of the Study

The study will investigate the parental influence towards career choice among secondary school students in Bauchi Local Government. The significance of the study will be as follows: By the end of this research Work, the finding would help teachers to identify those factors which help or hinder students from attaining maximum standard. Those in the educational sector will by the result of this work arrive at a conclusion as to knowledge of influence that has created impact on educational attainment. To provide reference materials as it relates to education of the child.

This chapter would analyze and interpret the data collected. The tool for data analysis would be simple percentage

Data Analysis and Interpretation

Table 1: Does your parents' income affect your educational aspiration?

Response	Percentage	Frequency
Yes	64	80
No	16	20
Total	80	100

Source: Field Work. 2014.

From the question above, it is stated that 80% responded that parent's income affects the educational attainment of a child. 20% responded that parent's income does not affect educational attainment of a child.

Table 2: Are your parents able to provide the basic necessity of Life

Response	Percentage	Frequency
Yes	22	27.5
No	58	72.5
Total	80	100

Source: Field Work. 2014.

27.5% responded that their parents were able to provided food, clothes and shelter while 72.5%% responded that they lack basis necessity of life.

Table 3:

Does your socio-cultural background affect your educational attainment?

Response	Percentage	Frequency
Yes	60	75
No	20	25
Total	80	100

Source: Field Work. 2014.

75% responded that socio-cultural background affect educational attainment of the child while 25% responded that socio-cultural background does not influence the educational life of the child.

Table 4: Does your religious belief affect your educational attainment?

Response	Percentage	Frequency
Yes	51	63.75
No	29	36.25
Total	80	100

Source: Field Work. 2014.

The table above shows that 63.75% responded that religious belief plays a key role in the educational attainment of a child while 36.25% are of the opinion that it does not.

Table 5: Are your parents able to provide instructional materials/teaching aid for effective learning at home?

Response	Percentage	Frequency
Yes	5	6.25
No	75	93.75
Total	80	100

Source: Field Work. 2014.

93.75% responded that parents were unable to provide instructional materials at home to enhance teaching and learning while 6,25% responded that their parents were able to provide

Table 6: Are your parents ware of their responsibility to you educationally?

Response	Percentage	Frequency
Yes	38	47.5
No	42	52.
Total	80	100

Source: Field Work. 2014.

From the table above 52.5% responded that their parents are aware of their responsibility to them educationally while 47.5% of parents are fully aware of their responsibility.

Table 7: Are your parents able to provide all you need in school so as to make learning more effective?

Response	Percentage	Frequency
Yes	13	16.25
No	67	83.75
Total	80	100

Source: Field Work. 2014.

From the above table, 16.25% Responded that parents provided their needs educationally while 83.75% said they cannot provide their needs in school to make learning more effective.

Table 8: Are you satisfied with your present school

Response	Percentage	Frequency
Yes	12	15
No	68	85
total	80	100

Source: Field Work. 2014.

In response to table 8 above, 15% responded that they are satisfied with their present school while 85% said they are not satisfied with their present school.

Table 9: Does your school have adequate learning materials

Response	Percentage	Frequency
Yes	14	17.5
No	66	82.5
total	80	100

Source: Field Work. 2014.

From the above table, 17.5% responded that their schools have adequate learning materials while 82.5 responded that their school does not have adequate learning materials.

Table 10: Given the opportunity would you prefer a much better school?

Response	Percentage	Frequency
Yes	64	80
No	16	20
total	80	100

Source: Field Work. 2014.

From the table above, 88.75% responded that they would prefer a better school while 1.25% indicated they would rather prefer to stay in their present school.

Discussion of Finding

- i. From the Table 1 above parental income is a strong determinant of the quality of education a child receives. Parents with high income have the ability to buy and provide quality education for their children than those that earn less. The analysis shows that 80 responded that parental income plays a vital role in the educational attainment of a child while 20% disagreed.
- ii. 72.5% responded that parents cannot provide food, clothing and shelter which are basic precondition for effective teaching and learning 27.5% responded as having access to food clothing and shelter. This finding points to the facts that a large percentage of school children lack food, cloth and shelter. Children with these Facilities are better on educationally than those who lack them.
- iii. From Table 3, 75% of the respondents responded that socio-cultural background is a factor in the educational attainment of the child. It declines who the child is vis-a-vis the environment within which he come from. Children from affluent environment with basic infrastructure are most likely to be educationally minded relatively compared to the majority of Nigerian children that are not privileged. 25% responded that it is not a factor.
- iv. 63.75 % in table 4 responded that religion is a factor reckon with when it comes to the educational development of a child. 6.25, responded that it is of no effect.
- v. Table 5. shows that most parents, 93.7% do not have the ability to provide learning/instructional materials for their children at home to enhance teaching/ learning. From the research conducted, only 6.25% provides instructional materials for their children at home.
- vi. Table 6 point to the fact that 52.5% of the respondents are not aware of their responsibility to their children educationally as parents. How would a parent support a cause that he knows nothing about? Most parents do not believe in or share in the vision of their children, how then would they support them.
- vii. Table 7 explains that 16.25% of the total respondents' parents were able to provide all they need in school while 83.75% parents were unable to provide materials that were needed for their children in school. The result points to the fact that majority responded that their parents were unable to provide the needed materials for learning
- viii. Table 8 points to the fact that 15% responded that they are satisfied with their present school while 85%% are not; meaning that majority of the respondents were not satisfied with their school.
- ix. The data in Table 9 clearly points to the fact that most schools do not have adequate learning materials. It is dishearten to note that only 17.5% responded that their Schools have basic learning materials while 82.5% do not have. The pertinent question to ask is how a child would learn without instructional materials"
- x. The data analysis in Table 10 shows that 88.75% responded that they would prefer a much better school, given the opportunity while 1.25% prefers their school. This shows that if the needed infrastructures were provided in schools, majority of the respondents would have preferred to stay in their schools.

REFERENCES

Adepoju A. A. (2002). Motivation and learning, Lagos: God's glory Publishing House.

Adjaero, O. K. (2005). An Introduction to the Study of Adult Education, Ibadan: University Press Limited.

© GSJ