# Influence of Home Background, Family Relationship and Individual Motivation on the Career Choice of Secondary School Students in South-west Nigeria

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## Abstract

*The study examinedinfluence of home background, family relationship and individual motivation on the career choice of Secondary School Students in South-west Nigeria.The study adopted a descriptive survey research design. Using a random sampling technique, 692 female and 508 male senior secondary school students in the South-west of Nigeria were randomly selected to fill a self-developed questionnaire on Career Choice Family Background and Individual Motivation Rating Scale (CCFBIM). Reliability coefficient of the instrument is 0.89. Two research questions were tested using Multiple Regression Analysis at 0.05 level of significance. Findings revealed home variables, family relationship and individual motivation have a positive influence on career choice. Mother relationship (Beta=.135, t= 6.94, p<.05), sibling relationship (Beta=.121, t= 5.46, p<.05), motivation (Beta=.123, t=4.88, p<.05), socio-economic status (Beta =.192, t=3.64, p<.05), parental educational level (Beta =.011, t=2.01, p<.05) and father relationship (Beta=.152, t=1.88, p<.05). Recommendations include home and school authorities at all levels to work together in harmony to facilitate the career decision process of the student from planning to the implementation stage. Students should be allowed to interact with the world of works and learn from such experientially the most suitable career to pursue.*

**Keywords:** Home background, Family Relationship, Individual Motivation and Career Choice

**Word Count:** 199

**Introduction**

A career in everyday life refers to individual job experience and the various expectations and roles undertaken throughout life and occupation. A career is viewed as a developmental process that covers all the roles before, during and after the profession (Yazıcı, 2009), and consists of all the work done during an employee's working life. A career is a series of individually perceived attitudes, behaviours and integrated work-related activities during a lifetime.

The choice of profession an individual makes eventually guides and shapes his life. This is because the profession is the means of incomesecurity provision.

Career choice is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, educational attainment, social support and available resources such as information and finance (Kerka, 2000; Hewitt, 2010).

The home is the first social environment the child finds himself therefore, the family remains the primary environment of the child. The home environment can increase or decrease the intellectual achievement of the child. The family is a primary social group of parents, offspring and possibly other members of the household. Home background refers to all the conditions and circumstances in the family which influence the child physically, psychologically, financially, intellectually and emotionally (Muola, 2010). Children coming from different home backgrounds are affected differently by such family conditions.

When students are motivated, they exhibit purposeful behaviour aimed at achieving academic set goals. Hickey and Lindsey (1995) identified two factors that greatly influence students' motivation. These are interpersonal factors such as curiosity, perseverance, and autonomy (intrinsic) and environmental factors such as parents, peers and siblings (extrinsic factors).

Students in secondary schools like many other young adults are perceivedto be worried aboutwhat they will become in future and the kind of profession they will end up with. Many of themmake career decision signorantly. A student needs to have a good

understanding of himself and his personality if he is to make intelligent career plans (Olamide and Olawaiye, 2013). Making a career decision is a complex process.

**The Concept of Career Choice**

Making a wrong career decision can mar one's happiness in life as this could result in career defeat (Olamide and Olawaiye, 2013). For most people, meaning in life is strongly linked to career goals, or to the various rewards that can be obtained through a career, i.e., money, status, and a sense of belonging (Tziner, Loberman, Dekel, and Sharoni, 2012). Inappropriate career decisions may spell doom not only for the individual but also the entire society. By creating social benefits; careers fulfill individual aspirations and afford meaning to life. Career can therefore be viewed as a key means of achieving self-realization which is the embodiment of the meaning of living.

Career decisions often involve dynamic interactions between abilities, work values, occupational stereotypes and expectations, areas of interest, personality, and a variety of other factors, including the need or willingness to assume risks, educational achievements, status, ambition, talents, opportunities, and family influence (Miller, Wells, Springer and Cowger, 2003). Therefore, the need to equip young adults with appropriate career decision skills becomes highly imperative (Olamide and Olawaiye, 2013). Young people's aspirations are generally expressed in terms of an image of the future, which must then be transformed into an action plan. Failure to realize such aspirations is likely to be attributable to a failure to meet the demands of the surroundings and adjust to the developmental requirements that lead to the materialization of those aspirations.

**Home Background, Family Relationship and Career Choice of Secondary School Students**

A home is a place in which children learn to interpret realities. The home represents the first workplace (e.g., household chores) where young adults learn and commonly follow in their parents' footsteps. Parents serve as significant interpreters to children for

174

information about the world and children abilities (Palladino, Kress, Manzi, and Glasscock, 2001). Today, inspite of the multifaceted issues that may ensue due to wrong career choices by school-going adolescents the family is not doing enough to guide and purposefully direct the adolescent rather, the family especially the parents had developed too much of a laissez-faire attitude. The parents usually tell the children to make any choice that they want. All the parent is concerned within such a critical decision-making period is just for the child to be happy while neglecting to help the child in career research and planning. Ginzberg (1988) suggested that parents should become more involved in career planning with their children because no adolescent ever makes an occupational choice alone.

The family system simply depicts individual interconnectedness with other family members (e.g father, mother, siblings etc) to produce a functional whole. Family relationship especially in Africa can not be overemphasis in some decision making scenario. In Nigeria, most culture demands that elders of the family must be present before some decision can be made. In some families, before a young adult can decide on their career, the father, mother and/or siblings will have to deliberate on it. Family relationships in Africa, can however be said to be a strong influencing factor on young adolescence career decision making. Agarwala (2008) found that the most significant influence on the career choice of Indian students was the father. Likewise, parent's perceptions of their children's interests and abilities and their specific expectations for their child's success can influence choices, beliefs, and career actions. Because secondary school students typically seek approval and family support regarding specific career decisions, these students will likely experience a struggle if their career decision does not align with familial expectations.

**Socio-Economic Background and Career Choice of Secondary School Students**
The social-economic status of secondary school students' families may determine what career a student chooses. Some students will

have to budget education according to their personal income (Olamide and Olawaiye, 2013).

Socioeconomic status can be viewed as a family's current income, the parents' current occupation(s), the status associated with their occupation, and the parent's highest educational level. Social class affects occupational choices by providing tangible resources (money, transportation, higher-quality schools, among others.), as well as the values and expectations, of those social strata on their children's career choices. Students differ from one another in social class or socio-economic status. Socio-economic status is the relative standing in the society based on an individual income, power, occupation, education and prestige. Thus, with a higher level of income and exposure, parents are better disposed to procure educational materials for their children and discuss job opportunities with them (Udoh and Sanni, 2012). Therefore, families from different socio-economic groups create different learning environments that affect the child's career in life.

## Educational Background and Career Choice of Secondary School Students

The level of parental formal education is another factor that influences the vocational interests of children. Parental education level determines the amenities and the cultural level of the home. Parents armed with adequate education often get gainful employment. To a large extent, the parents determine the initial environment into which a child is born, and provide for his needs (Osa-Edoh and Alutu, 2011).Parental intelligence has either facilitatory or inhibitory effects on the child because a child that comes from an educated home would most likely follow the steps of his/her family.

## Individual Motivation and Career Choice of Secondary School Students

A conducive environment that motivates young adults to learn can be cultivated in the home, in the classroom, or in the school. When students are motivated, they exhibit purposeful behaviour aimed at achieving academic set goals. The factors that greatly

influence students' motivation are being inquisitive, persevering, and having self-determination. Other environmental factors such as parents, peers and siblings also impact the motivation of students.

## Statement of the Problem

Career selection is a life-determining choice that students make which invariably affect the totality of their present purpose and future plans. This decision can to a great extent impact the students throughout their lives. Career choice tends to be a persistent problem for students in contemporary society. That is why it is not uncommon for students to get into occupations that are not quite suitable to their abilities. More often than not, parents and or older siblings owing to personal idiosyncrasies pressure these school-going adolescents into taking up family occupations and other careers even when they do not possess requisite abilities. What usually obtain is job discontentment, career burn-out, frustration and inefficiency. It is, therefore, necessary to cross-examine the influence of home variables, family, relationship and individual motivation on career choice among school-going students.

## Purpose of the Study

This study investigated the influence of home background, family relationship and individual motivation on the career choice of senior secondary school students in the South-west, Nigeria. In particular, the study:

(i)     Examined the combined influence of home background variables (socio-economic status and educational background), family relationship (mother, father and sibling relationship) and individual motivation on the career choice of senior secondary school students.

(ii)     Determined the relative contribution of each of the independent variables (socio-economic status, educational background, mother relationship, father relationship, sibling relationship and individual motivation) on the career choice of senior secondary school students.

**Research Questions**

This study provided answers to the following research questions:

1. What is the combined influence of home background variables (socio-economic status and educational background), family relationship (mother, father and sibling relationship) and individual motivation on the career choice of senior secondary school students?

2. What is the relative contribution of each of the independent variables (socio-economic status, educational background, mother relationship, father relationship, sibling relationship and individual motivation) on the career choice of senior secondary school students?

**Methodology**

*Sample and Sampling Procedure*

The sample consisted of 692 female and 508 male students enrolled in senior secondary schools in Ibadan, Abeokuta, Lagos, Osogbo, Akure and Ado-Ekiti, cities in the South-west of Nigeria. A random sampling technique was used to select 1200 secondary school students from the six cities. Their ages range between 14 and 19 years with a mean of 16.5 and a standard deviation of 1.79.

*Instrumentation*

The research instrument used for data collection was a self-constructed structured questionnaire titled Career Choice Family Background and Individual Motivation Rating Scale (CCFBIM). The adopted instrument was adjudged valid by five experts in the field of Career Counselling and Educational Measurement. Based on their reports, necessary corrections were made and the instrument was certified as having high content-related validity enough to conduct the study.

The instrument was thereafter administered to 150 students from 3 senior secondary schools in Oyo state that were not part of the study. After two weeks, the researcher went back and re-administered the instrument to the same set of participants. The data were analysed with the assistance of experts and the

reliability coefficient was computed using Cronbach Alpha. The analysis revealed a reliability coefficient (r) value of 0.89.

The instrument is divided into two sections A and B. Section A sought demographic information from the respondents regarding their age, sex, current class, religion, parental level of education. Section B consisted of 40 items that sought information about home background, family relationship and motivation on career choice of in-school adolescents. The response was based on a 5-point Likert rating scale ranging from Strongly Agree (SA) to Strongly Disagree(SD).

### *Procedure for Administration of Instrument*
The researcher visited the schools used in Ibadan, Abeokuta, Lagos, Osogbo, Akure and Ado-Ekiti, cities in the South West of Nigeria. Having obtained permission and approval of the school authorities; rapport was also established with the students before the instrument was personally administered by the researcher with the help of two research assistants. The instruments were collected on the field immediately after completion.

### Data Analysis
The data collected were analysed using Multiple Regression Analysis.

### Results
### Research Question One
What is the combined influence of home background variables (socio-economic status and educational background), family relationship (mother, father and sibling relationship) and individual motivation on the career choice of senior secondary school students?

**Table 1:** Multiple Regression Analysis showing the relative influence of each independent variable on the prediction of Career Choice.

| Model | Unstandardized Coefficients | | Standardized Coefficients | t - ratio | Sig. | p |
|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | |
| Education | 0.48 | 0.02 | 0.0110 | 2.01 | 0.000 | <0.05 |
| Father | 0.0093 | 0.05 | 0.0152 | 1.88 | 0.000 | <0.05 |
| Motivation | 0.26 | 0.05 | 0.1230 | 4.88 | 0.000 | <0.05 |
| Mother | 0.267 | 0.04 | 0.1350 | 6.94 | 0.000 | <0.05 |
| Sibling | 0.1576 | 0.03 | 0.1210 | 5.46 | 0.000 | <0.05 |
| Social Economic Status | 0.1560 | 0.04 | 0.1920 | 3.64 | 0.000 | <0.05 |

Table 1 shows that all the six independent variables have t-ratios that are statistically significant. This means that the six independent variables will significantly predict students' career choices (dependent variable).

The most potent factor was mother relationship (Beta =.135, t= 6.94, p<.05) followed by sibling relationship (Beta =.121, t= 5.46, p<.05), motivation (Beta=.123, t=4.88, p<.05), socio-economic status (Beta=.192, t=3.64, p<.05), parental educational level (Beta =.011, t=2.01, p<.05) and father relationship (Beta=.152, t= 1.88, p<.05).

**Research Question Two**

What is the relative contribution of each of the independent variables (socio-economic status, educational background, mother relationship, father relationship, sibling relationship and individual motivation) on the career choice of senior secondary school students?

**Table 2:** Regression Analysis Result of Relative Contribution of Independent Variables on Career Choice

| Multiple R = 0.8618 | | | | | |
|---|---|---|---|---|---|
| Multiple $R^2$ = 0.743 | | | | | |
| Adjusted R square =0.7527 | | | | | |
| Std Error of the Estimation = 8.25 | | | | | |
| Analysis of Variance | | | | | |
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| Regression | 56831.427 | 11 | 9471.905 | 87.5 | 0.000 |
| Residual | 31758.288 | 1188 | 108.390 | | |
| Total | 88589.715 | 1199 | | | |

Table 2 above reveals a significant combined effect of the independent variables on the prediction of career choice. The result yielded a coefficient of multiple regressions R = 0.8618 and multiple R-square = 0.743. This suggests that the six factors combined accounted for 75.27% (Adj.R2= 0.7527) variance in the prediction of career choice. The other factors accounting for 24.73% variance in the prediction of career choice is beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on the career choice, F (11, 1188) = 87.5, P<0.001.

**Discussion**
The results of research question one showed that there was a positive significant relationship between career choice and each of the independent variables (education, motivation, socio-economic status, father, mother and sibling).This implies that career choice was positively correlated with education, motivation, socio-economic status, father, mother and sibling. The finding is being corroborated by Bojuwoye and Mbanjuwa (2006) that parents and siblings are significant factors to the career choice of adolescents. This finding is consistent with Udoh and Sanni (2012) who reported that the socio-economic status and educational status of parents has modelling effects on the family climate by creating an environment that is intellectually stimulating and rich in the relationship. The finding is also in tandem with the work of Tziner,

Loberman, Dekel and Sharoni (2012) who found that family relationship is significant to career decisions of school-going adolescents because they are exposed to values, attitudes, feelings and climate for learning at home. This finding is consistent with an assertion by Akinsanya, Ajayi and Salomi (2011) that personal interest and motivation have a significant influence on career choice as students with positive motivational profiles in a particular subject area are highly perceived with the ability to make a career choice in a related field.

The result of research question two showed that there was a combined influence of the factors (home background variables, family relationship and individual motivation) on career choice of secondary school students.

The variance in the career choice of secondary school students in South-West, Nigeria was due to the prediction of the independent variables. In concordance with these findings, a combination of variables; parental socio-economic status and parental educational background influence have been observed by Esuabana and Ekpang (2016) and Mbagagwu and Ajaegbu (2016) who worked with school-going adolescents in Akamkpa local government in Cross River State and Owerri in Imo State respectively. To further corroborate these findings Okojide, Adekeye and Bakare (2018) and Palos and Drobot (2010) reported that psycho-social factors which include parents, academic performance and personal interest of students help adolescents to learn, make wise career decisions and maintain such.

**Conclusion**

From the foregoing, therefore, it could be seen that career choice among students must not be left to the students only if the world of works will not suffer in the hands of a misfit. Except there is a concerted effort by parents, school authorities and governments to stem the tide of wrong career choice by taking conscious actions on how best to guide the students; the future of society is bleak. There is a need therefore to preserve the future of our students since they are the leaders of tomorrow.

## Recommendations

The effect of the independent variables (home background, family relationship and individual motivation) on the career choice of secondary school students cannot be over-emphasised with changing time, more sophistication and technological advancement in the world of work.

The following recommendations are put forward based on the above:

1. There is the need for the immediate family especially parents (father and mother) to jointly be involved in the career choice process of their children right from the planning stage to the implementation stage. Parents as much as possible should adopt democratic parenting styles so as to play good participatory and advisory roles in the exhaustive career research for their children.

2. There is a need for the home and school authorities at all levels to work together in harmony to facilitate the career decision process of the student. The student should be allowed to interact with the world of works and learn from such experientially the most suitable career that he may pursue.

3. There is a need to re-invigorate guidance and counselling in our school system. Qualified and efficient counselling psychologists would use their skills to guide and direct the adolescents to make reasonable career choices. This will take the personality, interest, aptitude and ability of the adolescent into consideration before a final choice emerges.

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