



FLORENCE BOSEDE FAMOLU

## Influence of Parents' Socio-Economic Status on Career Choice of Undergraduates in Kwara State, Nigeria: Implications for Counselling

**ABSTRACT:** This study examined the influence of parents' socio-economic status on career choice of undergraduates. Descriptive survey design was employed. A sample of 250 respondents was selected. The instrument used was a questionnaire entitled "Parents' Socio-Economic Status and Undergraduates Career Choice Questionnaire". The instrument was validated by experts in counselling; while the reliability of the instrument was ascertained through test re-test method and a coefficient of 0.87 was obtained. Data were analyzed using percentages, mean scores, and ANOVA (Analysis of Variance) at 0.05 level of significance. The study revealed that respondents parents' social class dictate their career choice; their parents agree with their career choice, because it will give them greater reputation and recognition in the society. It is revealed also that, in this study, there were no significant differences in the influence of parents' socio-economic status on career choice of undergraduates based on parents' educational background, parents' occupation, and age. It is recommended that parents should properly guide their child in the career choice after graduating.

**KEY WORD:** Parents; Socio-Economic Status; Career Choice; Undergraduates.

**IKHTISAR:** "Pengaruh Status Sosial-Ekonomi Orang Tua terhadap Pilihan Karier Sarjana di Negara Bagian Kwara, Nigeria: Implikasi untuk Konseling". Penelitian ini menguji pengaruh status sosial-ekonomi orang tua terhadap pilihan karier para sarjana. Desain survei deskriptif digunakan. Sampel sebanyak 250 responden dipilih. Instrumen yang digunakan adalah kuesioner yang berjudul "Status Sosial-Ekonomi Orang Tua dan Kuisisioner Pilihan Karier Sarjana". Instrumen divalidasi oleh ahli konseling; sedangkan reliabilitas instrumen dipastikan melalui metode test re-test dan diperoleh koefisien 0.87. Data dianalisis menggunakan persentase, skor rata-rata, dan ANOVA (Analysis of Variance) pada tingkat signifikansi 0.05. Studi tersebut mengungkapkan bahwa kelas sosial orang tua responden menentukan pilihan karier mereka; orang tua mereka setuju dengan pilihan karier para sarjana, karena itu akan memberi reputasi dan pengakuan yang lebih besar di masyarakat. Juga terungkap bahwa, dalam studi ini, tidak terdapat perbedaan yang signifikan pengaruh status sosial-ekonomi orang tua terhadap pemilihan karier sarjana berdasarkan latar belakang pendidikan orang tua, pekerjaan orang tua, dan usia. Direkomendasikan agar orang tua harus membimbing anak mereka dengan baik dalam bidang pilihan karier setelah menjadi sarjana.

**KATA KUNCI:** Orang Tua; Status Sosial-Ekonomi; Pilihan Karier; Sarjana.

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## INTRODUCTION

The decision of choosing a career is a very complicated decision for every student's as they have to consider different factors before they choose a career. The influence of career choice has a lasting impact on an individual. It serves to be a predictor and determinant of their prospective level of income, nature of work, and consequently leaves a mark on the personality, demeanour, and outlook of an individual (Kazi & Akhlaq, 2017; Quadri, 2018; and Najar & Yousuf, 2019).

Thus, one wrong decision can change the fate of an individual. It is difficult for everyone to make a decision regarding their career. This individual action is manifested on a larger scale in the economic prosperity of a nation. Individuals, who are misfits in their workplace, tend to be less productive and efficient; and, therefore, are unable to achieve their goals. In this context, S. Splaver (2011), and other scholars, observed that students never perceive their environment, personality, and opportunity in the same way; and this explains the different career choices they make (Borchert, 2002; Splaver, 2011; and Kazi & Akhlaq, 2017).

Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment (Ferry, 2006; Bandura *et al.*, 2011; and Ayiro, 2016).

J.M. Muraguri (2011), and other scholars, stated that an individual's choice of career is likely to be influenced by several factors, including personal and cultural values, family background, career expectations, and career guidance. Some also make career decisions by taking the path of least resistance, for example, following

a career path advocated by their parents or following in the footsteps of an elder sibling (Muraguri, 2011; Joseph, 2012; and Carlos *et al.*, 2019).

In the word of L.O. Adegboyega (2017), and other scholars, career choice is one of the most important choices that an individual, especially a student has to make. Career choice is vital, because it could determine whether or not an individual is going to be successful in life. It also determines the kind of friends and companions, a person will keep, business associates, recreational activities, opportunities, and salary status, where a person will live and our style of living generally (*cf* Meddour *et al.*, 2016; Adegboyega, 2017; and Bama & Borokonda, 2019).

A study on career choice in Ethiopia by M.J. Stebleton (2017), and other scholars, indicated that the students had an external locus of control and believes that there are numerous external factors, which influence their career choices. These external factors include: political and economic considerations, previous work experience, and the influence of key individuals in a person's life (Meddour *et al.*, 2016; Stebleton, 2017; and Akosah-Twumasi *et al.*, 2018).

B. Pummel, C. Harwood & D. Lavallee (2018), and other scholars, reported that external influences that helps to shape an individual's career choice are also influenced by significant others through social support from peers (Nyamwange, 2016; Akosah-Twumasi *et al.*, 2018; and Pummel, Harwood & Lavallee, 2018). In a study by M.F. Natalie (2016), and other scholars, young adults through interaction with the context of family, school, and community learn about and explore careers, which ultimately lead to their career choice (Ferry, 2006; Joseph, 2012; and Natalie, 2016).

According to L.O.I. Ogueze (2018), and other scholars, proper choice of career leads to success and happiness

and is indeed a prerequisite for self-actualization. A major turning point in adolescents' lives involves the career choice that they make, while in secondary school (Joseph, 2012; Natalie, 2016; and Ogueze, 2018).

To guide students in their career decision making, there are lot of factors that play a central role in this lifelong process, these factors include family/home/parents influence, school, career guidance program, and media and press (Pilot & Regis, 2012; Durisic & Bunijevac, 2017; and Safarmamad, 2019).

Students require guidance in order to make the right career choices. In this context, L. McQuerrey (2017), and other scholars, stated that positive or negative parental influence shapes one's career (Durisic & Bunijevac, 2017; McQuerrey, 2017; and Akosah-Twumasi *et al.*, 2018). According to APA (American Psychological Association) in 2018, and other scholars, socio-economic status is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socio-economic status often reveal inequities in access to resources, plus issues related to privilege, power, and control. Socio-economic status is typically broken into three levels: high, middle, and low to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables: income, education, and occupation can be assessed (Sledge, 2016; APA, 2018; and Manstead, 2018).

According to K.A. Mezieobi & T.M. Opara (2017), and other scholars, socio-economic status is the economic and sociological aspect of men, combined total measure of a person work experience, the individual's or family's economy, and social position relative to others. It is based on income, education, and occupation of the household (Benson & Borman,

2010; Durmaz & Taşdemir, 2014; and Mezieobi & Opara, 2017).

Socio-economic status entails the economic standing of the parents in the society. There are three levels of socio-economic status, which are high socio-economic status; these are the one who are in the upper echelon of the society, middle socio-economic status are those in the middle rank of the society, while the lower socio-economic status are those in the lower echelon of the society (Musterd *et al.*, 2015; Salami, 2016; and Chen *et al.*, 2018).

A.T. Henderson & K.L. Mapp eds. (2002), as cited in A.S. Kazi & A. Akhlaq (2017), identified educational level of parents, their profession, and income as factors affecting the career choice of students (*cf* Henderson & Mapp eds., 2002; Ismail, 2017; and Kazi & Akhlaq, 2017). According to L.O. Adegboyega (2017), and other scholars, factors influencing career choice can either be intrinsic or extrinsic or both (Marinas *et al.*, 2016; Adegboyega, 2017; and Akosah-Twumasi *et al.*, 2018).

J. Hewitt (2010), and other scholars, further stated that most people are influenced by careers that their parents favour; others follow the careers that their educational opportunities have opened for them. Some individuals' career choices are also influenced by the significant others through social support from peers (Hewitt, 2010; Nyamwange, 2016; and Lynn, Howells & Stein, 2018).

Parents of different occupation classes often have different styles of child rearing, differently ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather, they influence the average tendencies of families for different occupational classes (Maccoby, 2000; Adewale, 2012; and Olonade & Famolu, 2020).

Socio-economic factors are important

in motivating the students to make career decisions. A comprehensive study by A.S. Kazi & A. Akhlaq (2017), and other scholars, reported that students from poor socio-economic backgrounds made wrong career decisions, and chose professions which required a short duration of training, primarily due to financial constraints. As the old adage goes, nothing succeeds like success; similarly, a student who fare well academically have better career prospects and choices as compared to the struggling ones (Camp, 2011; Pollard *et al.*, 2015; and Kazi & Akhlaq, 2017).

Remarkable gender differences were found in the level of education of all participants in the study sample. More female than male students had both parents with post secondary education and only mother with post secondary education. This suggests that female students benefit more from the mother's post secondary education than males. This corroborates several studies, such as T.L. Esther & E.B. Bowen (2015); and T.A. Falaiye & M.B. Adams (2018), who opined that the level of education of the mother is a major contributor to the daughter's career choice (Esther & Bowen, 2015; and Falaiye & Adams, 2018).

It is against this background that this study is being undertaken to empirically investigate the possible influence of these factors on undergraduates career choice. This study is aimed at investigating the possibility of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria.

The main research question raised based on the problem of the study was: "What is the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria?"

The following null hypotheses were formulated to guide the conduct of the study: (1) "There is no significant

*difference in the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on parents' educational background"; (2) "There is no significant difference in the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on parents' occupation"; and (3) "There is no significant difference in the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on students' age".*

## METHODS

The research design, that was adopted for this study, is the descriptive survey method. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Mathers, Fox & Hunn, 2009; Odoh & Chinedum, 2014; and Sileyew, 2019).

Population comprises the entire aggregation of cases that researcher is interested in. In this study, the population is made up of both male and female undergraduates in Kwara State, Nigeria, estimated at 100,000. From the population, a purposive sampling technique was used to select two institutions in Kwara State, Nigeria (Pilot & Regis, 2012; Odoh & Chinedum, 2014; and Sileyew, 2019).

Based on RA (Research Advisor), in 2006, the recommended sample size at 95% confidence level and 5% margin of error, a sample size of 250 was used for the study. A multi stage sampling procedure was adopted. At stage one, purposive sampling technique was employed to select two local governments out of the 16 local governments in Kwara State, Nigeria. These local governments are Ilorin South and Ifelodun local governments. At stage two, purposive sampling procedure was used to

**Table 1:**  
Percentage Distribution of Respondents Based on Parents Level of Education

Parents Level of Education	Frequency	Percentage %
FSLC (First School Leaving Certificate)	11	4.4
SSCE (Secondary School Certificate Examinations)	47	18.8
NCE (Nigeria Certificate in Education)	51	20.4
OND (Ordinary National Diploma)	28	11.2
First Degree	91	36.4
Second Degree	14	5.6
Ph.D. (Philosophical Doctor)	8	3.2
<b>Total</b>	<b>250</b>	<b>100.0</b>

**Table 2:**  
Percentage Distribution of Respondents Based on Parents Occupation

Parents Level Of Education	Frequency	Percentage %
Unemployed	7	2.8
Trader	81	32.4
Artisan	56	22.4
Civil Servant	106	42.4
<b>Total</b>	<b>300</b>	<b>100.0</b>

select one institution from each local government selected. These institutions are University of Ilorin and Al-Hikmah University. At stage three, simple random sampling was used to select 125 respondents from each institution (cf Mathers, Fox & Hunn, 2009; Pilot & Regis, 2012; and Sileyew, 2019).

The instrument adopted for this study was a researcher-designed questionnaire entitled “PSESUCCQ (Parents Socio-Economic Status and Undergraduates Career Choice Questionnaire)”. The questionnaire was divided into two sections: A and B. The first section comprised demographic data of the respondents, such as age, parents’ occupation, and parents’ socio-economic status data; while the second section comprised 20 statements on the influence of parents’ socio-economic status on career choice of undergraduates, which participants responded to based on their perception. The instrument was validated and also yielded a reliability coefficient of 0.87 after a test re-test (Mathers, Fox & Hunn, 2009; Odoh & Chinedum, 2014; and Sileyew, 2019).

The data analysis of the study was

done using descriptive and inferential statistics. The result obtained from the demographic data (Section A) was analyzed using descriptive statistics, such as percentages. While the data obtained from the statements (Section B) was analyzed using mean and rank order. All hypotheses were tested using ANOVA (Analysis of Variance) at 0.05 level of significance (Pilot & Regis, 2012; Odoh & Chinedum, 2014; and Sileyew, 2019).

## RESULTS AND DISCUSSION

**Results.** Table 1 shows the distribution of respondents by parents’ level of education. The table shows that 11 (4.4%) of the respondents parents have a minimum of FSLC (First School Leaving Certificate); 47 (18.8%) of the respondents’ parents have a SSCE (Secondary School Certificate Examinations) certificate; 51 (20.4%) of the respondents’ parents have NCE (Nigeria Certificate in Education) certificate; 28 (11.2%) of the respondents’ parents have OND (Ordinary National Diploma) certificate; 91 (36.4%) of the respondents’ parents have First Degree certificate; 14 (5.6%)

**Table 3:**  
Percentage Distribution of Respondents Based on Age

Age Group	Frequency	Percentage %
15-19 Years	70	28.0
20-24 Years	104	41.6
25 Years and Above	76	30.4
<b>Total</b>	<b>250</b>	<b>100.0</b>

**Table 4:**  
Mean and Rank Order on the Influence of Parents' Socio-Economic Status on Career Choice of Undergraduates in Kwara State, Nigeria

Item No.	As far as I am concerned, my parents:	Mean	Rank Order
06.	<i>Social class dictate my career choice.</i>	3.27	1 <sup>st</sup>
05.	<i>Agree with my career choice because it will give them greater reputation and recognition in the society.</i>	3.11	2 <sup>nd</sup>
16.	<i>Resources motivate my choice of career.</i>	3.10	3 <sup>rd</sup>
01.	<i>Occupation has a relation with my career choice.</i>	3.05	4 <sup>th</sup>
09.	<i>Did not choose my career path for me because of my career orientation.</i>	3.01	5 <sup>th</sup>
07.	<i>Support my choice of career because it surpasses their educational background.</i>	2.92	6 <sup>th</sup>
02.	<i>Income dictates my career choice path.</i>	2.88	7 <sup>th</sup>
10.	<i>Wealth influences my career choice.</i>	2.76	8 <sup>th</sup>
13.	<i>Serves as my role model for choosing my course of study and career path.</i>	2.75	9 <sup>th</sup>
15.	<i>Choose my career path for me.</i>	2.72	10 <sup>th</sup>
20.	<i>Consult me before choosing my career path.</i>	2.70	11 <sup>th</sup>
14.	<i>Use our environment to decide my career choice.</i>	2.65	12 <sup>th</sup>
19.	<i>Personality influences my career choice.</i>	2.62	13 <sup>th</sup>
17.	<i>Career orientation helps me to choose the career path that suits me.</i>	2.58	14 <sup>th</sup>
11.	<i>Wanted me to study a particular course because it has to do with their occupation.</i>	2.57	15 <sup>th</sup>
12.	<i>Support my career choice despite the fact that they don't know anything about it.</i>	2.44	16 <sup>th</sup>
08.	<i>Choose my career path for me based on their level of exposure.</i>	2.35	17 <sup>th</sup>
03.	<i>Do not know anything about my career because of their educational level.</i>	2.28	18 <sup>th</sup>
18.	<i>Enquire from related professionals before deciding my career path.</i>	2.04	19 <sup>th</sup>
04.	<i>Forced me to choose a career path that is not of interest to me.</i>	1.77	20 <sup>th</sup>

of the respondents parents have a Second Degree certificate; and 8 (3.2%) of the respondents parents have Ph.D. (Philosophical Doctor) certificate. This indicates that most of the respondents' parents have a First Degree certificate.

Table 2 shows the distribution of respondents based on parents' occupation. The table shows that 7 (2.8%) of the respondents parents are unemployed; 81 (32.4%) of the respondents parents are trader; 56 (22.4%) of the respondents parents

are artisans; and 106 (42.4%) of the respondents parents are civil servant. This indicates that most of the respondents' parents are civil servant.

Table 3 shows the distribution of respondents by age. The table shows that 70 (28.0%) of the respondents were between the age of 15-19 years; 104 (41.6%) were between the age of 20-24 years; while 76 (30.4%) of the respondents were 25 years and above. This indicates that most of the participants are within the age of 20-24 years of age.

**Table 5:**

ANOVA (Analysis of Variance) Comparing Respondents' View on the Influence of Parents' Socio-Economic Status on Career Choice of Undergraduates in Kwara State, Nigeria Based on Parents' Educational Background

Source	Sum of Squares	df	Mean Squares	Calc. F	Crit. F	p. value
Between Group	92.80	6	15.47	1.35	2.10	.23
Within Group	2777.40	243	11.43			
<b>Total</b>	<b>2870.20</b>	<b>249</b>	-	-	-	-

**Table 6:**

ANOVA (Analysis of Variance) Comparing Respondents' View on the Influence of Parents' Socio-Economic Status on Career Choice of Undergraduates in Kwara State, Nigeria Based on Parents' Occupation

Source	Sum of Squares	df	Mean Squares	Calc. F	Crit. F	p. value
Between Group	37.87	3	12.62	1.09	2.60	.35
Within Group	2832.33	246	11.51			
<b>Total</b>	<b>2870.20</b>	<b>249</b>	-	-	-	-

Research Question: “*What is the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria?*”. See table 4.

Table 4 presents the mean and rank order on the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria. The table shows that some of the items have a mean value of 2.50 (bench mark for determining the respondents the influence of parents' socio-economic status on career choice of undergraduates). This implies that some of the items within this range are agreed upon by the respondents as the influence of parents' socio-economic status on career choice (cf Babikkoi & Razak, 2014; Chen *et al.*, 2018; and Ogueze, 2018).

However, items 06 with mean score of 3.27; 5 with mean score of 3.11; and 16 with mean score of 3.09 took precedence over other; thus, were ranked as the top three that is 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> respectively. The items stated that “*Social class dictate my career choice*”; “*Agree with my career choice because it will give them greater reputation and recognition in the society*”; and “*Resources motivate my choice of career*” as the most influence

of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria.

Therefore, these items show positive influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria. On the other hand, items 12 with mean score of 2.44; 08 with mean score of 2.34; 03 with mean score of 2.28; 18 with a mean score of 2.04; and 04 with a mean score of 1.77 were below the benchmark of 2.50. The items stated that “*Support my career choice despite the fact that they don't know anything about it*”; “*Choose my career path for me based on their level of exposure*”; “*Do not know anything about my career because of their educational level*”; “*Enquire from related professionals before deciding my career path*”; and “*Forced me to choose a career path that is not of interest to me*” were identified as least influence of parents socio-economic status on career choice of undergraduates in Kwara State. Therefore, they have negative influence on parents' socio-economic status on career choice of undergraduates (cf Kainuwa & Yusuf, 2013; Usman, Mukhtar & Auwal, 2016; and Quadri, 2018).

**Table 7:**  
ANOVA Comparing Respondents' View on the Influence of Parents' Socio-Economic Status on Career Choice of Undergraduates in Kwara State Based on Age

Source	Sum of Squares	df	Mean Squares	Calc. F	Crit. F	p. value
Between Group	60.72	2	30.36	2.67	3.00	.07
Within Group	2809.48	247	11.37			
<b>Total</b>	<b>2870.20</b>	<b>249</b>	-	-	-	-

Hypothesis One: “*There is no significant difference in the influence of parents’ socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on parents’ educational background*”. See table 5.

From the table 5, the critical F-value of 2.10 is greater than the calculated F-value of 1.35 (p value .23 > 0.05 level of significance). Therefore, hypothesis 1 which states that: “*There was no significant difference in the influence of parents’ socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on parents’ educational background*” is not rejected.

Hypothesis Two: “*There is no significant difference in the influence of parents’ socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on parents’ occupation*”. See table 6.

From the table 6, the critical F-value of 2.60 is greater than the calculated F-value of 1.09 (p value .35 > 0.05 level of significance). Therefore, hypothesis 2 which states that: “*There was no significant difference in the influence of parents’ socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on parents’ occupation*” is not rejected.

Hypothesis Three: “*There is no significant difference in the influence of parents’ socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on age*”. See table 7.

From the table 7, the critical F-value of 3.00 is greater than the calculated F-value of 2.67 (p value .07 > 0.05 level of significance). Therefore, hypothesis 4 which states that: “*There was no*

*significant difference in the influence of parents’ socio-economic status on career choice of undergraduates in Kwara State, Nigeria based on age*” is not rejected.

**Discussion.** The findings of the study revealed that most of the respondents’ parents social class dictate their career choice. This implies that the role of parents’ socio-economic status in the choice of career cannot be overemphasized. This statement is in line with the study of M.J. Stebleton (2017), and other scholars, which indicated that the students had an external locus of control and believes that there are numerous external factors, which influence their career choices. These external factors include: political and economic considerations, previous work experience, and the influence of key individuals in a person’s life (cf Stebleton, 2017; Ohanu & Ogbuanyia, 2018; and Safarmamad, 2019).

B. Pummel, C. Harwood & D. Lavallee (2018), and other scholars, reported that external influences that helps to shape an individual’s career choice are also influenced by significant others through social support from peers (Akosah-Twumasi *et al.*, 2018; Ohanu & Ogbuanyia, 2018; and Pummel, Harwood & Lavallee, 2018). In a study by M.F. Natalie (2016), and other scholars, young adults through interaction with the context of family, school, and community learn about and explore careers, which ultimately lead to their career choice (Joseph, 2012; Ayiro, 2016; and Natalie, 2016).

One consistent finding in research suggests that adolescents’ own



aspirations are influenced by their parent's aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choice. In this context, A.S. Kazi & A. Akhlaq (2017), and other scholars, identified educational level of parents, their profession, and income as factors affecting the career choice of students, which are determinants of parents' socio-economic status and class (Udoh & Sanni, 2012; Kazi & Akhlaq, 2017; and Effiom & Petters, 2019).

It was also discovered that the parents agree with their career choice, because it will give them greater reputation and recognition. This implies that parents want their children to choose career that will make them and fulfilled in life. This finding corroborates the findings of E. Williams (2016), and other scholars, whose stipulates that parental variables which influence a student's career choice include the parents' occupations, the activities they allow their children to participate in (for example like music or dance lessons or to pursue certain sports activities sometimes influence them to commit to those activities full-time), parental encouragement, and expectations of their children; and the parent-child relationship (*cf* Lazarus, Mohammed & Adigun, 2013; Alphonse, 2016; and Williams, 2016).

The above findings are similar to those of S.C. Whiston & B.K. Keller (2014), and other scholars, who observe that parents serve as a major influence in their children's career development and career decision-making. Parents want their children to find happiness and success in life; and one factor which influences happiness and success is career choice. Research also indicates that when students feel supported and loved by their parents, they have more confidence in their own ability to research careers; and to choose a career that would

be interesting and exciting. This is important, because studies show that adolescents, who feel competent regarding career decision-making, tend to make more satisfying career choices later in life (Lazarus, Mohammed & Adigun, 2013; Keller, 2014; and Whiston & Keller, 2014).

It was also discovered from the respondents that their parents' resources motivate them in their choice of career. This implies that the wealth and resources of parents influence the career choice of students. This statement is in line with T. Shuell (2016), and other scholars, who found that the socio-economic background of a person has a link to his/her educational and career development. Students from high-income families tend to assume they would go to university. In addition, from their findings, students from lower income families tend to think in terms of skilled jobs (*cf* James, 2002; Shuell, 2016; and Smith, 2019).

Another finding revealed that there was no significant difference in the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria, based on parents' educational background. This means that parents' education would have no significant influence on the career choice of students. This finding negate the findings of M.B. Nwoke (2017), and other scholars, which says that parents' educational background seems to influence and propel the type of courses children study in the tertiary institutions and their subsequent vocational choice (Adewale *et al.*, 2017; Nwoke, 2017; and Karfe & Ojo, 2019).

Also research supports the position that parents' education is linked with the students' career choice. Literature reports that parents' educational level is the most important factor in students' career decision (*cf* Udoh & Sanni, 2012; Kazi & Akhlaq, 2017; and

Safarmamad, 2019). Also, it negates the finding of S.K. Mishra & R.D. Singh (2018), and other scholars, who indicated that parental education had a significant influence on the choice level of their children (Ibrahim & Jamil, 2012; Ebuta & Ekpo-Eloma, 2014; and Mishra & Singh, 2018).

In another finding, there was no significant difference in the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria, based on parents' occupation. This means that parents' occupation would not have any effect on the career choice of students. That is students choose their career not minding what their parents career choice is. The result of this finding negate the finding of L. McQuerrey (2017), and other scholars, which stated that positive or negative parental influence shapes one's career. Many children grow up idealizing the professions of their parents. If one looked up to their mother and admired her teaching skills that may influence one to pursue a career in education (*cf* Njeri, 2013; Zahedani *et al.*, 2016; and McQuerrey, 2017).

The finding also shows that there was no significant difference in the influence of parents' socio-economic status on career choice of undergraduates in Kwara State, Nigeria, based on age. This means that age would not influence students' career choice. This negates H.H. Hsieh & J.T. Huang (2014), and other scholars, who posited that number (age) of the parents can determine career choice conflict between the parents and the children. It is possible that parents, who are more advanced in age, for example between 50-60, would engage in less career choice conflict with their children than parents who are less advanced in age (Angela, 2014; Hsieh & Huang, 2014; and Clark *et al.*, 2020).

#### **Implications for Counselling.**

The findings of this study have

relevant implications for counselling. Counsellors are saddled with the task of helping students make a good career choice that will fit their personality and interest minding the influence parents and environment can have on the students' choice. This can be achieved by organizing programmes that will involve both parents and students during matriculation or convocation ceremonies, because this is the only time a large number of parents are in school with their children (Nwachukwu, 2013; Aluede & Adubale, 2020; and Esere, 2020).

Counsellors should ensure that they give the parents the right orientation on how to assist their children choose a good career, and let them understand how important it is for them to be involved in the career choice of their children as their children look up to them as a role model for their choice. Students should also be encouraged to talk to their parents from time to time; and keep them updated on what they want to become in the future, as well as their career choice (*cf* Joseph, 2012; Agarwala, 2018; and Esere, 2020).

Counsellors also have the duty of suggesting academic policies and reforms that can help students get a hint of their career choice as well as the subject combination that would match their career choice (Athanasou & Esbroeck, 2008; Nwachukwu, 2013; and Esere, 2020).

#### **CONCLUSION**

This study examined influence of parents' socio-economic factors on career choice of undergraduates in Kwara State, Nigeria. The findings revealed that most of the respondents' parents' social class dictate their career choice, their parents agree with their career choice, because it will give them greater reputation and recognition in the society and their parents resources motivate them in their choice of career. There were no significant differences

in the influence of parents' socio-economic factors on career choice of undergraduates in Kwara State, Nigeria, based on parents' educational background, parents' occupation, and age.

The following recommendations were made from the results of the findings: (1) Counselling services should be strengthened in schools to avoid mismatch between interest and career choice; (2) Parents irrespective of their age, economic background and occupation should properly guide their children in the areas of career choice; (3) Counsellors should encourage government to show more practical commitment toward its youths irrespective of their educational level in the implementation career programme; (4) Undergraduates should choose career not because their parents impose it on them, but because it is of their interest and they would like to do it; and (5) Seminars and workshops should be organised by counsellors to assist students in their choice of career as it a long process and involves the active participation of parents, teachers, and the students.<sup>1</sup>

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<sup>1</sup>**Statement:** I, the undersigned, certify that this article is the result of my academic work; so, this is not a result of plagiarism, due to the sources that I cite and refer to are very clear and complete and are included in the Bibliography or References. This article has never been submitted, reviewed, and published by other scientific journals. I am willing to be given academic sanctions, if what I state, at a later date, is not in accordance with existing academic regulations.

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### **Career Choice of Undergraduates in Nigeria**

(Source: <https://www.nileuniversity.edu.ng>, 27/7/2020)

This study examined influence of parents' socio-economic factors on career choice of undergraduates in Kwara State, Nigeria. The findings revealed that most of the respondents' parents' social class dictate their career choice, their parents agree with their career choice, because it will give them greater reputation and recognition in the society and their parents resources motivate them in their choice of career. There were no significant differences in the influence of parents' socio-economic factors on career choice of undergraduates in Kwara State, Nigeria based on parents' educational background, parents' occupation, and age.