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**Factors Influencing Career Choice among Secondary School Students in Aba North of
Abia State and Implications for School Library Development**

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ABSTRACT

The purpose of the study was to investigate factors influencing the career choice among secondary school students and implications for school library development. The study design adopted was ex-post-facto. The study was guided by four research questions and four null hypotheses. A sample of 65 students was selected using the multi-stage sampling technique. Data were collected with a self-structured questionnaire structured on a 4-point rating scale. The research questions were analyzed using mean and standard deviation. The null hypotheses were tested at 0.5 level of significance using independent t-test. The major findings showed that there is no significant difference in mean ratings regarding the influence of parental factors on choice of career between male and female students; there is no significant difference in mean ratings regarding the influence of societal culture on the choice of career between male and female students; there is no significant difference in mean ratings regarding the influence of peer groups on the choice of career between male and female students; there is no significant difference in mean ratings regarding the influence of school environment on choice of career. The educational implications of the findings were highlighted such as introducing and strengthening guidance services in schools where they do exist through which first-hand information from organizations will be gotten for students' consumption. Moreover, the study highlighted the implication of the findings to school library development. The major limitations of this study were outlined; recommendations and suggestions for further studies were made.

Keywords: Career, Career Choice, School Library Development, Students

INTRODUCTION

Improved quality of life and social status have been the goal of many individuals as well as societies. The achievement of this quest calls for making an informed career choice. Invariably, poor career choices constitute poor quality of life as indicated by unemployment and maladjustment in various fields of endeavour (Datar& Ahmad 2019). Thus the issue of career choice among students has become newsworthy among researchers, as it has drawn a lot of apprehension among parents, teachers, educational administrators and significant others among others. Hence it is needful to channel students into suitable careers (Capuzzi& Stauffer, 2012).

Career refers to the wide-ranging activities of a person in the course of life (Omeje, 2007). It encompasses chains of similar occupations, vocations, job positions, engaged by an individual from cradle to grave or from one educational level to another throughout his life(Omeje, 2007). This suggests that career is progressive. Contributing, Sear (2011) defined career as an interface of occupations involving functions performed by an individual which may or may not attract any remuneration. The author stated further that individuals construct career patterns as decisions are made about learning, occupation, home and other roles in the course of existence. Maxwell and Okwulehie (2019) submitted that a career is a lifetime pursuit of success that encompasses major positions occupied by a person throughout one's lifetime. Thus the real meaning of who the individual is will largely depend on what the individual wants to do with one's occupational life. Operationally, career refers to life attitudes and experiences which an individual expresses throughout one's lifetime. However, fulfilment and life satisfaction revolve around the prudent career choices taken by individual students.

Career choice is defined as the open work alternatives available for a lasting lifestyle (Hewitt, 2010). In addition, Michael (2002) noted that career choice is a process that allows

for the exploration of vocational, academic, and sociological endeavours to gratify individual, financial, and educational goals. The author reiterates that these vocations are selected in a manner that enables one to meet personal goals. Career choice involves the choice of elective subjects, courses of specializations and subsequent careers (Kazi & Akhlaq, 2017). Operationally, Career choice is a process of selection about what career to trail among other alternatives. Decisions relating to work–leisure are made in the process of career choice.

Career choice is one of the principal gridlocks which poses difficulties in any student's life. Many factors which are intricately knotted play out in this process (Kazi & Akhlaq, 2017). This implies that the process of career choice is not a simple process and involves a difficult process of decision making. In our day, career choice does not only demand the development of calculated plans but also exhaustive career consultation to fiddle with the ever budding socio-economic state of affairs. Nearly every one of the students in secondary schools lacks precise information about occupational opportunities to help them in navigating their career path thus, the anticipated life expectations marred (Ombaba, Keraro, Sindabi & Asienyo, 2014). The dearth of occupational information makes these students vulnerable to environmental influences.

The concept environment means the surviving atmosphere of a life form that includes man (Puja, 2016). The author explains further that environment and the life forms therein are two self-motivated and intricate constituents of the natural world. Regulation of the existence of man and other life forms is done by the environment. Man work together with the environment more energetically than other life existence. Typically, Puja (2016) submitted that the resources and atmospheric energy within man and other life forms denote the environment. Contributing, Davis (2021) defined environment as consisting of rudiments, factors and circumstances in the background which exert consequences on the increase, development, achievement or survival of man and other life forms (Davis, 2021). The author

stressed further that environment is the summation of physical, biological and cultural elements settings that may be favourable or unfavourable that surrounds us at a given point in time and space. Operationally, environment connotes the ambience of man and other life forms which influence their existence and maturity through stable undeviating contact.

Supporting Davis's aspect of the environment, Tope (2011) explained these aspects of the environment to represent the following- the natural environment to consist of man's background which relates to natural occurrences such as air, water, land, mountains, rivers cum average temperature. The organic/biological environment consisting of living things, flora and fauna including man. These life forms are mutually dependent and they depend on the natural milieu for continued existence with the prop up of the social environment.

Social environment connotes that which affects man's dealings and relationship patterns in the course of his existence in the natural location (Tope, 2011). The author noted that the social milieu includes all the collective associations and bodies in the form of instructive, entertaining, religious, industrial, and profitable platforms created by man for its benefit. In addition, Tope (2011) opined that the inclusion of social agents such as the family, religion, education, peer group and even political group make the social setting functional. Owing to these inclusions by Tope, the researchers find it apposite to bear out this study in light of Tope's (2011) concept of the social environment.

Social environmental factors include the family, the social environment, peers, societal values, the technological advancement of the society, and religious orientation among others (Akosah-twumasi, Emeto, Lindsay, Tsey, & Malau-Aduli, 2018). Hewitt (2010) admitted that virtually all students are inclined to the careers that their parents appreciate. Contributing, Nyarko-Sampson (2013) throws further light on the emotional demands that parents exert regarding careers selection. Parents make a self-determining enquiry regarding the career they think is most suitable for their children. Correspondingly,

studies carried out in remote parts of Nigeria according to Oyamo and Amoth (2008), showed that students in the remote parts of the nation tend to solicit assistance from parents than students from developed areas. More so, teachers exert less influence on the career choice of students than parents. Buttressing further, Ukwueze and Obiefuna (2017) noted that the socio-economic status and educational background of parents influence the children's choice of career.

Discussing further, empirical studies showed peer influence as a third persuasive force besides parents and teachers which can appreciably impact the life occupations of students, especially girls (Cheung, Wan, Fan, Leong, & Mok, 2013). Revealed in other studies is the positional influence friends and peers command on other students through social comparisons and approval. These peers are counted as significant others and as social agents (Gokuladas, 2010; Cheung and Arnold, 2014). Still, on the factors of social environment, teachers, counsellors and educators from the school environment are other significant forces on the career decision of secondary school students (Akosah-twumasi, et al. 2018). In societies that operations communalism, school instructors are seen as significant figures who could have persuading authority on students' career decision making geared toward their development (Howard, Ferrari, Nota, Solberg, & Soresi, 2009; Cheung et al., 2013). In Hong Kong, teachers are rated extremely efficient in terms of career guidance than parents due to poor educational background (Cheung et al., 2013). In addition, Cheung and Arnold (2014) demonstrated that students depend more strongly on their school instructors than on their peers and parents.

Students' choice of career is not independent of the society where they live. Fouad, Kim, Ghosh, Chang, and Figueiredo (2016) highlighted that students' career aspirations are regulated by the cultural practices and value orientation of society. Societal values and careers connote the way principles in a society affect an individual's choices and work

activities. (Akosah-twumasi, et al. 2018).The principles and ethics of a given society influence careers in several ways (Hui & Lent, 2018). These authors opined that societal cherished standards and principles are the shared indoctrination that distinguishes one group from another in the mind. Since individuals are products of the societal value system, the type of jobs available, the job remuneration, and modes of operation that are valued are determined by these set of values. By implication, our perspectives of the importance of work and the type of work are being governed by the values in society. These governing principles not only shape the career and work decisions made by individuals, they equally provide yardsticks for policies made by organizations (Fouad, Kim, Ghosh, Chang, & Figueiredo, 2016).

In discussing the issue of factors influencing career choice, the student's gender cannot be overruled. This implies that the student's gender can make for relative differences in the influence of these environmental factors (Gilbert, Burnett, Phau & Haar, 2010). This means the gender gap in career choice still exists. Gender is defined as roles, behaviours, activities socially constructed which defines the features that a particular society considers for men and women (WHO, 2015). In addition, Woolfolk (2010) defined gender as personality traits and manners a given society deems fitting for both sexes. Individuals of different sex in each society have work stereotypes in which they do not need to be engaged. The influences of these environmental factors are possibly regulated by the perceived gender bias. In an empirical study on the factors of career choice of engineering students in India by Gokuladas (2010), perceptions of factors influencing career choice are diversely viewed by both genders. Correspondingly, Cheung, Wan, Fan, Leong, Mok (2013) reported that parents and teachers have more influence on girls than boys in terms of career choice. Durosaro and Nuhu (2012) established in their study that gender was a very significant factor in the career choice of senior secondary school students in Ilorin Metropolis.

Based on the studies reported so far, the researchers are motivated to explore the factors on career choice among secondary school students in Aba North Abia State: implication for school library development, to determine if there exists a significant influence of these factors in the social milieu on student's career decisions.

Statement of Problem

It has been noticed that many secondary school students are confronted with the problem of choosing a suitable career. This is evident in the reported poor academic performance, lack of interest in schooling and incessant dropout in their academic pursuit among others. The paucity of career information by such social settings of the student's upbringing is expected to facilitate the student's conscientious career decision needed for survival in the world. Consequently, students are bereft of alternatives to career choices that are not consistent with their inherent capacities and invariably turn to uninformed channels, like their friends, family, to make the very important decision of choosing suitable career paths. This leads to a large number of students falling into careers by happenstance instead of via an objective and holistic analysis to find a fit that takes all aspects of their personality and skills into consideration. Many adults complain of a high level of frustration and stress with their careers. These issues are quite significant among secondary school students in Aba North Education Zone. Thus, the researchers seek to explore the factors of career choice among secondary school students in Aba North Abia State: implication for school library development.

Research questions

1. What is the influence of parental factors on the choice of career among secondary school students?
2. What is the influence of societal culture on the choice of career among secondary school students?

3. To what extent do peer groups influence the choice of career among secondary school students?
4. What is the influence of the school environment on the choice of career among secondary school students?

Research hypotheses

H₀₁: there is no significant difference in mean ratings regarding the influence of parental factors on the choice of career between male and female students.

H₀₂: there is no significant difference in mean ratings regarding the influence of societal culture on the choice of career between male and female students.

H₀₃: there is no significant difference in mean ratings regarding the influence of peer groups on the choice of career between male and female students.

H₀₄: there is no significant difference in mean ratings regarding the influence of school environment on choice of career between male and female students.

METHOD

An ex-post-facto research design was adopted for the study. The researchers' choice of the design is based on the opinion of Nworgu (2006) who defined ex-post facto design as a study that seeks to ascertain cause-effect connection in such a way that the researcher has no power over the variables of interest, thus manipulating the variables becomes difficult. The focus is to connect some already existing effects to some variables as contributory factors. The researchers' ability to determine the factors on career choice among secondary school students in Aba North Education Zone, Abia State remains the rationale for choosing this design. Hence, this research design is therefore deemed apt for this study.

The study was conducted in Aba North Education Zone Abia State, Nigeria. The population for this study comprised all 651 senior secondary 2 students of Aba North Education Zone consisting of 282 males and 369 females (Secondary Education Management

Board Aba Zonal Office, 2019). There are six (6) official public secondary schools in Aba North Education. The SSS2 were chosen for this study because they already have decided the career path to follow whether Arts or Sciences.

The study sample was 65 SSS2 students as 10% of the total population was used for the sample population. This sample size was fitting for the study as suggested by Ali, (2006) for a population of little hundreds. The sample was selected using a multi-stage sampling procedure.

Firstly, the researchers selected SSS2 students only from the Six (6) publicly owned secondary schools in Aba North Education Zone Abia State, using the purposive sampling technique. Secondly, the researchers used a proportionate stratified sampling technique to select 65 students consisting of 31 males and 34 females. This sampling technique was adopted to give all schools and students equivalent probability of being selected. The instrument for data collection was a well-thought-out questionnaire adapted by the researchers: Factors on career choice among secondary schools students questionnaire (FCCQ). The instrument was divided into two sections; section A was on the personal data of the respondents while section B was in 4 clusters. Clusters A to D has a 4-points rating scale. In all, the instrument was a 29 item instrument in 4 clusters - one for each research question. The instrument centred on social-environmental variables that seem to influence career choice among secondary school students.

The initial draft of the FCCQ was submitted for face validation by three experts to ascertain its validity, two from Educational Foundations, and one from Measurement and Evaluation, all from the University of Nigeria Nsukka. Validation of the instruments was done for correctness, simplicity and structure of the items. The experts' observations, comments and suggestions helped in the adjustment and construction of the final draft of the instrument for the study. To establish the reliability estimates of the instrument, the trial

testing method was adopted. The instrument was administered to thirty (30) students in Owerri Eze-Oba community secondary school which is outside the study area. Cronbach alpha procedure was used to test the reliability estimate of internal consistency. This gave the reliability co-efficient value of 0.74 for cluster one, 0.68 for cluster two, 0.75 for cluster three, 0.62 for cluster four, and an overall reliability coefficient of 0.82. Pallant (2011) noted that values above 0.7 are considered preferable. Therefore, the questionnaire is highly reliable.

The researchers administered the questionnaires to the respondents. 65 copies of the questionnaires were administered to SSS2 students of all the six public secondary schools in Aba North Education Zone. Complete copies of the questionnaire distributed were received back with needed information supplied in them. Mean and standard deviation was used to answer the research questions. In the analysis, a benchmark of 2.5 was used to decide the factors of career choice among secondary school students. A mean score below 2.5 was regarded as not contributing to the factors of students' choice of career.

Independent t-test was used to test the hypotheses at 0.05 level of significance. The null hypotheses will be accepted for any item in which the calculated t-value is greater than the critical t-value of 0.05. The null hypotheses will be rejected for any item whose calculated t-value was less than the critical t-value of 0.05 level of significance.

RESULTS

Research Question 1

Influence of Parental Factors on the Choice of Career among Secondary School

Students

Table 1: Mean and standard deviation rating regarding the influence of parental factors on career choice among secondary school students

S/N	I t e m S t a t e m e n t	N = 6 5		Decision
		Mean	SD	
1	My parents have control over my choice of career	3 . 2	0.82	Accept
2	The career of my parents is what I will like to choose	2 . 7	0.93	Accept
3	I choose the career my parents favour	2 . 9	0.84	Accept
4	My parents' educational attainment affects my choice of career	3 . 4	0.77	Accept
5	I do not like the career chosen for me by my parents	3 . 2	0.87	Accept
6	My parents' socio-economic background determines my choice of career	3 . 6	0.74	Accept
7	Other family members have the greatest control over my career choice	2 . 8	0.87	Accept
8	I only need my parents' advice to make my career choice	3 . 0	0.88	Accept
	G r a n d m e a n	3 . 1	0.58	Accept

Table 1 reveals the mean response of the influence regarding parental factors on the student's career choice. In the table, the grand mean rating with regards to the influence of parents on the student's career choice is 3.1 and the standard deviation of 0.58, which is higher than the benchmark of 2.5. By implication students generally submit to the influence of their parents regarding career choice. From the table, items 1, 4, 5 & 6 had the highest mean scores. It

revealed that well-informed parents are in command of their child's choice of career and their learning accomplishment. In addition, the socio-economic background of parents also commands a certain degree of influence on the child's choice. Item 5 shows that these influences are in most cases are not acknowledged and favourable to the child pertaining to choosing a career that is most consistent with the students' curiosity and potentials.

RESEARCH QUESTION 2

Influence of Societal Culture on Choice of Career among Secondary School Students

Table 2: Mean and standard deviation ratings regarding the influence of societal culture on career choice among secondary school students

S/N	I n f l u e n c e o f S o c i e t a l c u l t u r e	N=65		Decision
		Mean	SD	
9	My societal culture is open to all career choices available	3 . 4	0 . 6 3	Accept
1 0	I should make a career choice that favours my societal culture	3 . 1	0 . 6 9	Accept
1 1	I was unable to make other career choices because of the societal culture	2 . 9	0 . 8 9	Accept
1 2	Societal ratings of different careers determine my choice of career	3 . 5	0 . 7 0	Accept
1 3	The height of development in society influenced my choice of career	3 . 5	0 . 6 7	Accept
1 4	Society's level of technological advancement contributed to my career choice	3 . 6	0 . 7 0	Accept
	G r a n d m e a n	3 . 3	0 . 4 8	Accept

Table 2 reveals the influence of societal cultures on the students' career selection. The grand mean rating of the influence regarding societal culture on students' career choice is 3.3 with a standard deviation of 0.48. Items 12 &13 showed an equivalent mean rating of 3.5 which reveals that the societal views, perceptions and acknowledgement go a long way in influencing the students' career choices. More so, the level of industrialization in society either thwarts or gives the students wider career alternatives to select from. This development comes with industrial innovation and the dearth or the existence of this regulates the students'

choice of career as revealed from the table on item 14, which has the highest mean score of 3.6. Items 9 & 10 which had mean scores of 3.4 & 3.1 respectively show that even there are a plethora of career opportunities, students still feel obliged to go for those careers most favourable to their societal culture.

RESEARCH QUESTION 3

Extent Peer groups Influence on Choice of Career among Secondary School Students

Table 3: Mean and Standard deviation rating regarding the extent peer groups influence career choice among secondary school students

S/N	P e e r g r o u p i n f l u e n c e	N = 6 5		Decision
		Mean	SD	
15	My friends have helped me choose a career	2 . 9	0 . 7 6	Accept
16	I choose certain careers to gain recognition from my peers	3 . 1	0 . 6 7	Accept
17	I avoid certain careers because I feel that my friend will make fun of me	3 . 3	0 . 9 8	Accept
18	My friends have the greatest control over my choice of career	2 . 9	0 . 8 9	Accept
19	My friends' choices do not count in my own choice of career	2 . 1	0 . 7 5	Reject
20	My friend's opinions count in my career choice	3 . 4	0 . 6 2	Accept
21	My friends have negatively influenced my choice of career	1 . 9	0 . 8 1	Reject
22	I need my friends to be able to make a good career choice	3 . 4	0 . 6 9	Accept
	G r a n d m e a n	2 . 9	0 . 4 0	Accept

Table 3 reveals the extent of peer groups influence on career choice among secondary school students. The grand mean rating of the influence regarding peer group on students' choice of career is 2.9 and a standard deviation score of 0.40, which is higher than the benchmark of 2.5. By implication, students are influenced by their schoolmates regarding career decisions as revealed in item 20 with the mean score of 3.4. Friend's suggestions count in career choice. Items 16 & 17 elucidate the rationale behind the exertion - to gain recognition and escape

derision. The analysis reveals that students agree that their peers' influence on their career choice has been more positive than negative from item 21 with the mean score of 1.9 which is below the benchmark of 2.5.

RESEARCH QUESTION4

Influence of School Environment on Choice of Career among Secondary School Students

Table 4: Mean and standard deviation rating of the influence of school environment on choice of career among secondary school students

S/N	I n f l u e n c e o f s c h o o l e n v i r o n m e n t	N=65		Decision
		Mean	SD	
2 3	The subjects offered in my school have influenced my choice of career	3 . 6	0 . 7 2	Accept
2 4	My teacher's method of teaching influenced my choice of career	3 . 5	0 . 5 2	Accept
2 5	My school counsellor played a great role in my choice of career	3 . 3	0 . 5 8	Accept
2 6	I was unable to make other career choices due to the availability of facilities for study in all the subjects in my school	3 . 4	0 . 7 2	Accept
2 7	I was unable to make other career choices due to my performance in school subjects	3 . 4	0 . 7 4	Accept
2 8	The location of my school influenced my choice of career	2 . 8	0 . 6 0	Accept
2 9	The educational qualifications of my teachers contributed to my choice of career	3 . 5	0 . 6 5	Accept
	G r a n d m e a n	3 . 4	0 . 4 4	Accept

Table 4 presents the influence regarding school environment on career choice among secondary school students. The grand mean rating of the influence regarding school environment on career choice is 3.4 and a standard deviation of 0.65. This implies that the school environment has some influence on the career choices of students. School environment variables as analyzed in table 4 reveals that the subjects offered, the teaching methods and the school instructor's educational requirement have the highest influence on the student's career choice as presented in items 23, 24 & 29 with the mean scores of 3.6, 3.5, 3.5

respectively. To interpret items 26 & 27 which have the same mean scores of 3.4, students concur that accessibility of facilities and their performance in the different school subjects influence career choice. More so, item 25 shows that school counsellors through suitable orientation, guidance and provision of valid career information, influence the students' choice of career.

Hypothesis One: there is no significant difference in the influence regarding parental factors on career choice between male and female students.

Table 5: t-test analysis of the mean ratings of the influence regarding parental factors on career choice between male and female students

Gender	N	Mean	Std. Deviation	Df	T-cal	Sig. (2-tailed)
Male	31	3.07	.60			
Female	34	3.17	.56	63	0.71	0.47

The result of the study as presented in Table 5 shows the t-test analysis of the significant difference between the mean ratings regarding parental influence on career choice between male and female students. Results show that a t-value of 0.71 with a degree of freedom of 0.63 and a probability value of 0.47 was obtained. The probability value of 0.47 is greater than 0.05 set as a level of significance for testing the null hypothesis. The null hypothesis which stated that there is no significant difference in the influence regarding parental factors on career choice between male and female students is therefore not rejected. The inference drawn is that male and female students' mean scores on the influence regarding parental factors on career choice did not differ significantly.

Hypothesis two: there is no significant difference in the influence regarding societal culture on career choice between male and female students.

Table 6: t-test analysis of the mean ratings of the influence regarding societal culture on career choice between male and female students

Gender	N	Mean	Std. Deviation	Df	T-cal	Sig. (2-tailed)
Male	31	3.28	.50			
Female	34	3.31	.46	63	0.23	0.81

The result of the study as presented in Table 6 shows the t-test analysis of the significant difference between the mean ratings regarding societal cultures on career choice between male and female students. Results show that a t-value of 0.23 with a degree of freedom of 63 and a probability value of 0.81 was obtained. The probability value of 0.81 is greater than 0.05 set as a level of significance for testing the null hypothesis. The null hypothesis which stated that there is no significant difference in the influence regarding societal cultures on career choice between male and female students is therefore not rejected. The inference drawn is that male and female students' mean scores on the influence regarding societal cultures on career choice did not differ significantly.

Hypothesis three: there is no significant difference in the influence regarding peer groups on career choice between male and female students.

Table 7: t-test analysis of the mean ratings of the influence regarding peer groups on career choice between male and female students

Gender	N	Mean	Std. Deviation	Df	t-cal	Sig. (2-tailed)
Male	31	2.92	.55			
Female	34	2.90	.46	63	0.17	0.86

The result of the study as presented in Table 7 shows the t-test analysis of the significant difference between the mean ratings regarding peer group on career choice between male and female students. Results show that a t-value of 0.17 with a degree of freedom of 63 and a probability value of 0.86 was obtained. The probability value of 0.86 is greater than 0.05 set as a level of significance for testing the null hypothesis. The null hypothesis which stated that there is no significant difference in the influence regarding peer group on career choice between male and female students is therefore not rejected. The inference drawn is that male and female students' mean scores on the influence regarding peer group on career choice did not differ significantly.

Hypothesis four: there is no significant difference in the influence regarding school environment on career choice between male and female students.

Table 8: t-test analysis of the mean ratings of the influence regarding school environment on career choice between male and female students

Gender	N	Mean	Std. Deviation	Df	t-cal	Sig. (2-tailed)
Male	31	3.40	.45			
Female	34	3.28	.42	63	1.05	0.29

The result of the study as presented in Table 8 shows the t-test analysis of the significant difference between the mean ratings regarding school environment on career choice between male and female students. Results show that a t-value of 0.17 with a degree of freedom of 63 and a probability value of 0.86 was obtained. The probability value of 0.86 is greater than 0.05 set as a level of significance for testing the null hypothesis. The null hypothesis which stated that there is no significant difference in the influence regarding school environment on career choice between male and female students is therefore not rejected. The inference drawn is that male and female students' mean scores on the influence regarding school environment on career choice did not differ significantly.

Discussion

The findings of this study as presented in Table 1 showed that parents influence their child's choice of career with the grand mean of 3.1. It revealed that students consider the financial and educational background of their parents while making a career choice. More so, the ideas and suggestions of parents and other significant others in the family equally exert pressure on the students. In line with these findings, Hewitt(2010) found that most students are subjective to careers that their parents favours, while others follow the careers that their educational choices have opened for them, some individuals' career choices are also influenced by significant others through shared support from friends. Contributing, Ukwueze

and Obiefuna (2017) noted that the socio-economic status and learning background of parents influence the children's choice of career. The finding of this study showed that there is no significant difference in the influence regarding parental factors on career choice between male and female students.

The findings of this study as presented in Table 2 revealed that societal culture influences the career choice among secondary school students with a grand mean of 3.3. This study reveals that the people's way of life, their acuity, ratings, appreciation of certain careers play a noteworthy role in the students' career decision making. Students have the innate tendency of identifying with those careers that are generally recognized in society despite other careers options. More so, the level of development and technological advancement opens or closes career options for students. This finding corresponds with the findings of Akosah-twumasi, Emeto, Lindsay, Tsey, and Malau-Aduli(2018). These authors found that society influences the way people work, the way they make decisions about work, and how their career paths are shaped. The findings of this study showed that there is no significant difference in mean ratings regarding the influence of societal culture on career choice between male and female students.

The findings of this study as presented in Table 3 revealed the influence regarding peer group on student's career choice with the grand mean of 2.9. The study shows that the attitudes, behaviour, emotional and social career dispositions of students are largely regulated by their peer group. These findings supported the findings of Cheung and Arnold (2014). These authors reported that peers are a branch of the significant others and as social agents, they exert influence on the student through social comparisons and acceptance. In addition, Bankole and Ogunsakin (2015) found that students become bias over careers and favour careers such as accounting, medicine, law and pharmacy among others in order to maintain the prestige they command among other peers and not necessarily that they have the know-

how. The findings of this study showed that there is no significant difference in the influence regarding peer groups on career choice between male and female students.

The findings of this study as presented in Table 4 revealed the influence regarding school environment on students' career choice with the grand mean of 3.4. Implicit in this finding is the influence of school on the student career choices in the provision of necessary school facilities to enhance career choices such as qualified teachers, appropriate teaching facilities and methods and the presence of a guidance counsellor. Cheung and Arnold (2014) found a strong dependency on teachers in the process of career choice. In addition to this finding, Cheung, Wan, Fan, Leong, and Mok(2013) found that teachers are seen as significant figures who are agents of development and influence students' career decision making. The findings of this study showed that there is no significant difference in the influence regarding school environment on career choice between male and female students.

Implication For School Library Development

The findings of the study on factors of career choice among secondary school students have implications for school library development. Having presented how the students' social milieu affects their choice of career, the development of the school library can be a potent force in moderating the negative effects of these social environments on students' choice of career. The entire process of students' career choice starts from the individual's self-awareness and ability to source information that will enable the individual to find an occupational environment for self-expression (Madu, Odenigbo, & Tongs, 2014). These authors submitted that this environment enables the students to make informed career choices devoid of negative influences from their social milieu.

The development of school libraries facilitates the students' quest for information about self and the world of work (Madu, et al., 2014). However, the absence of school

libraries that are well furnished will be detrimental to students especially with regards to information for making a guided career choice. School libraries are centres within the school setting which provide students, teachers and interested members of the public the opportunity to access an array of educational materials (Morris, 2013). This author reiterates further that school library employs all types of media which could be automated or internet-based aimed at making information gathering easy. Performing the function of supporting, extending and personalizing school curriculum distinguishes school library from the public library. It is learner-oriented (Morris, 2013). Contributing, Madu et al., (2014) defined school libraries as types of libraries built in primary and secondary schools with the purpose of introducing students to the world of books, enhancing their reading and study skills as well as a recreational lifestyle which invariably creates library awareness in the students.

Empirically, studies have shown the tremendous effects school library development can have on students' career choices through facilitating their academic achievement. More so, findings on school library effects on students revealed that access to a fully-equipped school library with a fitting school library specialist and others wherewithal facilitates students' all-round academic success (Todd, Kuhlthau, & Oelma, 2014). This empirical report remains valid in other locations where the school library is functional and where there exists a need for students to be supported in their quest to make an appropriate career choice. It is quite difficult for students to source career information without literacy skills. Thus according to Arua and Chinaka (2011), developed school libraries are veritable tools that can be utilized by students to achieve literacy skills. More so, school libraries create a conducive learning atmosphere that enables students to achieve educational objectives which centre on making an appropriate career choice.

It is a fact that due to the dearth of career information, students fall prey to the negative influences of their parents, peers and other factors of influence. However, the

development of school libraries bridges the issue of lack of career information as it gives access to the students to make enquiry into different information of all sort. This guides students in the process of career decisions (Felmly, 2010). Notably, many students do not receive adequate career assistance from teachers, counsellors and other school personnel due to the absence of collaborative centres such as the school library. According to Morris (2013), developed school libraries act as harmonizing media centres for the library specialist, counsellors and school administrators to work together in providing a holistic solution to the students' academic problems especially with regards to their career choice process. In addition, Morris (2013) opined that besides providing a collaborative avenue for different significant others in the setting to work together in meeting the educational needs of the students, developed school libraries serve as a learning space for students to work independently, use a computer, have access to the internet, use equipment and research materials to satisfy their career curiosity. Suggesting further, Morris (2013) noted the school libraries that are well-developed serve as career and educational centres where students receive first-hand information on different career aspirations and make a better decision in terms of career choice.

CONCLUSION

From the findings of the study, the responses of the students and the analysis presented indicate that there is a significant influence of social factors on career choice among secondary school students which has implications for school library development. Truly, the issue of career choice factors is a multifaceted phenomenon that requires an understanding of teachers, parents and school administrators and all the stakeholders. More so, the findings revealed that there is no significant difference in the influence of the social-environmental factors among secondary school students in Aba North Education Zone Abia State.

Recommendations

Based on the findings, the following recommendations were made:

- Parental impositions regarding their children's choice of career often result in career failure. In realization of this, parents should guide their children through the decision making process. Parents are advised to allow their wards free hands in their career choices that will relate to their interest, aptitude, passion and ability.
- The federal ministry of education should award scholarships to students to help those from a low socio-economic background to pursue their career aspirations without being frustrated by finance.
- Students have a personal responsibility of coming to the point of self-awareness. The researchers opine that self-awareness is an indispensable factor in career choice and thus the students' ability to make appropriate career decisions is contingent on self-awareness.
- More so, students are encouraged to explore the opportunities available in a given career, the requirement, the hazards, remuneration and development opportunities through making career research and optimal utilization of school libraries.
- Societies at large should discourage all forms of ratings, and recognition of some careers as it brings stereotypes but rather efforts should be made to recognize and publicize the relevance of all careers to societal development.
- Curriculum planners should include career information in their curriculum design such that will enable students to identify careers and its prospects so that students will not make a poor career choice. More so school library development should be encouraged.

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