

**PERCEIVED FACTORS THAT INFLUENCE CAREER CHOICE AMONG
VOCATIONAL AND TECHNICAL EDUCATION STUDENTS IN COLLEGES OF
EDUCATION IN OYO STATE, NIGERIA**

Grace Olufunmilola OLAOMI

16/27/MBE020

**DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION,
KWARA STATE UNIVERSITY, MALETE, NIGERIA**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF BUSINESS AND
ENTREPRENEURSHIP EDUCATION, COLLEGE OF EDUCATION, KWARA
STATE UNIVERSITY, MALETE IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE (M.SC.ED)
DEGREE IN BUSINESS EDUCATION**

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DECLARATION

I declare that this thesis titled “perceived factors that influence the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State, Nigeria”, was carried out by me, in the Department of Business and Entrepreneurship Education, Kwara State University, Malete, Nigeria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis has been presented for another degree or diploma in this institution or any other institution.

Grace Olufunmilola OLAOMI

Date

CERTIFICATION

This thesis titled perceived factors that influence the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State, by Grace Olufunmilola OLAOMI meets the regulations governing the award of the degree of Master of Science (M.Sc.) Business Education of Kwara State University, Malete, and was approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the glory of Almighty God, the author and finisher of our faith.

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Abstract

The study was carried out to investigate perceived factors influencing the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State. In order to achieve this, four specific purposes and four research questions were raised and four null hypotheses were tested for the study. Descriptive survey research design was adopted for the study. The population of the study was 3,557 students in Government owned Colleges of Education. A proportionate stratified sampling procedure was adopted in selecting the sample of 239. A structured questionnaire titled Perceived Factors and Choice of Career Questionnaire (PFCCQ) was used for data collection. In the test of Reliability, a reliability coefficient of 0.75 was obtained using Cronbach's alpha coefficient. The demographic variables of the respondents were analysed using frequency and percentage. The data collected for the research questions were analysed using mean and standard Deviation. Four Null hypotheses were tested at 0.05 level of significance using independent t-test. The findings of the study revealed among others that parents, peer, gender and environmental factors had positive influence on the career choice of Vocational and Technical Education Students in Colleges of Education in Oyo State. The four Null hypotheses were rejected. Based on the findings of the study, it was concluded that family, parental qualification, advice and supports, peer opinion, a stable and secured future, an attractive working condition, socio-economic environment, and gender factors play significant roles in influencing Students' career choice. It was therefore recommended among others that significant career influencers such as friends, parents, members of the community and media personnel need to be equipped with correct career information about Vocational and Technical Education for them to guide students appropriately.

CHAPTER ONE

INTRODUCTION

Background to the Study

Vocational and Technical Education is an education that prepares an individual for self-reliance. It is among the key essential tools an individual can use to develop him or herself as well as the community. Vocational and Technical Education plays tremendous role in reshaping the lives of the youths because it helps in remoulding their lives to be useful to themselves and the society where they live. It therefore provides educational training for useful employment in trade, agriculture, industries, homemaking and business etc. (Ayiah-Mensah, Mettle & Ayimah, 2014). Vocational and Technical Education bring about job generation, self-employment, which in turn will drastically reduce the rate of crime, kidnapping, human trafficking, poverty and corruption.

According to Mortaki (2012) Vocational and Technical Education can be defined as the part of education that provides the specialized professional knowledge and skills, which attribute professional adequacy to the students and are the focus of every vocational programme. It can as well be seen as an activity or set of activities designed in order to transmit theoretical knowledge and professional skills that are required for certain types of job. Vocational and technical education is an educational training which encompasses knowledge, skills competencies, structural, activities, abilities, capabilities and all other experiences acquired through formal, on the job or off the job which are capable of enhancing recipients and creating opportunity for securing job. Vocational and Technical Education include five departments which are agricultural education, home economics education, fine and applied art, technical education and business education.

Our successful existence in the contemporary world means ability in solving numerous problems and making countless choices. Fast changes around us show that the number of

choices to be taken grows daily; some of such choices are about friends to move with, types of schools to attend, programmes of study and choice of career. Career choice is one of many important choices students will make in determining future plans but this has become a complex science with the dawn of information technology, the emergence of post industrial revolution and job competition. Wattles (2013) contended that industrialization and post industrialization have made it possible for a common person to be rich as long as she or he has due skills and knowledge. In today's competitive world of knowledge and the continuous economic hardship, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust to the evolving socioeconomic conditions. The essence of who a student is will revolve around what a student wants to do with his or her lifelong work.

Interestingly, the choice of careers, subjects, and courses of study and the subsequent career paths to follow are a nightmare for some undergraduate students. Most often, choosing the right subject combination leading to the right profession can make the difference between enjoying and detesting the career in future. According to Gesinde (2010), career choice is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and finance capacity. However, Bakare (2012) submitted that each individual undertaking the process of vocational decision is influenced by several factors which include the context in which they live in, their personal aptitudes, social contact and educational attainment. Also, career choice can be intrinsic or extrinsic or both factors. Most people are influenced by careers that their parents favour while others follow the careers that their educational choices have opened for them. Azubukwe (2011) maintained that interest, gender, socio-economic status, the qualification of teachers/instructors and guidance counsellors are the five major factors that influence students in the technical and vocational

education. Azubukwe moved further that majority of students are influenced by opportunity, environment and personal factors in choosing career.

Globally, researchers have investigated factors influencing students 'career choice in various fields of specialization. To mention a few, there is literature on the views of students in teaching career. These studies revealed that the main reasons for student choosing teaching career fall into three main areas, namely extrinsic factors, intrinsic factors and altruistic factors. Extrinsic reasons cover aspects of jobs which are not inherent in work itself; such aspects include long holidays, level of pay and status. Intrinsic motives may be understood as entering the career for job related factors like the nature of the job, for example, the activity of teaching children, chance for lifelong learning and many opportunities that are associated with the job. The third category is altruistic factors. These often go beyond tangible benefits that the career has to offer. Individuals who are motivated by altruistic reasons see teaching as a socially worthwhile and important job. They have a desire and passion to teach, a great love for children and desire to help society improve and make a difference to the lives of their students (Kyriacou & Coulthard, 2012). In other careers, such as entrepreneurship, studies have shown that students' intentions to become entrepreneurs are partly influenced by attitude, self-efficacy, prior experiences and family exposure to business (Haase & Lautenschlager, 2011).

The students in the institutions of higher learning are fully involved in this process which requires critical thinking as well as taken into consideration several factors before choosing, planning and entering into a particular career. Concentrated thinking and consideration of all relevant factors is crucial for several reasons. Firstly, because entering into a wrong career can adversely affect ones emotional and mental health as a result of dissatisfaction and unfulfilled dreams. Secondly, a wrong choice of career may lead to constant or continuous job insecurity and lastly, it may lead to bad planning and wrong

entering into professions or career and when this happen, it can mar ones happiness for life as a result of the resultant maladjustment which may also indirectly lead to emotional disability.

The need for careful choice cannot therefore be overemphasized. The problem associated with decision making as regards occupational choice among students is a very pressing issue today. It appears that due to these problems, hundreds of students in Nigeria tertiary institutions are entering into disciplines, other than what they would prefer under normal circumstances. According to Uwaifo (2009) it is an annual affair for a great number of students in faculties of arts, education, social sciences and the sciences to be struggling for professional courses to offer like Law, Medicine, Engineering, Accounting and others.

Career choice has been a serious problem facing students especially when the students might not have been exposed to any form of career counselling. The place of career counselling cannot be overemphasized especially when one views the presence of individual differences in intellectual abilities, rate of growth, interest, sex, traits, motivation and in the student's level of aspiration. Ordu (2001) opined that since the beginning of 21st century, there has been a growing concern on the way people enter and voluntarily exit from the world of work and this can be attributed to lack of career satisfaction and inappropriate career choice. Career satisfaction provides opportunity for people to live a life worthy of emulation, being psychologically alright as well as providing them with status, recognition and self-esteem in terms of employment.

Argyle (2015) noted that in the most primitive societies, the main work was food gathering and the provision of shelter, but with the coming of civilization man moved progressively from food gathering to more traditional vocations such as agriculture, trade or craft, and host of others. In most traditional societies, young people are not faced with the problem of making career choices, but they take up their father's trade or assume the same responsibility their parents did. He further that they could however be apprentices to their

relative friends, and competent craftsman for the acquisition of appropriate vocational skills. This means that in the traditional Nigerian society.

The young person's career development was an outgrowth of parental occupation stereo. Denga (2014) opined that the choice of individual vocation could also be based on some motivating factors which he/she considers to be vital to his/her satisfaction and performance on the job. That is, an individual could be spurred by extrinsic factors like parents, teachers, counsellors and few significant others, such as high salary, societal influence, environmental pressure, chance, mass media, it might also be that the pressures on an individual might mainly be internal such as interest, ability, utilization, attractive reasons, value system, physique and sex.

Many other factors influence the career pathway a person follows in life. Some of these factors also include parental, peer, gender, environmental and socio-economic influence (Ngesi, 2013). It is important to identify the factors that influence career choice in order to provide the youth with more options and move independence as this has been positively identified as a desirable characteristic in the context of decision making. Socio-economic status entails the economic standing of the parents in the society (Salami, 2006). There are three levels of socio-economic status which are: high socio-economic status; these are the ones who are in the upper echelons of the society, middle socio-economic status are those who are in the middle ranks of the society while low economics status are those who are in the lower echelons of the society. Socio-economic index is an index that is used to measure one's economic standing in the society.

From the researcher's observations, it is the wish of every parent to see his/her child succeed and become established in life. No parent actually sets out to do his or her child harm. Even when parents have selfish reasons why they want their children to undertake a particular choice of career, underneath those selfish reasons is still a heart that loves the child

and truly wants the child to succeed. Yet children on the other hand are the ones who would be going into that career. They are the ones who are going to do the reading and make all necessary sacrifices required to excel in that career. Ngesi (2013) said that poor financial base of students from disadvantaged communities deter choice of appropriate educational programme and careers. Such students tend to avoid careers which appears to them to require long period of training that their financial ability cannot support. This therefore, suggests that students from lower socio-economic families are not given adequate space to make independent choice on their career.

On the career choices of children, mothers most of the times tend to have more influence of the career decisions of their children than fathers. Mickelson and Velasco in Chime (2013) posits that mothers were the most influential and that daughters' occupational aspiration are often similar to their mothers' chosen professions. Mothers are cited as particularly influential because they provide support that eases children's apprehensions about careers. Bojuwoye and Mbanjwa (2006) reported that parents have significant influence on the career choice of their children in South Africa. Also peers play a major role in career choice of students. Stuart (2000) noted that peers' attitudes toward gender and ethnicity may increase or decrease an individual confidence in pursuing a career. This could be so because adolescent are easily influenced by their peers because they rely on their friends to provide validation of the choices they make including career choice. It is therefore on this premises that the study want to investigate perceived factors influencing the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State.

Statement of the Problem

The problem associated with decision making as regard career choice among college students in Nigeria is a very pressing issue. Career choice is important and perhaps a very difficult process which one must undergo at some time in life. O'Brien (2003) asserted that

everyone should have an honest occupation since work is one of our greatest blessings. Nonetheless, most students are likely to make wrong career decisions due to lack of information, ignorance, peer pressure, wrong modelling or as a result of prestige attached to certain careers without adequate career guidance and career counselling (Igbinedion, 2011). Consequently, they are directly or indirectly affected when they graduate from the schools as the majority of them lack skills necessary to make a sound career decision.

Denga (2014) opined that the choice of individual vocation could be based on some motivating factors which he/she considers to be vital to his/her satisfaction and performance on the job. That is, an individual could be spurred by extrinsic factors like parents, teachers, counsellors and others, such as high salary, societal influence, environmental pressure, chance, and mass media. It might also be that the pressures on an individual might mainly be internal such as interest, ability, utilization, attractive reasons, value system, physique and sex.

The students in the institutions of higher learning are fully involved in this process which requires critical thinking as well as taking into consideration several factors before choosing, planning and entering into particular career. Concentrated thinking and consideration of all relevant factors is crucial for several reasons. Firstly, because entering into a wrong career can adversely affect ones emotional and mental health as a result of dissatisfaction and unfulfilled dreams. Secondly, a wrong choice of career may lead to constant or continuous job insecurity and lastly, it may lead to bad planning and wrong entering into professions or career; and when this happens, it can mar one's happiness for life as a result of the resultant maladjustment, which may also indirectly lead to emotional disability.

There has been a growing concern in the way people enter and voluntarily exist from the world of work and the observation can be attributed to lack of career satisfaction,

inappropriate career choice and this can lead to poor productivity which hampers the growth of the nation. Wrong career selection may open the door for life-long consequences, dissatisfaction, failure, slow growth, depression, poor performance, stress and anxiety and can also set one back in life. Such individual's by underperforming becomes a sources of inefficiency not only for themselves, their organisation but also for the economy as a whole (Issa & Nwalo, 2010).

To the knowledge of the researcher, no study has recently been conducted on perceived factors that influence career choice among Vocational and Technical Education Students in Colleges of Education. The study was inspired by the need to fill this gap.

Purpose of the Study

The main purpose of this study was to investigate the perceived factors influencing the choice of career among Vocational and Technical Education Students, the specific purposes were to find out:

- i. The extent to which parental factors influence career choice of Vocational and Technical Education students in colleges of education.
- ii. The extents to which peer influence determine career choice of Vocational and Technical Education students in colleges of education.
- iii. The extent to which environmental factors determine career choice of Vocational and Technical Education students in colleges of education.
- iv. The extent to which gender factors determine career choice of vocational and technical education students in colleges of education.

Research Questions

The following research questions were raised to guide the study:

1. To what extent do parental factors influence the choice of career among Vocational and Technical Education students in colleges of education?

2. To what extent does peer influence determine career choice of Vocational and Technical Education students in colleges of education?
3. To what extent does environmental factor influence career choice of Vocational and Technical Education Students in colleges of education?
4. To what extent does gender factor influence the career decision of Vocational and Technical Education Students in colleges of education?

Research Hypotheses

The following null hypotheses were formulated to be tested at 0.05 level of significance:

- H₀₁. There is no significant difference between the mean ratings of students in Federal Colleges of Education and State Colleges of Education on the extent of parental influence on choice of career among Vocational and Technical Education Students.
- H₀₂. There is no significant difference between the mean ratings of male and female students on the extent of peer influence on career choice of Vocational and Technical Education Students.
- H₀₃. There is no significant difference between the mean ratings of students in urban areas and those in rural areas on the extent of environmental influence on choice of career among Vocational and Technical Education Students.
- H₀₄. There is no significant difference between the mean ratings of male and female students on the extent of gender influence on career choice of students.

Significance of the Study

The findings of this study would be of immense benefit to the following group of people; school career counsellors, parents, students, ministry of education and future researchers.

For the school career counsellors, the findings will sensitize them to organize career workshops, seminars, and conferences for both parents and their children to create awareness among them about career, their roles and ways of minimizing conflict in the choice of career. Additionally, information from the findings will help the career counsellor to be mindful of parental factors as a vocational problem that should be put to check in making a career choice, because most parents are the one choosing career for their ward. It will also sensitize the counsellors to conduct placement services at college's level carefully and properly to avoid any anticipated conflict from both students and parents.

Parents also would benefit from the study because the findings of the study would provide information for them. Such information will help them to endeavour to find out where the interest, aptitude, abilities potentials and values of their children lie before suggesting career options for them. This would help the parent to enjoy their children in the future.

The outcome of this study would assist students in a special way to develop self-knowledge of their career goals and how to make the right choice of career in life. The findings of the study will also provide information that will guide students to seek for proper career education on how to make right career choices and plans. It will also help in appreciating the peculiar challenges that undergraduates in colleges of education face in making a career choice and will also help students in making the right choice which will result in productivity and personal satisfaction on the job.

The findings of this study would also sensitize the Ministry of Education to develop a broader and more valid vocational inventories in line with the new curriculum (9:3:4) system of education which will cover the career aspirations of students and their parents and translate into successful vocational outcomes that will minimize conflict. School heads and teachers may be made aware of the importance of career guidance in schools and career guidance

counsellors in schools stand to benefit from this study as it highlights factors that influence students' career choices. The study may also help national planners of curriculum to make informed decisions with regard to career guidance and counselling. The study may also be used as baseline study to encourage other scholars to carry out similar studies in other African countries.

Finally, it is hoped that this study will add to the existing body of educational research literature, which might be harnessed for further research in this and other related fields

Scope of the Study

This work was concerned with the study of perceived factors that influence career choice among Vocational and Technical Education Students in Colleges of Education in Oyo State. The study was restricted to all Vocational and Technical Education Students in Government owned Colleges of Education in Oyo. It was also delimited to Emmanuel Alayande College of Education Oyo, Federal College of Education (special) and College of Education Lanlate, because these are the only three Colleges of Education offering Vocational and Technical Education courses in Oyo State. The N.C.E. 2 students were chosen because they had spent at least one year in the College. At this stage the students must have acquired some good knowledge and formed some positive attitude towards their career choice.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter reviews the literature that describes the perceived factors influencing the choice of career among Vocational and Technical Education Students.

Theoretical Framework

Concept of Career

Choice of career

Vocational and Technical Education

Perception and Career Choice

Parental Influence and Career Choice

Peer influence and career choice

Socio-economic factors and career choice

Gender influence and career choice

Environmental factors and career choice

Review of Related Empirical Studies

Appraisal of Review Literature

Theoretical Framework

The following theories will be used in providing theoretical framework for this study.

The theories are as follows in order of discussion:

Donald Super's theory By Donald (1954), and

Social Cognitive theory by Bandura (1989).

Donald Super's Theory of Career Choice (1954)

Donald Super is a developmental theorist. Donald Super is one of the best known theorists who wrote extensively on vocational development. In developing this theory in 1954, he was influenced by self-concept theory and Chacorlotte Buchelers's writings on

developmental psychology. The basic principle of this theory is that career choice and development is essentially a process of developing and implementing a person's self-concept. In other words, this theory emphasized the role self-concept plays. According to him, self-concept is a product of complex interactions among a number of factors including physical and mental growth, personal experiences and environmental characteristics and stimulation. Super recognized that the self-concept changes and develops throughout people's lives as a result of experience. According to Super, self-Concept formation depends on the ability of the individual to recognize himself as a distinctive individual and at the same time to be aware of the similarities between himself and others. Hence he identified knowledge of oneself as crucial in making adequate and wise decision.

Consequently, as the individual matures, he tests himself in many ways, most of which have implications for educational and vocational decisions. As the individual goes through the entire process of vocational choice making him successfully refines his self- concept over time and application to the world of work crates adaptation in his career choice. Supper proposed a life stage developmental framework with the following stages, growth, exploration, establishment, maintenance or management and disengagement. In each stage, one has to successfully manage the vocational developmental tasks that are socially expected of persons in the given chronological age range. For example, in the stage of exploration, (ages 15-24), an adolescent has to cope with the vocational development tasks of crystallization (a cognitive process involving an understanding of one's interest, skills, values and to pursue career goals consistent with understanding, specification (making tentative and specific career and career choice), implementation (taking steps to actualize career choice through engaging in training and job positions).

Finally, Supper's theory clearly emphasized that life at any moment is an aggregate roles that one is assuming such as child, student, leisurite, citizen, worker, parent or home

maker and the roles changes as one progresses through life stages. Hence conflicts role, interference and role confusions would likely happen when individuals are constrained in their ability to cope with the demands associated with their multiple roles. In relating this theory to the study, it is without doubt that Donald super's career development theory provided a foundation for professional work force, however it is important to stress that the developmental stages an individual goes through in making a vocational choice according to this theory cannot be said to be stress free. For instance, if there is an opposing action in the choice of a career especially from the parents at any of the stages, it might become more difficult for the young person affected in the process to develop self-knowledge or concept and differentiate his or her own career goals from his or her parent's goals. This might result to making unsatisfactory choices and ending up with the wrong career choices. This shows that the period marking the stage of changes in a person's self-concept which takes place during adolescence and young adulthood may not be without stress.

Donald Super's Theory of Career Choice is directly relevant to this study because the theory believes that career choice and vocational development are essentially a process of developing and implementing a person's self-concept. Self concept is a product of complex interactions among a number of factors including physical and mental growth, personal experiences and environmental characteristics and stimulation. Career choice depends on the ability of an individual to recognise himself as a distinctive individual and at the same time to be aware of the similarities between himself and other, also the developmental stages that individual goes through in making adequate and wise decision pertaining to vocational choice cannot be said to be stress free.

Social Cognitive Theory by Bandura (1989)

The theoretical consideration of factors affecting career choice is grounded in Social Cognitive Career Theory. Social Cognitive Theory (SCT), developed by Albert Bandura in

1989, purports that contextual variables such as social support, which includes friends, family and relatives, influence the career choice of an individual (Choo, Norsia & Tan, 2012). Social persuasion also affects an individual's choice of career (Lent, Brown & Hacket, 2002) because there is dialogue between children and their environment. Similarly, Bandura posited that when individuals watch their peers succeeding, they are likely to believe that they can also succeed. In this career development model, a person's background (or contextual factors) and individual characteristics influence his/her learning experiences and consequently self-efficacy (Tang, Pan & Newmeyer, 2008). According to Bandura (1989) and Alexander, Seabi and Bischof (2010), because of the bi-directionality of influence between behaviour and environmental circumstances, people are both products and producers of their environment. They affect the nature of their experienced environment through selection and creation of situations.

This is in line with the SCT which states that realistic encouragement that leads people to exert greater effort is likely to bring success in career development (Bandura, 1998). The researcher found this theory provided the framework to examine the environment that promotes development in students' quests for sustainable careers. The theory recognizes both the cognitive and environmental factors although this study concentrates more on environmental, parents, peers and gender factors. Social Cognitive Theory focuses on several cognitive variables (for example, self-efficacy, outcome expectations and goals) and on how these variables interact with other aspects of the person and his or her environment (for example, gender, ethnicity, social support and barriers) to shape the course of career development (Lent & Brown, 2000). According to Bandura (2002), the theory distinguishes three modes of agency: a) personal agency exercised individually; b) proxy agency in which people secure desired outcomes by influencing others to act on their behalf; and c) collective agency in which people act in concert to shape their futures. Students in colleges are

influenced by these three modes when they choose careers, among many variables, that they feel are appropriate for them. The environment, which imposes itself on them, also impacts their choice of careers. These are the reasons that this particular theory is used in this study to investigate factors that influence the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State.

According to Social Cognitive Theory, career development influenced perceived factors; Examples of perceived factors include the quality of educational experiences to which a person has been exposed to such as school counselling and the financial support available from family or guardians for pursuing particular training. People live their lives in socio-cultural milieus that differ in their shared values, customs, social practices and institutional constraints and opportunities (Bandura, 2002). This study allowed the researcher to establish whether the above results can be achieved in Oyo state using participants from different backgrounds. The applicability of the SCT to explain career choice behaviour of school students was verified in a similar study by Tang, Pan & Newmeyer (2008) and was therefore deemed suitable for the current study that looked at the choice of career among Vocational and Technical Education students.

The theory is applicable to this study because perceived factors such as peer and family interactions that affect decision making were considered in addition to career development. This theory was found to be useful for the study because it stressed the change in behaviour that one person causes in another, intentionally or unintentionally, as a result of the way the changed person perceives themselves in relationship to the influencer. Students' perception may influence others to imitate them depending on their relationship with such students. In addition, the theory emphasized the role of conformity and imitation which play vital role in career decision making of students. It will best serve as the purpose for this research since it

centres on behaviour, thinking, peer, gender, environment and the relations between these factors.

Concept of Career

Career can be conceptualized more broadly in terms of individual development in learning and work throughout life and this includes voluntary work and other life experiences. Popoola (2014) defined career as a job or profession for which one undergoes regulated education and training over a period of time and which one intends to follow for the whole of one's life. It is thus a chosen pursuit, life work and success in one's profession. A career is now broadly defined as the unfolding sequence of a person's work experience over time (Arthur, Khapover & Wilderom, 2010) or in more detail as the sequence of employment related positions, roles, activities and experiences encountered by a person.

Dawn (2013) defined career as an individual vocation or trade or how he/she makes a living. Examples of careers or occupations are engineers, accountants, and veterinarian etc. The following definitions are also very important to an understanding of career as a concept and they might be used interchangeably in the course of this study. Terminologies associated with career choice include; vocation, profession, job, work, occupation, trade, career development, career planning, career guidance, career education, career decision etc. Gettings (2012) defined vocation as an occupation that someone feels strongly about doing, despite monetary gain or other influences, therefore everyone's vocation should be what they feel compelled to do because it gives a deeper meaning to life as well as added meaning within us, for example, someone may currently have a career in finance while his or her vocation remains teaching and going on various adventure indicating that a person's true vocation will characterize how he/she operate in general.

Catalano (2010) defined a profession as a type of occupation that needs certain criteria that raise it to a level above that of an occupation. It is a vocation requiring intensive

education in science or the liberal arts and often specialized training. Omeje (2013) defined a profession as an assembly of members engaged in the same work setting with a body of knowledge that have been acquired over rigorous long period of training and are governed by ethical standards of behaviour and whose interests surpass mere personal gain to personal commitment to assist humanity. Profession is therefore a body of persons or person engaged in an occupation or calling. This implies that profession is a specific work or discipline in which one is both theoretically and practically trained.

A job therefore means a related or similar position in a single educational institution, organization or business establishment. In summary, a job can be referred to as anything an individual does intrinsically and extrinsically to earn a reward. According to Estella (2014) work is to exert effort in order to make something to achieve something, to produce a desired effect. Work is therefore refers to as an effective means to deal with the angst of death and void. Therefore, working is a meaningful way to improve one's existence and hopefully, that it is worth to be lived.

Occupation is everything people do to occupy themselves including looking after themselves (Self-care), enjoying life (Leisure) and contributing to the social and economic fabric of their communities (Productivity). These include the need/opportunity to keep busy, have something to wake up for, explore new opportunities, envision future time engage in valued activities and contribute to others (Hammell, 2014). Carmel (2001) claims that it is the perceived meaning fullness of life that mainly affects people's will to live. Hence engagement in personally meaningful occupations contributes not solely to perceptions of competence, capacity and value but to the quality of life itself (Conneeley, 2003).

According to Seignobos (2011), trade is a business which a person has learned and which he engages in, for procuring subsistence or for profit, occupation, especially mechanical employment as distinguished from the liberal arts, the learned professions and

agriculture, as we speak of the trade of a smith, of a carpenter or mason but not now of the trade of a farmer, or a lawyer or a physician. Having trade requires development on the trade or career. To Bezanson (2013) he defined career development as the lifelong process of managing, learning and works in order to live and work with purpose and creates a quality life. Cambridge dictionary (2011) defined career development as the process of learning and improving your skills so that you can perform your job better. To improve and perform on the job need adequate planning of which every worker must take as priority.

Manolescu (2013) said that career planning is a continuous process of discovery in which an individual slowly develops his own occupational concepts as a result of skills or abilities, needs, motivations and aspirations of his own value system. Neveanu (2009) opined that career planning must link individual needs and aspirations with organizational needs and opportunities, evaluating, advising and informing its client/staff on career planning, in individual development efforts with training and development programmes. Zlate (2014) posited that individual career planning can be defined as all actions of self-assessment, exploration of opportunities, establishing goals etc., designed to help the individual to make informed choices and changes about career. It is a complex action that requires systematic and careful thinking in formulating short and long term objectives. Career planning is based therefore on the evaluation of individual skills, interests and motivation, on the analysis of organizational opportunities, setting goals for their careers and develops a strategy to achieve those goals. To Zlate (2014) individual career planning has five steps which include:

1. Self-assessment: This is the collection of information about yourself (values, interest and skills), continuous assessment and reporting to others.
2. Exploring opportunities: This involves gathering information about existing opportunities within but also outside the organizations (training and other development methods).

3. Making decision and setting goals on short and long term for training requirements change of job/department etc.
4. Planning: This consist of determining ways and means of achieving goals, ordering their actions to achieve them, considering its consequences, setting deadlines and resource requirements.
5. Pursuit of achievement goals, actions by the individual accounts for his success and failures and make decisions to retain or change career choice. All career planning system are based on these components.

Career guidance can be defined as services and activities intended to assist individuals of any age and at any point throughout their lives to make educational training and occupational choices and to manage their careers. Career guidance is often thought to incorporate career information, career education and career counselling. It should aim to help people not just to enter work but also to remain in employment and ultimately to move on to a better job. Therefore good career guidance has the potential to raise aspirations and broaden horizons and can help people to develop self-awareness and resilience to source, and evaluate information and make sound decisions about learning and work. Career education can be define as the development of knowledge, skills and attitudes through a planned program of learning experiences that will assist students to make informed decisions about their study and/or work options and enable effective participation in working life. Career education emphases;

- a. Learning about the world of work, its changing nature, the general expectation of employers and the demand of the work place.
- b. Developing self-awareness in relation to interest abilities, competencies and values.
- c. Developing awareness and understanding of occupational information and career pathways

- d. Acquiring skills necessary to implement the career decision made. Career education should be intentional, developmental, comprehensive and available to all students

The comprehensive career education program consists of the following component which was adapted from McCowan and Mckenzie, in Popoola (2014)

- a. Self-awareness: which typically involves students in?
 - Identifying their own personal attributes e.g. physical, intellectual, emotional characteristics, skills, interests and values.
 - Exploring the relationship between their attributes and skills required to be effective in different life/work situations.
 - Evaluating strategies and conditions that affect their learning in different life and work situations.
- b. Opportunity awareness activity involves students investigating, exploring and experiencing the world of work and the various pathways within it.
- c. Decision learning is concerned with learning of how to make decisions. Relevant activities involve students in;
 - Exploring how other people make decisions and understanding the influences on a person's decision making.
 - Identifying appropriate decision making styles and strategies.
 - Generating a range of career related options for them.
 - Transition learning is related to the awareness and skills students need to cope with new situations, both desired and undesired.
 - Identifying the range of planned and unplanned life/work transitions they may encounter during their lifetime.
 - Exploring how people respond to transitions.

- Developing the skills to effectively manage a range of planned and unplanned transitions, e.g. problem solving, identifying and using support networks.

Career decision is the act of a person in choosing or selecting one of the two or more alternatives of career available at a given time. Career decision is one of the major decisions which are inevitable in life. Everybody makes decisions, for instance, students take decisions on which to study, where to study, what type of work or job to do in life etc. Decisions are generally made to achieve set goals. If one makes decision, one should be ready for its outcome and vice versa. It is therefore important to be aware of the context in which decision making occur.

Choice of Career

Human being successful existence in the contemporary world means ability to solving numerous problems and making countless choices. Fast changes around us show that the number of choices to be taken grows daily. Some of such choices are about friends to move with, spouse to marry, type of school to attend, programme of study, and choice of career. Career has been defined as the series of events that constitute a life. McKay (2012) proposed the concept of life career development in an effort to expand and extend career development from occupational perspective to a life perspective in which occupation has place and meaning. McKay defined life career development as self-development over the life span through the integration of roles, settings, and events of a person's life. The word career identifies and relates the roles in which individuals are involved; the settings where individuals find themselves; and the events that occur over their life time. The series of career activities and other life roles that when put together express a person's dedication to work for his or her overall patterns of self-development. (Braza & Guillo, 2015). Okobiah and Okorodudu (2014) refer to career as a variety of work and non-work situation which usually span through the entire life of an individual. According to them, career is generally related to

a pattern of decision, transaction and adjustments which affects one's role in work, education, family, community development and leisure. Also, the National Career Development Association NCDA (2013) defined career as the total life work-paid and unpaid, that one does in his/her lifetime. This suggests therefore, that career embraces a sequence of positions, jobs or occupations which an individual holds during his/her lifetime.

Career stresses an individual's achievement or advancement in particular endeavours. Career is a lifelong experience and also a lifework which enables individuals to earn money or get all his/her needs provided. Business Dictionary .com sees careers as the progress and actions taken by a person throughout a lifetime, specially related to that person's occupations. It states further that a career is often composed of the jobs, titles earned and work accomplished over a long period of time, rather than just referring to one's position. The need for career choice then becomes quite obvious. Indeed career choice is as important as choosing a life partner since it is also a lifetime process. Just like becoming miserable when the wrong marriage partner is chosen, one can also become very unhappy if ones career is not well planned (Bedu-Addo, 2010).

Vocational and Technical Education

The term Vocational and Technical Education is general and includes every form of education that aims to the acquirement of qualifications related to a certain profession, art or employment or that provide the necessary training and the appropriate skills as well as technical knowledge, so that students are able to exercise a profession, art or activity independently of their age and their training level, even if the training programme contains also elements of general education.

According to Mortaki (2012) vocational and technical education can be defined as the part of education that provides the specialized professional knowledge and skills, which attribute professional adequacy to the students and are the focus of every vocational

programme. It can as well be seen as an activity or set of activities designed in order to transmit theoretical knowledge and professional skills that are required for certain types of job. Vocational and technical education is an educational training which encompasses knowledge, skills competencies, structural, activities, abilities, capabilities and all other experiences acquired through formal, on the job or off the job which are capable of enhancing recipients and creating opportunity for securing job. Vocational and Technical Education include five departments which are agricultural education, home economics education, fine and applied art, technical education and business education.

Vocational and technical education is an education that prepares an individual for self-reliance. It is a type of education that provides the skills, knowledge and attitude that lead to the production of individual who are resourceful and productive. It therefore provides educational training for useful employment in trade, agriculture, industries, homemaking and business (Ayiah-Mensah, Mettle & Ayimah 2014).

The goals of Vocational and Technical Education (VTE) in the National Policy on Education document as follows:

1. Provide the technical knowledge and vocational skills necessary for agriculture, commerce and economic development.
2. Provide trained manpower in the applied sciences, technology and business particularly at craft, and technical levels.
3. Give training and impart the necessary skills to individuals who shall be self-reliant economically while at the post-secondary (tertiary) technical institute such as Polytechnics or colleges of education (technical) and universities.

Vocational and technical education as an educational policy refers to the initial vocational training, whose aims are commended to the given offer and demands specialties,

as they are formed by the structural characteristics of each country's economy. Mortaki, (2012) Outlined the following as the purpose of aim of vocational and technical education:

1. To enhance the students who have completed the highest level of secondary school education.
2. To develop a professional knowledge and skills requested for the practice of a Profession
3. To evaluate the participant's educational level, In order for them to become competitive professional in the future.
4. To assist the students in their gentle adjustment to the changes in the productive procedures.
5. To provide specialized training initial or continuous.
6. To satisfy the continuously changing need of the labour market.
7. To cultivate the integration of the students in professional life and in community as well.
8. To enforce the European and also global dimension of vocational training.
9. To contribute to the acquirement of economical knowledge and skills that the organization and evaluation of a profession demand.
10. To assist to the acquaintance with the codes of social values, the integration of culture through professional socialization and the creation of a behavioural and social code that constitute the professional deontology and
11. To prepare for the exercise of the rights as well as obligations of the citizen as a professional (Security, protection, social benefits, taxes etc.)

Perception and Career Choice

Choosing a career is one of the most important life decisions an individual will ever make. Bedu-Addo (2010) stated that no other college decision is more 'thought-provoking,

gut wrenching and rest-of-your-life oriented or disoriented than the choice of a career. Invariably this means that effective selection of career is more likely to lead to a sense of overall well-being. In a study by Perrone, Zanardelli, Worthington & Chartrand (2002) and McQuaid & Bond (2005) on role model influence on the career decisiveness of college students, it was found that role model supportiveness, and quality of relationship contributed to the career choice of students. Kim, Markham, & Cangelosi (2002) found good job opportunities and projected earnings to be among the most significant factors influencing students' choice of major and profession. This implied that students who perceived job opportunities in Vocational and Technical Education will settle for it irrespective of how others perceived it. Schwartz (2005) noted that while most college students appear to recognize the connection between present day choices and future job satisfaction, many appear ambivalent when it comes to choosing a career. They are 'motivated, but directionless' and have no "serious vision or commitment to a vocation or professional calling".

Ferry (2006) reported that the perception of the "ideal job" acts as a filter for job appropriateness and influenced the choice process. Ferry (2006) also stated that you have an idea of what the perfect job is in your head, exactly what you want to get up and go do every day." Previous research by Niles and Weiss (2007) demonstrated that most college students choose their field of study based on their perceptions of the job market in general and also of the career path they wish to pursue. From the above literatures it implied that students who chose Vocational and Technical Education did so because they perceived job opportunities and good earnings in the programme. Oyamo & Amoth (2012) maintained that the choices that students make are embedded in their perception of the ideal job and the subjects they study in secondary school.

Results from studies by Malgwi, Howe and Burnaby (2005), Larkin, LaPort and Pines (2007) and Beggs, Bantham & Taylor (2008) indicated that one's interest in the field was the most significant factor in choosing a career. Interest is an attitude that develops over time intrinsically as a result of either one's perception or the perceptions of others. Tahmincioglu (2007) said that a vast majority of 18-25 year olds said that getting rich was the most important goal in their life. This implied that students major in Vocational and Technical Education are because of the perceived good earnings that Vocational Education offered. Amoor (2009) stated that his interaction with prospective universities' candidates revealed that the nomenclature of the degree (B.Ed.) in most of the Nigerian universities that offer Vocational and Technical Education programme accounts for their indifference since most of them do not want to end up in the class-room as teachers. In a study by Tanimoune, Posylnaya, Tahsin & Umarou (2010) about the individuals who influenced tertiary students to choose a vocational career reported that 43.60% respondents said that they were influenced by their college professors. Invariably, this means that lecturers can affect the career choice of those students who have contact with them.

Tanimoune, Posylnaya, Tahsin and Umarou (2010) further stated that the great portion of students who graduated with degrees and who failed to successfully enter the financial sector as professionals contributed to the negative perception that students and young professionals had about careers. From the above it means that graduates of Vocational and Technical Education who successfully gain employment helped to shape other's perception of Vocational and Technical Education. Hewitt (2010) stated that some students follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. This means one's interest as a result of his perception and interest influenced one's choice of career irrespective of what others may say of the career. Easterling

(2011) stated that Vocational students may settle for *jobs* and neglect exploring options for purposeful work. While they may be motivated to successfully complete their business coursework and earn their degrees, they may devote little attention to considering whether their choice of a particular profession will provide them with personal fulfilment and purpose in life. They may then pursue business positions that will not sustain their motivation over the course of their careers.

Parental Influence and Career Choice

The process of decision making is one of the most complex mechanisms of human mechanisms thinking, as various factors and courses of action intervene in it, with different results. Parents often want their children to be successful in life. They hope to one day see them in satisfying careers with the promise of growth. The thought of seeing their children in dead-end jobs may be saddening. Parents wonder, though, if there is anything they can do to help ensure that the children are successful. Hence, according to Taylor, Harris and Taylor (2004) family, parent and guardian play a significant role in the occupational aspiration and career goal development of their children. They added that often time without parental approval or support, students and young adults are reluctant to pursue, or even explore diverse career possibilities.

The influence of family and parent in particular on occupational and attachment of adolescent has been a subject to great interest to vocational and career educations and researchers alike. As is evident from a literature review done by Otto & Call as cited in Olaosebikan and Olusakin (2014) researchers in such diverse fields as child development, sociology, demography, and career development have long recognized that parental influence plays a major role in shaping their children's educational and career decisions. It should be borne in mind that it is only when career educators understand the nature and extent of the parental influence on career choice that they can develop effective strategies for helping

parents to help their children make appropriate and satisfying career choice. This understanding become necessary because of the fact that some children have develop a strong family or parental ties that cannot allow them take decision without their parental influence. Hairston (2000) stated that the factors that influence career choice processes, family members particularly parents, are the most influential determinant of career plans, occupational aspirations, and occupational expectations. This assertion is also supported Otto (2010) when he opined that even if schools had the resources with which to meet young people's career guidance needs neither teacher nor counsellors can replace the influence parents have on their children career plans. Parents serve as major influence in the lives of their children. According to a large body of research, family factors often influence career development and decision- making (Keller, 2014). Keller pointed out further that career counsellors and parents have been interested in understanding these influences for several decade. However, understanding the precise ways in which family impact career choice has proven difficult because the constructs of family and career development are broad and also because the association between these two constructs varies with age.

The most important parent behaviours according to finding from the study of parental behaviour, that loving and supportive parental behaviour such as parent telling their children that they are interested in their opinions, this seems to be more important for middle school students than specific career-related action behaviours, such as giving children written materials about specific careers (Olaosebikan & Olusakin, 2014). In using multiple-regression analysis Keller (2014) reported that when students feel supported and lived by their parent, they have more skill in thinking about careers and the world of work than when they do not feel supported and lived. The result also indicated that when students feel supported and lived by their parents, they have more confidence in their own ability to find career information and to choose a career that would be interesting and exciting to them. This

is important because other research show that student who feel efficacious regarding career decision-making tend to make more satisfying career choices later in life.

The result of Keller's report also revealed that several parenting behaviours seem to be especially important for middle school students. The logistic regression revealed that five percent perceived parenting behaviours, discrimination between students with low and high career maturity and decision-making self-efficacy scores. He advised further that. If parents want to enhance the career development of their young adolescents, they should try to do the following under listed things.

- Express interest in various teenage issues that are important to their children.
- Tell their children that they have high expectation for their career
- Encourage their children to make their own decision.
- Help their children understand the results form career tests or interest assessment they have taken.

Another parental factor that influences student's career choice is the desire to imitable parents' altruistic behaviour and role as community contributors (Olaosebikan & Olusakin). Hairston (2000) pointed out that students took up vocation in teaching revealed that their parents' role as community contributors influenced their desires to give to others through the general career of teaching, as well as through the specific teaching concentration of vocational education. Like their parents, Hairston reported that respondents were eager to make notable contributions to the community by becoming vocational teachers. That means, as students acknowledged the altruistic nature of their parents; they appeared to tap into their personal desires of benevolence.

According to Hewitt (2010) most student are influenced by career that their parents favour in order to avoid conflicts in the home. In the same vain Taylor, Harris & Taylor (2004) revealed that children may choose what their parents desire simply to please them.

This often makes the youth to be confused as to why their parents see them as kid and incapable of making their own decision when it comes to career choice. Omari (2014) noted that additional aspect of one's family background can be influential in career decision making. In several study for college students, researchers have found out that parents are the most influential career role model for students. Mother in particular seems to exert greater influence during their children's high school years and fathers seem influential in college aged children's decision making. According to Herbert (2006) environment are essential for evolving abilities to heights close to capacity heights and if teenagers are raised in a home within healthy environment and that parent live in harmony and are caring and helpful to their children, a child is therefore destined to take orders from his/her parents. Hence their career choice aspiration is influenced by their parent's occupational status.

Through the process of educating their children about life roles, parent can influence the employability skills and values that children subsequently adopt. Grinstad and Way (2009) report that one mother's message to her daughter on the theme of becoming self-sufficient. "You have to have a way to take care of your family; you cannot depend on a man, you have to think about number one and that is you. How are you going to make a living, how are you going to support your children, if you don't have some kind of occupation or training." Okorodudu (2014) opined that the family is the first contact of the child in this world and that interaction of the child with members of the family which include father, mother, siblings, and other relations, does internalized certain values, ideals, norms, and develop a sense of career choice in the child. That suggests that the first course of career development start with the child at the family level. The National Career Development Association (2013) policy advocates the family as a workplace and all members of the family as workers, and that within the home and family structure, pre-school age children can first be exposing to true work experiences as family member try to do something that will be

helpful to other members of the family. A solid foundation of career development at the family level is a good start-off in career development at all levels.

Ferry (2006) asserted that the importance of parental influence upon their children's career choice is consistently important, even across gender and racial lines. Although, schools, peer and the student's community all have an impact on the young adults career choice, he pointed out that parent's expectations and perceptions of vocational fit for their children have been found to be the key roles in shaping their career choices. In the study carried out by Creamer and Laughlin (2005), parental influence was found to be so strong as to override the influence of teachers, faculty and career counsellors who are likely to know more about the career field in question but were not as well-known and/or trusted as the student's parents for career decision. These are some in which parents influences their-children choice of career, such includes; the expectations parent have for their children education and career, the example they set for their children, the value they show to their family friends and to society, the opportunities they offer their children to learn develop and the type of parent-child relationship they develop.

Peer Influence and Career Choice

Another factor that could influence the choice of career among students is peer influences. Peer group are important for individual socialization as well as behavioural modification. While such group include same-age group i.e. not necessarily friends, while it formation is dependent on multiple factors including situation, an accident or association (Brym, 2001). According to Mupinga, and O' Connor (2013) the development of a child is initially the outcome of the family, however, peer group overtakes the socialization process with the selection and adoption of lifestyle, appearance, social activities and academics. Similarly, peer and friends are pivotal and dramatic in shaping individual's perception, attitude and ideas to understand the outside world as well as decisions in future life while

accounted such relations as major supporting pillar in time of distress and comforts. Research and scholarship on the issue of peer influence suggest that peer and friends look beyond the confines of home to explore and find avenues that make their direction and self-expression more evident. Also, friends and peer are seen to be helpful in examining and scrutinizing feelings, beliefs and ideas in an acceptable manner.

Palos and Drubot (2010) reported that at the level of decision making among youth most of the decisions are dependent on ability, education, and teacher advice, level of counselling with peer even cultural and familiar background of friends. In the recent time, potential friends and peers are potential source of positive information towards education, job search and even joining a social or political organization (Han & Li, 2009). While talking about the peer and friend's role in working and their decision, Falk and Ichino (2006) are of the opinion that more societies among workers increase productivity and workers friendship have productive records as compared to other groups.

Arab, Gohar, Waseem, Nasim, Irum, and Nasar (2014) submitted that peer influence plays a significant role in changing the behaviour of individuals, personality development and decision making regarding career, adaptation as well as positive and negative behaviour in future life. In a research conducted by Arab et al (2014) titled peer and friends and career decision making, a critical analysis. The discourse was based on content analysis as well as field information which explores the nature, level and extent of peer and friend influence in career decision making process of an individual. The data for the study was collected through library method such as searching relevant books, journals articles, newspapers and even internet sources, while field information for the study was obtained through questionnaire from 100 students using random sampling method. The collected information were analysed, debated and explained to produce theory for generalization while the field information were analysed in the form of frequencies and percentages through chi-square test.

The result of the finding suggest that family i.e. parent and other family member primarily geared and transformed the behaviour of children in multiple ways, however peer influence is an asset for developing career choice and decision making among youth/students. Rima (2016) noted that today, prospective students are most influenced by those who are living the experience, rather than guidance counsellors, admission officers, or other traditional experts. It is shown that generation value peer opinion above admission and guidance counsellors. Alika (2010) observed that cooperative interactions between peers begin in toddlerhood and that the most frequent were acts that imitated the actions of the peer model, which continues all through childhood and adolescent. Hall (2010) observed that associating with friends that serve as academic and social resources could have a direct and positive influence on career choice of students. Though, he noted that peer may have a less influential role than parents in influencing student's career choice.

In a study carried out by Alika (2010) on parental and peer group influence as correlates of career choice in humanities among secondary school students in Edo state Nigeria. In carrying out the study the relationship between the two primary factors (parental and peer group influence) and career choice were determined using Pearson Product Moment Correlation Coefficient. The population of the study comprised of students in senior secondary school two (SS 2). The result of the findings showed that there is no significant relationship between parental and peer group influence on career choice in humanities among secondary school students.

Socio-Economic Factors and Career Choice

Several studies have shown that students all over the world are usually faced with a dilemma in making a career choice decision in their lives. (Bandura, 2002; Issa & Nwalo 2010, Macgregor, 2007) According to Issa and Nwalo (2010) in most cases, the choice of careers, subjects and courses of study and the subsequent career paths to follow are nightmare

for prospective undergraduate students. In his study, Ngesi (2013) found that poor financial base of students from disadvantages communities deter choice of appropriate educational programmes and careers. Such students tend to avoid careers which appears to them to require long period of training that financial ability cannot support. This suggests that students from lower socio-economic families are not given adequate space to make independent decisions on their career. It is also clear from these findings that despite the limited states resources available, the shortage of high level skills and a pressing need to raise income level among the poor, high student drop-out and failure rate are a major problem in South African Universities. Among many factor that influence student's career choice of the primary importance is the parent's socio-economic status. Students differ from one another in social class or socio-economic status. Researcher defined socio-economic status as a relative standing in society based on an individual's income, power, occupation, education and prestige. It would not be wrong to postulate that the children of bankers, doctors, teachers, merchants and so on, have different upbringing from that experienced by children of peasant farmers, domestic workers, cleaners, labourer, and petty trader.

Idowu and Dare (2012) found out that students of low socio-economic status usually choose field of higher study where they can complete their study early so that they can start earning while students of high and middle socio-economic status select field of a higher study where they can progress in study and job. Parental socio-economic status, and intelligence have either facilitators or inhibitory effect on the child depending on the traits inherited of the environment in which he/she is brought up (Osa-edoh & Aluku, 2011). Idowu and Dare (2012) also found that children with low socio-economic status view education and occupation as a means to better their status and economic conditions, while children with high socio-economic status view education and occupation as a means of entering in a profession similar to their parent. Though reason is not known but relationship exists between

father's occupation and his son's career choice and this relationship influences the career choice of some students (Osa-edoh & Aluku, 2011). In this way if a father is a doctor he would like his son to select his career in medical line. The same for farmers, they often wish their sons to continue as farmer especially in the ancient past when land was seen as an inheritance.

McLaughlin, Hunt and Montgomery in Uwaifo (2009) found that the socio-economic status of the family influence the occupational choice of the children. They stressed that even some students often involuntarily choose careers reflecting the socio-status of the family they come from. The educational attainment of parent has also been found to play a significant role in the student choice of career. Student from educated homes tend to aspire to higher education unlike those from illiterate homes. Another variable that occurs as a result of a family's socio-economic status is the financial stress that parent will feel more in a working class or low-class environment which may translate into more conflicts about career between the adult and the adolescent. Analysing the responses of 5-14 years old students from families that were classified as middle-class or poor, Hall (2010) found that those from middle class valued their parent's income, felt it would help them obtain their professional career, and saw themselves in similar professional roles as their parents. However, the low income students did not feel their parents would naturally finance their education, nor did they have high-level professional careers images of their parents after which they could model themselves. This study simply conveys the point that children about their career options, based on their parents influence from a socio-economic viewpoint. Uwaifo (2009) pointed out that social class affect occupational choices by providing tangible resources such as money, transportation, higher quality school etc. as well as the values and expectations of those social strata on their children's career choices. He said further that whereas middle class parents generally

emphasize initiative and autonomy when it comes to career choice of their children, those parents from the lower economic class tend to encourage conformity.

Gender Influence and Career Choice

According to Merrian Webster Online Dictionary (2010) the word "gender" is defined as the behavioural, cultural or psychological traits typically associated with one sex. Gender role socialization is one of the earliest, and therefore particularly one of the most powerful form of socialization. The effect of gender role socialization is far reaching; however, a significant consequence is that young people may only perceive a narrow gender-based range of future options, particularly in relation to while as cited in Clutter (2010) stated from their study that the mothers are significant influential in developing the socialization and attitude of their daughters. Based on their five years longitudinal study of 209 women (who were high school students during the first phase of the study) Friedman, Tipton, and Linn (2000) also found that attachment to mother had a significant and direct effect on career choice, self-efficacy, and career self-efficacy. They speculated that a young woman's attachment to her mother during her high school years may likely be significant since the mother is usually the primary caretaker who is more involved with the daughter than the father, given the mother more opportunity to verbally encourage the daughter than the father, given the mother more opportunity to verbally encourage the daughter to explore career opportunities that are gender based.

In Otto's (2010) sample survey research of 362 high school juniors of various schools in North Carolina, he found that, even though females have more conversations with their parent's than their male counterparts, both sexes view their mother as the most aware of their career abilities and aspiration. He also found that 97% of the adolescent women and 73% of the adolescent man identified their mothers as being the most helpful when providing career advice. In contrast, fathers were identified as the most helpful when providing career advice.

In contrast, fathers were identified as being helpful 60% of the time for males and only 53% helpful to females. This could lead to gender disparity in career choice of young adult.

Hooley (2012) submitted that whether one is male or female has to some extent influenced some of the career choice one's parent made for one. According to Hooley, gender might have influenced the high school one attended, whether one was encouraged to take risk or not. They said example would be, if four generations of men in a family has been doctors and someone in that family is now considering a lesser career profession, for instance, catering, such individual beliefs and attitude about men who outside the home may produce conflict in such individual career choice.

In a study of factors affecting female students' career choices and aspiration conducted in Zimbabwe, Mutekwe, Modiba and Maphosa (2011) found out that the way students often answer questions relating to career choice divulges the intrinsic societal prejudices distinctive of their backgrounds. It also revealed the way they are mingled in their families and exemplifies the importance of gender roles nature in education or their career choice.

Using a sample from pre-school aged students to high school serious students Mutekwe, Modiba and Maphosa (2011) Surveyed 55 young people on their perception of work and their knowledge about influences and gender differences. The outcome of their research showed that both males and females, from 4 years to 18 years old, consistently presented gender-stereotypical perception of occupations in certain industries. Boys were found to be especially critical of other boys who were working in stereotypical female jobs.

Kniveton, (2004) in his research, discussed how parents are the one providing the strongest influences on their children's career development through support and advice related to their own experiences. He believed in the theory that not all people feel they have free choice when it comes to choosing a career. Using a relatively short questionnaire with item measure with Likert type scale in responses to interview of 348 young people (174

males and 174 females; ages 14-18 with a mean of 16.7 years) to help explore who these young adult felt were helping them with their career choice. The data were examined, first, through the whole sample and, later were subdivided to examine the results through birth order and gender.

The study demonstrated that males, more than female, were interested in obtaining a job/career but that most other considerations were about equal between the two groups. However, males prioritized the money aspect of working while female prioritized the enjoyment of work. The result of Kniveton's study also showed that parent had a much larger influence than that of teachers, with the same sex parent being the most influential over the adolescent. Additional studies of female in later adolescent have generated similar findings among the mother-daughter relationship and career choice decision Ratings and their society. Most traditional societies have placed gender role to the children and children grows up knowing that some responsibilities, duties, careers are preserved for certain genders. Most female students merely neglect certain career field due to stereotype insights. In most African countries, there are careers that are believed to be male and female fields and society attempts to trains this attitude in boys and girls during socialization process.

In a study conducted by Durosaro & Adebanye (2012), on gender as a factor in the career readiness of senior secondary school students in Ilorin Metropolis of Kwara state, Nigeria. The sample for the study was drawn from two seniors' secondary schools. A 20 item questionnaire was administered to gather information from the respondents. While data collected was analyzed using chi-square. The result of the finding on gender revealed that male and female secondary school students differ generally in their career choice decision and readiness. The study submitted that gender is a significant factor in the career choice of senior secondary school students. Therefore, this suggest that all stakeholder in education need to continuing to encourage both male and female to offer subjects of their choice, which

invariably will influence their career choice.

Environmental Factors and Students Career Choice

Career choice is the harmonizing of identified and meeting needs of one's self, whereas responding to the environmental forces and realities of life at the same time. It is generally arguably believed that career choice factors involved two sets of input, that is, the individual and the world of work. According to Kroll, Dinklage, Lee, Morley and Wilson as cited in Omari (2014), much of the informal and formal knowledge given through our civilization and our surrounding has aimed at gaining, retention and utilization of information concerning the world. It is therefore deserved that both the individual and the environmental as important factors in the construct. Individual environment differs from one another. Also what constitutes environmental factors varies from one person to another, but the truth is that environmental factor such as home environment; political environment, economic environment and climatic environment have a way of influencing students' decision on their career choices. Krumboltz (2010) argued that environmental factor affect careers decision making in various ways. According to Salami and Salami (2013), the history creates in part by student's environment, personality and opportunity will determine how students make career choice. It then follows that how student perceives their environment, personality and opportunity will as well determine the career choice of career. They cited an example of students who lived on Island that may choose a career related with water or that may choose to live Island life behind and never to have anything to do with water again. Likewise, parent's vocational background may influence students view on whether or not to consider a particular career.

Stebbleton (2007) indicated that the students had an external locus of control and believes that there are numerous environmental factors which influence their career choices. These environmental factors include political and economic considerations, previous work

experience and the influence of key individuals in a person life. Natalie (2006) noted that young adults through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. Environmental influences also include societal needs, the domestic circumstances, gender, job opportunities and awareness of profession (Sarwar & Azmat, 2013). That is, while deciding the career choice all the environmental factors must be taken into account. Societal needs include the preferences of the society as well as what you want yourself to be from the perspective of the society, while the domestic circumstances are the situations prevailing in the national economy in which students was to pursue career.

In a study carried out by Pabalinas, Teves and Teves (2015) on career choice: An analysis of multiple intelligence and socio-environmental factors. The study which aimed at determines the relationships between socio-demographic factors, multiple intelligence and the environment on the career choice. The study used 370 first year college students who enrolled for school year, 2013- 2014 as respondent. The data collected were analysed using chi-square. The outcome of the study revealed that on the factors of environment, school attended and job opportunities provide significant relationship on the choice of career among students.

Esene and Ohiwerei (2005) opined that public perception of the secretarial education, which forms part of vocational education is education for the dropout, could affect the interest of students in vocational careers. In support of this view Afeti (2006), asserted that the impression created by the governments that the primary aim of vocational education then was to keep dropouts from secondary schools of the streets instead of projecting this type of vocational training as an effective strategy to train workers for employment, self-reliance and for poverty alleviation in the society. This misconception by the society, has contributed immensely to making this arm of education unpopular in the Nigerian tertiary institution in

particular and the society at large.

According to Ayiah-Mensah, Mettle & Ayimah (2014) asserts that socio-political environment of the community in which the students and the schools are located appeared to impact on the students' decision making processes. They stressed further that some students and teachers alike seem not to understand what it is all about and consequently, develop some contempt and not having the feeling for subject in the technical and vocational education. As a result, vocational and technical subject remain unhealthy and majority of the trades and occupations are regarded as not good and unbecoming. That means what the student's environment preaches can go a long way in influencing their choice of career.

Home environment is determined by parents. Igbinedion (2011) used a sample size of 191 students and descriptive statistics for the analysis. The hypotheses tested revealed that there were variations in the perceived factors that influence students' vocational choice between male and female students the universities and colleges of education differed significantly with regard to some of the factors that influence their choice. Therefore, the influence of the environment created by parent in the development of students interest cannot be over emphasized, this is because parents seems to have much influence on their children's choice of educational career. A study by Stebleton (2007), aimed at identifying the impact of school political/environment and practices on students as well as other influences which affects individual subject choices and career discussions. It was revealed that interviews conducted with students during their final year at school provide further insight into perception of subject selection and their effect on decisions regarding past school options and career decision.

Review of Some Empirical Studies

Pilot and Regis (2012) carried out a study titled Socio-demographic Factors Influencing Career Decision-making among Undergraduate Psychology Students in South Africa. Ex post

facto research design was used to conduct the study. Two-hundred participants (male = 100, female = 100, mean age = 21.35 years) took part in the study. They were randomly selected from students majoring in psychology at the University of Venda in South Africa. The sample comprised students drawn from first, second and third year classes. A questionnaire was used to collect data. The study modified Myburgh's (2005) demographic section of the career motives questionnaire. Pilot testing of the questionnaire resulted in an alpha coefficient of 0.89. Data were analysed using the chi-square and t-test. The chi-square was used to test the difference between gender and type and location of high school attended. Also t-test was used to test the difference between male and female participants in type of educational funding, parents' level of education, factors that influenced them to choose psychology as a career and the time of career decision making. Response frequencies and corresponding percentages were calculated and the corresponding percentages were worked out. The results of the study showed that demographic factors like type and location of school attended and parents' level of education influenced career decisions among students. The majority of the participants were influenced to choose psychology by their teachers, friends, mothers and media. Gender of the student also influenced career decision among the students. More males were influenced to choose psychology as a career field by their friends, teachers and media while females were mainly influenced by the mothers, fathers and members of community. Most of the participants made their career choice decisions at secondary level and during registration at university. More female students made early career decisions while more males made late career decisions.

This research is different but is related to the study because it also focuses on socio-demographic factors influencing career decision among undergraduates; but differ in that the previous study used chi-square to test the difference between gender and type and location of high school attended, while the present study will use t-test.

Another related empirical study is a study by Kochung & Migunde (2011) titled Factors Influencing Students' Career Choices among Secondary School students in Kisumu Municipality, Kenya. The purpose of the study was to examine factors influencing career choice among form four secondary school students in Kisumu municipality, Kenya. The study was conducted using descriptive survey research design. The study was done in Kisumu City that is located on the eastern shores of Lake Victoria. The city has a population of a half a million people. There were 2,464 form four secondary school students preparing to do their final examination during the time this study was being done. Stratified random sampling technique was used to select 332 form four students who took part in the study. Data for this study was collected using both structured and open ended questionnaire and interview schedules which were presented to students. Quantitative data was analysed using One Way ANOVA at 0.05 level of significance and descriptive statistics such as graphs, charts, frequency counts and percentages. Qualitative data was transcribed and organized into emergent themes. The findings of this study indicate that availability of advancement opportunities and learning experiences are the most influential factors affecting career choices among students. While males reported learning experiences and career flexibility as the most influential factors, females however reported availability of advancement opportunity and opportunity to apply skills as the most influential factors. However, no variance was reported for persons influencing career choice by gender.

This study is similar to the present study because it focused on factors influencing students' career choice but differs in that while the previous study used ANOVA to test the null hypotheses, the present study will use t-test, the previous study used both questionnaire and interview while the present study will use only questionnaire.

Another empirical study relevant to for this study is the study of Xuhua Qin (2010). The study was carried out by Xuhua Qin as his PhD dissertation for the University of Illionois at

Urbana Champaign USA. In the study, Xuhua Qin looked at family Impact on Asian American career choice. In the study, Xuhua Qin noted that Asian Americans were unevenly represented in certain professions in the United States. He noted that Asian Americans were commonly found in professions such as Medicines, engineering, computer technology, information technology, business, biochemistry among others. However, they were hardly found in professions such as social worker, musicians, entertainment, sports, theatre arts among others. The researcher wondered if perhaps the uneven distribution was as a result of Asian American interest in such careers. Perhaps it was possible that Asian Americans just preferred those other careers to the arts and performing arts. He cited Holland's personality theory of vocation and stated that people chose career based on their interest and personality.

However Xuhua Qin noted in the study that Asian Americans did not choose their career based on their interest and personality. Rather they chose their career base on family pressure and control. Xuhua Qin noted that the culture of Asians played a significant role in the selection of career by Asian Americans. The culture of Asians is such that family comes first, the Asians are brought up to value their family above all other needs even at the detriment of their comfort and convenience. He noted in the study, that most of the Asian Americans who were in their present career did not have interest for that career; they were only forced to choose the career so that they will please their parents. During the study, he also noted that, while it may be easily assumed that Asian Americans had little interest for performing arts, sport and entertainment etc. on the contrary over sixty five percent of the participants who participated in the focus group discussion actually had interest for the performing arts, sports and entertainment. The study is a clear representation of the impact family can have on children's career choices. He also noted that, though there may not be extreme conflict as would be expected (because Asians generally respect and esteem their parents), yet the minute the child is forced to choose another career other than the career he or

she truly wants, conflict is already in place. The researcher chose six hypotheses to guide the study; the sample size for the study was two hundred and forty nine Asian Americans drawn from a university in the west coast of America and from a website design specifically for Asian Americans. Two instruments were used to collect data; the Interest Profiler Short Form (IPSF) which was designed using the RIASEC (Realistic, Investigative, Artistic, Social, Enterprising and Conventional) type of Holland and the Choice Goals Questionnaire (CGQ). Data was analyzed using ANOVA and t-test. Findings from the study showed that family obligations are the strongest motivating factor influencing Asian Americans in making their career choice. Other factors were parental occupations, acculturation, and interest. The current research is related to this study in that both focuses on factor influencing career choice and also the findings, conclusions and recommendations of the researcher helps the current researcher in the choice of objectives. But differ in study area.

Alika and Audu (2011) carried out a study on the influence of peers and parents on adolescent's career choice in Edo State, Nigeria. The design of the study was correlation survey design. One research question and one hypothesis guided the study. The study was done in Egor and Oredo local government area of Edo state. The population of the study comprised of all the adolescents in senior secondary school. A sample of four hundred (400) students was used for the study. Three research instruments were used for the study namely; students' occupational cluster preference scale, peer pressure assessment scale and the parental influence assessment inventory. Data collected were analysed using Pearson Product Moment Correlation and Regression Analysis Procedure. The result showed that there was no significant relationship between peer group influence and career choice of students in all the occupational clusters while parental influence significantly influenced career choice of students especially with regards to the choice of medicine as a career.

This study is similar to the present study because it focuses on the influence of peers and parents on adolescent's career choice but differ in the number of research question and hypothesis also data collected were analysed Using Pearson Product Moment Correlation and Regression Analysis Procedure while the present study will use T-test. The current study will add knowledge to this study on the choice of career.

In 2013, Vickneswaran & Balasundaram conducted a study in the University of Jaffna, Sri Lanka on factors influencing in career choice of second year undergraduate students. The purpose of this study was to examine factors influencing career choice among the second year undergraduate students in Faculty of Management Studies and Commerce, University of Jaffna, Sri Lanka. The factors investigated included: personal or self, associate with family and relations, within the university and others, associate with current market and geographical area, occupational and others. Actually the students are facing problems when they have to choose their specialization field because several factors are influencing in the selection of specialization. This selection of specialization is very essential to everyone to recognize them in the world. Faculty of Management Studies and Commerce has four disciplines of specialization which are Accounting, Marketing, Human Recourse Management and Financial Management. The students are following first two years as commonly after the second year they have to choice their specialization. The study was conducted using survey design with a population of 100 second year undergraduate students. The data for this study has been collected using structured questionnaire.

This study is different from the present study, but is relevant to the current work, because while it also focused on factors influencing career choice of undergraduate students and the researcher's findings, conclusions and recommendations helped the current research in the choice of study objectives.

In another study conducted by Tanimoune, Posylnaya, Tahsin & Umarou (2010) on An Investigation of College Students' perception about Business Careers, the study was conducted to determine the perception of business and non-business majors about business careers and the reasons why some current students decided to major in business. Survey research design was used. A five point scale Questionnaire consisted of three sections was administered. The sample was 307. The study found that economic crisis had negative effects on business careers. Students agreed that their choice of business careers were respectively influenced by their college teachers and families while others were motivated by high salary expectations, promotion opportunities, future job security, professional environment and challenging work. The study recommended that a bigger and a more diversified sample should be used in order to generalize the results. More so that a seven-point scale should be used when conducting a study in this same type of area as the seven-point scale provides more accurate results than the five-point scale. It recommended also that it would be interesting to administer a survey to a group of students from their first to last year of college as the results from such a study would give an outlook on how their opinions change through school years and business cycles. It recommended also that in the Future, additional analysis should be conducted to determine the statistical differences between business and non-business major. Additionally, multivariate analysis could be conducted to determine validity and reliability of the instrument items.

The present study found the findings of the study relevant as they served as literature and also enhance the interpretation of the findings of the present study. However, the two studies differ because while the former centred on both Business major and Non-Business major the present study centred on all Vocational and Technical Education Students.

Easterling (2011) conducted a study on 'Business Student Perceptions Regarding Purpose, Choice of Major and Future Work: A Factor-Analytic Investigation'. The study

examined factors that influenced business students' choices of major and explored their attitudes toward future work. It also investigated the extent to which business students report having a purpose in life and the extent to which such identification may guide them toward business positions. It then compared students pursuing different business majors (accounting, finance, management, and marketing) in terms of life purpose and career selection influences, as a basis for uncovering any noteworthy intra-group differences and the implications, thereof. Motivational orientation differences between women and men, inter-gender differences in terms of life purpose and career selection influences were also investigated. Three research questions were raised for the study. Population for the study was 1600 undergraduate business students of a Mid-Atlantic regional, public university. The target school was comprised of four departments: Accounting/Legal Studies; Economics/Finance; Information Systems/Decision Sciences; and, management/Marketing. Results revealed in general, that the perceptions of business students with regard to what influenced them to select a particular major were quite similar. Across majors, students varied only in terms of their perceptions of Career Potential where Accounting and General Business majors held higher perceptions than Finance, Management and Marketing majors. It revealed also that business student' perceptions of Purpose in Life factors were consistent across all majors. With regard to similarity of perceptions of future work across majors, the perceptions of students varied significantly. Results indicate that Finance students have the highest perceptions related to their future work, followed by Marketing, Accounting, and Business. Management students report the lowest perceptions of future work. From an inter-gender perspective, the finding was congruent with that of Smith, Davy, Rosenberg, and Haight (2009) where, in a large cohort of business school majors, women reported lower mean Alienation scores than did men. The study suggested that, it was important for all educators to encourage students to think more broadly about their future work. It also recommended

that business educators should find opportunities to discuss career related concerns with their students and to have them consider more than extrinsic factors such as starting salaries and job availability.

The present study found the study relevant as some of its findings served as literature review for this present work. On the contrary the two studies are not the same because while marketing, Accounting and Managements students were included in the former study the present study focused on all Vocational and Technical Education Students.

Avugla (2011) conducted a research to investigate factors that influence career choice among the senior high school students in the South Tongu District of Volta Region, Ghana, and the extent to which those factors influence students' choice. Survey design was used. The main instrument used for data collection was questionnaire. Simple random sample techniques was used to select 200 students, and convenient sampling techniques used to select three administrators and three guidance and counselling coordinators for the study from the three public second cycle institutions in the District. Both descriptive and inferential statistics were used in analysing data. The construct validity was established using factor analysis and reliability using Cronbach's Alpha. The results of the main hypothesis and the research questions postulated for the study revealed that Intrinsic factors reliably predicted career choice suggesting that Extrinsic factors and Interpersonal factors are not significant predictors when the effects of Extrinsic factors and Interpersonal factors are controlled. This helps students learn about and explore careers that ultimately lead to career choice. This played a critical role in shaping students career choice. It was recommended that Career Education and Guidance should be introduced in the primary school to enable children to explore the world of work as young people need to make a smooth transition from primary school to the initial years of senior high school and the Ministry of Education should allocate

fund for a Guidance and Counselling activities in all basic and second cycle schools. This will enable the guidance coordinators to function effectively at their various levels of work.

This study is similar to the present study because it focuses on factors that influence career choice among students, the study also adopted survey research design which is the same with the present study but differ in location.

Appraisal of Related Literature

The review of literature was done to provide the researcher with guidance to arrive at theoretical framework for this study. The theoretical framework was based on developmental theory that explains the developmental stages an individual goes through in making a vocational choice and social cognitive theory which includes friends, family and relatives influence the career choice of an individual. It was posited that when individuals watch their peers succeeding, they are likely to believe that they can also succeed. Varieties of competencies available were identified in the review. This theory provided the researcher the framework to examine the environment that promotes development in students' quests for sustainable careers.

Literature were reviewed on concept of career, choice of career, vocational and technical education, parental influence and career choice, peer influence and career choice, socio-economic influence and career choice, gender influence and career choice and environmental factor. Furthermore, it also brought into limelight other researcher's views on the determinants of career which provided the research with necessary information on some of the factors that influence career choice among vocational and technical education students.

Globally, researchers have investigated factors influencing students 'career choice in various fields of specialization. To mention a few, there is literature on the views of students in teaching career. These studies revealed the main reasons and what influence the student in choosing teaching as a career. Eight empirical studies related to the present study were

reviewed. Based on the reviewed empirical studies, however there are still gaps to be filled, no research has been conducted and critically looked into the factors that influence the choice of career among vocational and technical education students in colleges of education in Oyo State.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the methodology that was used for the study. The chapter is presented under the following subheadings:

Research Design

Population of the Study

Sample and Sampling Procedure

Instrument for Data Collection

Validity of the Instrument

Pilot Study

Reliability of the Instrument

Procedure for Data Collection

Procedure for Data Analysis

Research Design

Descriptive survey research design was adopted for this study. Umoru in Bess (2010) opines that descriptive survey research determines and reports the way things are. It involves assessing attitudes or opinions towards individuals, organisations, events or procedures. The design was therefore appropriate for the study because it involves the use of structured questionnaires to elicit the required data from the respondents on Perceived factors that influence career choice among Vocational and Technical Education Students in Colleges of Education in Oyo State.

Population for the Study

The population of this study comprises all Vocational and Technical Education students that are undertaking Business Education, Agricultural Education, Home Economic, Technical

Education and Fine and Applied Art programme as a career in 2017/2018 academic session in Colleges of Education in Oyo State of Nigeria. There were 3556 students constituting of all Vocational and Technical Education Students in both Federal and State Colleges of Education in Oyo State. The details of the population of the study are as given in Table 1.

Table 1: Population of the study

S/N	Institution	Number of 100level Students	Number of 200level Students	Number of 300level Students	Total
1.	Federal College of Education (special) Oyo	518	510	449	1477
2.	Emmanuel Alayande College of Education (EACOED), Oyo	490	465	461	1416
3.	College of Education Lantate, Oyo	225	220	218	663
	Total	1233	1195	1128	3556

Source: Registry office: EACOED, LANLATE AND SPED 2018

Sample and Sampling Techniques

The sample for the study consists of 239 N.C.E.11 students of three own Government Colleges of Education in Oyo State. This will be approximated to 20% of the NCE II population in those three schools as in Table 1 above, which was in line with Odekunle (2012) who recommended that if the population was less than 2500 for descriptive study 20% was enough to establish the existence or non-existence of a relationship. The breakdown of the sample at a glance is as presented in the Table below.

Table 2a: Sample Size for the Study

S/N	Institution	Departments					Number of 200L Students (100%)	20% of 200L Students
		Agric Edu. 200L Students	Busine ss Edu. 200L Students	Fine & Applie d Art Edu. 200L Students	Home. Econ. Edu. 200L Students	Tech nical Edu. 200L Students		
1.	Federal College of Education (special) Oyo	65	345	50	50	Nil	510	102
2.	Emmanuel Alayande College of Education (EACOED), Oyo	85	250	35	65	30	465	93
3.	College of Education Lantate , Oyo	35	110	30	30	15	220	44
Total							1195	239

Source: Registry office: EACOED, LANLATE AND SPED 2018

Table 2b: Sample Size for the Study

S/N	Institution	Department					Number of 200L Students (20%)
		Agric edu. 200L Students (20%)	Business edu. 200L Students (20%)	Fine & Applied Art edu. 200L Students (20%)	Home. Econ. edu. 200L Students (20%)	Technical edu. 200L Students (20%)	
1.	Federal College of Education (special) Oyo	13	69	10	10	Nil	102
2.	Emmanuel Alayande College of Education (EACOED), Oyo	17	50	07	13	06	93
3.	College of Education Lantate, Oyo	07	22	06	06	03	44
Total		37	141	23	29	09	239

Source: Researcher's Design, 2018

All the Colleges of Education that run Vocational and Technical Education Programme in Oyo State were used for the study. In order to allow every member of the population to have equal opportunity of being selected as held by Adetoro (2010), a proportionate stratified sampling procedure was used to select the respondents. Each College was considered as a stratum. The researcher folded pieces of paper written on some, 'YES' in proportion to the number of students sampled from each college and on others 'NO', well mixed in a container, all those who picked 'YES' response was considered for the study.

Instrument for Data Collection

The instrument to be used for the data collection in this study was mainly a questionnaire tagged; Perceived Factors and Choice of Career Questionnaire (PFCCQ). This was used to elicit information relating to factors influencing career choice among Vocational and Technical Education Students. The questionnaire was divided into two: parts A and B. Part A focused on the demographic data of the students, while Part B focuses on the factors affecting career choice and its sub-divided into four Sections A B C and D. section D was further divided into two parts which are male and female, the choice was made to have separate questionnaire items for male and female respondents. Sub-Section A: contained (10) constructs on parental factors that influenced the choice of career among students, Sub-Section B: contained (10) constructs on peer influence that determine career choice of students, Sub-Section C: contained (10) constructs on environmental factors that influence career choice of students, Sub-Section D (male): contained (9) constructs on male factors that influence career decision among college's student: Sub-Section D (female): contained (9) constructs on female factors that influence career decision among college's student.

A 4-points rating scales of Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Low Extent (LE) 2 points, and No Extent (NE) 1 point was used.

Validation of Instrument

The instrument was validated by senior lecturers from the department of Business and Entrepreneurship Education Kwara State University, Malete, and another from Tai – Solarin, University. Validity is concerned with whether the instrument measured what it is purported to measure and if they are representative sample of the opinion domain investigation. Copies of the research topic, purpose of the study, research questions and research hypotheses together with the draft questionnaire were given to the experts. The experts did both face and content validation of the instrument. They examined and scrutinized the contents, based on relevance, suitability, item clarity and coverage of what the study purported to cover. Necessary corrections and suggestions were made which formed the basis for the modification of the draft and final production of the instrument which was approved by the project supervisor.

Reliability of Instrument

The researcher conducted a pilot study at the college of education Ilorin, Kwara State. The reason for this choice is because the college of education is outside Oyo State but share similar characteristics with the study area. The instrument was administered to twenty (20) NCE II Students of Vocational and Technical Education. Data generated from the pilot study was used to determine the reliability of the instrument and analyzed using Cronbach Alpha reliability method to determine the internal consistency of the instrument. The pilot study was conducted to determine whether the questionnaire items were clear and understood by the respondents; whether there was need to add more items in the questionnaire and how the respondents would react to the questionnaire items.

The data generated from the pilot study were analysed using Cronbach alpha reliability method to determine the internal consistency of the instrument. For a survey data to be used it must be reliable. The Cronbach coefficient calculated for this study was 0.85

This coefficient is high and positive, therefore, the instrument was adjudged reliable for this study based on Amoor (2014) who stated that if the result of the test was obtained at the average value of coefficient of 0.75, it was an indication that the instrument was reliable and internally consistent and valid for the study

Procedure for Data Collection

An introductory letter was collected from the office of the Head of Department, Department of Business and Entrepreneurship Education, Kwara State University, Malete to seek permission from the three selected colleges of education where the data for the study was collected. The instrument was administered by both the researcher and research assistants. Copies of the questionnaire were given to each respondent at various places within the College campuses. The researchers explain the contents of the questionnaire for the purpose of clarity for those respondents that would need it. The process of questionnaire administration and retrieval lasted for eight (8) weeks.

Procedure for Data Analysis

The data collected was analysed using frequency and percentage for personal data of the respondents. Mean and standard deviation was adopted to answer the research questions and t-test was used to test the relationship among each of the independent variables and dependent variable in the hypotheses at 0.05 levels of significances.

Decision Rule

For the research questions, answers will be provided as follows;

0.00	-	1.49	No Extent
1.50	-	2.49	Low Extent
2.50	-	3.49	High Extent
3.50	-	4.00	Very High Extent

If the computed P value is greater than the level of significance, the Null hypothesis would be accepted, if computed P value is less than the level of significance, the Null hypothesis will be rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This research work was conducted to examine the factors that influence the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State. This chapter presents the results and discussion of the data analysis for the study. The presentations are organized according to research questions and null hypotheses that guided the study. A total 239 copies of the questionnaire were distributed and retrieved. The breakdown of the retrieved questionnaires was 102 students of vocational and technical education in Federal Colleges of Education (special) Oyo, 93 students of vocational and technical education in Emmanuel Alayande Colleges of Education (EACOED), Oyo and 44 students of vocational and technical education in Colleges of Education Lantate Oyo. They are presented under relevant headings as follows:

Analysis of Demographic Variables

Analysis of data to answer the Research Questions

Test of Hypotheses

Summary of Major Findings

Discussion of Findings

Analysis of Demographic Data

The demographic variables for the study were analyzed in Tables 3 to 7 as follows:

Table 3: Percentage distribution of respondents by institution

S/N	Institution	Number of Students	Percentage of Students %
1.	Federal Colleges of Education (special) Oyo	102	38.9
2.	Emmanuel Alayande Colleges of Education (EACOED), Oyo	93	42.7
3.	Colleges of Education Lantate , Oyo	44	18.4
	Total	239	100

Source: Field survey, 2018

Analysis of data in Table 3 reveals that there are 102 (38.9%) vocational and technical education students in federal college of education (special) Oyo, 93 (42.7%) vocational and technical education students in Emmanuel Alayande Colleges of Education (EACOED), Oyo and 44(18.4%) vocational and technical education students in Colleges of Education Lantate, Oyo who responded to the questionnaires. This implied that Federal Colleges of Education (special) Oyo had the largest number of vocational and technical education students in Oyo state.

Table 4: Percentage distribution of respondents by Federal or State

S/N	Institution	Number of Students	Percentage of Students
1.	Federal	102	42.7
2.	State	137	57.3
	Total	239	100.0

Source: Field survey, 2018

Analysis of data in Table 4 reveals that there are 102 (42.7%) vocational and technical education students in federal colleges of education in Oyo and 137 (57.3%) vocational and technical education students in state college of education in Oyo. This implied that state Colleges of Education had the largest number of vocational and technical education students in Oyo state.

Table 5: Percentage distribution of respondents by department

S/N	Institution	Number of Students	Percentage of Students
1.	Agricultural Education	37	15.5
2.	Business Education	141	59.0
3.	Fine and Applied Art	23	9.6
4.	Home Economics	29	12.1
5.	Technical Education	9	3.8
	Total	239	100.0

Source: Field survey, 2018

Analysis of data in Table 5 reveals that there are 37 (15.5%) agricultural education students, 141 (59.0%) business education students, 23 (9.6%) fine and applied art student, 29 (12.1%) home economics students and 9 (3.8%) technical education students who responded to the questionnaire. This implied that business education had the largest students compared to other departments.

Table 6: Percentage distribution of respondents by Area

S/N	Institution	Number of Students	Percentage of Students
1.	Urban	164	68.6
2.	Rural	75	31.4
	Total	239	100.0

Source: Field survey, 2018

Analysis of data in Table 6 reveals that 164 (68.6%) students in urban areas and 75 (31.4%) students in rural areas responded to the questionnaire. This implied that institutions in urban area had the largest number of vocational and technical education students in Oyo state.

Table 7: Percentage distribution of respondents by sex

S/N	Institution	Number of Students	Percentage of Students
	Male	99	41.4
	Female	140	58.6
	Total	239	100.0

Source: Field survey, 2018

Analysis of data in Table 7 reveals that there are 99 (41.4%) male students and 140 (58.6%) female students of vocational and technical education who responded to the questionnaire. This implied that there are more female students offering vocational and technical education courses compared to the male students.

Analyses of Data to Answer the Research Questions

Analysis of data to answer the research questions conducted in Tables 8 to 16 is as follows:

Research Question one: To what extent do parental factors influence the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria?

Table 8: Mean and standard deviation of responses on the extent of parental influences in determining the choice of career

S/N	Item Statements	\bar{X}	SD	Remark
1.	The financial status of my parents influenced my career choice	3.44	0.81	High Extent
2.	The educational qualification of my parents influenced the choice of my career	2.95	0.92	High Extent
3.	Other family members have the greatest influence in my career choice	2.75	1.16	High Extent
4.	The background of my parents influenced my choice of career	2.73	1.16	High Extent
5.	The support I received from my parents concerning career choice influenced me	3.50	0.82	High Extent
6.	The advice of my parents influenced my choice of career compared to that of career counsellor	3.13	0.85	High Extent
7.	My family business influenced the choice of my career	3.00	1.02	High Extent
8.	The dominant profession in my family influenced my career choice	2.84	1.09	High Extent
9.	My parents by virtue of their socio-economic status preferred me to pursue a career that will give them a greater reputation and recognition in the society.	3.20	0.95	High Extent
10.	My family member influenced the choice of my career	2.79	1.05	High Extent
Weighted average		3.03	0.98	High Extent

Source: Field Survey, 2018

Table 3 revealed that the respondents unanimously indicated high extent to all the constructs. The table showed that the financial status of their parents influenced the choice of

their career (mean = 3.44), the same way they indicated that the educational qualification of their parents influenced the choice of their career (mean = 2.95), In addition, the respondents stated that other family members have the greatest influence in their career choice (mean = 2.75) and also the background of their parents influenced the choice of their career to a high extent (mean = 2.73). the respondents also indicated that the support they received from their parent concerning career choice influenced them to a high extent (mean = 3.50) Same way the advice of their parent also influenced their choice of career compared to that of career counsellor (mean = 3.13), and their family business also influenced the choice of their career (mean = 3.00), the respondents also indicated that the dominant profession in their family influenced their career choice (mean = 2.84). The respondent stated that their parents by virtue of their socio-economic status preferred them to pursue a career that will give them a greater reputation and recognition in the society (mean = 3.20), family member also influenced the choice of their career (mean = 2.7).

Overall, all the constructs in table 8 indicates that parental factors influence the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria to a high extent (mean = 3.03, SD = 0.98).

Research Question two: To what extent does peer influence determine the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria?

Responses to the research question 2 in table 9, the frequency distribution was calculated from which the mean and standard deviation was derived to compute the result in the table below;

Table 9: Peer factor influencing the career choice of vocational and technical education students

S/N	Item Statements	\bar{X}	SD	Remark
1.	Peer influence regarding career choice was powerful	3.10	0.93	High Extent
2.	I value peer opinion above guidance counsellors and parents	2.79	1.02	High Extent
3.	Peer advice on career guidance was helpful to me	2.87	1.04	High Extent
4.	Career education that came from other students influenced my choice of career	3.01	0.93	High Extent
5.	My friends gave comprehensive and proper advice on careers	3.02	0.96	High Extent
6.	I embraced the advice I got from peers than my own option	2.88	0.95	High Extent
7.	My friends played a significant role in changing my career decision	2.57	1.18	High Extent
8.	I valued peer opinion on the choice of career than that of career counsellor	2.84	1.07	High Extent
9.	My choice was influenced by my friends and peers who were doing well in their career	2.94	1.04	High Extent
10.	My friends have been the greatest influence in my career choice	2.74	1.07	High Extent
Weighted average		2.88	1.02	High Extent

Source: Field Survey, 2018

Analysis of data in Table 8 reveals that the respondents agreed to a high extent that peer influence regarding career choice was powerful (mean = 3.11) The respondents also agreed to a high extent that they value peer opinion above, guidance counselors and parents (mean = 2.79) The table also shows that the respondents indicated that the Peer advice on career choice guidance was helpful to them (mean = 2.87) In addition, the respondents also agreed to a high extent that Career education that came from other students influenced their choice

of career (mean = 3.01) Similarly, the respondents agreed to a high extent that their friends give comprehensive and proper advice on career (mean = 3.02) and the respondents embraced the advice they got from peers that they value most (mean = 2.89). Also, the respondents agreed to a high extent that their friends play a significant role in changing their career decision (mean = 2.56). Furthermore, the respondents agreed to a high extent that they valued peer opinion on the choice of career than that of career counselor (mean = 2.84), and their choice was also influenced by their friends and peers who were doing well in their career (mean = 2.94). The table also showed that the respondents indicated that their friends have been the greatest influence in their career choice (mean = 2.74). All the ten items have standard deviation range from 0.93 to 1.18 which means that the responses of the respondents are not dispersed as they are close to the mean.

Overall, all the constructs in table 9 indicates that peer factor influenced the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria to a high extent (mean = 2.88, SD = 1.02).

Research Question 3: To what extent does environmental factor influence the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria?

Table 10: Mean and standard deviation of responses on the extent of environmental influences in determining the choice of career

S/N	Item Statements	\bar{X}	SD	Remark
1.	Choice of my career is important to gain a symbol of status within society	3.66	0.66	Very High Extent
2.	A stable and secure future would influence my career choice	3.21	0.93	High Extent
3.	An attractive working condition would influence my career choice	3.19	0.82	High Extent
4.	The location of my home is responsible for my career choice	2.93	1.04	High Extent
5.	Career trips or field trips influenced the choice of my career	3.04	0.89	High Extent
6.	Am fully aware of what my career could contribute to the world of work	3.22	0.96	High Extent
7.	My career choice is influenced by the society in which I live	2.92	1.04	High Extent
8.	The socio-economic environment influenced my career choice	3.11	0.85	High Extent
9.	The location of my school was responsible for my career choice	2.79	1.00	High Extent
10.	The choice of my career was influenced by environmental factors	2.96	1.00	High Extent
Weighted average		3.10	0.92	High Extent

Source: Field Survey, 2018

Analysis of data in Table 10 revealed that the respondents agreed to a high extent that the choice of their career is important to gain a symbol of status within society (mean = 3.66), the respondents indicated that a stable and secure future would influence their career choice (mean = 3.21). The table also showed that the respondents agreed to a high extent that an attractive working condition would influence their career choice (mean = 3.19). In addition,

the respondents also indicated that area where their home is located is responsible for the choice of their career to a high extent (mean = 2.93). Same way the respondents agreed to a high extent that career trips or field trip influenced the choice of their career (mean = 3.04), also the respondents agreed to a high extent that they are fully aware of what their career would contribute to the world of work (mean = 3.22). In addition, the respondents indicated that their career choice is influenced by the society in which they live to a high extent (mean = 2.92). The table further reveals that the socio-economic environment of the respondents also influenced their career choice to a high extent (mean = 3.11). The respondents also indicated that the location of their school was responsible for their career choice to a high extent (mean = 2.79), and the respondents agreed to a high extent that the choice of their career was influenced by environmental factors (mean = 2.96).

On the overall, all the constructs in table 10 indicate that environmental factor influence the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria to a high extent (mean = 3.10, SD = 0.92).

Research Question four: To what extent do gender factor influence the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria?

Frequency distribution of the response in table 11 of the research question 4 was analysed by using mean and standard deviation to calculate the result below.

Table 11: Mean and standard deviation of responses on the extent of male Influences in determining the choice of career

S/N	Item Statements	\bar{X}	SD	Remark
1.	There are career suitable for men and others suitable for women	3.24	0.94	High Extent
2.	Male students have higher career ambitions than female	2.89	1.05	High Extent
3.	Male are socialized to choose careers that are gender sensitive	3.06	0.88	High Extent
4.	Women's are homemakers and male are breadwinners	3.22	0.89	High Extent
5.	Male models have influenced me to take the career I want to pursue	3.11	0.85	High Extent
6.	My gender played a great role in my career choice	3.10	0.93	High Extent
7.	My mother's job influenced my career choice as a male child	2.84	1.06	High Extent
8.	My father's profession influence my career as a male child	3.20	0.95	High Extent
9.	Male can use computers more effectively to solve problem than female	2.67	1.07	High Extent
Weighted average		3.04	0.96	High Extent

Source: Field Survey, 2018

All of the items listed were rated as High extent. These included: "There are career suitable for men and others suitable for women" ($\bar{X} = 3.24$), "Male students have higher career ambitions than female" ($\bar{X} = 2.89$), "Male are socialized to choose careers that are gender sensitive" ($\bar{X} = 3.06$), "Women's are homemakers and male are breadwinners" ($\bar{X} = 3.22$), "Male models have influenced me to take the career I want to pursue" ($\bar{X} = 3.11$), "My

gender played a great role in my career choice” (\bar{X} =3.10), “My mother’s job influenced my career choice as a male child” (\bar{X} =2.84), “My father’s profession influence my career as a male child” (\bar{X} =3.20), and “Male can use computers more effectively to solve problem than female” (\bar{X} = 2.67). The weighted average is 3.04 which fall within the range of High extent.

Table 12: Mean and standard deviation of responses on the extent of female Influences in determining the choice of career

S/N	Item Statements	\bar{X}	SD	Remark
1.	There are career suitable for women and others suitable for men	3.44	0.81	High Extent
2.	Female students have higher career ambitions than male	2.69	0.92	High Extent
3.	Female are socialized to choose careers that are gender sensitive	3.19	0.90	High Extent
4.	Women’s are homemakers and male are breadwinners	2.75	1.14	High Extent
5.	Female models have influenced me to take the career I want to pursue	2.98	1.04	High Extent
6.	My gender played a great role in my career choice	2.99	0.98	High Extent
7.	My mother’s job influenced my career choice as a female child	2.73	1.11	High Extent
8.	My father’s profession influence my career as a female child	2.85	1.21	High Extent
9.	Female can use computers more effectively to solve problem than male	2.56	1.10	High Extent
Weighted average		2.91	1.02	High Extent

Source: Field Survey, 2018

All of the items listed were rated as High extent. These included: “There are career suitable for women and others suitable for men” (\bar{X} = 3.44), “Female students have higher career ambitions than male” (\bar{X} = 2.69), “Female are socialized to choose careers that are gender sensitive” (\bar{X} =2.19), “Women’s are homemakers and male are breadwinners” (\bar{X} = 2.75), “Female models have influenced me to take the career I want to pursue” (\bar{X} = 2.98), “My gender played a great role in my career choice” (\bar{X} =2.99), “My mother’s job influenced

my career choice as a male child" (\bar{X} = 2.73), "My father's profession influence my career as a male child" (\bar{X} = 2.85), and "Female can use computers more effectively to solve problem than female" (\bar{X} = 2.56). The weighted average is 2.91 which fall within the range of High extent.

Test of Hypotheses

The four null hypotheses of the study were tested using independent t-test. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 12 to 15 as follows:

H₀₁. There is no significant difference between the mean rating of students in Federal Colleges of Education and State Colleges of Education on the extent of parental influence on choice of career among Vocational and Technical Education Students in Colleges of Education, Oyo State.

Table 13: Summary of t-test of the difference between the mean rating of students in Federal Colleges of Education and State Colleges of Education on the extent of parental influence on choice of career

Status	N	Mean	SD	t-cal	Df	p-value	Decision
Federal college of education	102	2.96	0.97	0.963	237	0.338	NS
State college of education	137	3.09	0.97				

Source: Field survey, 2018

The data in Table 12 revealed that there are 102 of Federal college of education students and 137 State college of education offering Vocational and technical education. Both Federal and State colleges of education students responses showed that there is high parental influence on the choice of career (mean = 2.96; SD = 0.97) and (mean = 3.09; SD = 0.97). Their responses are closed to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean rating of students in

Federal Colleges of Education and State Colleges of Education on the extent of parental influence on choice of career among Vocational and Technical Education Students in Colleges of Education, Oyo State. ($t_{237} = 0.963$, $P=0.338$). Therefore, the null hypothesis that stated that there is no significant difference between the mean rating of students in Federal Colleges of Education and State Colleges of Education on the extent of parental influence on choice of career among Vocational and Technical Education Students in Colleges of Education, Oyo State was not rejected. This implies that Federal Colleges of Education and State Colleges of Education did not differ in their responses regarding the parental influence on career choice. Though there was a slight difference between their mean responses with State Colleges of Education students having higher mean responses, but the difference was not statistically significant (mean difference = 0.13).

H₀₂. There is no significant difference between the mean rating of male and female students on the extent of peer influence on career choice of Vocational and Technical Education Students in Colleges of Education in Oyo State

Table 14: Summary of t-test of the difference between the mean rating of male and female students on the extent of peer influence on career choice

Status	N	Mean	SD	t-cal	Df	p-value	Decision
Male	99	2.86	1.03	0.555	237	0.558	NS
female	140	2.89	1.00				

Source: Field survey, 2018

Table 13 revealed that male students recorded mean score of 2.86 and standard deviation of 1.03 while female students recorded mean score of 2.89 and standard deviation of 1.00. The t-calculated value of 0.555 was obtained with p = value of 0.558 which is higher than the level of significance of 0.05 at 237 degree of freedom. This means that there exists enough evidence not to reject the null hypothesis. This indicates that there was no significant

difference between the mean rating of male and female students on the extent of peer influence on career choice of Vocational and Technical Education Students in Colleges of Education in Oyo State. This implies that male and female did not differ in their responses regarding the peer influence on career choice. Though there was a slight difference between their mean responses with female students having higher mean responses, but the difference was not statistically significant (mean difference = 0.02).

H₀₃. There is no significant difference between the mean rating of students in urban areas and those in rural areas on the extent of environmental influence on choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State.

Table 15: Summary of t-test of the difference between the mean rating of students in urban areas and those in rural areas on the extent of environmental influence on choice of career

Status	N	Mean	SD	t-cal	Df	p-value	Decision
Urban	164	3.15	0.91	1.005	237	0.318	NS
Rural	75	3.00	0.92				
Source: Field survey, 2018							P>0.05

The data in Table 14 revealed that there are 164 urban and 75 rural Students of Vocational and technical education. The urban and rural students responses showed that there is high environmental influence on career choice (mean = 3.15; SD = 0.91) and (mean = 3.00; SD = 0.92). Their responses are closed to the mean as the standard deviations are very low. The table revealed that there is no significant difference between the mean rating of urban and rural students on the extent of environmental influence on career choice of Vocational and Technical Education Students in Colleges of Education in Oyo State. ($t_{237} = 1.005$, $P=0.318$). Therefore, the null hypothesis that stated that there is no significant difference between the mean rating of students in urban areas and those in rural areas on the extent of environmental influence on choice of career among Vocational and Technical Education Students in College

of Education in Oyo State was not rejected. This implies that urban and rural did not differ in their responses regarding the environmental influence on career choice. Though there was a slight difference between their mean responses with urban students having higher mean responses, but the difference was not statistically significant (mean difference = 0.15).

H₀₄. There is no significant difference between the mean rating of male and female students on the extent of gender influence on career choice of students in College of Education in Oyo State.

Table 16: Summary of t-test of the difference between the mean rating of male and female students on the extent of gender influence on career choice of students

Status	N	Mean	SD	t-cal	Df	p-value	Decision
Male	99	2.98	0.98	0.000	237	1.000	NS
female	140	2.91	1.02				

Source: Field survey, 2018

The data in Table 15 revealed that there are 99 male and 140 female students of Vocational and technical education students. Male students recorded mean score of 2.98 and standard deviation of 0.98 while female students recorded mean score of 2.91 and standard deviation of 1.02. The t-calculated value of 0.000 was obtained with p-value of 1.000 which is higher than the level of significance of 0.05 at 237 degree of freedom. This means that there exists enough evidence not to reject the null hypothesis. This indicates that there was no significant difference between the mean rating of male and female students on the extent of gender influence on career choice of students in College of Education in Oyo State. This implies that male and female did not differ in their responses regarding the gender influence on career choice. Though there was a slight difference between their mean responses with female students having higher mean responses, but the difference was not statistically significant (mean difference = 0.07).

Summary of the Major Findings

The following are the major findings of the study:

1. Parental factor highly influenced the choice of career among Vocational and Technical Education students in colleges of education in Oyo State.
2. Peer factor had high influence on the career choice of Vocational and Technical Education students in colleges of education in Oyo State.
3. Environmental factor had high positive influence on the career choice of Vocational and Technical Education Students in colleges of education in Oyo State.
4. Gender influence had high influence on the career decision of Vocational and Technical Education Students in colleges of education in Oyo State.
5. There was no significant difference between the mean rating of students in Federal Colleges of Education and State Colleges of Education on the extent of parental influence on choice of career among Vocational and Technical Education Students.
6. There was no significant difference between the mean rating of male and female students on the extent of peer influence on career choice of Vocational and Technical Education Students.
7. There was no significant difference between the mean rating of students in urban areas and those in rural areas on the extent of environmental influence on choice of career among Vocational and Technical Education Students
8. There was no significant difference between the mean rating of male and female students on the extent of gender influence on career choice of students.

Discussion of Major findings

The purpose of this study was to present the findings regarding the perceived factors influencing career choice among Vocational and Technical Education students in Colleges of Education in Oyo State, Nigeria. Research Question One presented the extent to which

parental factors influence career choice; findings reflect that parental factor highly influenced career choice among Vocational and Technical Education students. The study revealed that the financial status of parents, their educational qualification and other family member influenced the career choice of students as supported by Taylor, Harris & Taylor (2004) that family, parent and guardian play a significant role in the occupational aspiration and career goal development of their children. The study found that the advice, support and information that the students received from their parents influenced their choice of career to a high extent. Keller (2014) also indicated that when students feel supported and lived by their parents, they have more confidence in their own ability to find career information and to choose a career that would be interesting and exciting to them. Extended family members had impact on students' choices of careers as revealed by student participants. These members included grandparents, uncles, aunts and cousins. The proximity to such people may have a bearing on students' choices of careers. This finding is in line with Keller (2014) who found that other family members influence students' choices of careers. Other studies (Olaosebikan & Olusakin, 2014), also reinforced the above findings which revealed the influence of family members on students' choices of careers. Ferry (2006) also asserted the importance of parental influence upon their children's career choice is consistently important, even across gender and racial lines. The findings further revealed that there was no significant difference between the mean rating of students in Federal Colleges of Education and State Colleges of Education on the extent of parental influence on career choice.

Research Question Two presented the extent to which peer factor influence the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria?

Findings reflect that peer factors influence the career choice of vocational and technical education students to a high extent. Peer influence regarding career choice is

powerful to the extent that some value peer opinion above admission and guidance counsellor and the career education that comes from other students was helpful and influenced student's choice of career. This finding was also in line with Arab et al (2014) who suggested that peer influence is an asset for developing career choice and decision making among youth/students.

Alika (2010) also noted that today, prospective students are most influenced by those who are living the experience, rather than guidance counsellor, admission officers or other traditional experts. Though these findings noted that peer may have a less influential role than parents in influencing student's career choice. The findings further revealed that there was no significant difference between the mean rating of male and female students on the extent of peer influence on career choice among Vocational and Technical Education Students.

Research Question Three presented the extent to which environmental factors influence the career choice of vocational and technical education students in colleges of education in Oyo state, Nigeria. Findings reflect that environmental factor highly influenced career choice amongThe next section discusses the influence of gender on high school students' choices of careers Pabalinas, Teves & Teves (2015). The findings shows that the area where the school is located and the socio-economic environment is responsible for student's career choice this findings collaborated with the findings of Krumboltz (2010) who argued that environmental factor affect careers decision making in various ways and Natalie (2006) who noted that young adult through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. Environmental influences also include societal needs, the domestic circumstances, gender, job opportunities and awareness of profession Sarwar & Azmat, (2013) the study found that the choice of career is influenced by environmental factors and this is in line with Ayiah-Mensah, Mettle & Ayimah (2014) who asserted that socio-political environment of the community in which the students and the schools are located appeared to impact on the students' decision making processes.

The findings further revealed that there was no significant difference between the mean rating of students in urban areas and those in rural areas on the extent of environmental influence on career choice among Vocational and Technical Education Students.

The next section discusses the influence of gender on choices of careers among vocational and technical education students in colleges of education in Oyo state, Nigeria? Gender factors had influence the career choice of vocational and technical education students to a high extent. This is supported by Hooley (2012) who submitted that whether one is male or female has to some extent influenced some of the career choices one's parent made for one. The study also revealed that female role models influenced students' career choices. According to Social Cognitive Theory, which informs the current study, when role models of the same gender exhibit stylistic behaviours which are different from those shown by other gender role models, children pattern their behaviour after the same gender rather than the other gender models (Bandura, 2002). Bandura further purported that role models, in the form of teachers, parents, siblings and other people in society, can affect career choices. Gender played a great role in career choice Denga (2014) opined that the choice of individual vocation could be based on some motivating factors which he/she consider to be vital to his/her satisfaction and performance on the job. It further stressed that an individual could be spurred by intrinsic factors like parents, teachers, counsellors and few significant others, such as high salary, societal influence, environmental pressure, chance, mass media, it might also be that the pressure on an individual might mainly be internal such as interest, ability, utilisation, attractive reasons, value system, physique and sex. The findings further revealed that there was no significant difference between the mean rating of male and female students on the extent of gender influence on career choice of Vocational and Technical Education Students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was presented under the following sub-headings:

Summary

Conclusions

Recommendations

Limitation of the study

Suggestion for further study

Summary

The study was carried out to assess perceived factors that influenced the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State, Nigeria. In order to achieve the objective of the study, four specific purposes were raised which included, to determine the extent to which parental factors influence career choice of Vocational and Technical Education students in colleges of education in Oyo State, to ascertain the extents to which peer influence determine career choice of Vocational and Technical Education students in colleges of education in Oyo State, to determine the extent to which environmental factors determine career choice of Vocational and Technical Education students in colleges of education in Oyo State, to identify the extent to which gender factors determine career choice of vocational and technical education students in colleges of education in Oyo State. In line with these purposes, four research questions were raised to guide the study and four research hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey research design was used for the study.

Total samples of 239 respondents were selected from a total population of 1,195 respondents. This comprised of all 200 level students that are offering Vocational and Technical Education course in both federal and states colleges in Oyo State. The sample was

drawn proportionately from three Government owned colleges of education in Oyo. Stratified random sampling technique was used for the selection of samples from the population. Simple random sampling was used to select respondents from each institution. This was done by 'hat and draw' method where pieces of paper containing "Yes" and "No" were wrapped.

The data collected were presented in tables, percentage was used to analyse the personal data of the respondents and research questions were analysed using mean and standard deviation while all the null hypotheses were tested using independent t-test at 0.05 level of significance. The results of the study were summarized as follows:

Parental factor highly influenced the choice of career among Vocational and Technical Education students in colleges of education, Peer factor had high influence on the career choice of students in, Environmental factor had high positive influence on the career choice of Vocational and Technical Education Students in colleges of education in Oyo State, Gender influence had high influence on the career decision of Vocational and Technical Education Students in colleges of education in Oyo State.

There was no significant difference between the mean rating of students in Federal and State Colleges of Education on the extent of parental influence on choice of career among Vocational and Technical Education Students. There was no significant difference between the mean rating of male and female students on the extent of peer influence on career choice of Vocational and Technical Education Students. There was no significant difference between the mean rating of students in urban areas and those in rural areas on the extent of environmental influence on choice of career among Vocational and Technical Education Students. There was no significant difference between the mean rating of male and female students on the extent of gender influence on career choice of students.

Conclusions

The essence of the study was to establish perceived factors influencing the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State, Nigeria. As reflected by the findings of the study, it can be concluded that the family has a significant role in influencing students' career choices. Parental qualification and careers, parental encouragement and advice are critical in students' choices of careers.

It could also be concluded that peer influence had a significant role in student's choice of career. Peer opinion and advice, career education that comes from other students, friends and peers who are doing well in their career, as reflected by the study, are important in students' choices of careers. Also peer are seen to be helpful in examining and scrutinizing feelings, beliefs and ideas in an acceptable manner.

It can also be concluded that environmental factors play a pivotal role in students' choices of careers. A stable and secure future, an attractive working condition, career trip, socio-economic environment and where the school is located were found to influence students' choices of career.

The study further concluded that gender factors have no significant influence on students' choices of careers. The findings of the study revealed that both male and female students were interested in the same careers and are equally competent in the subjects they do at school. Both male and female role models are influential in students' choices of careers.

Recommendations

In view of the result of the study and the conclusions drawn, the following recommendations were made:

1. Significant career influencers such as friends, parents, and members of the community and media personnel need to be equipped with correct career information about Vocational and Technical Education for them to guide students appropriately.

2. Parental involvement in guiding students towards their careers, consultation with students, parents and industry when designing Vocational and Technical Education syllabus, and availing resources, both financial and material, to enable the schools to implement Vocational and Technical Education activities in schools.
3. Career counselors should provide students with experiences that can expand the exploration process and a wide range of career information on all the available careers so that they can explore widely before making their choices. In this case, after initial career decisions have been made, career counselors can continue to encourage successful career development by identifying sources of psychosocial support available to students.
4. The Counselling department at various colleges of education needs to make sure they have brochures, literature, and online resources that present opportunities to both male and female students. They should demonstrate diversity and avoid gender stereotypes. In addition, mentoring programs with a variety of community members should also be provided.

Limitation of the study

Despite thorough explanations made by the researcher and the research assistants concerning the filling of the questionnaires, some of the questionnaire items were not accurately filled by some respondents. However, this limitation did not significantly affect the quality of the study.

Suggestions for Further Studies

Further studies can be conducted in the following areas:

1. Similar study can be conducted in another state in the country including University in order to establish if findings will be similar.

2. A comparative study of other factors that influences the choice of career among Vocational and Technical Education Students could be carried out.

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APPENDICES

APPENDIX A

Letter of Introductory



KWARA STATE UNIVERSITY, MALETE
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Our Ref..... Your Ref: Date.....

Dear sir/madam

**Student's Dissertation Work In partial Fulfillment of the requirement for the award of
 Postgraduate Degree in Business Education**

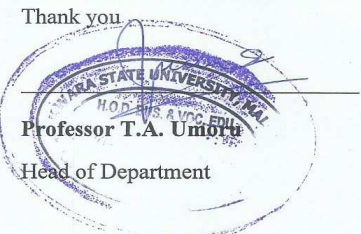
This is to introduce to you GRACE OLUFUNMILOLA OLAOMI (with matriculation no. 16/27/MBE020), a postgraduate student in the Department of Business and Entrepreneurship Education, Kwara State University Malete.

In partial fulfillment of the requirement for the award of M.Sc. in Business Education, the bearer is conducting a research on: Perceived Factors that Influence Career Choice among Students of Vocational and Technical Education Students in Colleges of Education, Oyo State Nigeria.

We therefore solicit your assistance to enable her successfully conclude her investigation.

We assure you that any information given to the students will not be used for any other purpose except for the stated intention.

Thank you



Professor T.A. Umore
 Head of Department

APPENDIX B

Department of Business and Entrepreneurship

Education

College of Education,

Kwara State University, Malete.

Date -----

Dear Sir,

REQUEST FOR FACE AND CONTENT VALIDATION OF RESEARCH INSTRUMENT

I am a postgraduate student of Business Education in the Department of Business and Entrepreneurship Education, Kwara State University, Malete. I am presently carrying out a research on “Perceived factors influencing the choice of career among Vocational and Technical Education Students in Colleges of Education in Oyo State, Nigeria”.

I sincerely hope you will consent to carry out face and content validation of the attached draft copies of the (PFCCQ) as your validation will be useful in this research, which is purely for academic purpose.

Thanks for your cooperation.

Yours faithfully,

Grace Olufunmilola Olaomi
RESEARCHER

APPENDIX C

Department of Business and Entrepreneurship Education,

College of Education,

Kwara State University, Malete.

Date

Dear Sir,

CONFIRMATION OF FACE AND CONTENT VALIDATION OF RESEARCH INSTRUMENT

Your letter on the above mentioned subject matter refers. I _____ of
the Department of _____

Kwara State University, Malete, hereby certified that I carried out face and content
validity of the attached instrument on “Perceived factors influencing the choice of career
among Vocational and Technical Education Students in Colleges of Education in Oyo State,
Nigeria”.

Thanks.

Yours Sincerely

DR. N. B. NWABUFO
RESEARCH INSTRUMENT
VALIDATOR

APPENDIX D

Department of Business and Entrepreneurship Education
College of Education,
Kwara State University, Malete.
May, 2018

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a Master's Degree student (Business Education) of Kwara State University, Malete conducting a research on "Perceived factors influencing the choice of career among vocational and technical education students in colleges of education in Oyo State.

The attached questionnaire is designed to gather data for the study and it is purely for academic purpose. Please, kindly complete the questionnaire and return same to the researcher.

The researcher assures that any information provided by the respondent will be strictly used for research purpose only.

Thank you for sparing time from your tight schedules to complete the questionnaire.

Yours faithfully,

Olaomi Grace O.
16/27/MBE020

APPENDIX E

Perceived Factors and Choice of Career Questionnaire (PFCCQ)

PART A: BIO-DATA

Name of institution:

Is your institution Federal or State?

Department:

Is your institution in Urban or Rural Area?

Gender:

PART B: QUESTIONNAIRE ITEMS

Please use the response categories below for answering the questionnaire items.

VHE - Very High Extent

HE - High Extent

LE - Low Extent

NE - No Extent

SECTION A

To What extent does parental influence determines the choice of career among vocational and technical education students?

S/N	Items	VHE	HE	LE	NE
	Indicate the extent to which the following statement are true				
1.	The financial status of my parents influenced my career choice				
2.	The educational qualification of my parents influenced the choice of my career				
3.	Other family members have the greatest influence in my career choice				
4.	The background of my parents influenced my choice of career				
5.	The support I received from my parents concerning career choice influenced me				
6.	The advice of my parents influenced my choice of career compared to that of career counsellor				
7.	My family business influenced the choice of my career				
8.	The dominant profession in my family influenced my career choice				
9.	My parents by virtue of their socio-economic status preferred me to pursue a career that will give them a greater reputation and recognition in the society.				
10.	My family member influenced the choice of my career				

SECTION B

To what extent does peer influence determine career choice of vocational and technical education students?

S/N	Items	VHE	HE	LE	NE
	Indicate the extent to which the following statement are true				
1.	Peer influence regarding career choice was powerful				
2.	I value peer opinion above guidance counsellors and parents				
3.	Peer advice on career guidance was helpful to me				
4.	Career education that came from other students influenced my choice of career				
5.	My friends gave comprehensive and proper advice on careers				
6.	I embraced the advice I got from peers than my own option				
7.	My friends played a significant role in changing my career decision				
8.	I valued peer opinion on the choice of career than that of career counsellor				
9.	My choice was influenced by my friends and peers who were doing well in their career				
10.	My friends have been the greatest influence in my career choice				

SECTION C

To what extent does environmental factor influence career choice of vocational and technical education students?

S/N	Items	VHE	HE	LE	NE
1.	Choice of my career is important to gain a symbol of status within society				
2.	A stable and secure future would influence my career choice				
3.	An attractive working condition would influence my career choice				
4.	The location of my home is responsible for my career choice				
5.	Career trips or field trips influenced the choice of my career				
6.	Am fully aware of what my career could contribute to the world of work				
7.	My career choice is influenced by the society in which I live				
8.	The socio-economic environment influenced my career choice				
9.	The location of my school was responsible for my career choice				
10.	The choice of my career was influenced by environmental factors				

SECTION D (Male)

To what extent do the following statements on male factor influences the career decision of vocational and technical education students?

S/N	Items	VHE	HE	LE	NE
1.	There are career suitable for men and others suitable for women				
2.	Male students have higher career ambitions than female				
3.	Male are socialized to choose careers that are gender sensitive				
4.	Women's are homemakers and male are breadwinners				
5.	Male models have influenced me to take the career I want to pursue				
6.	My gender played a great role in my career choice				
7.	My mother's job influenced my career choice as a male child				
8.	My father's profession influence my career as a male child				
9.	Male can use computers more effectively to solve problem than female				

SECTION D (Female)

To what extent do the following statements on female factor influence the career decision of vocational and technical education students?

S/N	Items	VHE	HE	LE	NE
1.	There are career suitable for men and others suitable for women				
2.	Female students have higher career ambitions than male				
3.	Female are socialized to choose careers that are gender sensitive				
4.	Women's are homemakers and male are breadwinners				
5.	Female models have influenced me to take the career I want to pursue				
6.	My gender played a great role in my career choice				
7.	My mother's job influenced my career choice as a female child				
8.	My father's profession influence my career as a female child				
9.	Female can use computers more effectively to solve problem than male				

APPENDIX F

RELIABILITY

```

RELIABILITY
/VARIABLES=a1 a2 a3 a4 a5 a6 a7 a8 a9 a10 b1 b2 b3 b4 b5 b6 b7 b8 b9 b10
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/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

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Reliability

Scale: ALL VARIABLES

Case Processing Summary		
	N	%
Valid	20	100.0
Cases Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.851	20