
PARENTAL SUPPORT, MODE OF ENTRY AND CAREER ASPIRATION OF UNDERGRADUATE SOCIAL STUDIES STUDENTS IN DELTA AND EDO STATES

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ABSTRACT

The study investigated parental support, mode of entry and career aspiration of undergraduate Social Studies Students in Delta and Edo States. In a bid to actualize the purpose of the study, six research questions and six hypotheses were tested in the study. Correlation design was employed. The sample population of study was 527 undergraduate Social Studies Students in government owned Colleges of Education and Universities in Edo and Delta States. Total sampling technique was used. The research instrument used for the study is a structured questionnaire developed by the researcher. The data was analysed using Pearson Product Moment Correlation to answer the research questions while linear regression statistics were used to test all the hypotheses stated. The findings of the study showed that there was a significant relationship between parental financial support and career aspiration of undergraduate Social Studies students in Delta and Edo States; there was a significant relationship between parental material support and career aspiration of undergraduate Social Studies students in Delta and Edo States; there was also a significant relationship between parental moral support and career aspiration of undergraduate Social Studies students in Delta and Edo States. It was also found that there was a significant relationship between admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students in Delta and Edo States; there was a significant relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate Social Studies students in Delta and Edo States and there was a significant relationship between admission mode of entry (pre-degree) and career aspiration of undergraduate Social Studies students in Delta and Edo States. The study thus concluded that parental support in terms of material, finance and moral, as well as mode of entry in terms of UTME, Direct entry and pre-degree determine the career aspiration of undergraduate Social Studies students. It was recommended, amongst others that parents should ensure that financial support is given to students adequately, as this will help in determining their career aspiration. Also, government and education stakeholders should provide adequate resources

to boost admission quota system in the university, this will take proper care of both UTME, Direct entry students and pre-degree admission.

Keywords: Parental Support, Mode of Entry and Career Aspiration, Social Studies

INTRODUCTION

Giving young people the tools and knowledge to realistically plan for their future is a primary goal of education globally. Career development is vitally important for today's youth, who are more than ever "motivated but directionless". Improved quality of life and social status have been the goal of many individuals as well as societies. The achievement of this quest calls for making an informed career aspiration. Invariably, poor career aspiration constitutes poor quality of life as indicated by unemployment and maladjustment in various fields of endeavour (Datar & Ahmad 2019). It has been established that the career aspiration of an individual is very important. It affects every aspect of life including the social, economic, mental and physical life of the individual. Choosing a career has become so difficult in this particular time of advancement in information technology and post-industrial revolution (Kochung & Migunde, 2011).

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

Hewitt (2010) defined career aspiration as the open work alternatives available for a lasting lifestyle. Michael (2002) noted that career aspiration is a process that allows for the exploration of vocational, academic, and sociological endeavours to gratify individual, financial, and educational goals. The author reiterates that these vocations are selected in a manner that enables one to meet personal goals. Career aspiration involves the aspiration of elective subjects, courses of specializations and subsequent careers (Kazi & Akhlaq, 2017). Operationally, Career aspiration is a process of selection about what career to trail among other alternatives. Decisions relating to work–leisure are made in the process of career aspiration.

One of the most important functions of education in our society today is to assist the learners make different career aspiration including subject selection by the students that will match their individual interest, abilities, personalities etc. needed for their development. It is a known fact that most young students have challenges of selecting subject at the secondary schools. The senior secondary education (SSS) represents the third stage in the current educational system known as 6-3-3-4. This system of education that was designed by the National Policy on Education exposes the learners to as many disciplines as possible in the junior secondary school (J.S.S.) and then allows them to make aspiration of subjects in the

senior secondary school levels (SSS). Making aspiration from such array of options becomes a herculean task to the students. It is one of the many important aspiration students will make in determining their future plans and this decision will impact them throughout their lives. In terms of career and subjects selection, Okeke (2000) posits that parents and guardians have a significant effect on their children, that parents' characteristics played a vital role in students' aspiration of technical subjects.

The influence by parents/guardians on subject selection as well as career aspiration for their children have been observed to have some negative impacts on the performances of some of these children. The negative impact on the performances of some of these children has led many research indications on the dropping of students' academic achievement in our educational system. This dropping was also supported by Tenibaje (2009) who asserts that, students' academic performance in Nigeria is declining at a disturbing rate. Although, academic performance is seen as a very significant instrument with which the success as well as ability of a student contribution to the societal development are measured. To Olaitan (2017) the implication of this, is that students that perform beyond average of the standard set by the society are not only seen as brilliant but as well probable to contribute meaningfully to the growth, development and sustenance of that society in the near future. With this result, the society constantly has eyes on the academic performance of its students at all levels of educational institutions be it primary, secondary or tertiary (Olaitan, 2017).

Olaitan (2017) opined that based on the falling of students' academic performance, students will need a lot of assistance from school personnel especially the principal, teachers, and counselors working cooperatively on subjects' selection of students. This is in line with Ibanga and Eremie (2017), Ozioma (2011) observed that, shortage or absence of guidance counselors in some schools influenced the study of vocational subject in secondary schools. As a result most students, who were skilled and had the ability to study vocational or technical subjects, were not counseled to enroll in subjects that they would do better. This is in line with FRN (2014) that provides that at the completion of JSS, students are to be streamed on the basis of their tests results, academic ability, aptitude and vocational interest. Getting to senior secondary students were further streamed into any of science, arts, technology/technical or commercial disciplines. This is with a view of guiding the students to their future career.

Several literature have revealed that factors like intellectual ability and aptitude, schooling and education, health or physical well-being, personality, that is self-esteem and gender differences, stereo personality, that is self-concept, self-esteem and gender differences, stereo types and expectation, interest, aspiration, realism, values, needs, family education status and environmental factors or background are closely related to the concept of parental support and could greatly influence gradual career development and aspiration (Mugenda 2010). Many studies on occupational/career aspiration among secondary school youths show that the order of career aspiration runs from business ownership, medical director, company official, lecturer, engineering and accountancy are based on family decision and income (Mugenda 2010). In this study, parental support is used to mean the following: - 1. Financial help in forms of payment of school fees and granting of pocket money etc. 2. Material provision like clothing, books and other necessities of schooling. 3. Moral support include motivation of different kinds, interest shown in school or academic progress of a child, future dreams and ambition, health and child's wellbeing, number of visits paid to the students while in school and so on. However, apart from the various mentioned above, there seems to a debate on the admission mode of entry as it relates to students career aspiration.

The modes of admission of candidates into first degree programmes in the universities are in three major forms. These include admissions through the direct entry, admissions through the unified Tertiary matriculation examination (UTME) and admissions through the pre - degree programme. Admissions through the unified Tertiary matriculation examination (UTME) and direct entry are being handled by the Joint Admissions and Matriculation Board (JAMB) while admission through the pre-degree programme is being handled by the universities themselves. However, universities empower senate through laws establishing them to mount academic programmes such as diploma programmes with senate approved curriculum and qualified academic and non-academic staff. Universities adopt quality assurance mechanism of the degree programme to the diploma programme. Course outlines are provided for all the courses in the diploma programmes and qualified teachers are made to teach them. Lecture time-table is provided for the courses which are taught for a minimum period of 14 weeks per semester. Examination questions are moderated by senior academics to ensure that questions have the required validity in terms of content. Other quality assurance mechanisms include monitoring of teaching and students attendance at lectures. Examination is also monitored to minimize cases of malpractice and graduates of the diploma programme who pass university entrance qualifying test are offered direct entry admission into 200 level of the degree programme.

The Joint Admissions and Matriculation Board (JAMB) were established by the Federal Government of Nigeria through Act 2 of 1978 to regularize the intake of students into the universities and solve the problem of multiple admissions given to some candidates at the expense of others. Like other examining bodies in Nigeria, the Joint Admissions and Matriculation Board has been subjected to series of criticisms. For instance, Mugenda (2010) alleged that the question of admitting incompetent candidates would not arise if each university was allowed to conduct its own entrance examination and select its own candidates. In view of the above discussion, admission of students through the UTME/PUTME may have either a positive or negative influence on their career aspiration. The serious problems of public examinations, which frustrate many good students, but benefit the lazy and indolent per exam malpractice". In the JUPEB programme, lecturers handle the teaching while the examinations are organized and administered by the Examination Committee in conjunction with the University Wide Examination Committee. Students are imbued with the culture of hard work and honesty and are seriously prohibited from engaging in any form of examination malpractice which is prevalent in many public and local examinations. This positive attitude and other virtues inculcated into the students through their parents might have an impact on their career aspiration. On this note therefore, this study carefully investigated the relationship between parental support, admission mode of entry and career aspiration of students.

Statement of the Problem

Career aspiration among undergraduates in this ever-evolving economic and technological advancing society has been a major issue that needs to be carefully addressed. A good number of undergraduates are studying certain courses not because they were chosen willingly or carefully guided but due to certain influences beyond their control. Consequently, they end up doing a job totally different from what they studied in the universities. There are students whose parents insisted on studying courses that were obvious that they do not have what it takes to study them in terms of academic abilities and aptitude. They end up changing course, dropping out of school and most of the time frustrated. Parents and Guardians are bequeathed by the virtue of their authority to train, direct and guide their children or wards in other to obtain or acquire religious, psychological, social, moral and

educational values. Same is applicable in the biblical injunction to parents, to train their children in the way to go as this would direct their path when they grow old. Prov. 22:6.

The gap here is: How possible would this injunction be if the students are compelled by their parents to take up subjects that will direct their interests towards their parent aspirations, to the detriment of the children's interest in their own desired field. Do parents today give adequate interest and attention to the aptitudes, mental capabilities, interest, resources and limitations of their children or wards before suggestive impressions are made on their children? This impression by parents may influence the child positively if the child can adapt to it, but adversely when such a child has different desires or goals as his priority.

Furthermore, most students who join the Universities through the University Joint Admissions and Matriculation Board (JAMB) and the Pre-degree are hardly admitted to pursue degree programmes of their aspiration. This leaves most of them confused about the aspiration to make in the available degree programmes. Efforts to seek assistance are quite frustrating for most of them with some settling down for whatever is easily available half-heartedly. It is disheartening that despite the rigorous screening exercises that candidates are made to pass through during admission as well as efforts made by both the governments and the university administration to improve the standard of education as measured by academic performance of the graduates in the University, just very few graduates made First Class that is consistently in short supply; and in great demand in the labour-market. The unpalatable effects associated with the problem of studying the course they are not prepared for which has resulted to frustration, engagement in criminal activities, political crisis, hooliganism, and drug addiction which is not their original aspiration for life. Thus, the major problem of this study is: Do mode of entry relates to career aspiration of undergraduate students. On this note therefore, the study investigated the relationship between parental support, mode of entry and career aspiration of undergraduate students.

Research Questions

To guide this study, the following questions were raised.

1. What is the relationship between parental financial support and career aspiration of undergraduate Social Studies students in Delta and Edo States?
2. What is the relationship between parental material support and career aspiration of undergraduate Social Studies students in Delta and Edo States?
3. What is the relationship between parental moral support and career aspiration of undergraduate Social Studies students in Delta and Edo States?
4. What is the relationship between admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students in Delta and Edo States?
5. What is the relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate Social Studies students in Delta and Edo States?
6. What is the relationship between admission mode of entry (Pre-degree) and career aspiration of undergraduate Social Studies students in Delta and Edo States?

Hypotheses

The following null hypotheses were tested in the study.

1. There is no significant relationship between parental financial support and career aspiration of undergraduate Social Studies students in Delta and Edo States.
2. There is no significant relationship between parental material support and career aspiration of undergraduate Social Studies students in Delta and Edo States.

3. There is no significant relationship between parental moral support and career aspiration of undergraduate Social Studies students in Delta and Edo States.
4. There is no significant relationship between admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students in Delta and Edo States.
5. There is no significant relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate Social Studies students in Delta and Edo States.
6. There is no significant relationship between admission mode of entry (Pre-degree) and career aspiration of undergraduate Social Studies students in Delta and Edo States.

Purpose of the Study

The major aim of the study was to investigate parental support, mode of entry and career aspiration of undergraduate Social Studies Students in Delta and Edo States. Specifically, the study:

1. investigated the relationship between parental financial support and career aspiration of undergraduate Social Studies students in Delta and Edo States.
2. examined the relationship between parental material support and career aspiration of undergraduate Social Studies students in Delta and Edo States.
3. determined the relationship between parental moral support and career aspiration of undergraduate Social Studies students in Delta and Edo States.
4. investigated the relationship between admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students in Delta and Edo States.
5. examined the relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate Social Studies students in Delta and Edo States.
6. x-rayed the relationship between admission mode of entry (Pre-degree) and career aspiration of undergraduate Social Studies students in Delta and Edo States.

Significance of the Study

The research will be of great relevance to students, university administrators, parents, the government, guidance and counsellors and all those who are interested in the growth of knowledge and promotion of education in the following ways:-

The findings of the study would help students to explore real career possibilities before securing admission into the institutions of higher learning. It will also encourage students to make appropriate career aspiration freely without any undue influence of parents. With the findings of the study, students can begin to make subject combinations correctly as this would help them during their career aspiration.

The findings would be of immense importance to students. The students would realize that their poor performance might not necessarily be their fault alone, especially those from low status families. Such knowledge will go a long way to reduce frustration in the students and also reduce drop-outs which occur as a result of frustration. Rather, the students should be made to adjust and help themselves by studying hard at home and also make proper use of the books and materials that are provided for them at the school library.

Through the findings of this study, parents would realize the importance of improving their educational standard so as to influence their children's academic performance. Parents would also understand the need for them to improve their socioeconomic status so as to be able to provide the necessary motivation in form of learning materials and other things which will enhance their children's learning and their academic performance. They will equally

acknowledge the importance of positive motivations and encouragement and provide some, by making the family environment more conducive for their children.

The school guidance counselors may also benefit from the findings of this study. They will be in position to guide and counsel students in the area of personal social interactions and career aspiration. The findings of the study will be of immense help to educational administrators. They would use the findings in the formulation of policy that will regulate equal educational opportunities for all students irrespective of their parental supports in the distribution of equipment, facilities and amenities to schools.

The findings of this study would help the society at large in identifying how parents' level support relates to career aspiration of students. This will act as a check on increasing support among parents, occasioned by the fact that some parents, teachers and counselors do not have adequate knowledge/input required of them.

The findings of this study would help the university administrator as it will explain the real situation of career certainty of its very students. This way, the University management will be in a better place to create and enforce the necessary strategies to deal with the career issues of its students. The lecturers will be in a better position to understand their students while the academic advisors will gain a better working knowledge of those whose career and academic issues they deal with. The university will also gain profound information that will guide its operations as the Centre that deals with the career development of the students and alumni of the university.

The results of this study would also be very significant to the all the stakeholders of the Delta and Edo Universities. The University administrators will be in a better position to make the necessary adjustments in order to address the career issues of their students. The University students will also benefit by gaining more awareness into their career certainty and the factors influencing it. This will help them seek relevant assistance where and if need be and at the appropriate time.

The results would also be utilized by the ministry of Education in the formation of policies that affect the area of career guidance and counselling especially for the secondary schools and tertiary colleges. The study will also offer significant feedback to JAMB on the influence of their system of University admission criteria to the students involved, the university Education and to the labour market. In this way, the study will be expected to serve as a justification for evaluation of the Joint Admission Board.

It is also hoped that the study would be of assistance to business men and labour employers as it will give an insight to the quality of job seekers available for their employment in the area of calling for students' academic transcript. The study would contribute to the pool of available literature on those who intend to carry out future research on this area.

Scope and Delimitation of the study

The scope of the present study covered parental support, mode of entry and career aspiration of undergraduate students. Thus, it was delimited to the inquiry of parental support in terms of financial, moral and material provision. The mode of entry was based on the UTME, Direct Entry and Pre-degree. The study was delimited to all Social Studies Students in public Colleges of Education and Universities in Edo and Delta States, Nigeria.

RESEARCH METHOD AND PROCEDURES

This study employed correlation design to establish the relationship between identified parental supports, mode of entry and student career aspiration. The study captured qualitative data. The correlation design is suitable because it enables the researcher established the relationship between variables and also gave an opportunity to establish the magnitude that exists between the variables.

The population of study consists of all undergraduate Social Studies Students in government owned Colleges of Education and Universities in Edo and Delta States with a population of 527 students as provided by Academic Record Unit of the various schools. The entire population of 527 was used for the study. Purposive sampling technique was used due to the small size of the population, therefore, there was no sampling.

The instrument for data collection was a self-developed questionnaire called 'Parental Support, Career Aspiration and Mode of Entry Questionnaire (PSCAMEQ). Career aspiration questionnaires were used to collect information from students and parents on how identified parental variables influence career aspiration of students.

To ascertain the validity of the instrument, the questionnaire was given to two research experts in the area of Social Studies and Measurement and Evaluation at the Delta state University Abraka to ascertain the face validity, before giving it to the research supervisor. These experts helped to evaluate the questionnaire to make sure it reflected face validity. At the end of the validation process, noted corrections were made and the final instruments were constructed. The reliability of instrument was established through a test-retest method. Thus, the instrument was subjected to a pilot test applying the test-retest method for an interval of two weeks to sixty (60) Social Studies outside the sampled study. The data obtained was analyzed using the Cronbach Alpha with the aid of computer software, the statistical package of the social sciences. Reliability index of 0.75 was obtained. This shows the instrument was reliable. The researcher employed the help of four research assistants (one to cover two schools) which helped in the administration of the instrument on the respondents in their respective school. The research assistants were instructed on what to do when distributing and retrieving the copies of the questionnaire from the respondents. A total of 527 copies of the questionnaire were distributed to the respondents by the researcher through four research assistants. The research assistants helped to retrieve the questionnaire from the respondents when they finished checking their response options on questionnaire items. The researcher then went round to collect the retrieved questionnaire from the research assistants at an agreed institution in each of the states.

The data generated were analyzed employing descriptive statistics using a computer software SPSS version 21 (Statistical Package for Social Sciences). Research questions were answered using Pearson Product Moment Correlation mean and standard. The hypotheses were tested using linear regression to enable the researcher to statistically determine the relationship between the variable.

RESULTS AND DISCUSSION OF FINDINGS

This section presents the analysis of data collected from the study according to the research questions and hypothesis. The data obtained from the fieldwork and analysis are presented and discussed. This was done in a chronological order for answer to research questions and test of hypotheses.

Research Question 1: What is the relationship between parental financial support and career aspiration of undergraduate Social Studies students in Delta and Edo States?

Table 1: Correlation analysis of parental financial support and career aspiration

Variable	N	R	r ²	r ² %	Decision
Parental financial support					
Career aspiration	527	0.091	0.008	0.8	Positive Relationship

Table 1 indicated that the r-value of 0.091 is the extent of relationship between parental financial support and career aspiration. The result showed a low positive relationship. The coefficient of determination was 0.008 and the amount of contribution of parental financial support to career aspiration was 0.8%.

Hypotheses 1: There is no significant relationship between parental financial support and career aspiration of undergraduate Social Studies students in Delta and Edo States

Table 2: Regression analysis of parental financial support and career aspiration
Model Summary

R	R-Square	Adjusted R-Square	STD Error of the Estimate
0.091	0.008	0.003	1.81263

Anova

	Sum of Square	df	Mean Square	F	Sig.
Regression	5.444	1	5.444	1.657	0.200
Residual	650.551	255	3.286		
Total	655.995	256			

Coefficients

	Unstandardized Coefficients	Std Error	Standardized Coefficient Beta	T	Sig.
(Constant)	B 20.164	1.295		15.566	0.000
Parental financial support	0.052	0.041	-0.091	-1.287	0.020

The result in Table 2 indicated the regression output of a linear relationship between parental financial support and career aspiration. The computed f-value of 1.657 and P-value of 0.200. Testing at an alpha level of 0.05. The P-value of 0.020 was lower than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This implied that there was a significant relationship between parental financial support and career aspiration.

The R²-adjusted value of 0.003 revealed 0.3% variance of career aspiration was accounted for by parental financial support. The unstandardized coefficient (B) for predicting career aspiration was 0.052, the standardized coefficient (B) was -0.091, t = -1.289. Hence, parental financial support was significant.

Research Question 2: What is the relationship between parental material support and career aspiration of undergraduate Social Studies students in Delta and Edo States?

Table 3: Correlation analysis of years of parental material support and career aspiration

Variable	N	r	r ²	r ² %	Decision
Parental material support					
Career Aspiration	527	0.162	0.026	2.6	Positive Relationship

In Table 3 the r-value of 0.162 signified the relationship between years of parental material support and career aspiration of undergraduate Social Studies students. The result indicated a positive relationship. The coefficient of determination was 0.026 and the amount of contribution of parental material support to career aspiration of undergraduate Social Studies students was 2.6%

Hypothesis 2: There is no significant relationship between parental material support and career aspiration of undergraduate Social Studies students in Delta and Edo States?

Table 4: Regression analysis of parental material support and career aspiration

Model Summary

R	R-Square	Adjusted R-Square	STD Error of the Estimate
0.162	0.026	0.021	1.79615

Anova

	Sum of Square	df	Mean Square	F	Sig.
Regression	17.218	1	17.218	5.337	0.022
Residual	638.777	255	3.226		
Total	655.995	256			

Coefficients

	Unstandardized Coefficients B	Std Error	Standardized Coefficient Beta	T	Sig.
(Constant)	19.538	0.465		42.021	0.000
Parental material support	-0.415	0.180	-0.162	-2.310	0.022

In Table 4 the regression output of linear relationship between parental material support and career aspiration of undergraduate Social Studies students. The computed F-value of 5.337 and the P-value of 0.022. Testing at an alpha level of 0.05. The P-values of 0.022 was less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This showed that there was a significant relationship between parental material support and career aspiration of undergraduate Social Studies students.

The R²-adjusted value of 0.021 indicated that 2.1% of variance in career aspiration was accounted for by parental material support. The unstandardized regression coefficient (B)

for predicting teachers stress was -0.415, the standardized coefficient (B) was -0.162, $t = -2.310$. Therefore, parental material support was significant.

Research question 3: What is the relationship between parental moral support and career aspiration of undergraduate Social Studies students in Delta and Edo States?

Table 5: Correlation analysis of parental moral support and career aspiration of students

Variable	N	r	r ²	r ² %	Decision
Parental moral support					
Career aspiration	527	0.064	0.004	0.4	Positive Relationship

Table 5 revealed the r-value of 0.064 which indicated the extent of relationship between parental moral support and career aspiration of undergraduate Social Studies students. The coefficient of determination was 0.004 and the amount of contribution of parental moral support to students' career aspiration was 0.4%. The result showed a positive relationship between parental moral supports to students' career aspiration. The result showed that parental moral support contributed to students' career aspiration.

Hypothesis 3: There is no significant relationship between parental moral support and career aspiration of undergraduate Social Studies students in Delta and Edo States.

Table 6: Regression analysis of parental moral support and career aspiration of students

Model Summary

R	R-Square	Adjusted R-Square	STD Error of the Estimate		
0.064	0.004	0.000	1.81647		
Anova					
	Sum of Square	df	Mean Square	F	Sig.
Regression	2.681	1	2.681	0.812	0.369
Residual	653.314	255	3.300		
Total	655.995	256			
Coefficients					
	Unstandardized Coefficients		Standardized Coefficient Beta	T	Sig.
	B	Std Error			
(Constant)	18.863	0.417		45.218	0.000
Parental moral support	0.232	0.258	-0.064	-0.901	0.039

Table 6 showed the regression output of a linear relationship between parental moral support and career aspiration of students. The computed F-value of 0.812 and P-value of 0.039. Testing at an alpha level of 0.05. The P-value of 0.039 was lower than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This showed that there was a significant relationship between parental moral support and career aspiration of students.

The R^2 -adjusted value of 0.000 indicated that 0.0% of variance of teachers' stress was accounted for by the teachers' gender. The unstandardized regression coefficient (B) for predicting career aspiration was 0.232, the standardized coefficient (B) was -0.064, $t = -0.901$. Hence, parental moral support was significant at p-value of 0.05.

Research Question 4: What is the relationship between admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students in Delta and Edo States?

Table 7: Correlation analysis of admission mode of entry (UTME) and career aspiration

Variable	N	R	r^2	$r^2\%$	Decision
Admission mode of entry (UTME)					
Career aspiration	527	0.164	0.027	2.7	Positive Relationship

In table 7 the r-value of 0.164 is the extent of relationship between admission mode of entry (UTME) and career aspiration of students. The coefficient of determination was 0.027 and the amount of contribution of admission mode of entry has a positive relationship between career aspiration of students. This implied that admission mode of entry contributed to career aspiration of students.

Hypothesis 5: There is no significant relationship between admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students in Delta and Edo States.

Table 8: Regression analysis of admission mode of entry (UTME) and career aspiration

Model Summary

R	R-Square	Adjusted R-Square	STD Error of the Estimate
0.164	0.027	0.022	1.79560

Anova

	Sum of Square	df	Mean Square	F	Sig.
Regression	17.605	1	17.605	5.460	0.020
	638.390	255	3.224		
Total	655.995	256			

Coefficients

	Unstandardized Coefficients		Standardized Coefficient Beta	T	Sig.
	B	Std Error			
(Constant)	19.574	0.475		41.245	0.000
Admission mode of entry (UTME)	-0.636	0.272	-0.164	-2.337	0.020

Table 8 showed the regression output of linear relationship between admission mode of entry and career aspiration of students. The computed F-value of 5.460 and P-value of 0.020. testing at an alpha level of 0.05. The P-value of 0.020 was less than the alpha level of 0.05. Hence, the null hypothesis was rejected. This showed that there was significant relationship between admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students.

The R²-adjusted value of 0.022 revealed that 2.2% of the variance in teachers' stress was accounted for by ad. The admission mode of entry standardized coefficient (B) for predicting career aspiration from admission mode of entry was -0.636, the standardized coefficient (B) was -0.164, t = -2.337. Hence, admission mode of entry (UTME) was significant.

Research Question 5: What is the relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate Social Studies students in Delta and Edo States?

Table 9: Correlation analysis of admission mode of entry (Direct Entry) and career aspiration of students

Variable	N	R	r ²	r ² %	Decision
Admission mode of entry (Direct entry)	527	0.091	0.008	0.8	Positive Relationship
Career aspiration					

Table 9 indicated that the r-value of 0.091 is the extent of relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate students. The result showed a low positive relationship. The coefficient of determination was 0.008 and the amount of contribution of direct entry admission to career aspiration of students was 0.8%.

Hypotheses 5: There is no significant relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate Social Studies students in Delta and Edo States.

Table 10: Regression analysis of Admission mode of entry (Direct Entry) and career aspiration

Model Summary

R	R-Square	Adjusted R-Square	STD Error of the Estimate
0.091	0.008	0.003	1.81263

Anova

	Sum of Square	df	Mean Square	F	Sig.
Regression	5.444	1	5.444	1.657	0.200
Residual	650.551	255	3.286		
Total	655.995	256			

Coefficients

	Unstandardize d Coefficients	Std Error	Standardized Coefficient Beta	T	Sig.
(Constant)	20.164	1.295		15.566	0.000
Admission mode of entry (Direct Entry)	0.052	0.041	-0.091	-1.287	0.020

The result in Table 10 indicated the regression output of a linear relationship between admission mode of entry (Direct entry) and career aspiration. The computed f-value of 1.657 and P-value of 0.200. Testing at an alpha level of 0.05. The P-value of 0.020 was lower than the alpha level of 0.05. Therefore the null hypothesis was rejected. This implied that there was a significant relationship between admission mode of entry (Direct entry) and career aspiration of undergraduate students.

The R²-adjusted value of 0.003 revealed 0.3% variance of career aspiration was accounted for by direct entry admission. The unstandardized coefficient (B) for predicting career aspiration was 0.052, the standardized coefficient (B) was -0.091, t = -1.289. Hence, direct entry admission was significant.

Research question 6: What is the relationship between admission mode of entry (Pre-degree) and career aspiration of undergraduate Social Studies students in Delta and Edo States?

Table 11: Correlation analysis of parental moral support and career aspiration of students

Variable	N	R	r ²	r ² %	Decision
Admission mode of Entry (Pre-degree)	527	0.064	0.004	0.4	Positive Relationship
Career aspiration					

Table 11 revealed the r-value of 0.064 which indicated the extent of relationship between admission mode of entry (pre-degree) and career aspiration of undergraduate students. The coefficient of determination was 0.004 and the amount of contribution of students who gain admission through pre-degree to their career aspiration was 0.4%. The result showed a positive relationship between pre-degree mode of admission and students' career aspiration. The result showed that pre-degree mode of admission contributed to students' career aspiration.

Hypothesis 6: There is no significant relationship between admission mode of entry (Pre-degree) and career aspiration of undergraduate Social Studies students in Delta and Edo States.

Table 12: Regression analysis of Admission mode of Entry (Pre-degree) and career aspiration of students

Model Summary

R	R-Square	Adjusted R-Square	STD Error of the Estimate
0.064	0.004	0.000	1.81647

Anova

	Sum of Square	df	Mean Square	F	Sig.
Regression	2.681	1	2.681	0.812	0.369
Residual	653.314	255	3.300		
Total	655.995	256			

Coefficients

	Unstandardized Coefficients	Standardized Coefficient Beta	T	Sig.
	B	Std Error		
(Constant)	18.863	0.417	45.218	0.000
Admission mode of Entry (Pre-degree)	0.232	0.258	-0.901	0.039

Table 12 showed the regression output of a linear relationship between admission mode entry (pre-degree) and students' career aspiration. The computed F-value of 0.812 and P-value of 0.039. Testing at an alpha level of 0.05. the P-value of 0.039 was lower than the alpha level of 0.05. Therefore the null hypothesis was rejected. This showed that there was a significant relationship admission mode of entry (Pre-degree) and career aspiration of undergraduate students.

The R^2 -adjusted value of 0.000 indicated that 0.0% of variance of career aspiration of students was accounted for by the admission mode entry (pre-degree). The unstandardized regression coefficient (B) for predicting career aspiration was 0.232, the standardized coefficient (B) was -0.064, $t = -0.901$. Hence, admission mode of entry (pre-degree) was significant at p-value of 0.05.

Discussion of Findings

The findings were discussed in connection with the research question and hypotheses.

Parental financial support and career aspiration of undergraduate Social Studies students in Delta and Edo States.

Findings from the research showed a low positive relationship. The coefficient of determination was 0.008 and the amount of contribution of parental financial support to career aspiration was 0.8%. The corresponding hypothesis tested in table 2 showed that the computed f-value of 1.657 and P-value of 0.200. Testing at an alpha level of 0.05. The P-value of 0.020 was lower than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This implied that there was a significant relationship parental financial support and career aspiration. This finding disagreed with the work of Sota and Agi (2020) who investigated parental influence on subject selection and academic performance of secondary school students in Rivers-East Senatorial District of Rivers State. The findings from their study revealed that; there is no significant relationship between parental influence on subject selection and students' academic performance and that parental influence on subject selection will not predicts the academic performance of students in secondary school. This finding corroborates with the investigation of Adamu, Karfe and Menchark (2020) who investigated the relationship between parental support and career aspiration among Chibok post primary school youths in Borno State, Nigeria. Implication for career counselling). Result shows that there is relationship between career aspiration and parental support among Chibok youths. High number of youths were not given adequate financial and material support. Finding further show that given adequate parental support, Chibok youths would have career aspiration that covered wide arrears of vocation. The results from this study clearly supports that parental financial support correlates career aspiration of undergraduates Social Studies students in Edo and Delta States.

Parental material support and career aspiration of undergraduate Social Studies students in Delta and Edo States

The second research sought to investigate the relationship between parental material support and career aspiration of undergraduate Social Studies students. Findings from Table 3 showed that the r-value of 0.162 signified the relationship between years of parental material support and career aspiration of undergraduate Social Studies students. The result indicated a positive relationship. The corresponding hypotheses tested in table 4 showed that the regression output of linear relationship between parental material support and career aspiration of undergraduate Social Studies students. The computed F-value of 5.337 and the

P-value of 0.022. Testing at an alpha level of 0.05. The P-values of 0.022 was less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This showed that there was a significant relationship between parental material support and career aspiration of undergraduate Social Studies students. This finding is in agreement with the work of Jamabo (2014) who investigated the relationship between parental socio-economic variables and adolescents vocational aspiration. This study is aimed at determining the influence of parental socio-economic variables on adolescents' vocational aspiration. The findings showed that Parental socioeconomic status has strong influence on adolescents' vocational aspiration, Adolescents' vocational aspiration is not necessarily influenced by their parental level of education. Adolescents' are well disposed to their parents' vocation. Similarly, Famolu (2020) carried out a study on the influence of parents' socio-economic status on career aspiration of undergraduates in Kwara State, Nigeria: Implications for counselling. This study examined the influence of parents' socio-economic status on career aspiration of undergraduates. The study showed that respondents parents' social class dictate their career aspiration; their parents agree with their career aspiration, because it will give them greater reputation and recognition in the society. It also showed that there were no significant differences in the influence of parents' socio-economic status on career aspiration of undergraduates based on parents' educational background, parents' occupation, and age.

Parental moral support and career aspiration of undergraduate Social Studies students in Delta and Edo States

Findings from table 5 revealed the r-value of 0.064 which indicated the extent of relationship between parental moral support and career aspiration of undergraduate Social Studies students. The coefficient of determination was 0.004 and the amount of contribution of parental moral support to students' career aspiration was 0.4%. The result showed a positive relationship between parental moral supports to students' career aspiration. The corresponding hypothesis tested in Table 6 showed that the computed F-value of 0.812 and P-value of 0.039. Testing at an alpha level of 0.05. The P-value of 0.039 was lower than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This showed that there was a significant relationship between parental moral support and career aspiration of students. This finding is similar to the work of Obot, Apebende, Okon and Bekomson (2020), investigated parental level of education, morals and students' career aspiration: philosophical contributions for education towards learners' skills for autonomy in decision making. Findings showed that the calculated χ^2 -value of 273.38 is greater than the critical χ^2 -value of 79.08. It was concluded that parental level of education and morals influences students' career aspiration in Northern Education Zone of Cross River State, Nigeria.

The findings from research question three and hypotheses three also corroborates with the work of Olaosebikan and Olusakin (2014) investigated the investigate the effects of parental moral influence on adolescents' career aspiration on secondary schools' students in Badagry Local Government Area of Lagos State. The findings of the study showed that 48.36% of the respondents agreed to parental moral influencing their career aspiration. On the average, 21.5% of the respondents agreed that their parents' line of business influenced their career aspiration, while 78.5% disagreed. On the whole, 30% of the respondents agreed that they chose the family career because they need to sustain the family business.

Admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students in Delta and Edo States

Findings from Table 7 showed that the r-value of 0.164 is the extent of relationship between admission mode of entry (UTME) and career aspiration of students. The coefficient of determination was 0.027 and the amount of contribution of admission mode of entry a positive relationship between career aspirations of students'. This implied that admission mode of entry contributed to career aspiration of students. The corresponding hypothesis tested in table 8 showed that the computed F-value of 5.460 and P-value of 0.020. Testing at an alpha level of 0.05. The P-value of 0.020 was less than the alpha level of 0.05. Hence, the null hypothesis was rejected. This showed that there was significant relationship between admission mode of entry (UTME) and career aspiration of undergraduate Social Studies students. These findings are in agreement with the investigation conducted by Evroro (2009) who examined the relationship between the mode of entry and degree performance of students in Delta State University, Abraka. The result at 0.05 level of confidence revealed that there is no significant relationship between mode of entry into the university and students' academic performance. This implies that the performance of students in Delta State University has no bearing on entry modes.

The findings of this study however, seems to disagree with the work of Joe, Kpolovie, Osonwa and Iderima (2014) who carried out a study on modes of admission and academic performance and career aspiration in Nigerian Universities and reported that graduates who were admitted through the Preliminary Programmes performed significantly better than their counterparts who were admitted through the UTME/PUTME in all the Faculties except in Agricultural Science and Engineering. A Comparison of the four modes of admission showed the Certificate Programme has produced graduates with the best academic performance, followed respectively by the Basic Studies, SSLT and UTME/PUTME programmes. However, Otokunefor (2011) conducted a comparative study on the academic performance of Micro Biology students at the end of year one admitted through the UME/PUME and those admitted through the University Basic Studies Programme in the University of Port Harcourt. The scores obtained in the UME showed inverse correlation with those obtained in the PUME screening exercise ($R=-0.1942$) and with the GPA obtained at the end of the first year of study ($R=-0.208$). Those admitted through UTME seem to have higher view about career aspiration in the study.

Admission mode of entry (Direct Entry) and career aspiration of undergraduate Social Studies students in Delta and Edo States

The fifth research question sought to investigate the relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate Social Studies students in Delta and Edo States. Findings from table 9 showed that the r-value of 0.091 is the extent of relationship between admission mode of entry (Direct Entry) and career aspiration of undergraduate students. The result showed a low positive relationship. The coefficient of determination was 0.008 and the amount of contribution of direct entry admission to career aspiration of students was 0.8%. The corresponding hypothesis tested in table 10 also showed that the computed f-value of 1.657 and P-value of 0.200. Testing at an alpha level of 0.05. The P-value of 0.020 was lower than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This implied that there was a significant relationship between admission mode of entry (Direct entry) and career aspiration of undergraduate students. This finding is in the same direction with the study of Okpilike (2011) investigated the mode of admission of education undergraduates and their academic performance and career success in a Nigerian

University, using the students' scores in the two semesters of the 2006/2007 academic session. Results at 0.05 level of confidence revealed that education undergraduates who gained admission through the direct entry programme performed significantly better than their counterparts who were admitted through the Joint Admission and Matriculation Examination in all courses combined in education.

Ogbebor (2012) investigated a study on two modes of entry (JAMB and Continuing Education) into the university is more effective in ensuring that the best students are admitted. It was guided by six research hypotheses. Data were collected using first year first semester examination in five subject areas English Language, Modern Mathematics, Additional Mathematics, Physics and Accounts. Analysis of data was done with ttest statistics. Results indicated that the JAMB mode of selection was more effective compared to the Continuing Education mode.

Admission mode of entry (Pre-degree) and career aspiration of undergraduate Social Studies students in Delta and Edo States

Findings from the last research question showed that the r-value of 0.064 which indicated the extent of relationship between admission mode of entry (pre-degree) and career aspiration of undergraduate students. The coefficient of determination was 0.004 and the amount of contribution of students who gain admission through pre-degree to their career aspiration was 0.4%. The result showed a positive relationship between pre-degree mode of admission and students' career aspiration. The result showed that pre-degree mode of admission contributed to students' career aspiration. The corresponding hypothesis tested in Table 12 also showed that the computed F-value of 0.812 and P-value of 0.039. Testing at an alpha level of 0.05. The P-value of 0.039 was lower than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This showed that there was a significant relationship admission mode of entry (Pre-degree) and career aspiration of undergraduate students. These findings are in conformity with that of Apantaku (2003) who conducted a comparative study on the performance of university students admitted through Pre-degree and UME programmes in the University of Agriculture, Abeokuta, Ogun, State. Results indicated that students who were admitted through pre-degree performed better than those admitted through UME. The gender of the students (admitted through pre-degree and UME) also influences their academic performance. Similarly, the findings of this study corroborates the investigation of Adeyemi (2009) who investigated the mode of entry as a predictor of success in Final Year Bachelors Degree examination in Universities of Ado-Ekiti in Ekiti State and Adekunle Ajasin University in Ondo State. The finding revealed that the pre-degree mode of entry is the best predictor of success in the final year bachelor of education degree in the universities.

Conclusion

Based on the findings of this study the following conclusions were drawn:

1. Parental support in terms of material, finance and moral, determine the career aspiration of undergraduate Social Studies students. Thus Parental support is a strong variable in the study.
2. Mode of admission in terms of UTME, Direct entry and Pre-degreedetermine the career aspiration of undergraduate Social Studies students. Thus mode of entry is a strong variable in the study.

Recommendations

With regard to the findings and conclusion made above, the following recommendations are made.

1. Parents should ensure that financial support is given to students adequately, as this will help in determining their career aspiration.
2. Government and education stakeholders should provide adequate resources to boost admission quota system in the university, this will take proper care of both UTME, Direct entry students and Pre-degree admission
3. There should be sensitization organized by education stakeholders to sensitize parents on the need to provide a good moral support to undergraduate students as this will help in giving them a good career aspiration.
4. Parents should provide material support to undergraduate students in the university, this will help in keeping them abreast of their career aspiration.

Contributions to knowledge

This study has contributed to knowledge in the following ways:

1. This study has established the importance of parental support in terms of material, financial and morals to student's career aspiration.
2. The study re-affirmed the importance of mode of admission to undergraduate students' career aspiration.
3. The investigation has also re-established the need for parents to support their children education as this will promote their career aspiration.

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