**IMPACT OF ENVIRONMENTAL FACTORS ON CHOICE OF CAREER AMONG YOUTHS IN NIGERIA**

**Abstract**

The research provides a conceptual and theoretical appraisal of  the impact of environmental factor on choice of career among youths in Nigeria. It analyzes environmental factors, career choices among youths and environmental factors that influence their decision of a choice of career

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**CHAPTER ONE**

**INTRODUCTION**

* 1. **Background of the study**

Education is universally recognized as the answer to socio- economic problems of the world. Nations and individuals look up to education to provide a cure for poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things. Every nation of the world aspires toward quality of life and social status. Career selection is one of many important choices students will make in determining future plans. This decision will impart them throughout their lives. The essence of who the student is will revolve around what the student want to do with their life- long work. The choice of career has been a serious problem among the secondary school students in Nigeria. No matter what one’s age is, the choice of career or desire is an important question for everybody.

A lot of student in secondary schools believe that their future is a glorious adventures in which they are bound to succeed. Many of them have the idea that they would be able to work in the public or private establishments as soon as they complete secondary school education. Some have planned to become lawyers, engineers, medical doctors, accountants and so on. Students in secondary schools like many other young adults are always worried about what they will do with their lives, the kind of adult they will become. They are concerned about early entry into the occupational world and finding productive and rewarding places in and out rapidly, fast changing societies where wages employment is unlikely to be available on a scale sufficient to absorb more than a small fraction of the young people when they do arrive at the labor market. The conflict of choice of career among youths constitute an educational social dilemma in our society and nation .therefore constructive analysis must be made to this issue with a view to proffering recommendations and guide to enable youths to make proper decision of future career.

These constructive analysis lie within the environmental factors in which the youth operates or is domiciled. The youth are largely influenced by this environmental issues; so if not guided may be propelled to make wrong choices. It is the fragility and significance of these issues that stresses the importance of a research of this nature. The research shall appraise the impact of environmental factor on choice of career among youths in Nigeria. Education is universally recognized as the answer to socio- economic problems of the world. Nations and individuals look up to education to provide a cure for poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things. Every nation of the world aspires toward quality of life and social status. Career selection is one of many important choices students will make in determining future plans. This decision will impart them throughout their lives. The essence of who the student is will revolve around what the student want to do with their life- long work. The choice of career has been a serious problem among the secondary school students in Nigeria. No matter what one‟s age is, the choice of career or desire is an important question for everybody. A lot of student in secondary schools believe that their future is a glorious adventures in which they are bound to succeed. Many of them have the idea that they would be able to work in the public or private establishments as soon as they complete secondary school education. Some have planned to become lawyers, engineers, medical doctors, accountants and so on. Students in secondary schools like many other young adults are always worried about what they will do with their lives, the kind of adult they will become. They are concerned about early entry into the occupational world and finding productive and rewarding places in and out rapidly, fast changing societies where wages employment is unlikely to be available on a scale sufficient to absorb more than a small fraction of the young people when they do arrive at the labour market. How the young people of today meet the problems of tomorrow will depend upon the amount of success they make in planning for that tomorrow. Planning for tomorrow itself is primarily the responsibilities of the parents, teachers and school counselor. Students need general orientation into the world of work through the curriculum. The choice of career is a delicate issue that requires caution and serious considerations. The kind of career the youths pursue can affect their lives in many ways. For example, it can determine where the individual lives and the type of friends kept. It can reflect how much education one will have and determine the amount of money one will earn. People desires from a career are different, many people desire high income; others want adventures while some others want to serve people to make the world a better place. Every student carries the unique history of their past and this determines how they view the world That history created, in part by the student‟s environment, personality and opportunity will determine how students make career choices. It then follows that how the student perceives their environment, personality and opportunity will also determine the career choices students make. The first factor in career choice, the environment, may influence the career students choose. For example, students who lived on an island may choose a career dealing with the water, or they may choose to leave the island behind, never to have anything to do with water again. Maybe someone in the student‟s life has made a significant impact or impression, leading to a definite career choice. Parent‟s educational background may influence student views on whether or not to continue their education. Someone they saw on television may have influenced the student, or parents may have demanded that they assume a family business. These are various environmental factors that would lead a student to a chosen career. How students have seen themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. For example, sales people have to be out- going. Splaver (2000) said “personality” plays an important role in the choosing of the right career. A student‟s personality must be self motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits till they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. Splaver went on to say “It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans”. (Splaver 2000, p. 12). Opportunity is the third factor that has shaped career choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all. The income level of secondary school families may determine what career a student chooses during a specific time in the student‟s life; choices that will determine a large part of that student‟s future. Some students will have to budget education according to their personal income. Thout (1969) addressed those in desperate needs, “Where necessary, these persons (individuals described as living under poverty level) must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met” (p.1). Students in many cases will need the proper mentoring opportunities to succeed. These support groups will be another opportunity that if properly implemented, can help a student in the career choice process. The creation of support groups will have to be in place to sustain the student through times of financial, emotional and educational need. There are indications that students take the path of least resistance to enter the tertiary institutions. If a parent had exerted enough pressure on the student to enter a particular career field and the student had no current plans, then students followed their parents‟ suggestion. Student should be thinking about career decisions in their senior year of secondary school. It should become apparent at that time that the student will have to do something. The environment plays a large part in a student‟s career choice. Students traditionally stay at home to either obtain education or start employment. Marriage also played a large part in career decisions. The economics of marriage either solidified the commitment to go on to higher education or stopped career plan short, depending on the stability of the marriage. Examples such as these are opportunities that can play a large determining factor in student‟s career choice. Other environmental determinants would include recreational facilities and articles the student has seen in local papers or on the television. The student‟s support system made up of parents, relatives, siblings, peers, teachers and counselors may be the most environmental factor. As we can see, there are many opportunities or paths to be explored by secondary school students. Secondary school senior students will have accomplished choosing a career if a complete, thoughtful, education decision was made, evaluating all of the factors possible in career choice process. According to Alutu (2001) career choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels. Individual social status, income, lifestyle, choice of friends, mental and physical health is influenced by the type of work he or she does. In other words, a person‟s career choice plays an important role in his or her entire life. Career choice decision making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. This choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one‟s happiness in life as this could result to career maladjustment. Inappropriate career decision made may spell doom not only for the individual but also the entire society. In view of the foregoing, the need to equip our students with appropriate Career decision skills becomes highly imperative.

**1.2      STATEMENT OF THE PROBLEM**

The problem confronting this research is to appraise the impact of environmental factor on choice of career among youths in Nigeria. There exists a great conflict on the selection of a choice of career among the youths. Analyzing these factors would help profer possible solution to guide the youths in right career choices.

**1.3      RESEARCH QUESTION**

1       What is the nature of environmental factors  influencing the choice of career       among the youths?

2            What is the nature of career choices facing the youths?

3            What is the impact of environmental factors on the choice of career among the youth in Nigeria?

**1.4           OBJECTIVE OF THE STUDY**

To appraise the nature of career choices facing the youth in Nigeria

To determine the impact of environmental factors  on the career choices of         the youth in Nigeria

**1.5    SIGNIFICANCE OF THE STUDY**

The study shall facilitate possible solutions to helping youths make right decision on the choices of future career.

It shall provide detail source of information on career decision choices for the youths, etc.

**1.6    STATEMENT OF HYPOTHESIS**

**H0:**   The conflict of wrong career choices among youths is high

**H1:** The conflict of wrong career choices among youth is low

**H0:** Conflict of environmental factor s is high

**H1:** conflict of environmental factor is lo

**H0:** The impact of environmental factors on career choices among youths             is low

**H1:** The impact of environmental factors on career choices among youths is high

**1.7      SCOPE AND LIMITATION OF THE STUDY**

The study focuses on the appraisal of the impact of environmental factors on the choice of career among youths in Nigeria

**a) AVAILABILITY OF RESEARCH MATERIAL:** The research material available to the researcher is insufficient, thereby limiting the study

**b) TIME:** The time frame allocated to the study does not enhance wider coverage as the researcher has to combine other academic activities and examinations with the study.

**c) Finance**: Limited Access to the required finance was a major constrain to the scope of the study.

**1.8      DEFINITION OF TERMS**

**CAREER CHOICE:**The broad opportunities that exist for lifelong vocations. These vocations are set out in a framework of strategies moving toward personal goals.

**ENVIRONMENT:**The complex physical factors that make up our surroundings and in turn act upon us. This include the forces of family, political, social and economic issues that both typical and non- typical students may deal with on a day- to- day basis.

**MOTIVATION:**Forces acting on or within a person causing initiation of behavior or what it is that moves us.

**OPPORTUNITY:**Those choices in one’s life which are exposed either in a subtle or obvious manner.

**PERSONALITY:**A characteristic way of thinking, feeling and behaving. The personality is the collection of impression in the appearance of the student’s body and the impressions believed to have been made on others, good or bad. One’s personality may embrace attitudes and opinions that affect the way we deal with interactions of people and, in particular to this study, the situations of choosing a career.

**PEERS:**Peers are adolescents who are about the same age of maturity level.

**QUALITY OF LIFE:**The depth in the content of richness and fullness in our day- to- day existence. This includes observed and unobserved criteria that contribute to the fulfillment with our expectations and aspirations

**1.8 ORGANIZATION OF THE STUDY**

This research work is organized in five chapters, for easy understanding, as follows

Chapter one is concern with the introduction, which consist of the (overview, of the study), historical background, statement of problem, objectives of the study, research hypotheses, significance of the study, scope and limitation of the study, definition of terms and historical background of the study. Chapter two highlights the theoretical framework on which the study is based, thus the review of related literature. Chapter three deals on the research design and methodology adopted in the study. Chapter four concentrate on the data collection and analysis and presentation of finding. Chapter five gives summary, conclusion, and recommendations made of the study

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 Introduction**

Review of the literature will be explored within this chapter that evaluate and contrast research in factors that influence career choice decisions and the extrinsic and intrinsic factors will be discussed in detail with the help of current research studies. Specifically, the literature will reveal what factors are important in making career choices by the management sciences students and which factors are impactful in different contexts and cultures in the world. These factors eventually all guide to the awareness that career choice is not a lineal process but that it has factors that are influential in terms of making future plans and those factors themselves are influenced by the surroundings, external environment, country situation, family orientation and personal interests. The word career has been a derivative of French and Latin origin. Its simplest definition is given by Geciki (2002) as; the occupational, commercial or industrial activity that a person may adopt during his educational life or in some other part or till his death. Redman and Wilkinson (2001) clarifies career as the application of a person’s cognition and capabilities, providing command over profession, timely work expertise and a basis of developing and bettering business networks. Individuals chose career planning to pursue the professional objectives, getting informed about upcoming opportunities, their results and their timely evaluations. It is considered to be a beginning in the stages of career choices but still of paramount significance. People prefer the career that could provide them sound basis for an improved standard of living (Cavus, Geri and Turgunbayeva; 2015). Career planning done on individual basis is a plan as to how an individual would foster in his profession. As regards the organizational level, it talks about promotional aspects together with personal development quadrant. So briefly career planning is the process whereby the individual himself or his organization helps in pursuing his growth objectives in conformity with his expertise in the area, capabilities and aims (Bayraktaroğlu, 2011).

Choices that people make related to their career can be categorized to be influenced by two factors that are psychological and social. Social factors are part of an individual’s social bonds, their parents, family, history and other characteristics of their environment. Psychological factors can be an individual’s perception, cognitive and effective intentions, beliefs, ideas, personality and assessments related to forthcoming business environment (Ozen, 2011). Different inquiries on the life of the students have come up with different findings. The results of a quantitative study conducted in central Pennsylvania by taking rural young adults and adolescents as respondents indicated that influence exerted by an individual’s family, society, state of economy, their interpretation of better job and financial constraints were major reasons that can impact their career selection (Ferry; 2006). A systematic review of 600 articles published in 2003- 2013 of low-income countries conducted by Puerto’s EB (2013) determined intrinsic factors amongst medical students (age, sex, rural background) and extrinsic factors (salaries, governmental institutions, medical institutes reputation, training techniques) influence a medical student’s decision to choose a career in primary care; and to establish that some factors were different among students in high-, middleand low-income countries

**2.2 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 (Watt, 1996, as cited in Torrington, Hall & Taylor, 2008). Popoola (2004) refers to 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,2005) or in more detail as` the sequence of employment related positions, roles, activities and experiences encountered by a person (Amoid, 2001). According to Dawn (2013) define career is that it is an individual vocation or trade or how he/she makes a living. 15 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) defines vocation as an occupation that someone feels strongly about doing, despite monetary gain or other influences, therefore everyone’s vacation 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 vocations remains teaching and going on various adventure indicating that a person’s true vocation will characterize how he/she operate in general. Catalano (2000) 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 (Costella et al, 1995). Ifelunni (1997) as cited in Omeje (2007) 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. 16 According to Achebe (1983) as cited in Omeje (2007) 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 (2004) work is to exert effort in order to make something to achieve something, to produce a desired effect. Fromm (1973) refers to work 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. Canadian Association of Occupational Theory Therapists (2002) states that 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, 1998a, 2004a). Carmel (2001) claimed 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 (2006), 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. Bezanson (2003) has defined career development as the lifelong process of managing learning and work in order to live and work with purpose and create 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. According to Manolescu (2003) Career planning is a continuous process of discovery in which an individual slow develops his own occupational concepts as a result of skills or abilities, needs, motivations and aspirations of his own value system. Neveanu, 2003) 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 (2004) posits 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, interest s and motivation, on the analysis of organizational opportunities, setting goals for their careers and develops a strategy to achieve those goals.

According to Zlate (2004) individual career planning has five steps which includes

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 as defined by the Organization for Economic Co-operation and Development and commission of the European communities (OECD) (2004) 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. According to The Australian Ministerial Council on Education, Employment, Training and youth affairs (MCEETYA) (1998) reviewed (2004) defined career education 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 (MCEETYA, 1998). The comprehensive career education program consists of the following component which was adapted from McCowan and Mckenzie, 1997),

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 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 themselves.

d) Transition learning is related to the awareness and skills students need to cope with new situations, both desired and undesired. These typically includes

* 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. Career decision making is not simply matching a person to an occupation, rather there are many influences that impact on a person’s career decisions.

**2.3 CONCEPT OF CAREER CHOICE**

When experts talk about career choice, they are usually referring to someone deciding what he/she wants to do to make a living (Dawn, 2013). A career choice is the process of determining a field of learning that requires certain knowledge and 21 skills, acquired through a specific educational program which results in a certificate or degree attesting to your accomplishment (Powers, 2013). Since the average person works 45 to 50 years in his or her lifetime, finding a satisfying career and not just a job is important. Career choice has therefore become a complex task today as one has not only to make the career planning but also to do an exhaustive career research before making career choice so as to adjust with the evolving socialeconomic conditions (wattles, 2009). However most students who are in secondary schools do not have accurate information about occupational opportunities to help them make appropriate career choices. According to Kerka (2000) career choice is influenced by multiple factors including personality, interest, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial. Bandura, Barbaranelli, Capara, & Pastorelli, (2001) states that each individual undertaking the process is influenced by several factors including the context in which they live in, their personal aptitudes, social contacts and educational attainment. The factors determining career choice have been examined several times in the career management literature. Ozblign et al (2005) suggest that two conditions are required to meet career choice such as availability of alternative career options and an individual preference between the career options. According to Agarwala (2008), numbers of career option available to a certain individual depend upon individual and external factors. Individual factors consist of education, family background, attitudes etc while external factors include labour market, state of the economy etc. Greenhaus et al, (2000) suggest that individuals who are involving with effective career management practice should first undertake self exploration followed by environmental exploration. In self exploration, individuals are seeking for 22 information about a variety of personal qualities and attitudes pertaining to career decision making .Basically, these attributes include values, interests, personality, talents and abilities, lifestyle, preferences, weaknesses or shortcomings. Greenhaus et al (2000) contend that occupations, job organization and families are key elements that should be considered in environmental exploration. Agarwala (2008) argued that the role of relationships in making career choice has been overlooked and further suggests that it is vital to explore the type of relationships that matter and why those relationships are significant in the career decision making process. According to him, the key individuals that could influence in career decision making are father, mother, sisters, brothers, friends and relatives. The empirical study on Indian management graduates conducted by Agarwala (2008) found that exerted the greatest influence of making career choice of both male and female students. Further, mother has played significant role in making female students career choice decisions. Eddy, Ronald, and Lisa (2008) surveying US MBA students, classified the factors that determines the students’ career choice in to four categories as own education, career benefits, chance and free choice. In conclusion, Awujo (2007) maintained that the family surpasses every other factor because the traditional base for selection of an occupation is the family. According to Hewitt (2010), factors influencing career choice can either be intrinsic or extrinsic or both. Hewitt further states that most people are influenced by careers that their parents favour. Others 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. Students’ perception of being suitable for particular jobs also has been found to be influenced by a member of factors including ethnic background, year in 23 school, level of achievement, choice of science subjects, altitudes and differences in job characteristics (McQuaid & Bond, 2003). A study on career choice in Ethiopia by Stebleton (2007) indicated that the students had an external locus of control and believes that there are numerous external factors which influence their career choices. These external factors include political and economic considerations, previous work experience and the influence of key individuals in a person’s life, Pummel, Harwood and Lavallee (2008) reports that external influences that help to shape an individual’s career choice are also influenced by significant others through social support from peers. In a study by Natalie (2006) young adults through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. Children may choose what their parents desire simply to please their parents (Taylor et al, (2004). In Nigeria, every year, senior secondary school students in the first year (SS1) make their career choices before setting for the final Senior Secondary Certificate Examination (SSCE), The result of this final examination determines who joins university since admissions into various careers are determined by the grades obtained from the SSCE. When these students are then admitted to the universities, based on the career choices that they had made some of these students drop out of school without graduating while some of them enter into occupations that are totally different from the ones they had chosen or trained for. This is an indication that the students may have been pressured by their parents to choose what their parents desired simply to please them (Taylor, 2004). This, in the researcher’s opinion is what brings about career choice conflict.

**2.4 THEORETICAL REVIEW**

**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 30 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 he 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 choice 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 role 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. 31 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 conflict 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 conflict 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 conflict. Conflict Theory This theory originated from the writings of Karl Marx (1818–1883). The theory is based on the assumption that society is a stage on which struggles for power and dominance are acted out. The struggles are largely between social classes competing for scarce resources, such as control over the means of production (land, factories, natural resources), and for a better distribution of all resources (money, food, material goods). Capitalism thrives on the class-based system that consolidates power in the hands of a few men of the ruling class (bourgeoisie), who own the farms and factories that workers (proletariat) depend on for their survival. The interest of the dominant class is to maintain its position of power over the subordinate class by extracting as much profit as possible from their work. Only when the workers recognize their common oppression and form a class consciousness can they unite and amass the resources necessary to seriously 32 challenge the inequitable system in which they find themselves (Marx and Engels, 1964; Marx, 1967). Marxian beliefs were acted out historically in the revolution that enveloped Russia, Eastern Europe, and much of Eurasia, propelling the Soviets to power for a half a century of control over these regions. Contemporary Conflict Theory: The original Marxian conflict theory has been refined by modern theorist to reflect conflict in this present time (Collins, 1975, 1979). Today conflict theory largely asserts that social structure is based on the dominance of some groups over others and that groups in society share common interests, whether its members are aware of it or not. Conflict is not simply based on class struggle and the tensions between owner and worker or employer and employee; it occurs on a much wider level and among almost all other groups. These include parents and children, husbands and wives, young and the old, sick and healthy, people of color and whites, heterosexual and gay, females and males, and any other groups that can be differentiated as minority or majority according to the level of resources they possess. This study borrows from the contemporary conflict theory in that it clearly shows that conflict in any setting emanates from the difference of resources possessed by the two groups involved in the conflict. The contemporary conflict theory asserts that, conflict stems from the differences in resources possessed by the two groups involved in the conflict. In our study career-choice conflict between parents and children is a clear reflection of the difference in resources owned by the two groups. The parents are wealthier than the children and hence possess more power than the children, by the virtue of this power and influence, they try to control their children to do what they assume is best for them.

**2.5 EMPIRICAL REVIEW**

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. Ex post facto research design was used for 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 yearclasses. A questionnaire was used to collect data. The study modified Myburgh’s (2005) demo- graphic section of the career motives questionnaire. Pilot testing of the questionnaire resulted in an alpha co-efficient 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. The 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 34 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 the teacher, friend, mother 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 friend, teacher and media while females were mainly influenced by the mother, father and member 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. Another related empirical study is a study by Kochung and 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 analyzed using One Way ANOVA at 0.05 level of significance and descriptive 35 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. Another empirical study chosen 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 while, Asian Americans were commonly found in professions such as Medicines, engineering, computer technology, information technology, business, biochemistry etc. However, they were hardly found in professions such as social worker, musicians, entertainment, sports, theatre arts etc. 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

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

* 1. **Research design**

The researcher used descriptive research survey design in building up this project work the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to evaluate the impact of environment factors on choice of career among youths in Nigeria

* 1. **Sources of data collection**

Data were collected from two main sources namely:

(i)Primary source and

(ii)Secondary source

**Primary source:**

These are materials of statistical investigation which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment; the researcher has adopted the questionnaire method for this study.

**Secondary source:**

These are data from textbook Journal handset etc. they arise as byproducts of the same other purposes. Example administration, various other unpublished works and write ups were also used.

* 1. **Population of the study**

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information for the study impact of environment factors on choice of career among youths in Nigeria. 200 staff of selected secondary schools was selected randomly by the researcher as the population of the study.

* 1. **Sample and sampling procedure**

Sample is the set people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used the Taro Yamani formula to arrive at the sample population of the study.

n= N

1+N (e) 2

n= 200

1+200(0.05)2

= 200

1+200(0.0025)

= 200 200

1+0.5 = 1.5 = 133.

**3.5 Instrument for data collection**

The major research instrument used is the questionnaires. This was appropriately moderated. The secretaries were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer and administered the same on staff of the two organizations: The questionnaires contained structured questions which were divided into sections A and B.

* 1. **Validation of the research instrument**

The questionnaire used as the research instrument was subjected to face its validation. This research instrument (questionnaire) adopted was adequately checked and validated by the supervisor his contributions and corrections were included into the final draft of the research instrument used.

* 1. **Method of data analysis**

The data collected was not an end in itself but it served as a means to an end. The end being the use of the required data to understand the various situations it is with a view to making valuable recommendations and contributions. To this end, the data collected has to be analysis for any meaningful interpretation to come out with some results. It is for this reason that the following methods were adopted in the research project for the analysis of the data collected. For a comprehensive analysis of data collected, emphasis was laid on the use of absolute numbers frequencies of responses and percentages. Answers to the research questions were provided through the comparison of the percentage of workers response to each statement in the questionnaire related to any specified question being considered.

Frequency in this study refers to the arrangement of responses in order of magnitude or occurrence while percentage refers to the arrangements of the responses in order of their proportion. The simple percentage method is believed to be straight forward easy to interpret and understand method.

The researcher therefore chooses the simple percentage as the method to use.

The formula for percentage is shown as.

% = f/N x 100/1

Where f = frequency of respondents response

N = Total Number of response of the sample

100 = Consistency in the percentage of respondents for each item

Contained in questions

**CHAPTER FOUR**

**PRESENTATION ANALYSIS INTERPRETATION OF DATA**

**4.1 Introduction**

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study. The researcher employed simple percentage in the analysis.

**DATA ANALYSIS**

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding.

A total of 133(one hundred and thirty three) questionnaires were distributed and 133 questionnaires were returned.

Question 1

Gender distribution of the respondents.

TABLE I

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender distribution of the respondents** | | | | | |
| Response | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 77 | 57.9 | 57.9 | 57.9 |
| Female | 56 | 42.1 | 42.1 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

From the above table it shows that 57.9% of the respondents were male while 42.1% of the respondents were female.

**TEST OF HYPOTHESES**

The conflict of wrong career choices among youths is high

**Table III**

|  |  |  |  |
| --- | --- | --- | --- |
| **The conflict of wrong career choices among youths is high** | | | |
| Response | Observed N | Expected N | Residual |
| Agreed | 40 | 33.3 | 6.8 |
| strongly agreed | 50 | 33.3 | 16.8 |
| Disagreed | 26 | 33.3 | -7.3 |
| strongly disagreed | 17 | 33.3 | -16.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | The conflict of wrong career choices among youths is high |
| Chi-Square | 19.331a |
| Df | 3 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3. | |

Decision rule:

There researcher therefore reject the null hypothesis that state that the conflict of wrong career choices among youths is highas the calculated value of 19.331 is greater than the critical value of 7.82

Therefore the alternate hypothesis is accepted that state that the conflict of wrong career choices among youth is low.

**TEST OF HYPOTHESIS TWO**

The impact of environmental factors on career choices among youths is low.

Table V

|  |  |  |  |
| --- | --- | --- | --- |
| **The impact of environmental factors on career choices among youths is low** | | | |
| Response | Observed N | Expected N | Residual |
| Yes | 73 | 44.3 | 28.7 |
| No | 33 | 44.3 | -11.3 |
| Undecided | 27 | 44.3 | -17.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | **The impact of environmental factors on career choices among youths is low** |
| Chi-Square | 28.211a |
| Df | 2 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3. | |

Decision rule:

There researcher therefore rejects the null hypothesis that state that the impact of environmental factors on career choices among youths is low as the calculated value of 28.211 is greater than the critical value of 5.99

Therefore the alternate hypothesis is accepted that state that the impact of environmental factors on career choices among youths is high.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

It is important to ascertain that the objective of this study was to evaluate the impact of environment factors on choice of career among youths in Nigeria.

In the preceding chapter, the relevant data collected for this study were presented, critically analyzed and appropriate interpretation given. In this chapter, certain recommendations made which in the opinion of the researcher will be of benefits in addressing the challenges of career choice among youth in Nigeria.

**5.2 Summary**

The study attempted to see the fundamental variable that impacts the choice of career of the business students in relationship with different factors. The study derives that interest in subject has strong and positive relationship while; ease in grades, financial outcomes, and future job opportunities are less related or have minor impact on students’ decision for particular field and subject. Interest in the subject is also related and has some linkage with personality type. Mismatch of the personality and lack of interest in the subject is dangerous, and could end up into disastrous results in terms of student dissatisfaction, demotivation, lack of productivity leading to increased drop outs and career failure. On the contrary, the students’ performance could excel and deliver better results if the area of study is matching and aligned with the intrinsic factors of the individual’s personality, leading to internal satisfaction, motivation and commitment. The previous research revealed that the career choice variables of the students have some association with the financial outcome of the course and future job opportunities, however these variable vary with the socio economic and demographic factors. The career choice of the students is also influenced by the level of their social status, financial resources, affordability and future employability.

**5.3 Conclusion**

Students’ career choice conflict are influenced by numerous factors including parents’ age, parents’ qualification, parents’ type of education and socio-economic status of parents. The most influential factors among others are parents’ qualification and parents’ type of education while parents’ age and socio-economic status of parents were found not to be significant. The study concludes that demographic factors like type and location of school attended and parents’ level of education influenced career decisions among students.

**5.4 Recommendations**

Based on the findings of the study, the following recommendations were made.

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

2. Career counselors should provide students with experiences that 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.

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**QUESTIONNAIRE**

**INSTRUCTION**

Please tick or fill in where necessary as the case may be.

Section A

1. Gender of respondent

A male { }

B female { }

1. Age distribution of respondents
2. 15-20 { }
3. 21-30 { }
4. 31-40 { }
5. 41-50 { }
6. 51 and above { }
7. Marital status of respondents?
8. married [ ]
9. single [ ]
10. divorce [ ]
11. Educational qualification off respondents
12. SSCE/OND { }
13. HND/BSC { }
14. PGD/MSC { }
15. PHD { }

Others……………………………….

1. How long have you been in the school?
2. 0-2 years { }
3. 3-5 years { }
4. 6-11 years { }
5. 11 years and above……….
6. Position held by the respondent in the school?
7. Principal { }
8. Supervisor { }
9. Senior staff { }
10. Junior staff { }
11. How long have you been working in the school?
12. 0-2 years { }
13. 3-5 years { }
14. 6-11 years { }
15. 11 years and above……….

SECTION B

1. What is the nature of environmental factors influencing the choice of career among the youths?
2. Agrees { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. What is the impact of environmental factors on the choice of career among the youth in Nigeria?

(a) Agrees { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

1. Conflict of environmental factor s is high?
2. Agreed { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. The conflict of wrong career choices among youths is high?
7. Agreed { }
8. Strongly agreed { }
9. Disagreed { }
10. Strongly disagreed { }
11. Conflict of environmental factor is low?
12. Agreed { }
13. Strongly agreed { }
14. Disagreed { }
15. Strongly disagreed { }
16. The conflict of wrong career choices among youth is low?
17. Agreed { }
18. Strongly agreed { }
19. Disagreed { }
20. Strongly disagreed { }
21. The impact of environmental factors on career choices among youths is low?
22. Agreed { }
23. Strongly agreed { }
24. Disagreed { }
25. Strongly disagreed { }
26. The impact of environmental factors on career choices among youths is high?
27. Agreed { }
28. Strongly agreed { }
29. Disagreed { }
30. Strongly disagreed { }
31. Strongly disagreed { }