**IMPACT OF FAMILY BACKGROUND ON CAREER CHOICE OF SECONDARY SCHOOL STUDENTS IN NIGERIA**

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## ABSTRACT

This research was performed to examine the influence of family on the career choice of secondary school students. In analyzing the data collected for the purpose of carrying out this research, the statistical tool known as the Pearson Product Moment Correlation (PPC) and the statistics were used. The use of sample percentage was employed, and Tables were used in presenting the data. Primary and secondary data were also used.

The study was conducted in Edo state, Nigeria and carried out in 5 secondary schools selected through the simple random sampling technique in Egor local government area of Edo State. Out of the entire population in these five secondary schools chosen randomly, 50 students were selected at random from each of the five schools chosen for this survey amounting to a total of 250 students used for the study. A pilot study was conducted on ten students randomly chosen from the secondary schools chosen to pre-test the efficacy of the questionnaire. The feedback received was used in the final draft which enhances it reliability. Findings from the study showed that the family has a strong influence on the career choice of secondary school students. However, this study will help parents and guardians to know and ascertain the nature of influence they have on their wards when it comes to career choice.

## CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND TO THE STUDY

Family is a place in which children learn to interpret realities (Wary and Passman, 1996) parents serve as significant interpreters to children for information about the world and children ability (Hall, Kelly, Hansen and Vulwein, 1996) family influence is an important force in preparing students for their role as workers. Young people form their attitude about work and career as a result of interaction with the family. Family background provides the basis on which a student’s career planning and decision making evolves. However, within each family, the level of involvement can very positively or negatively.

Family background factor found to be associated with career choice includes parents socio-economic status (SES), their level of education and biogenetics factor such as physical size, gender, ability and temperament, Panic and Jepson (1992), in a study on adolescent vocational development reported that had the most effect on education plans and occupational aspiration was education. Mortime et al (1992) also reported that parents with post secondary education tend to pass along its importance in their children a finding reported by other studies. Montgomery (1992) votes that students talented in mathematics viewed their career choice as reflective on the interest that stem from early family influence and educational opportunities.

De Piddeo (1990) however, points out that the lower level of parents education can retard adolescents career choice. Being born to parents with limited education and income reduces the likelihood of going to college or achieving a professionally and occupational goals and essentially predetermined the child’s likely career choice. Family income is another aspect of family background that influences the career choice of a student. Mortimer et al (1992) one reason for this may be that family with limited economic resources may tend to direct children first the older children in the family giving less hope and encouragement to the younger children in the family. It is therefore understandable that the self efficacy of students with respect to career opportunities is linked to the economic support they can expect from their parents. Another family background factor found to be associated with career choice include the parents spiritual/health parents who love Jesus and want the best for their children will urge their children to pursue a career that will bring them joy in the future. Thus proverbs 22:6 admonished parents to pay attention to their children while the children in turn should prove themselves obedient (Ephesians 6:13).

### 1.2 STATEMENT OF PROBLEM

        The standard of education in Nigeria today is gradually falling thus leading to lots of arrangements amongst scholars civil servants, educational planners etc as to what is the immediate and remote causes of the failure and the factors hindering high standard of education, while we may blame governments, teachers, and children, the family which students comes from leave much to be desired. It is important to note that we cannot exonerate the family that a child came from when talking about the students choice of career in secondary school. Family background factors found to have influence the students choice of career is based on parents socio-economic status, parents educational level, parents love for Jesus and family size and parents temperament.

### 1.3 OBJECTIVE OF THE STUDY

The main objective of the study is to examine the impact of family background on occupational choice of secondary school students. Specific objectives of the study are:

1. To ascertain the degree in which socio-economic status of parents influence the career choice of students in secondary school.

2.      To examine the relationship between the level of education of parents and the career choice of students in secondary schools

3.         To determine if the size of a family have any influence on the choice of career of secondary school students.

4.         To examine the relationship between living condition at family and choice of career of students.

5.         To find out if the ability and temperament of parents affect the choice of career of students.

### 1.4 RESEARCH QUESTION

        In order to deal with the influence of family background on the career choice of secondary school students the following questions were asked:

1.           To what degree does the socio-economic status of parents influence the career choice of students in secondary school?

2.           Is there any relationship between the level of education of parents and the career choice of students in secondary schools?

3.           Does the size of a family have any influence on the choice of career of secondary school students?

4.           Is there any relationship between living condition at family and choice of career of students?

5.           To what extent does the ability and temperament of parents affect the choice of career of students?

### 1.6 SIGNIFICANCE OF THE STUDY

        Students succeed in school when certain factors are put in place or put under control, some of these includes ensuring that the child feeds well at family, get enough rest, does his family work has his work checked by both his teachers and parents, has his school materials, gets adequate encouragement from their parents, useful information should be given the child to guide futures generation of choice of career. In the light of the above, the students will assist parents to have insight into the behavior and needs of their children. The study intends to reveal the factors that impedes or enhance the choice of students in secondary schools.

### 1.7 SCOPE OF THE STUDY

        This study is restricted to secondary schools in Esan Central local government area of Edo State. In the realization of similar condition facing most students in other secondary schools in Edo State the survey shall focus on students in their first year and final year of studies.

### 1.8 DEFINITION OF TERMS

**FAMILY:** Is a unit comprising of husband, wife and children.

**FAMILY SIZE:** The number of people in the family.

**FAMILY SYSTEM:** This includes monogamy and may be nuclear or extended family.

**HOME ENVIRONMENT:** This refers to parental experience and aspirations for children, objects and material conditions in the home for comfort and also specific behavioral processes conducive to learning.

**EDUCATIONAL UPBRINGING:** This refers to education of children and how they perform in academics when subjected to test or examination.

**EDUCATIONAL STATUS:** This term is used for social processes in which one achieve social competence and individual growth, carried on in a selected, controlled sitting which can be institutionalized as a school or college.

**OCCUPATIONAL STATUS:** Person’s trade, vocation or principal means of earning living.

**SOCIO-ECONOMIC STATUS:** This refers to position of recognition which one finds him in the society. Such a position may not be hereditary but acquired through personal efforts like education, wealth, occupation and social class.

**ACADEMIC PERFORMANCE:** This refers to the students’ achievement, scores within the class and his position relative to all those subjected the same test.

**EFFECTS:** the result or outcome of anything be it positive or negative.

**HOME SITUATION:** This refers to prevailing atmosphere in the home whether violent, resentful or in disarray.

**PARENTAL ATTITUDE:** Parents disposition to respond in a characteristics way to some stimulus in their social environment. Some responses determine the way and manner their children are brought up by them.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1 INTRODUCTION

This chapter gives an insight into various studies conducted by outstanding researchers, as well as explained terminologies with regards to family background and career choice.The chapter also gives a resume of the history and present status of the problem delineated by a concise review of previous studies into closely related problems.

### **2.2 THE CONCEPT OF CAREER**

Henry-bell (2006) Stress that career is the totality of experience through which one learns about and prepares to engage in work as a part of his way of living. Chen (2003) objectivist believe that occupational matches can be measured and predicted mainly through scientific assessment and will logically state what type of career choice best fits that person. This type of thinking was dominated in the early 20th century-Frank Person the designated founder of the vocational guidance movement. Henry-Bell (2006) stress that career is the totality of experience through which one learns about and prepares to engage in work as a part of his way of living.

Speete (2002) Observe '' career is an ongoing process that occurs over the life-span and includes homes school and communities''.

Eduwen (2000) opined'' it is realistic that students desire help in order to make satisfying choice of the occupation.

### 2.3 WHY PEOPLE CHOOSE CAREER

We must decide what manner of man we wish to be and what walking in life will follow and this is most difficult problem in the world''.

Oladele (2001) Observed that secondary school students need right decision on choice of career as.

* Career work should enable them choose a life rather than simply a living
* The chosen occupation will globally shape the person and his life style.
* Lead to occupational satisfaction among individual students.
* To bridge the gap of individual different.
* That our society may not be run by disgruntled, frustrated and unrealistic and unrealistic individuals.

According to Caplow (2000) Occupational choices are made at a time when the student is still remote from the world of work. They are made in terms of school requirement, which may call for quite different abilities and taste from those which will be related to eventual jobs.

Krumboltz (2001) Opined that the process of occupation decision making could be analysed in terms of three periods fantasies tentative and realistic choice. These can be differentiated by the way in which the individual translates his impulse and needs into occupational choice. These can be differentiated by the way in which the individual translate his impulse, and wants into occupations choice. Baker (2009) opened the doors to the practice of matching one’s self to ones job traits. A process that continues to this day. Niles (2001) A persons work was the foundation for his unique interest, abilities and values, while each occupation has unique characteristics related to tasks, skill required a rewards. As the oldest and most widely used of the career development theories. Trait and factor theories believe that these unique characteristics of both individuals and job can be measured objectively and will produce the highest amount of satisfaction for both workers and employers when they are correctly matched together. Irch (2000) this approach is much more assessment based and pays limited attention to a client emotional or motivational state. In essence the client narrows their occupational search by gaining an understanding of their career aptitude and interest based on one more vocational interest inventories. Based on those results, the counsellor then assist the client in finding occupation where his/her reported skill and interest have the strongest match, thereby placing the client into an area where they have the greater likelihood for success for example, if a clients assessment demonstrates his or her highest interest and abilities with people, he or she is primarily working with data/materials or one that has limited interaction with other workers, or clients John Holland’s subsequent work in (2006-2007) was based on shared psychological features, such as skill and personality, from his testing, Holland eventually came to the conclusion that every person or occupation can be broken down into six categories known as RIASEC code (realistic- skilled trader/technical/occupation, investigative scientific occupation, artistic/literacy/musical occupation social educational/religious occupation. Enterprising persuasive occupation and conventional clerical business occupation. Figler and Bolies (2007), Holland and Lutz (2000) assessments based on trait and factor theory where a person thought and behaviour were assumed to start fairly constant over their lifetime, continued to strengthen as more and more test were created to match a person’s personality and skill to a specific job.

### 2.4 FACTOR INFLUENCING CHOICE OF CAREER

* **INTEREST-** Eduwen (2000) Opined interest is one of the essential factors that help an individual to choose a career the individual may be interested in a career that involves frequent interaction with people and demonstrate his love of dealing with people by being humorous, friendly, helpful and understanding.
* **ATTITUDE -** Alport (2003) Posit that attitude is a mental or neutral state of readiness organised through experience exacting a directive and dynamic influence upon an individual’s response to all objects and situation with which it relates. Different people have different attitudes and it is necessary for the individual to identify those abilities and nurture them.
* **PARENT FINCANCIAL STATUS/ENVIRONMENT INFLUENE-** Herbart (2006) Opined that environment are necessary for developing abilities to levels close to capacity levels and if children are raised in healthy home where parents live in harmony and are kind and supportive to their children a child is bound in this situation to take directives from his parents. Hence their occupational aspiration is influenced by their parents occupational status.
* **LEVEL OF EDUCATIONAL ATTAINMENT-** The level of educational achievement to a great extent influences an individual choice of career people have different opportunities of climbing to different opportunities of climbing to different levels of education some individuals may possess the school certificate, while others a first degree. Sadler(2000) States that the more one reads the more he comes across publication giving information about the work people do time is arranged for student for acquiring , sorting, assimilating and dispensing such information space is needed to accommodate career literature and those who use this enable the students choose subject directing them to careers they wish to do in future.
* **PARENTAL INFLUENCE-** Parents play vital roles in the choice of career amongst their children. Olayinka (2005) Stresses that parent sometimes censoriously set up standard worthy of emulation for their children and this motivated them to be achievement oriented Roe (2004) States that , that choice of career among students is partly influenced by the behaviours of their parent towards the particular child and the condition of the home environment.
* **VALUE- According** to Eduwen (2000) the value attached to given career by an individual is a product of many variable such as his early life experience, education and environment. Williams (2003) Opined that '' ones job must furnish an outlet suitable to ones emotional life is live in ones job not elsewhere as is commonly supposed.
* **INFLUENCE OF THE SCHOOL - According** to Edwuen (2007), the nature of the school attended by the individual influence the choice of career in the future. The influence of schooling is manifested in curriculum offering and subsequent choice of an occupation. Oladele (2001) Stresses that guidance is necessary in school as more and more students are enrolling into post -primary institutions were a substantial number of primary school leaves will have access to secondary school.

### 2.5 WHY PARENTS INFLUENCE CAREER CHOICE

Henry (2011) Observes that one cannot choose what are does not know and many occupations are unknown to most of us one may stumble into an appropriate occupation by sheer luck, but the wise choice of occupation requires accurate information about what occupation are available the knowledge and acceptable of one's own attitude, abilities, needs, limitations, interest values feelings, fears, like and dislike are essential and of relative importance in the choices of career.

Margaret (2005) Opined that on first admission to school, parent are seen taking their children to school only to come back to school at the age of about thirteen. Yet such parents have guts to make choice for their children about their future course and subjects and then around sixteen when it is a question of activities and choice of occupation might determine whether one will be employed or unemployed in some occupations employment is irregular while in others, its more stable and secure by choosing an occupation in which employment is known to be relatively stable, one may increase the probability of having a job.

Olayinka (2005) Posit that most of the youth in his study choose career without relation them to their interest and capacity to cope with the nature of job. Adeyinka (2000) However identified the variable ''school type'' as excreting the major influence on youth vocational as well as perceptions and misconception of working life and the needs, determination and aspiration that colour them (Daws 2004).

**VARIABLE DECISION MAKING TABEL**

Personal experience of the student’s e.g educational, social, psychological and cultural

Students perception of familiar and societal pressure, pressure and or assistance from other people

Self knowledge and self evaluation

Personal goals and value based on self knowledge as centred to identify self concept

Decision about ones career

Constraints and incentives levels of motivation, existing in occupational environment e.g. academic, incapability, social norms, non availability of desired job.

Guidance and counselling: A functional approach by Oladela J. O. (2000)

### 2.6 PROBLEMS ASSOCIATED WITH CAREER CHOICE

Oladele (2000) Posits that the influence of the parents on students in the choice of career some problems to the child. This includes.

* Some parent feel that their children do not need any career advice because they are going to the university or polytechnic this may lead to wrong career choice
* Some parents may refuse to sponsor their children to school because the do not like the choice of career .
* Too much pressure and anxiety can have side effect on the child.
* The imposition of the wish of the parents on their children in their choice of career.
* It is common to observe that some parents do all the working out the child's future by gathering all the information about the subjects required for a course or job which the child is left waiting passively for his or her future to be sealed.

### 2.7 POSTIVE INFLUENCE OF PARENTS OF CAREER CHOICE

Some parents do not like to force their children allow their children to make up their minds while they support them. This seems to be an ideal approach while some other rely on the school but give advice where necessary. Oladele (2000) Stresses that parents consciously set-up standards worthy of education for their children and motivate them achievement oriented.

### 2.8 HISTORICAL OVERVIEW OF PARENTAL INFLUENCE ON CAREER CHOICE

Parental dynamic and interaction (e.g. attachment enmeshment etc) have long been assumed to play a significant role on their children’s career development. Bratcher (2000), Roe (2001), Zingaro (2004). A plethora of research investigation and articles related to parental influence have been published on those topics, however, there is still this articles or provide the empirical research and analysis needed to understand the depth of a family influence upon a sons or daughters vocational choice. Wiston and Keller (2004) regrettable less than two hundred empirical studies have been conducted since Roe first advanced the idea that the family play a part in individual career choice over 50 years ago Keller & Whiston (2008) thinks lack of conclusive evidence has led to vocational psychologist and career counsellor to function with the underlying belief that people could make decision that reflected their own dreams. Passion and talents in the world of work. Unencumbered by family issues, cultural roles racism classism and sexism. Blustein (2004) since the year 2000 family therapist and career counsellor have unearthed more information about the significant influence parents have on their children’s development of vocational choice late in life. Kinnier Brigman & Wobel (2006), Andres (2007) even though adolescent actively began demonstrating their independence from their parents in their high school years, these young adults are still very much dependent on their parents for their career growth.

### 2.9 THEORETICAL FRAMEWORK

1. Accidental theories
2. Impulse theories
3. Talent theories

**ACCIDENTAL THEORIES**

It is widely stated by many people that individual choose occupation accidentally. This hypothesis suggests that an individual occupational choice is determined by an unplanned exposure to a powerful stimulus for example. If a group of workers are asked why they choose their jobs. Some would say that they were looking for a job.

**IMPULSE THEORIES**

This is a comprehensive theory of occupational choice which provides for an analysis of internal factor and element which help to condition the response to external factors. This approach has been stressed by those psychologists who are convinced of the central and dominating importance of unconscious motivation in everyday life.

**TALENT MATCHING THEORIES**

Individual have different strength and weaknesses. This is why those who are concerned with vocational guidance should focus or pay attention to the assets of a particular individual in order to match the assets against the requirement of occupations. This approach appears to have been the cornerstone underlying the vocational guidance movement in the country. Ginzbering Axeldred and Herma (2011) emphasised that effective vocation guidance is based upon the ability of the individual to understand his own value and goals. Theories contained from basic element.

1. Occupational choice is a development process which typically take place over it period of time.
2. The process is largely irreversible.
3. It ends in a compromise between interest and the opportunities which are available.
4. There are three (3) period of occupation choice.
5. Fantasy stage is governed largely by knowledge about capabilities and value which the realistic stage is a period in which explanatory.
6. Supers earners development stage coinciding with individuals life circle outlined below.
7. Growth stage (0-14 years). This is a stage in which a child’s development self concept relating to his parents and other within his environment.
8. Exploration stage (14-24) this is a stage exploration relating to work and tentative career choice implementation etc.

### 2.10 EMPIRICAL REVIEW

Orhungur (1990) asserts that the socio-economic status of the family determine the type of education the child will receive from the parents and level of sophistication the child attains in habits, attitudes, and values. High income or prestige families tend to send their children to high prestige schools.

He further explained that “ a low income family with plenty of feeding problems may produce children whose physical and mental development pose real challenges to the schools effort at optimum development of the child” Commenting on this Coleman(1999) said that the last single predictor of children’s performance in school is the child’s family standard. This assertion according to Coleman (2000), it is the families that first exposed the child to educational activities such as videos, books and many others that help educate the child.

However, some researchers have classified parents’ socio-economic status into different categories. According to Toullators (1998) named as high, middle and low levels socio-economic statuses. He established that, children whose parents are well place in the society scored substantially higher in physics than those from the lower socio-economic group. Agreeing with this classification, Hurlock (2003 page 32) also establish that children of the higher socio-economic group tend to be creative than those of the lower groups. The former, for the most part are brought up under democratic training methods, while the later are far more likely to experience authoritarian training.

Sexton (1998) in his own study said that children from poor homes are handicapped some time by the high rate of sickness and poor rate of attendance at school. He went further to say that, the type and native of home environment into environment in turn affect the child academic performance.

A high socio-economic environment according to Bankies (1997) did to encourage a favorable response to school activities which eventually lead to good academic performance. This according to him was possible since there were enough funds to help provide the necessary educational incentives. He then concluded that, poverty could exert great influence on school performances, through malnutrition and other poor condition that could influence the child’s ability to learn. The underfeeding of the child as a result of family income can affect performance in school subjects Mayard and Bankies (1998). He went ahead saying that, home condition such as noise, poor accommodation, poor lighting for reading and lack of educational materials adversely affect the child’s performance.

Mugrave (2002) held that high income enabled parents to give the children the physics materials that money could buy. He was of the opinion that a child who lived in pleasant surroundings and was provided with educational toys, was sent to private school that have a high staffing ratio, could benefit from the resources the parents posses.

According to Krass and Panache (2001) high station parent encourage their children to receive education more frequently than do lower status parents, moreover, parents who are well to do, or are economically sound can afford to provide effective and proper education for their children. This they can do by sending their children to good schools with qualified teachers and enough teaching aids.

Copel (2003) observed that, generally, children’s academic performance relates to their parents socio-economic status is measured informs of income, occupation and household possession.

Most children as stated by Mayard (1998), whose parents are financially handicapped, can develop psychologically neurosis such as anxiety and stress which can lead to frustration and consequently affect their children in their performance in physics.

As reported from the study project of Wisconsin high school students by Swell (2001), the result indicates that children from upper and middle socio-economic background perform better than those students from the lower socio-economic background.

Jaros (1998) confirms that, the relationship of socio-economic status of parents is always consistent. The expectation that children from high socio-economic class will succeed that children from high socio-economic class will succeed becomes “self fulfillment prophecy” helping the children attain their expectations, Happer and Raw (2000). As stated by Adesina (1998), if home fails to provide the child with the necessary equipments to fit him into the proper place in the society, then, the future of the child is damaged. Beside that unstimulating environment and lack of culture and sophisticated facilities experienced by many lower social status family, also act as powerful factor that influence the educational progress of their children. The children in such situations may find themselves in a social environment that may place little or no stress on the importance of education.

However, it is worth nothing for the student from lower economic background, to hold anti-school and anti-educational attitude which is shown even before coming to school. They only go to school because of continuous reinforcement from parents and siblings Menly (2002).

## CHAPTER THREE

## RESEARCH METHODOLOGY

### RESEARCH DESIGN

The study was design to examine parental influence on the choice of career among students in Egor Local Government Area of Edo State.

The methodology explains the population sample instruments used for collecting data and analysis of data collected.

### 3.2 SOURCE OF DATA

The source of collecting data was the questionnaires.

### 3.3 POPULATION OF STUDY

The population from which the sample of the study was drawn are student’s of secondary classes, using the simple random sampling procedure to select the five secondary schools from Egor Local Government Area of Edo State.

### 3.4 SAMPLING TECHNIQUE

In this study, five secondary schools were randomly selected for effective analysis. The schools are:

|  |  |
| --- | --- |
| **S/N** | **SCHOOLS** |
| 1 | Useh Secondary School, Useh |
| 2 | Egor Secondary School, Egor |
| 3 | Uwelu Secondary School, Uwelu |
| 4 | St. Paul Memorial School Useh |
| 5 | Learnwell Group of School, Useh |

The five schools chosen are mixed schools; the respondents consisted of 50 students randomly selected from all these schools. To each respondent a questionnaire was administered as a test instrument. All the students responded to the questionnaire not on duress from the researcher.

### 3.5 RESEARCH INSTRUMENT

The research instrument to be used in collecting information (data) is questionnaires designed to match the aims and objectives of the study. The questionnaires contained item designed to cover the research questions, it was made up of twenty (20) items.

### 3.6 ADMINISTRATION OF INSTRUMENT

The questionnaires are administered to the respondents personally by the researcher using random method. After the introduction of the researcher to the principals of the selected schools, permission was taken to address the students. Few minutes was spent in explaining the aims and objectives of the research to the respondents highlighting the advantages of honesty in answering the questions.

### 3.7 VALIDITY OF INSTRUMENT

To ensure validity of the instrument the questions were presented to my project supervisor for criticism, suggestion correction and modification on the face validity in relation to the topic of the study.

### RELIABILITY OF INSTRUMENT

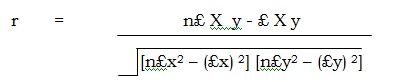
To ensure that the instrument was reliable and established, the instrument was one by the test and re-test method the questionnaires that was administered, twenty responses from the case mentioned had a strong association with the questions, we therefore say that the instrument was reliable.

### METHOD OF DATA ANALYSIS

Having gathered the data through the administration of questionnaire, the collected data will be coded, tabulated, and analyzed according to the research question and hypothesis.

In order to analyze the data collected effectively and efficiently for easy management and accuracy, the simple percentage method was the analytical tools used for this research project and a sample size of two hundred (250) will be represented by 100% for easy analysis of the responses.

Also, Correlation statistical analytical method will be used in the research work. Correlation as a statistical technique is used in testing of hypothesis so as to predict what the relationship between two variables should be. It is used in drawing and reaching conclusion by collecting the observed values from the questionnaire administered to respondents, testing the degree of freedom and carrying out a decision in determining the critical value of the hypothesis.



Where x = independent factor

y = dependent factor

### 3.10 SCORING OF THE RESEARCH INSTRUMENT

Since the research instrument used was the questionnaire, it was designed using the likertscale method. The questionnaire was designed in the following ways:

1. Strongly Agreed (SA) - 5
2. Agreed (A) - 4
3. Undecided (U) - 3
4. Disagreed (D) - 2
5. Strongly Disagreed (SD) - 1

**3.11 DECISION RULE**

In taking decision for “r”, the following riles shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected

## CHAPTER FOUR

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION

**4.1** INTRODUCTION

This chapter deals with the presentation and analysis of the result obtained from published annual reports of the bank under. The data gathered were presented according to the order in which they were arranged in the research questions, simple percentage and pie graphs were used to analyze the demographic information of the respondents while Pearson correlation was adopted to test the research hypothesis.

BIO DATA OF RESPONDENTS

| **Table 1 gender of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | male | 120 | 48.0 | 48.0 | 48.0 |
| female | 130 | 52.0 | 52.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table1 above shows the gender distribution of the students used for this study.

Out of the total number of 250 students, 120 students which represent 48.0percent of the population are male.

130 students which represent 52.0 percent of the population are female.

| **Table 2 age grade of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | below 10years | 35 | 14.0 | 14.0 | 14.0 |
| 10-11years | 40 | 16.0 | 16.0 | 30.0 |
| 12-13years | 45 | 18.0 | 18.0 | 48.0 |
| 14-15years | 60 | 24.0 | 24.0 | 72.0 |
| 16-17years | 45 | 18.0 | 18.0 | 90.0 |
| above 17years | 25 | 10.0 | 10.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 2 above shows the age grade of the students used for this study.

35 students which represent 14.0percent of the population are below 10 years.

40 students which represent 16.0percent of the population are between 10-11years.

45 respondents which represent 18.0percent of the population are between 12-13years

60 respondents which represent 24.0percent of the population are between 14-15years.

45 respondents which represent 20.0percent of the population are between 16-17years.

45 respondents which represent 20.0percent of the population are over 17years.

| **Table 3 Schools** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Useh secondary school | 50 | 20.0 | 20.0 | 20.0 |
| Egor secondary school | 50 | 20.0 | 20.0 | 40.0 |
| Uwelu secondary school | 50 | 20.0 | 20.0 | 60.0 |
| St. Paul memorial school | 50 | 20.0 | 20.0 | 80.0 |
| Learn well group of schools | 50 | 20.0 | 20.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 3 above shows the schools used for the study.

50 students representing 20.0percent were picked from each of the 5 schools mentioned above.

| **Table 4 Class range of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Jss1-3 | 130 | 52.0 | 52.0 | 52.0 |
| Ss1-3 | 120 | 48.0 | 48.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 2 above shows the class range of students used for the study.

130 students representing 52.0 percent were in the junior classes.

120 students representing 48.0 percent were in the senior classes.

TABLES BASED ON RESEARCH QUESTIONS

| **Table 5 parents influence the career decision of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 70 | 28.0 | 28.0 | 28.0 |
| agree | 60 | 24.0 | 24.0 | 52.0 |
| undecided | 20 | 8.0 | 8.0 | 60.0 |
| disagree | 50 | 20.0 | 20.0 | 80.0 |
| strongly disagree | 50 | 20.0 | 20.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 5 shows the responses of students that parents influence the career decision of students.

70 of the students representing 28.0percent strongly agree that parents influence the career decision of students.

60 of the respondents representing 24.0percent agree that parents influence the career decision of students.

20 of the respondents representing 8.0percent were undecided.

50 of the respondents representing 20.0percent disagree that parents influence the career decision of students.

50 of the respondents representing 20.0percent strongly disagree that parents influence the career decision of students.

| **Table 6 there is a relationship between the level of education of parents and career choice of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 80 | 32.0 | 32.0 | 32.0 |
| agree | 50 | 20.0 | 20.0 | 52.0 |
| undecided | 30 | 12.0 | 12.0 | 64.0 |
| disagree | 50 | 20.0 | 20.0 | 84.0 |
| strongly disagree | 40 | 16.0 | 16.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 6 shows the responses of students that there is a relationship between the level of education of parents and career choice of secondary school students.

80 of the students representing 32.0percent strongly agree that there is a relationship between the level of education of parents and career choice of secondary school students.

50 of the respondents representing 20.0percent agree that there is a relationship between the level of education of parents and career choice of secondary school students.

30 of the respondents representing 12.0percent were undecided.

50 of the respondents representing 20.0percent disagree that there is a relationship between the level of education of parents and career choice of secondary school students.

40 of the respondents representing 16.0percent strongly disagree that parents influence the career decision of students.

| **Table 7 the size of family influences on career choice of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 50 | 20.0 | 20.0 | 20.0 |
| agree | 70 | 28.0 | 28.0 | 48.0 |
| undecided | 20 | 8.0 | 8.0 | 56.0 |
| disagree | 65 | 26.0 | 26.0 | 82.0 |
| strongly disagree | 45 | 18.0 | 18.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 7 shows the responses of students that family size influences career choice of students.

50 of the students representing 20.0percent strongly agree that family size influences career choice of students.

70 of the respondents representing 28.0percent agree that family size influences career choice of students.

20 of the respondents representing 8.0percent were undecided.

65 of the respondents representing 26.0percent disagree that parents influence the career decision of students.

45 of the respondents representing 18.0percent strongly disagree that parents influence the career decision of students.

| **Table 8 birth position in a family influences career choice of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 60 | 24.0 | 24.0 | 24.0 |
| agree | 90 | 36.0 | 36.0 | 60.0 |
| undecided | 30 | 12.0 | 12.0 | 72.0 |
| disagree | 40 | 16.0 | 16.0 | 88.0 |
| strongly disagree | 30 | 12.0 | 12.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 8 shows the responses of students that birth position in a family influences career choice of students.

60 of the students representing 24.0percent strongly agree that birth position in a family influences career choice of students.

90 of the respondents representing 36.0percent agree that birth position in a family influences career choice of students.

30 of the respondents representing 12.0percent were undecided.

40 of the respondents representing 16.0percent disagree that birth position in a family influences career choice of students.

30 of the respondents representing 12.0percent strongly disagree that birth position in a family influences career choice of students.

| **Table 9 Family condition influences career choice of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 100 | 40.0 | 40.0 | 40.0 |
| agree | 80 | 32.0 | 32.0 | 72.0 |
| undecided | 15 | 6.0 | 6.0 | 78.0 |
| disagree | 30 | 12.0 | 12.0 | 90.0 |
| strongly disagree | 25 | 10.0 | 10.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 9 shows the responses of students that family condition influences career choice of students.

100 of the students representing 40.0percent strongly agree that family condition influences career choice of students.

80 of the respondents representing 32.0percent agree that family condition influences career choice of students.

15 of the respondents representing 6.0percent were undecided.

30 of the respondents representing 12.0percent disagree that family condition influences career choice of students.

25 of the respondents representing 10.0percent strongly disagree that family condition influences career choice of students.

| **Table 10 Ability and temperament of parents affects the choice of career of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 90 | 36.0 | 36.0 | 36.0 |
| agree | 90 | 36.0 | 36.0 | 72.0 |
| undecided | 13 | 5.2 | 5.2 | 77.2 |
| disagree | 27 | 10.8 | 10.8 | 88.0 |
| strongly disagree | 30 | 12.0 | 12.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 10 shows the responses of students that ability and temperament of parents affects the choice of career of students.

90 of the students representing 36.0percent strongly agree that ability and temperament of parents affects the choice of career of students.

90 of the respondents representing 36.0percent agree that ability and temperament of parents affects the choice of career of students.

13 of the respondents representing 5.2percent were undecided.

27 of the respondents representing 10.8 percent disagree that ability and temperament of parents affects the choice of career of students.

30 of the respondents representing 12.0percent strongly disagree that ability and temperament of parents affects the choice of career of students.

| **Table 11 Socio economic status of parents influences career choice of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 85 | 34.0 | 34.0 | 34.0 |
| agree | 65 | 26.0 | 26.0 | 60.0 |
| undecided | 40 | 16.0 | 16.0 | 76.0 |
| disagree | 30 | 12.0 | 12.0 | 88.0 |
| strongly disagree | 30 | 12.0 | 12.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 11 shows the responses of students that socio economic status of parents influences career choice of students.

85 of the students representing 34.0percent strongly agree that socio economic status of parents influences career choice of students.

65 of the respondents representing 26.0percent agree that socio economic status of parents influences career choice of students.

40 of the respondents representing 16.0percent were undecided.

30 of the respondents representing 12.0percent disagree that socio economic status of parents influences career choice of students.

30 of the respondents representing 12.0percent strongly disagree that socio economic status of parents influences career choice of students.

| **Table 12 Religion of a family influences career choice of students** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 105 | 42.0 | 42.0 | 42.0 |
| agree | 85 | 34.0 | 34.0 | 76.0 |
| undecided | 10 | 4.0 | 4.0 | 80.0 |
| disagree | 25 | 10.0 | 10.0 | 90.0 |
| strongly disagree | 25 | 10.0 | 10.0 | 100.0 |
| Total | 250 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 9 shows the responses of students that religion of a family influences career choice of students.

105 of the students representing 42.0percent strongly agree that religion of a family influences career choice of students.

85 of the respondents representing 34.0percent agree that religion of a family influences career choice of students.

10 of the respondents representing 4.0percent were undecided.

25 of the respondents representing 10.0percent disagree that religion of a family influences career choice of students.

25 of the respondents representing 10.0percent strongly disagree that religion of a family influences career choice of students.

### HYPOTHESES TO BE TESTED

**Hypothesis 1**

**H0:**  Socio economic status of parents does not influence the career choice of students in secondary schools.

**H1:** Socio economic status of parents influences the career choice of students in secondary schools.

**Level of significance**: 0.05

**DECISION RULE**

In taking decision for “r”, the following rules shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected.

| **Table 13 Correlations** | | | |
| --- | --- | --- | --- |
|  |  | Socio economic status of parents influences career choice of students | Family condition influences career choice of students |
| Socio economic status of parents influences career choice of students | Pearson Correlation | 1 | .954\*\* |
| Sig. (2-tailed) |  | **.000** |
| N | 250 | 250 |
| Family condition influences career choice of students | Pearson Correlation | .954\*\* | 1 |
| Sig. (2-tailed) | **.000** |  |
| N | 250 | 250 |
| **\*\*. Correlation is significant at the 0.05 level (2-tailed).** | | |  |

**Conclusions based on decision rule:**

Since the r calculated (0.000) is greater than the r tabulated or level of significance (0.05), we reject the null hypothesis and conclude that Socio economic status of parents influences the career choice of students in secondary schools.

The socio economic status of parents strongly influences the career choice of secondary school students. This can be observed by the Pearson correlation value of 0.954

**Hypothesis 2**

**H0:**  There is no relationship between the level of education of parents and the career choice of students in secondary schools.

**H1:** There is a relationship between the level of education of parents and the career choice of students in secondary schools.

**Level of significance**: 0.05

**DECISION RULE**

In taking decision for “r”, the following rules shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected.

| **Correlations** | | | |
| --- | --- | --- | --- |
|  |  | there is a relationship between the level of education of parents and career choice of students | parents influence the career decision of students |
| there is a relationship between the level of education of parents and career choice of students | Pearson Correlation | 1 | .977\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 250 | 250 |
| parents influence the career decision of students | Pearson Correlation | .977\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 250 | 250 |
| **\*\*. Correlation is significant at the 0.05 level (2-tailed).** | | |  |

**Conclusions based on decision rule:**

Since the r calculated (0.000) is greater than the r tabulated or level of significance (0.05), we reject the null hypothesis and conclude that there is a strong (0.977) and positive relationship between the level of education of parents and the career choice of students in secondary schools.

**Hypothesis 3**

**H0:**  Family size does not influence the career choice of secondary school students.

**H1:** Family size influences the career choice of secondary school students.

**Level of significance**: 0.05

**DECISION RULE**

In taking decision for “r”, the following rules shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected.

| **Correlations** | | | |
| --- | --- | --- | --- |
|  |  | the size of family influences on career choice of students | Family condition influences career choice of students |
| the size of family influences on career choice of students | Pearson Correlation | 1 | .869\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 250 | 250 |
| Family condition influences career choice of students | Pearson Correlation | .869\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 250 | 250 |
| \*\*. Correlation is significant at the 0.05 level (2-tailed). | | |  |

**Conclusions based on decision rule:**

Since the r calculated (0.000) is greater than the r tabulated or level of significance (0.05), we reject the null hypothesis and conclude that family size influences the career choice of secondary school students.

**Hypothesis 4**

**H0:**  there is no relationship between living condition of family and choice career choice of secondary school students.

**H1:** there is a relationship between living condition at family and choice career choice of secondary school students.

**Level of significance**: 0.05

**DECISION RULE**

In taking decision for “r”, the following rules shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected.

| **Correlations** | | | |
| --- | --- | --- | --- |
|  |  | Family living condition influences career choice of students | parents influence the career decision of students |
| Family living condition influences career choice of students | Pearson Correlation | 1 | .891\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 250 | 250 |
| parents influence the career decision of students | Pearson Correlation | .891\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 250 | 250 |
| **\*\*. Correlation is significant at the 0.05 level (2-tailed).** | | |  |

**Conclusions based on decision rule:**

Since the r calculated (0.000) is greater than the r tabulated or level of significance (0.05), we reject the null hypothesis and conclude that there is a strong (0.891) relationship between living condition at family and choice career choice of secondary school students.

**Hypothesis 5**

**H0:**  ability and temperament of parents does not affect the choice of career of students.

**H1:** ability and temperament of parents affects the choice of career of students.

**Level of significance**: 0.05

**DECISION RULE**

In taking decision for “r”, the following rules shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected.

| **Correlations** | | | |
| --- | --- | --- | --- |
|  |  | Ability and temperament of parents affects the choice of career of students | parents influence the career decision of students |
| Ability and temperament of parents affects the choice of career of students | Pearson Correlation | 1 | **.888\*\*** |
| Sig. (2-tailed) |  | **.000** |
| N | 250 | 250 |
| parents influence the career decision of students | Pearson Correlation | **.888\*\*** | 1 |
| Sig. (2-tailed) | **.000** |  |
| N | 250 | 250 |
| **\*\*. Correlation is significant at the 0.05 level (2-tailed).** | | |  |

**Conclusions based on decision rule:**

Since the r calculated (0.000) is greater than the r tabulated or level of significance (0.05), we reject the null hypothesis and conclude that ability and temperament of parents strongly (0.888) influences the choice of career of students.

## CHAPTER FIVE

## FINDINGS, CONCLUSIONS AND RECOMMENDATION

### CONCLUSIONS

Findings from the study revealed the following:

* That the socio economic status of parents strongly influences the career choice of secondary school students. See table 11
* That there is a strong relationship between the level of education of parents and the career choice of secondary school students. See table 6
* That family size influences career choice of secondary school students. See table 7
* That there is a strong relationship between living condition in the family and choice of career of students. See table 9
* That ability and temperament of parents strongly influences the choice of career of secondary school students. See table 10
* That family religion influences the choice of career of secondary school students. See table 12.

### RECOMMENDATION

Parents should be made to realize the importance of motivation in determining their children career in schools, especially the realization that most of the male students are abandoning school for business.

Parents should be actively involved in encouraging students to learn and also in supervising students academic work at home

Students’ should give serious attention to studies at home, in addition to other various works done, since the amount of effort they put in their studies influence their career.

Teachers should understand that teaching is a job of conscience. Teachers should handle the students as their own children; try by all means to meet the students’ 58 academic social and psychological needs. They should be motivational in their teaching and use different teaching methods so as to go along with all categories of students. This will help bridge deficiencies from negative family background.

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