

**Home - related and Personal Factors as Determinants of Career Choice among Undergraduates in Public and Private Universities in Oyo state, Nigeria**

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(MEd) in Educational Management**

**2024**

### **Certification**

This is to certify that Ayobami Olubayo **ADETOKUNBO** with the matriculation number **LCU/PG/002953** carried out this research work titled; '**Home - Related and Personal Factors as Determinants of Career Choice among Undergraduate in Public and Private Universities in Oyo state, Nigeria**' in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Master of Education Degree (MEd) in Educational Management and that this has not been previously submitted.

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### **Dedication**

This work is dedicated to Almighty God for His source of courage, knowledge, health and strength to carry out this thesis.

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## **Acknowledgement**

I want to sincerely appreciate the university librarian at Lead City University Ibadan for provide me with the needed resources that I used to complete this work. I also want to appreciate the Department of Arts and Social Science Education, Faculty of Education, Lead City University for the opportunity given to me to gain new knowledge and insight in the field of educational management. My sincere gratitude goes to Professor Senimetu Ileuma, who is my supervisor, mentor and inspirator for encouraging me to complete a thesis of this magnitude. Thanks very much and God will continue to bless you ma.

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“Even though the above-mentioned institutions and person have assisted in the process of this research work, I alone stand responsible for his errors, if any, found in the work”

## Abstract

This study investigated Home related and Personal Factors as Determinants of Career Choice among Undergraduate in Public and Private Universities in Oyo state. Three research questions were raised and three hypotheses guided the study. Study population comprised of all the 300 level universities students (27993) in Oyo State, Nigeria. Sample size consisted of 1,858 university students using multi-stage technique. Descriptive survey research was adopted. Two self-constructed questionnaires titled: Home-related Factors and Personal Factors Questionnaire (HRDF) ( $r = 0.84$ ) and Career Choice of Undergraduate Questionnaire (CCQ) ( $r = 0.81$ ) were used to collect data. Data collected were analyzed using descriptive and inferential statistics. Results showed high level of career choice of undergraduate students ( $x=3.51$ ), high level of personal factors of undergraduate students ( $x=3.19$ ). There was high level of home-related factors of undergraduate students ( $x=3.42$ ). There was significant influence of personal factors and home – related factors on career choice among undergraduate students in private universities ( $F_{8, 1078} = 3.217$ ;  $p < 0.05$ ) and ( $F_{8, 764} = 4.557$  ( $p < 0.05$ ) for public universities. Believes and attitude ( $\beta = .214$ ;  $t = 2.128$  ;( $p < 0.05$ ) ability to adapt( $\beta = .242$ ;  $t = 1.403$ ; Significance  $p < 0.05$ ), gender ( $\beta = .271$ ;  $t = 1.241$ ; Significance  $p < 0.05$ ), assertiveness ( $\beta = .012$ ;  $t = 1.135$ ; Significance  $p < 0.05$ ), Parental Education( $\beta = .302$ ;  $t = 2.613$ ; Significant  $p < 0.05$ ), Family Income ( $\beta = .122$ ;  $t = 1.321$ ; Significant  $p < 0.05$ ), Parental Occupation ( $\beta = .213$ ;  $t = 2.108$ ; Significant  $p < .0.05$ ), Family Size ( $\beta = .033$ ;  $t = 0.134$ ; Significant  $p < 0.05$ ), are significant at  $p > 0.05$  on career choice among undergraduate students. Therefore there should be improvement on the issue of personal factors in terms of believe, ability to adapt as well as assertiveness on the undergraduate students. Also, parents should ensure that students have positive interaction in terms of parent occupation, family size, family income in which this can improve their career choice in the university.

**Keywords:** Home-related Factors, Personal Factors, Career Choice, Undergraduate Students, Private & Public Universities.

**Word Count: 299**

## Table of Contents

<b>Content</b>	<b>Page</b>
Title Page	
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	ix
List of Figure	xi
List of Appendices	xii
<b>Chapter One: Introduction</b>	
1.1 Background to the Study	1
1.2 Statement of the Problem	13
1.3 Aim and Objectives of the Study	14
1.4 Research Questions	15
1.5 Hypotheses	15
1.6 Significance of the Study	16
1.7 Scope of the Study	18
1.8 Limitation of the Study	20
1.9 Operational Definition of Terms	20
<b>Endnotes</b>	22

## **Chapter Two: Literature Review**

<b>2.1</b>	<b>Conceptual Review</b>	28
2.1.1	Career Choice	28
2.1.2	Gender	30
2.1.3	Believes and Attitudes	31
2.1.4	Ability to Adapt	33
2.1.5	Assertiveness	34
2.1.6	Parental Education	35
2.1.7	Family Income	36
2.1.8	Parental Occupation	37
2.1.9	Family Size	38
<b>2.2</b>	<b>Theoretical Framework</b>	39
2.2.1	Social Cognitive Career Theory (SCCT)	39
2.2.2	Holland's Theory of Career Choice	44
<b>2.3</b>	<b>Review of Empirical Studies</b>	46
2.3.1	Home Related Factors and Career Choice	46
2.3.2	Personal Factors and Career Choice	52
<b>2.4</b>	<b>Conceptual Model</b>	55
<b>2.5</b>	<b>Summary of Literature Reviewed</b>	56
	<b>Endnotes</b>	58
<b>Chapter Three: Methodology</b>		
3.1	Research Design	72
3.2	Population of the Study	72

3.3	Sample and Sampling Techniques	74
3.4	Research Instruments	76
3.5	Validity of the Instruments	77
3.6	Reliability of the Instrument	77
3.7	Method of Data Collection	78
3.8	Method of Data Analysis	78

### **Endnotes**

### **Chapter Four: Results and Discussion of Findings**

4.1	Presentation of the Bio- data Analysis of the Respondents	79
4.2	Presentation of Results of the Research Questions	85
4.3	Presentation of Hypotheses	94
4.4	Discussion of Findings	103

<b>Endnotes</b>	110
-----------------	-----

### **Chapter Five: Conclusion**

5.1	Summary of Findings	113
5.2	Conclusion	115
5.3	Recommendations	116
5.4	Contribution to Knowledge	116
5.5	Suggested Area of Further Studies	117

<b>Bibliography</b>	118
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<b>Appendices</b>	133
-------------------	-----

<b>Bio-data</b>	152
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<b>The University Compliance Certification</b>	155
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## List of Tables

<b>Table</b>	<b>Title</b>	<b>Page</b>
3.1a	Population of the Study for Public and Private Universities	73
3.1b	Population of Public Universities Students for the Study	73
3.1c	Population of Private Universities Students for the Study	74
3.2a	Sample and Sampling Techniques	75
3.2b	Sampled Public Universities of the Study	75
3.2c	Sampled Private Universities of the Study	75
4.1	Gender Distribution of Private University Students	79
4.2	Age Range Distributions of Private University Students	80
4.3	Educational Background of Parents of Private University Students	80
4.4	Number of Siblings of Private University Students	81
4.5	Parental Occupational Type of Private University Students	81
4.6	Gender Distribution of Public University Students	82
4.7	Age Range Distributions of Public University Students	82
4.8	Educational Background of Parents of Public University Students	83
4.9	Number of Siblings of Public University Students	84
4.10	Parental Occupational Type of Public University Students	84
4.11	Perceived Status of Career Choice of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria	85
4.12	Level of Personal factors of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria	88

4.13	Perceived Status of Home – Related Factors of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria	92
4.14	Model Summary of Combined Significant Influence of Personal Factors (Gender, Believes and Attitudes, Ability to Adapt and Assertiveness) and Home – Related Factors (Parental Education, Family Income, Parental Occupation and Family Size) on Career Choice among Undergraduate Students in Private Universities in Oyo State	94
4.15	Model Summary of Combined Significant Influence of Personal Factors (Gender, Believes and Attitudes, Ability to Adapt and Assertiveness) and Home – Related Factors (Parental Education, Family Income, Parental Occupation and Family Size) on Career Choice among Undergraduate Students in Public Universities in Oyo State	96
4:16a	Coefficients of Multiple Regression for the relative influence of Personal Factors (Gender, Believes and Attitudes, Ability to Adapt and Assertiveness) And Home – Related Factors (Parental Education, Family Income, Parental Occupation and Family Size) on Career Choice among Undergraduate Students In Private Universities in Oyo State	98
4:16b	Coefficients of Multiple Regression for the relative influence of Personal Factors (Gender, Believes and Attitudes, Ability to Adapt and Assertiveness) And Home – Related Factors (Parental Education, Family Income, Parental Occupation and Family Size) on Career Choice among Undergraduate Students In Public Universities in Oyo State	100

## List of Figure

Figure	Title	Page
2.1	Conceptual Model	56

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## List of Appendices

<b>Appendix</b>	<b>Title</b>	<b>Page</b>
A.	Research Instruments	134
B.	Computation Results from SPSS Analysis	138
C.	Pictures of Researcher on the Field Distributing Questionnaire	149

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

One notable challenge confronting the developing nations of the world, especially Nigeria, is how to get their legion of youths gainfully employed. In Nigeria, to be specific, myriad of youths are graduating from higher institutions of learning every year without corresponding job opportunities for them. The consequences of this deficiency have always been associated with diverse forms of criminality, violence and abhorable social vices which youth are noted for. Nigeria is a developing country with a large population and perceived limited employment opportunities. The choice of career is therefore crucial for young Nigerians as it likely going to determine their economic, social, and psychological well-being. The education sector is one of the critical sectors of the Nigerian economy, and it is essential to have a pool of qualified and dedicated teachers to ensure the quality of education. Choosing the right career path is a crucial decision that students have to make. It sets the tone for their future and determines their professional growth and fulfillment. Career choice is a crucial decision that individuals make, which shapes their future career path and life outcomes. It is influenced by various factors such as personal interests, abilities, family background, cultural values, and socioeconomic status<sup>1</sup>. Career choice is a critical decision that an individual must make in his or her life. It involves selecting a profession that aligns with one's interests, abilities, values, and personality<sup>1</sup>. Career choice is a complex process influenced by a wide range of factors, including personal and home-related factors. Understanding these factors can help individuals make informed career choices and make the best use of their potentials<sup>2</sup>. This study intend to examine the influence of personal factors such as gender, believes and attitudes, ability to adapt and assertiveness and home-related

factors such as parental education, family income, parental occupation and family size may have significant influence on career choice among undergraduate students in Public and Private universities in Oyo State.

Gender plays a significant role in career choices among education students in the university system<sup>3</sup>. Gender stereotypes and societal expectations often influence what careers are seen as appropriate for men and women. These stereotypes and expectations can affect the career paths of education students, especially in fields such as teaching and administration. Teaching has traditionally been seen as a female-dominated profession. This is reflected in the fact that the majority of teachers in elementary and secondary schools are women<sup>4</sup>. According to a report, in the 2019-2020 school year, 76% of public school teachers in the United States were female<sup>5</sup>. This gender disparity can be seen in the education system as early as college, where the majority of education majors are women. The influence of gender on career choice is complex, and there are several factors that contribute to this disparity in which one of the primary factors is societal expectations<sup>6</sup>. Girls are often encouraged to pursue careers in nurturing professions such as teaching, nursing, or social work, while boys are encouraged to pursue careers in fields such as engineering, law, or business. These gender stereotypes can influence the career choices of education students, especially those who are not exposed to a variety of career options<sup>7</sup>. Another factor that contributes to gender disparities in career choices is the lack of representation of women in leadership positions<sup>8</sup>. In the field of education, the majority of school administrators are men. According to a report, in the 2017-2018 school year, only 25% of public school principals were female. This lack of representation can discourage women from pursuing careers in educational leadership and administration<sup>9</sup>.

Gender stereotypes can also affect the types of courses that education students choose to take in college. For example, women are more likely to choose courses in early childhood education or special education, while men are more likely to choose courses in secondary education or physical education. This can limit the career opportunities available to education students, as certain courses may be required for specific careers. Another factor that can influence the career choices of education students is their own beliefs about gender roles<sup>10</sup>. Some education students may have internalized gender stereotypes and believe that certain careers are better suited for men or women. These beliefs can limit the career opportunities available to them and affect their ability to pursue their desired career path<sup>11</sup>. It is important to recognize and celebrate the diversity of career choices among education students. While there may be gender disparities in certain professions, there are also many education students who are breaking down gender stereotypes and pursuing careers that defy traditional gender roles. By recognizing and celebrating these diverse career paths, we can encourage more students to pursue their passions and create a more inclusive and equitable society.

Beliefs and attitudes are psychological constructs that can influence a student's career choice in education. Beliefs refer to a person's subjective perception or opinion about a particular topic or issue<sup>12</sup>. Attitudes, on the other hand, are evaluative judgments or emotional reactions to a particular topic or issue<sup>13</sup>. When it comes to a student's career choice in education, their beliefs and attitudes can shape their perceptions and decisions about pursuing a career in this field. For example, a student who believes that education is a highly respected profession may be more likely to choose a career in education. Similarly, a student who has a positive attitude towards working with children and enjoys teaching may be more inclined to pursue a career in education. Beliefs and attitudes can also influence a student's choice of educational program or

specialization. For example, a student who has a strong belief in the importance of early childhood education may choose to specialize in this area. Alternatively, a student who has a negative attitude towards science may avoid science-related programs or courses. It is worth noting that beliefs and attitudes are not fixed and can change over time. For example, a student who initially had a negative attitude towards science may develop a positive attitude after taking a science-related course or being exposed to science-related experiences.

Beliefs and attitudes play a crucial role in shaping a student's career choice in education<sup>14</sup>. These beliefs and attitudes can be influenced by various factors, including family background, cultural values, socio-economic status, personal interests, and peer pressure. Family background is one of the most significant factors that shape a student's beliefs and attitudes towards education and career choices<sup>15</sup>. For instance, students who come from families with a tradition of academic excellence are more likely to aspire to pursue a career in education. On the other hand, students from families that prioritize practical skills and trade-based jobs may not see education as a priority. Cultural values can also influence a student's beliefs and attitudes towards education and career choices<sup>16</sup>. For example, students from cultures that value education and perceive it as a means of upward social mobility may be more inclined to pursue a career in education. Conversely, students from cultures that prioritize vocational training or manual labor may not see education as a viable career option. Personal interests and passions can also impact a student's career choice in education<sup>17</sup>. For instance, students who are passionate about teaching and have a natural affinity for working with children may be more inclined to pursue a career in education. Peer pressure can also play a role in shaping a student's beliefs and attitudes towards education and career choices<sup>18</sup>. For example, if a student's peers are all aspiring to become doctors or

lawyers, they may feel pressured to follow suit and pursue a career in these fields, even if their own interests and aptitudes lie elsewhere.

Beliefs and attitudes can be biased and based on stereotypes or incomplete information<sup>18</sup>. For example, a student may have a negative attitude towards a particular career path because of a stereotype or misperception, which could lead them to make an uninformed decision. It can also be limiting and prevent students from exploring other career options<sup>19</sup>. For example, a student who has a strong belief in the importance of pursuing a traditional, high-paying career path may overlook the value of pursuing a career in education or other fields that align with their interests and passions. Similarly, beliefs and attitudes can be resistant to change, even in the face of new information or experiences<sup>20</sup>. For example, a student who has a negative attitude towards a particular subject may be resistant to trying new experiences related to that subject, which could limit their opportunities for growth and development. It is influenced by peer pressure, which may lead students to make decisions that are not aligned with their own interests and values. For example, a student who is influenced by their peers to pursue a particular career path may overlook their own passions and interests. Furthermore, beliefs and attitudes can be shaped by cultural norms, which may vary widely across different cultures and societies<sup>21</sup>. For example, a student who comes from a culture that values practical skills over academic achievement may not see education as a viable career path, even if they have a passion for teaching.

The ability to adapt is a crucial factor that can have a significant influence on a person's career choice<sup>22</sup>. In today's fast-paced and ever-changing world, the ability to adapt to new situations, environments, and challenges is more important than ever before. Careers that were once stable and predictable can now be subject to rapid change, and individuals who are unable to adapt may find themselves at a disadvantage.

The ability to adapt refers to an individual's capacity to adjust to new and changing circumstances. This can include adapting to new job roles, industries, or technologies, as well as adjusting to changes in the workplace, such as new policies, procedures, or leadership styles<sup>23</sup>. Individuals who possess a high level of adaptability are more likely to thrive in dynamic and unpredictable work environments, whereas those who struggle to adapt may struggle to keep up with the pace of change. One of the ways in which the ability to adapt can influence career choice is by opening up new opportunities. Individuals who are highly adaptable are more likely to be able to transition between different roles, industries, or job functions<sup>24</sup>. For example, an individual who has worked in sales may be able to transition into marketing or project management if they possess the necessary adaptability skills. This ability to switch between different roles and industries can provide individuals with a broader range of career opportunities and increase their job security.

Another way in which the ability to adapt can influence career choice is by facilitating career growth and development. Individuals who are adaptable are more likely to be able to take on new challenges and responsibilities, which can help them to develop new skills and knowledge. This, in turn, can lead to career advancement and promotion opportunities<sup>25</sup>. For example, an individual who is adaptable may be able to take on a leadership role or manage a project that requires them to work outside of their comfort zone. This can help them to develop new skills, such as communication, problem-solving, and strategic thinking, which are highly valued in many industries.

Moreover, the ability to adapt can also help individuals to navigate career transitions. In today's economy, it is increasingly common for individuals to change careers multiple times throughout their working lives. Individuals who possess a high level of adaptability are better equipped to

handle these transitions and are more likely to be successful in their new roles<sup>26</sup>. For example, an individual who is transitioning from a corporate job to a startup may need to adapt to a less formal work environment and a more dynamic culture. The ability to adapt to these changes can make the transition smoother and increase the chances of success. It is essential to choose a career path that aligns with one's personal interests and values and allows individuals to utilize their skills and abilities to the fullest extent possible. However, the ability to adapt can help individuals to navigate challenges and transitions and increase their chances of success in their chosen career path.

Assertiveness is a crucial skill that allows individuals to express themselves confidently and stand up for their opinions and rights while respecting others' opinions and rights. In the context of career choice among students, assertiveness can be influential in several ways<sup>27</sup>. Assertive students are more likely to explore a wide range of career options and make informed decisions about their career path. They are confident in their ability to research and ask questions about potential careers, which leads to a more thorough understanding of their interests, skills, and values. Students who possess assertiveness are more likely to pursue careers that align with their interests and skills. They have the confidence to pursue their goals and take the necessary steps to achieve them, increasing their chances of success in their chosen careers. Similarly, assertive students are more likely to build and maintain professional networks that can help them achieve their career goals. They are comfortable introducing themselves to new people, asking for help and advice, and following up with contacts. Networking can provide students with valuable information about potential career paths and job opportunities<sup>28</sup>. Furthermore, assertive students are more likely to seek out opportunities for career advancement. They are willing to take on new challenges and responsibilities and advocate for themselves in the workplace, which can

lead to promotions, salary increases, and other opportunities for career growth. Assertiveness can have a significant influence on career choice among students. It can help them explore their interests and skills, build confidence in pursuing their goals, build professional networks, and seek out opportunities for career advancement<sup>29</sup>. Therefore, assertiveness is an essential skill that students should cultivate to make informed decisions about their careers and be successful in their chosen fields.

In Nigeria, many students seem to struggle with assertiveness in career choice. There are several reasons for this, including cultural and societal factors, lack of access to information and resources, and fear of failure<sup>30</sup>. One of the cultural factors that may contribute to poor assertiveness in career choice among Nigerian students is the emphasis on respect for authority figures. This can make it challenging for students to speak up and express their opinions, especially when those opinions differ from those of their parents or teachers. Additionally, many Nigerian students may not have access to the information and resources they need to make informed career choices. Career guidance and counseling services are often limited, and students may not have access to information about different career paths or job opportunities. Fear of failure can also be a significant factor in poor assertiveness in career choice among Nigerian students. Many students may be hesitant to pursue careers that they are passionate about because they fear they will not be successful. This can lead to a lack of confidence in their abilities and an inability to make bold career choices.

Apart from personal related factors discussed above, there are some home related factors that can influence student's career choice. These home-related factors can play a significant role in shaping a student's career aspirations and decisions. For instance, students from families with higher levels of parental education and income may have access to more resources, networks,

and opportunities that expose them to a wider range of career paths. On the other hand, students from lower-income families or with parents in occupations with limited mobility may face more constraints in their career choices. Family size can also affect career choice, as larger families may face more financial constraints and limited resources. Understanding the influence of these home-related factors on career choice is important for educators, policymakers, and families to help students make informed and fulfilling career decisions. The next four paragraphs shall discuss extensively how each of the aforementioned home related factors could determine career choice of education students in Nigeria.

The importance of education in shaping an individual's career path cannot be overemphasized. Education has been identified as a key factor that can determine a person's career choice. However, the role of parental education in career choice among education students in Nigeria has not been given adequate attention. Parental education has been identified as a crucial factor that can shape an individual's career choice. Education students in Nigeria are not immune to this influence. Parental education can influence career choice in various ways, including exposure to different career options, access to educational resources, and parental expectations<sup>31</sup>. Parents who have higher levels of education are more likely to expose their children to a wide range of career options. Such exposure can help education students in Nigeria to broaden their knowledge of different career paths and make informed decisions about their future careers. In contrast, parents with lower levels of education may not have the same level of exposure to different career options, which can limit their children's knowledge of various career paths. Parents with higher levels of education are more likely to have access to educational resources such as books, computers, and the internet, which can facilitate their children's educational attainment. Such resources can also enhance the knowledge and skills of education students in Nigeria and prepare

them for their chosen careers. In contrast, parents with lower levels of education may not have the same level of access to educational resources, which can limit their children's educational attainment and career prospects. Parental expectations can also influence career choice among education students in Nigeria. Parents with higher levels of education may have higher expectations for their children's educational attainment and career prospects. Such expectations can motivate education students in Nigeria to strive for excellence in their studies and pursue careers that align with their parents' expectations. In contrast, parents with lower levels of education may have lower expectations for their children's educational attainment and career prospects, which can limit their children's career choices and aspirations. Parental education has a significant influence on career choice among education students in Nigeria<sup>32</sup>. The exposure to different career options, access to educational resources, and parental expectations are some of the ways in which parental education can shape career choice. Therefore, policymakers and education stakeholders in Nigeria should focus on enhancing parental education and empowering parents to provide their children with the necessary exposure, resources, and support to make informed career choices. By doing so, students in Nigeria can make informed decisions about their careers and contribute to the economic and social development of Nigeria.

The influence of family income on career choice of university education students in Nigeria cannot be overstated. The family income level is an essential determinant of the career path chosen by students<sup>33</sup>. The influence of family income on career choice is more prevalent in developing countries such as Nigeria, where social mobility is limited, and the family's economic status plays a critical role in determining the opportunities available to students<sup>34</sup>. One significant effect of family income on career choice is the limitation it imposes on the range of career options available to students. Students from wealthy families have access to better resources and

opportunities, including better education, networking, and exposure to various professions. In contrast, students from low-income families often have limited access to these resources, making it difficult for them to explore different career options and make informed decisions about their future. Furthermore, family income level also affects the ability of students to pursue their chosen career path. Many high-paying professions require significant financial investment, such as specialized training or advanced education, which is often beyond the reach of low-income families. This can limit the career prospects of students from these families and make it more difficult for them to achieve their goals. However, it is essential to note that the influence of family income on career choice is not absolute. Many students from low-income families have defied the odds and pursued successful careers, while others from wealthy families have struggled to find their footing<sup>35</sup>. Therefore, while family income is an essential factor, it is not the only factor that determines career success.

The influence of parental occupation on career choice of university education students in Nigeria cannot be underestimated. The occupation of parents is one of the most critical factors that shape the career choices of their children. This influence is particularly significant in Nigeria, where social mobility is limited, and most children follow in the footsteps of their parents<sup>34</sup>. One major effect of parental occupation on career choice is that it limits the range of career options available to students. Children of parents who work in specific fields may be more likely to choose careers in those fields, as they have grown up with a particular interest and exposure to those professions. For example, children of medical doctors may be more likely to pursue careers in medicine, while children of lawyers may be more inclined towards a career in law. Additionally, parental occupation also affects the expectations and aspirations of students regarding their careers. Children of successful professionals may feel pressure to follow in their

parents' footsteps and pursue careers that are similar to their parents'. Similarly, children of low-income earners may not have the same opportunities and resources to explore various career options, which may limit their aspirations. Moreover, parental occupation can also determine the level of support and guidance that students receive in pursuing their career goals. Children of professionals may have access to better resources, mentorship, and networking opportunities, which can provide a significant advantage in the job market. On the other hand, children of low-income earners may have limited access to these resources, making it more challenging for them to pursue their desired careers. However, it is crucial to note that the influence of parental occupation on career choice is not absolute. Many students have defied the expectations set by their parents and pursued successful careers in different fields<sup>35</sup>. Therefore, while parental occupation is an essential factor, it is not the only factor that determines career success. The influence of parental occupation on career choice of university education students in Nigeria is significant. It limits the range of career options available to students, affects their expectations and aspirations, and can determine the level of support and guidance they receive in pursuing their career goals<sup>35</sup>. However, it is essential to recognize that students can overcome the expectations set by their parents and pursue successful careers in different fields. Therefore, it is crucial to provide equal opportunities and resources to all students, regardless of their parents' occupation, to ensure that they have a fair chance at success.

The influence of family size on career choice of university education students in Nigeria is an often-overlooked factor. Family size refers to the number of siblings and family members that a student has, and it can have a significant impact on their career choices<sup>36</sup>. One major effect of family size on career choice is that it can limit the resources available to students. Large families may have limited financial resources, which can affect the educational opportunities available to

students. For example, students from large families may not be able to afford advanced degrees or specialized training in their chosen field, which can limit their career prospects. Moreover, family size can also affect the level of support and guidance that students receive in pursuing their career goals<sup>37</sup>. With more siblings in the household, parents may have less time and resources to provide individualized attention and support to each child. This can make it more challenging for students to make informed decisions about their future and pursue their desired career paths. However, it is crucial to note that the influence of family size on career choice is not absolute. Many students from large families have overcome the challenges posed by limited resources and lack of individualized attention to pursue successful careers. On the other hand, students from small families may face other challenges, such as a lack of diversity of perspectives and experiences, which can also affect their career choices.

## **1.2 Statement of the Problem**

Many undergraduates may feel pressure to make the "right" choice when it comes to their career, as they are often making decisions that will impact the rest of their lives. Furthermore, the job market is constantly evolving, and the skills and knowledge required for various careers are constantly changing. This means that undergraduates need to be aware of the trends in their field of interest and keep themselves updated with the latest developments in the job market. Career choice is an important decision that individuals make during their lifetime. Undergraduates' career choice is a critical issue which may have a significant impact on their future success and happiness<sup>38</sup>. Choosing the right career path is important because it can determine the level of job satisfaction, financial stability, and personal fulfillment that one experiences throughout their career<sup>39</sup>.

Additionally, there are many factors to consider when choosing a career, such as personal interests, skills, values, job availability, and potential earnings and so on. Apart from the identified factors home-related and personal factors can play a significant role in determining career choices especially among undergraduates. However, little research has been done to investigate the impact of these factors on the career choice of education undergraduates in Public and private universities in Oyo state, Nigeria. Therefore, this study seeks to explore the influence of home-related and personal factors on the career choice of undergraduates in public and private universities in Oyo State, Nigeria.

### **1.3 Aim and Objectives of the Study**

This study investigated home related and personal factors as determinants of career choice among undergraduate in public and private universities in Oyo state, Nigeria. The specific objectives of this study were to:

- i. examine the career choice of undergraduate students in private and public universities in Oyo State, Nigeria;
- ii. assess the level of personal factors (ability to adapt, gender, assertiveness and believes and attitudes) among undergraduates in public and private Universities in Oyo State, Nigeria;
- iii. identify status of home related factors (parental education, family income, parental occupation and family size) among students in public and private Universities in Oyo State, Nigeria;
- iv. determine combined influence of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family

income, parental occupation and family size) on career choice among undergraduates in public and private Universities in Oyo State, Nigeria, and

- v. ascertain relative influence of personal factors (gender, beliefs and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate public and private Universities in Oyo State, Nigeria.

#### **1.4 Research Questions**

1. What is the status of career choice of undergraduate students in private and public universities in Oyo State, Nigeria?
2. What is the level of personal factors (ability to adapt, assertiveness, beliefs and attitudes and gender) among undergraduates in public and private Universities in Oyo State, Nigeria?
3. What is the status of home related factors (parental education, family income, parental occupation and family size) among undergraduates in public and private Universities in Oyo State, Nigeria?

#### **1.5 Hypotheses**

**H<sub>01a</sub>:** There will be no significant Combined influence of Personal factors (gender, beliefs and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) have no significance combined influence on career choice among undergraduate students in private Universities in Oyo State, Nigeria.

**H<sub>01b</sub>:** There will be no significant Combined influence of Personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) have no significance combined influence on career choice among undergraduate students in public Universities in Oyo State, Nigeria.

**H<sub>02a</sub>:** There will be no significant relative influence of Personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) have no significance relative influence on career choice among undergraduate students in private Universities in Oyo State, Nigeria.

**H<sub>02b</sub>:** There will be no significant relative influence of Personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) have no significance relative influence on career choice among undergraduate students in public Universities in Oyo State, Nigeria.

## **1.6 Significance of the Study**

This study has significant implications for several stakeholders in the field of education, including:

The findings of this study could be particularly relevant to undergraduate students in Public and private universities in Oyo state. Nigeria. By understanding the factors that influence career choice, students can make more informed decisions about their own career paths. The study shows that personal factors such as gender, beliefs and attitudes, ability to adapt and assertiveness, and home-related factors such as parental education, family income, parental occupation, and family size can significantly affect career choice. Thus, students can work on

developing skills and attitudes that align with their desired career goals, and seek out resources and guidance to support their career aspirations.

Parents can also benefit from the findings of this study. They can gain insight into the factors that influence their children's career choices, and may be able to provide support and guidance accordingly. For instance, parents who have a higher level of education and income may be better positioned to offer advice and resources to their children as they navigate the career decision-making process.

This study provides valuable information for educators, who can use it to design career guidance and counseling programs that are more tailored to the needs and interests of their students. By understanding the factors that influence career choice, educators can provide targeted support to students, such as mentoring, internships, and networking opportunities that align with their career interests and aspirations.

The findings of this study are also relevant to employers, who can use them to develop more effective recruitment and retention strategies. By understanding the factors that influence career choice, employers can better understand the needs and preferences of potential employees, and can design work environments and policies that are more attractive to the talent they seek.

The government can use the findings of this study to inform policies and programs aimed at promoting education and employment opportunities. By understanding the factors that influence career choice, policymakers can design initiatives that are more responsive to the needs of the labor market, and that support the development of a highly skilled and diverse workforce.

The University is also a significant stakeholder in this study. Understanding the factors that influence career choice among undergraduate students in Public and private universities in Oyo

state, Nigeria can help universities develop more effective career development programs and services. By providing career guidance and counseling services that are tailored to the needs and interests of their students, universities can better support students in making informed career decisions and preparing for the job market. Additionally, universities can use the findings of this study to develop and promote academic programs and curricula that align with the career interests and aspirations of their students. This can help increase student engagement and retention, as well as better prepare students for successful careers after graduation.

The study on the influence of personal and home-related factors on career choice among education undergraduate students in Public and private universities in Oyo State; Nigeria is also significant to the society at large. Here are some potential implications of the study for society:

The findings of the study can help in economic development planning. By understanding the career aspirations of education undergraduate students, policymakers can focus on building industries and job opportunities that align with the students' career interests and skills.

The study can help in promoting social development. By identifying the personal and home-related factors that influence career choices, policymakers can develop programs that help in addressing social inequalities and providing opportunities for students from disadvantaged backgrounds.

The study can also help in understanding demographic changes in the society. For instance, the study can help policymakers to understand how changing family structures, family size, and parental education levels can affect career choices among undergraduate students.

## 1.7 Scope of the Study

The conceptual scope of the study on the influence of personal and home-related factors on career choice among undergraduate students in public and private universities in Oyo state, Nigeria focuses on examining the theoretical and conceptual framework that underpins the study. The study was guided by a theoretical framework that is rooted in social learning theory, which posits that human behavior is shaped by environmental and personal factors. The study was explored how personal factors such as gender, beliefs and attitudes, ability to adapt, and assertiveness, as well as home-related factors such as parental education, family income, parental occupation, and family size, influence career choice among undergraduate students in Public and Private universities in Oyo State, Nigeria. The study also considers the existing literature on the factors that influence career choice among undergraduate students. The literature reviewed was identify as the key variables and constructs that have been previously examined in this area, as well as the gaps in the literature that the study aims to fill. Additionally, the study considers the various conceptual models that have been developed to explain career choice among undergraduate students. These models provide a framework for understanding the interplay between personal and home-related factors and how they impact career choice. In essence, the conceptual scope of the study was focused on developing a theoretical and conceptual framework for understanding the factors that influence career choice among undergraduate students in Public and private universities in Oyo State, Nigeria. This was involved reviewing the relevant literature, examining existing conceptual models, and developing a theoretical framework that can guides the empirical investigation of the study.

The study targeted undergraduate students enrolled in private universities in the Oyo State of Nigeria. The sample size for the study was determined using a simple random sampling

technique, with a confidence level of 95% and a margin of error of 5%. The study also considered the distribution of students across departments in the faculty of education in the target universities to ensure a representative sample of the students' population.

The study uses a structured questionnaire to collect data on personal and home-related factors that influence career choice among undergraduate students in Public and private universities in Oyo state, Nigeria. The questionnaire included items on gender, beliefs and attitudes, ability to adapt, assertiveness, parental education, family income, parental occupation, and family size. The questionnaire was pre-tested among a small sample of students to ensure its validity and reliability.

Data collected was analyzed using descriptive and inferential statistics. The descriptive statistics included frequencies, percentages, means, and standard deviations, while inferential statistics such as multiple regression analysis was used to test the hypotheses of the study. The study was limited to education undergraduate in Public and private universities in Oyo state, Nigeria.

### **1.8 Limitation of the Study**

There were a lot of limitations during the course of the study. The respondents were not ready to create time to fill the questionnaire. Some of the respondents were asking of financial payment before filling the questionnaire. Secondly, some of the students were not in a hurry to respond to the questionnaires and this delayed the field work unnecessarily.

The respondents were motivated and orientated to fill the questionnaire.

## 1.9 Operational Definition of Terms

**Career Choice:** The process of selecting a particular profession or occupation that an education undergraduate intends to pursue as a vocation, either immediately after graduation or in the future.

**Home-related Factors:** This refers to environmental and socio-economic conditions of an undergraduate student's home and family background, including parental education, family income, parental occupation, and family size.

**Parental Education** refers to the highest level of education attained by an undergraduate student's parents.

**Family Income** is the earnings of the Undergraduate student's family.

**Parental Occupation** describes the type of job or profession of the undergraduate student's parents in this study

**Family Size** refers to the number of people living in the undergraduate student's household in this study

**Personal Factors:** The individual attributes, characteristics, and traits of an undergraduate student, including gender, beliefs and attitudes, ability to adapt, and assertiveness.

**Gender** refers to a person's sex assigned at birth and relation to career choice

**Beliefs and Attitudes** encompass an individual's convictions and perceptions of various issues.

**Ability to Adapt** describes an individual's capability to adjust to new situations and environments.

**Assertiveness** is the degree to which a person is confident and outspoken in expressing their opinions and needs.

**Public Universities:** Institutions of higher education that are owned and operated by the government or public authorities.

**Private Universities:** Institutions of higher education that are owned and operated by private entities, rather than the government or public authorities.

**Undergraduate:** Students currently enrolled in a degree programme in a public and private university in Oyo State, Nigeria, who has not yet completed their degree.

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## Endnotes

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## **Chapter Two**

### **Literature Review**

This chapter review related studies. It is arranged in the following form: conceptual review, theoretical framework, review of empirical studies, conceptual framework, gap in literature reviewed and summary of reviewed literature

#### **2.1 Conceptual Review**

2.1.1 Career Choice

2.1.2 Gender

2.1.3 Believes Attitudes

2.1.4 Ability to Adapt

2.1.5 Assertiveness

2.1.6 Parental Education

2.1.7 Family Income

2.1.8 Parental Occupation

2.1.9 Family Size

#### **2.2 Theoretical Framework**

2.2.1 Social Cognitive Career Theory (SCCT)

2.2.2 Holland's Theory of Career Choice

## **2.3 Review of Empirical Studies**

### 2.3.1 Home Related Factors and Career Choice

### 2.3.1 Personal Factors and Career Choice

## **2.4 Conceptual Model**

## **2.5 Summary of Literature Reviewed**

### **2.1 Conceptual Review**

The conceptual review for this study include the following: concept of career choice, gender, believes attitude, ability to adapt, assertiveness. Parental education, family income, parental occupation and family size

#### **2.1.1 Career Choice**

Career choice is a complex process that involves several interrelated factors, including personal characteristics, social and cultural context, and environmental circumstances. At its core, career choice refers to the process of making informed decisions about the type of work or profession one wishes to pursue, based on one's interests, skills, values, and aspirations. The process of career choice typically begins during adolescence or early adulthood, when individuals start exploring different career options and assessing their suitability for each one<sup>1</sup>. This involves gathering information about various occupations, such as job requirements, salary, work environment, and growth potential. Additionally, individuals may also seek out advice and guidance from family members, teachers, counselors, and other professionals to help them make informed decisions<sup>2</sup>.

Career choice refers to the deliberate process of selecting an occupation or profession that aligns with an individual's personal preferences, interests, and aspirations<sup>3</sup>. This definition underscores the individual's agency in making a career choice and highlights the role of intrinsic factors such as personal interests and values in guiding career decisions. Studies suggest that when individuals pursue careers that align with their interests, they are more likely to experience job satisfaction and engagement<sup>4</sup>. However, career choice also takes into account external factors such as educational background, skill set, and job market demand. Individuals must weigh these external factors alongside their personal motivations when deciding on a career path. For marginalized individuals, external factors may play a larger role in determining career options due to limited opportunities. Making a career choice is a conscious and informed decision-making process that involves self-assessment, career exploration, decision-making, and goal-setting<sup>5</sup>. This definition highlights the importance of a thoughtful and deliberate approach to career decision-making that considers personal factors and available information. Studies suggest that career decision-making is complex and involves cognitive, affective, environmental, and social factors.

Career choice is a dynamic and iterative process that involves setting and refining career goals based on personal and professional aspirations, values, and goals. Individuals must strive to find a career path that aligns with their personal definition of success to achieve job satisfaction and fulfillment<sup>6</sup>. Studies suggest that setting clear career goals is an effective strategy for promoting career development and success. One of the key factors that influence career choice is an individual's personality and interests. People tend to be more motivated and engaged in work that aligns with their natural strengths and passions<sup>7</sup>. For example, individuals who are outgoing and sociable may be drawn to careers in sales, marketing, or public relations, while those who are

analytical and detail-oriented may prefer careers in science, engineering, or finance. Another important factor in career choice is the social and cultural context in which individuals live<sup>8</sup>. Cultural norms, gender roles, and social expectations can all influence the type of careers that people pursue. For example, in some cultures, there may be a strong emphasis on careers in medicine, law, or engineering, while in others, there may be more support for creative or entrepreneurial pursuits. Environmental factors, such as economic conditions and job availability, can also influence career choice<sup>9</sup>. During times of economic uncertainty, for instance, individuals may prioritize job security and stability over other factors when making career decisions. Similarly, individuals may be more likely to pursue careers in fields where there is a high demand for workers and opportunities for advancement. The concept of career choice is a multifaceted process that involves a complex interplay of individual, social, and environmental factors. Successful career choice requires careful planning, self-reflection, and an understanding of one's strengths, interests, and values<sup>10</sup>. By taking these factors into account, individuals can make informed decisions about their careers that align with their personal goals and aspirations.

### **2.1.2 Gender**

The concept of gender refers to the socially constructed roles, behaviors, expressions, and identities that are associated with being male or female or with other gender identities<sup>11</sup>. It encompasses a wide range of cultural, social, and psychological characteristics and can vary across different societies, cultures, and historical periods. Gender is often distinguished from biological sex, which refers to the physical and physiological characteristics that distinguish males and females. While sex is determined by biology, gender is learned and constructed through socialization and cultural practices. Gender roles are the set of expectations and norms that are associated with being male or female or with other gender identities<sup>12</sup>. These roles can

include how one should dress, act, speak, and interact with others. Gender identity refers to one's personal sense of their own gender, which may or may not align with the sex assigned at birth<sup>13</sup>. Gender expression refers to the way in which one presents their gender to others, such as through clothing, hairstyles, or body language<sup>14</sup>. The concept of gender has been subject to much debate and discussion, particularly with regards to its relationship with biological sex and the extent to which gender is socially constructed versus biologically determined<sup>14</sup>. Feminist theories have emphasized the role of gender as a social construct that reinforces power relations and inequalities between men and women, while some biological theories have emphasized the role of biology in shaping gender differences<sup>15</sup>. In recent years, the concept of gender has expanded to include a broader range of identities beyond the traditional male/female binary, including non-binary, gender queer, and transgender identities<sup>15</sup>. This has led to greater awareness and recognition of the diversity of human experiences and the importance of respecting and affirming individuals' gender identities.

### **2.1.3 Beliefs and Attitudes**

Beliefs and attitudes are two closely related concepts that are often used in the fields of psychology and sociology. Although they are distinct constructs, they are often studied together because they both play important roles in shaping behavior and decision-making<sup>16</sup>. Beliefs can be defined as ideas or opinions that an individual holds to be true. They are cognitive representations of reality that reflect an individual's understanding of the world around them. Beliefs can be based on personal experience, cultural traditions, or information received from others<sup>17</sup>. They can range from simple and concrete, such as "the sky is blue," to complex and abstract, such as "there is a higher power governing the universe." Beliefs can be conscious or unconscious, and they can be resistant to change, even in the face of contradictory evidence<sup>18</sup>.

Attitudes, on the other hand, are evaluative judgments about people, objects, or ideas. They are affective representations of reality that reflect an individual's positive or negative feelings towards something<sup>19</sup>. Attitudes can be formed based on personal experiences, social norms, or information received from others. They can be explicit, meaning that they are consciously held and expressed, or they can be implicit, meaning that they are unconsciously held and may not be readily apparent to the individual. Attitudes can also be multidimensional, meaning that they can encompass multiple evaluative dimensions, such as affective, behavioral, and cognitive components<sup>20</sup>. There have been many influential theories and models proposed to explain the development and function of beliefs and attitudes. An author suggests that individuals experience psychological discomfort when they hold beliefs or attitudes that are inconsistent with their behavior<sup>21</sup>. This discomfort motivates individuals to reduce the dissonance by changing their beliefs or attitudes to align with their behavior. Another study suggests that attitudes, subjective norms, and perceived behavioral control are important determinants of an individual's intentions to engage in a particular behavior<sup>22</sup>. According to this study, an individual's attitude towards a behavior reflects their overall evaluation of the behavior, while subjective norms reflect the perceived social pressure to engage in the behavior, and perceived behavioral control reflects the perceived ease or difficulty of performing the behavior<sup>23</sup>. Overall, beliefs and attitudes are important psychological constructs that play crucial roles in shaping behavior and decision-making. While they are distinct constructs, they are closely related and are often studied together in research.

#### **2.1.4 Ability to Adapt**

The ability to adapt refers to the capacity of an individual to adjust to changing situations and circumstances effectively. In the context of career choice, it is a crucial factor for success, as it allows individuals to navigate and thrive in an ever-evolving job market<sup>24</sup>. This conceptual review will explore the concept of ability to adapt in relation to career choice, including its definition, importance, and strategies for developing and enhancing it. The ability to adapt is a multifaceted concept that encompasses several cognitive, behavioral, and emotional components. According to a study it involves the cognitive ability to process information quickly and efficiently, the behavioral ability to modify one's actions to suit new situations, and the emotional ability to cope with stress and uncertainty<sup>25</sup>. The ability to adapt is a critical skill for individuals who want to succeed in their careers. In today's rapidly changing job market, the ability to adapt is essential for professionals to remain relevant and competitive. As technological advances, economic shifts, and societal changes continue to disrupt industries and job roles, individuals who possess the ability to adapt can leverage their skills and experiences to thrive in new environments<sup>26</sup>.

Several strategies can help individuals develop and enhance their ability to adapt. It is crucial to cultivate a growth mindset, which involves embracing challenges, learning from failures, and seeking out new experiences<sup>27</sup>. This mindset enables individuals to view change and uncertainty as opportunities for growth and development rather than obstacles. Individuals can develop their adaptability by engaging in continuous learning and development. This includes seeking out training, courses, and certifications that help them acquire new skills and knowledge relevant to their career goals<sup>28</sup>. Individuals can enhance their adaptability by practicing mindfulness and self-awareness. This involves paying attention to one's thoughts, emotions, and behaviors, as well as developing a deeper understanding of one's strengths and weaknesses<sup>28</sup>. By being aware

of one's reactions to changing situations, individuals can learn to manage stress and anxiety effectively, which is essential for adapting to new challenges.

The ability to adapt is a critical skill for success in today's dynamic job market. Individuals who possess this skill can leverage their experiences and talents to thrive in new environments, navigate complex challenges, and stay competitive in their careers. Developing and enhancing adaptability requires a growth mindset, continuous learning, and self-awareness. By cultivating these qualities, individuals can become more resilient, adaptable, and successful in their career choices.

#### **2.1.5 Assertiveness**

Assertiveness is a valuable skill for individuals to possess, particularly when it comes to making important decisions such as career choices. Assertiveness is the ability to express oneself confidently and clearly while also respecting the rights and needs of others<sup>29</sup>. It involves being able to stand up for oneself and communicate effectively in various situations. In terms of career choice, being assertive can help individuals to identify their own values, interests, and skills and pursue careers that align with these factors. It also allows individuals to negotiate for the resources, opportunities, and support they need to succeed in their chosen career path<sup>30</sup>.

Research has shown that assertiveness is positively related to career satisfaction and success. A study found that assertiveness was a significant predictor of career satisfaction among Malaysian employees<sup>31</sup>. Similarly, a study found that assertiveness was positively related to career success for women. However, it is important to note that being assertive does not mean being aggressive or confrontational<sup>32</sup>. It is possible to communicate assertively while also being respectful and considerate of others' feelings and opinions. Developing assertiveness requires practice and self-

awareness, and seeking feedback from others can be helpful in this process. assertiveness is an important skill for individuals to possess in relation to career choice. It allows individuals to identify their own values and interests, pursue careers that align with these factors, and negotiate for the resources and support they need to succeed. Being assertive can positively impact career satisfaction and success.

### **2.1.6 Parental Education**

Parental education refers to the level of education attained by a child's parents or caregivers. It can be seen as a measure of the socioeconomic status of the family and is an important factor in a child's development and success in life<sup>33</sup>. Parental education can have a significant impact on a child's career choice as well<sup>34</sup>. Research has shown that parents' education level plays a critical role in influencing their children's career choices. Parents with higher levels of education tend to have more knowledge about different careers and the educational requirements for them. They can provide their children with guidance and support in making informed decisions about their future careers. Conversely, parents with lower levels of education may be less aware of the various career options available to their children and may not be able to provide the necessary guidance and support<sup>35</sup>.

Parental education has been found to have a significant impact on a child's career choice and success. Children from families where parents have higher levels of education tend to have a greater exposure to a wide range of careers, which in turn helps them to make informed career choices. Parents with higher levels of education are often more involved in their child's academic and extracurricular activities, which can positively influence their child's academic performance and socialization<sup>36</sup>. They may also have more resources to invest in their child's education, such

as private tutoring, educational trips, and after-school programs. All these factors can contribute to a child's overall development and enhance their chances of success in their chosen career.

Additionally, parental education can affect a child's academic performance and future career prospects. Children of more educated parents are more likely to perform well academically, which can lead to greater opportunities for higher education and career advancement<sup>37</sup>. According to a study, "parents' education has a substantial impact on children's human capital development and labor market outcomes." It is important to note that parental education is just one of many factors that can influence a child's career choice<sup>38</sup>. Other factors such as personal interests, abilities, and opportunities also play a role. However, parental education can provide a foundation for a child's future success and should be taken into consideration when making career decisions<sup>39</sup>.

### **2.1.7 Family Income**

Family income refers to the total income earned by all members of a household. It includes income from various sources, such as salaries, wages, business income, investments, and government benefits. The concept of family income is essential in determining the financial status of a family and their ability to meet their basic needs and maintain a certain standard of living. The relevance of family income on a child's career choice cannot be overemphasized<sup>40</sup>. It has a significant impact on the opportunities and choices available to a child in terms of education, career, and future prospects. Children from families with higher incomes often have more resources, such as access to better schools, tutors, extracurricular activities, and networking opportunities, that can help them succeed academically and professionally<sup>41</sup>. They may also have

a greater sense of financial security, which can lead to more confidence and a willingness to take risks in pursuing their career goals.

On the other hand, children from lower-income families may face significant barriers in pursuing their career aspirations<sup>42</sup>. They may have limited access to quality education, mentorship, and career guidance, which can make it difficult for them to acquire the skills and knowledge necessary for success in certain fields. They may also have to contend with financial constraints that limit their ability to pursue higher education or take advantage of career opportunities that require investment in additional training or certification<sup>43</sup>. However, it is important to note that family income is not the only factor that influences a child's career choice. Other factors, such as their interests, skills, values, and personal circumstances, also play a role in shaping their aspirations and choices. Nevertheless, family income can have a significant impact on a child's access to opportunities and resources that can help them achieve their career goals<sup>44</sup>. Family income is a crucial factor in determining a child's access to opportunities and resources that can impact their career choices. It is important for families and policymakers to be aware of the potential impact of income on a child's future prospects and work to ensure that all children have equal access to resources and opportunities, regardless of their family's financial status<sup>45</sup>.

### **2.1.8 Parental Occupation**

Parental occupation refers to the type of work or profession that parents or guardians engage in to earn a living. It can have a significant influence on a child's career choice and future prospects. Parental occupation can shape a child's perception of different careers, expose them to specific skills and knowledge, and provide them with access to professional networks and mentorship opportunities<sup>46</sup>. Children of parents who work in professional or high-status occupations, such as

doctors, lawyers, or business executives, may be more likely to aspire to similar careers. They may have greater exposure to the skills, knowledge, and networks required to succeed in these fields, which can make it easier for them to pursue these career paths. Additionally, children from such backgrounds may have higher levels of confidence and self-esteem due to their parents' success, which can also impact their career aspirations<sup>47</sup>.

Conversely, children of parents who work in low-skilled or manual occupations may face significant barriers in pursuing their career goals. They may have limited exposure to different professions and the skills required to succeed in them, which can make it difficult for them to envision alternative career paths<sup>48</sup>. They may also face stigma or bias based on their parents' occupation, which can impact their confidence and motivation to pursue certain careers. However, it is important to note that parental occupation is not the only factor that influences a child's career choice. Other factors, such as their personal interests, values, and abilities, also play a significant role in shaping their aspirations and choices<sup>49</sup>. In all, parental occupation can have a significant impact on a child's career aspirations and opportunities. Parents and policymakers must be aware of the potential influence of occupation and work to ensure that all children have access to the resources and opportunities needed to pursue their career goals, regardless of their parents' profession.

### **2.1.9 Family Size**

Family size refers to the number of people living in a household, including parents, children, and other dependents. It can have an impact on a child's career choice in several ways. Larger families may experience financial constraints due to the increased expenses associated with providing for more people<sup>50</sup>. This can limit their ability to invest in education, extracurricular

activities, and other resources that can enhance a child's career prospects. In contrast, smaller families may have more financial resources available to invest in their children's education and development, which can increase their opportunities and choices. Similarly, family size can influence the amount of parental attention and support that a child receives. In larger families, parents may have less time and energy to devote to each child individually, which can impact their ability to provide personalized guidance and mentorship<sup>51</sup>. In contrast, smaller families may have more opportunity to provide individual attention and support, which can benefit a child's personal and professional development<sup>51</sup>.

Family size can also impact a child's social skills and abilities. Children from larger families may develop greater social skills and resilience due to their exposure to more siblings and other family members<sup>52</sup>. This can be an advantage in some careers that require strong interpersonal skills, such as sales, management, and customer service. However, children from smaller families may have more opportunities to interact with people outside their immediate family circle, which can also enhance their social skills and broaden their horizons. The size of the family can impact a child's career choice in several ways, including financial resources, parental support, and social skills<sup>53</sup>. Parents and policymakers must be aware of the potential impact of family size on a child's career prospects and work to ensure that all children have equal access to resources and opportunities, regardless of their family size<sup>54</sup>.

## **2.2 Theoretical Framework**

### **2.2.1 Social Cognitive Career Theory (SCCT)**

Social Cognitive Career Theory (SCCT) is a theoretical framework that integrates elements from social cognitive theory and career development theory to explain how individuals make career

choices and navigate career paths<sup>55</sup>. The theory emphasizes the role of self-efficacy, outcome expectations, personal goals, and contextual factors in shaping career decision-making and behavior. One of the strengths of SCCT is its emphasis on the importance of the individual's cognitive processes and contextual factors in shaping their career development. The theory recognizes that people are not passive recipients of their environment but rather actively construct their own reality based on their beliefs, values, and experiences<sup>56</sup>. Another strength of SCCT is its recognition of the dynamic nature of career development. The theory acknowledges that individuals are not static, and their goals and aspirations may change over time. SCCT emphasizes the importance of continuous learning and development, and it encourages individuals to engage in active career planning and exploration to ensure their career paths align with their changing interests and goals. However, there are also some criticisms of SCCT. One of the main criticisms is its limited consideration of the societal and cultural factors that influence career development. The theory tends to focus on the individual's cognitive processes and largely ignores the broader societal context within which career decisions are made<sup>57</sup>. For example, SCCT may not fully account for the impact of systemic barriers, such as discrimination or lack of access to resources, that may limit an individual's career opportunities. Additionally, SCCT does not account for the impact of chance events or serendipitous encounters on career development. The theory assumes that individuals have complete control over their career paths and may overlook the role of luck or external factors that may influence career outcomes.

In essence, while SCCT has contributed valuable insights into the cognitive and contextual factors that shape career development, it is not without its limitations<sup>58</sup>. Future research should seek to integrate the insights from SCCT with broader societal and cultural factors to provide a more holistic understanding of career development.

Social Cognitive Career Theory (SCCT) provides a useful framework for understanding the influence of personal and home-related factors on career choice among education undergraduates in Public and private universities in Oyo state, Nigeria. According to SCCT, individuals make career decisions based on their, outcome expectations, personal goals, and contextual factors. Here, we will discuss how each of the personal and home-related factors you mentioned may influence career choice among education undergraduates in Public and private universities in Oyo state. Nigeria.

Gender is an important personal factor that may influence career choice. In Nigeria, there are traditional gender roles that may impact career choices. Women are often expected to pursue careers in fields that are considered more nurturing and caregiving, such as teaching, nursing, or social work, while men are often expected to pursue careers in fields that are considered more technical or science-based, such as engineering or computer science<sup>59</sup>. Therefore, female education undergraduates may be more likely to choose teaching or social work as a career, while male education undergraduates may be more likely to choose engineering or computer science.

**Beliefs and Attitudes:** Personal beliefs and attitudes towards different careers can also influence career choice. If education undergraduates hold negative beliefs or attitudes towards certain careers, they may be less likely to pursue those careers. For example, if an education undergraduate believes that a particular career is not prestigious or does not offer job security, they may be less likely to pursue that career<sup>60</sup>. Conversely, if an education undergraduate values a particular career for its social impact or flexibility; they may be more likely to pursue that career.

The ability to adapt to changing circumstances is an important personal factor that can impact career choice. Education undergraduates who are able to adapt to new situations may be more likely to pursue careers in fields that are rapidly evolving or require flexibility, such as technology or entrepreneurship<sup>61</sup>. On the other hand, undergraduates who struggle with change may be more likely to choose careers that offer stability and predictability, such as teaching or government work<sup>61</sup>.

Assertiveness is another personal factor that may influence career choice. Education undergraduates who are assertive and confident may be more likely to pursue careers that require leadership or entrepreneurial skills, such as business or politics<sup>62</sup>. Conversely, education undergraduates who are more reserved may be more likely to choose careers that offer more solitary work, such as research or writing.

Parental education is a home-related factor that can impact career choice. Education undergraduates whose parents have high levels of education may be more likely to pursue careers that require advanced degrees or specialized knowledge, such as medicine or law<sup>63</sup>. Conversely, education undergraduates whose parents have lower levels of education may be more likely to choose careers that require less formal education, such as trades or service work<sup>64</sup>.

Family income is another home-related factor that can impact career choice. Education undergraduates from families with higher incomes may be more likely to pursue careers that offer higher salaries or greater prestige, such as business or law<sup>65</sup>. Conversely, education undergraduates from families with lower incomes may be more likely to choose careers that offer stability and security, such as teaching or government work.

Parental occupation is a home-related factor that can influence career choice. Education undergraduates whose parents work in fields that are considered prestigious or highly respected, such as medicine or law, may be more likely to pursue careers in those fields<sup>66</sup>. Conversely, education undergraduates whose parents work in fields that are less well-known or respected, such as trades or service work, may be less likely to pursue careers in those fields. Family Size: Family size is another home-related factor that may influence career choice. Undergraduates from larger families may be more likely to choose careers that offer stability and security such as teaching or government work, as these careers may provide a steady income to support a larger family<sup>67</sup>. Conversely, education undergraduates from smaller families may be more likely to pursue careers that offer more flexibility or higher earning potential, such as entrepreneurship or freelance work.

It is important to note that these personal and home-related factors are not deterministic in shaping career choice. Rather, they interact with each other and with broader societal factors, such as economic trends and cultural norms, to influence career decisions. For example, while gender may be a strong predictor of career choice in Nigeria, this may change as gender roles become more flexible and diverse. In all, the Social Cognitive Career Theory provides a useful framework for understanding how personal and home-related factors may influence career choice among education undergraduates in Public and private universities in Southwest Nigeria. By considering these factors and their interactions, policymakers and educators can help support education undergraduates in making informed and fulfilling career decisions.

### 2.2.2 Holland's Theory of Career Choice

Holland's Theory of Career Choice, also known as the RIASEC model, was developed by psychologist John Holland in the 1950s and has since become one of the most widely used career development theories<sup>68</sup>. Holland proposed that people have a dominant personality type that shapes their interests, values, and skills, and that these traits are linked to six basic occupational themes: Realistic (R): Individuals who prefer to work with tools, machines, or animals and have practical skills, such as construction workers or engineers<sup>69</sup>.

Investigative (I): People who are curious, analytical, and enjoy solving complex problems, such as scientists or researchers. Artistic (A): Those who are creative, imaginative, and expressive and enjoy careers such as writers, musicians, or actors. Social (S): Individuals who enjoy helping and caring for others and prefer careers such as teachers, counselors, or social workers. Enterprising (E): People who are ambitious, confident, and enjoy taking charge and making decisions, such as entrepreneurs or politicians. Conventional (C): Those who are organized, detail-oriented, and enjoy working with data and following rules, such as accountants or clerks.

Holland believed that individuals are most satisfied and perform best in careers that match their personality types. He also proposed that people seek environments that align with their personality types, and that these environments can be described in terms of the same six themes<sup>70</sup>. For example, a person with a dominant social personality type may seek out careers in education, healthcare, or social services, and may prefer work environments that are collaborative and supportive. Holland's theory has been used to guide career counseling and development interventions, as well as to inform vocational education and training programs. It has been found to have good predictive validity in terms of career choice and job satisfaction.

Holland's Theory of Career Choice suggests that individuals have a dominant personality type that shapes their interests, values, and skills, and that these traits are linked to six basic occupational themes. However, other personal and home-related factors can also influence career choice among education undergraduates<sup>70</sup>. Gender is one personal factor that can influence career choice. In Nigeria, gender roles are still quite traditional, and men and women are often socialized to pursue different types of careers. For example, men may be encouraged to pursue careers in science, technology, engineering, and mathematics (STEM) fields, while women may be more likely to choose careers in education, healthcare, or social services. Beliefs and attitudes are also important personal factors that can influence career choice. For example, some individuals may believe that certain careers are more prestigious or financially rewarding than others, and may be more likely to choose those careers as a result. Attitudes toward risk-taking, job security, and work-life balance can also play a role in career decision-making<sup>71</sup>.

Ability to adapt and assertiveness are two additional personal factors that can influence career choice. Individuals who are adaptable may be more likely to choose careers that offer flexibility and opportunities for growth and change. Those who are assertive may be more likely to pursue careers that offer high levels of autonomy and decision-making power<sup>72</sup>. Home-related factors, such as parental education, family income, parental occupation, and family size, can also influence career choice. For example, individuals from families with higher levels of education and income may have more access to resources and opportunities that can help them pursue certain careers. Parental occupation can also play a role in career choice, as individuals may be influenced by their parents' experiences and perspectives on different careers<sup>73</sup>. Overall, Holland's Theory of Career Choice provides a useful framework for understanding how individuals' personality types can influence their career choices. However, personal and home-

related factors can also play important roles in career decision-making, and it is important to consider these factors when providing career counseling and guidance to education undergraduates in public and private universities in Oyo State, Nigeria.

## **2.3 Review of Empirical Studies**

### **2.3.1 Home Related Factors and Career Choice**

Career choice and selection is one of many important choices students will make in determining their future plans and this decision will impact on them throughout their lives<sup>74</sup>. In his research paper, the researcher observed that several factors influenced career choices of high school students. Identifying these factors would give parents, educators, and industry an idea as to where students place most of their trust in the career selection process. These factors include the students' immediate Environment, Opportunities available to the student and finally his/her Personality. He further observed that every student carries the unique history of their past and this determines how they view the world. This history is created in parts, by the student's environment, personality, and opportunity. Consequently, how a student perceives his/her environment, personality, and opportunity will determine the career choices that the student makes. An author observes that students never perceive their environment, personality, and opportunity in the same way and this explains the different career choices they make<sup>75</sup>.

Environmental factors environment has a momentous role in the career choice students make and the position the student attains in various ways<sup>76</sup>. Environment is a term which has many connotations – it has physical, economic, social and cultural dimensions. The environment being referred to here is a factor that is used to foster decisions in career choice. According to a report, since 1960s, sociologists have explored how career decision making is affected by the social

environment. Some of these components of social environment factors include; family, social economic status, general economic conditions, society's stereotypes about specific occupations, and peer groups, all influencing career choice<sup>76</sup>. Career choices are partial, determined by factors like socioeconomic status, gender, race, parents' occupation and level of education and the expectations of parents<sup>77</sup>. Several researchers have examined these factors to establish whether they actually play a role in career choice and if so, what are their roles in career behaviour and how do they affect one's career choice<sup>78, 79, 80</sup>. In recent years there has been an increased consciousness of the impact of socioeconomic status, race, gender, and on the career decision-making process and career choices<sup>81</sup>.

One's social and economic background has some bearing into family's resources<sup>82</sup>. According to an author, an individual at one point inherit from their parents certain financial and other resources that, to some extent, influence their career choices<sup>82</sup>. Family financial status determines things like where one lives and which school he does attend. In turn, these can affect ones values, occupational expectations, opportunities, and gender role expectations<sup>82</sup>. For example, students who have lived in a hospital environment may choose a career dealing with medicine. On the other hand they may hate the hospital environment and consequently don't choose a career that has anything to do with a hospital. A scholar remarked that "usually, social status is passed down from generation to generation, nevertheless one may not benefit by being exposed to many opportunities or on the other hand may not have the opportunity to recognize all the career option open to him/her<sup>83</sup>. He further explained that, even though ones socio-economic status may have affected his career decision, many career related decisions lie ahead. High aspiration and motivation to achieve will help one reach his/her goals<sup>84</sup>.

Home with healthy environment are essential for evolving abilities to heights, close to capacity heights. This is because teenagers raised in homes with a healthy environment where parents live in harmony with other family members, are bound to make a well informed career decision, as the family tend to speak in agreement concerning how he/she makes her choice while also giving them the necessary moral support to succeed<sup>85</sup>. In a related study, additional aspects of one's family background can be influential in career decision making. In recent years, efforts have been made to probe the impact of different relations (i.e. parents, siblings, peer group, guardians, teachers, friends, etc.) on career selection<sup>86</sup>. For instance, prominent siblings are thought to play a key part in the career direction of teenagers from lower socioeconomic backgrounds as these teenagers hold them (siblings) as their role models<sup>87</sup>. In previous studies, various relationship perspectives have been explored in context of career choice<sup>88,89,90</sup>. For example, authors have identified the impact of parental occupation on their children's career preferences<sup>90,91</sup>. Similarly, authors have identified the inspirational impact of parental education on their children career choice<sup>92</sup>. In this regard, a related author found that parents with high level of education can better influence career decisions of their children<sup>93</sup>. Likewise, a scholar found influence of parental education and their personal career as strong motivators to their children in career selection. In similar tune, numbers of researchers have confirmed strong influence of parents, guardians, teachers and friends on career choice<sup>94</sup>. In another report it was observed that young people from many of their attitudes about work and careers as a result of interactions with the family<sup>95</sup>. Another author noted that the family background provides the basis from which their career plans and decision making evolve<sup>96</sup>. However, within each family, the level of involvement can vary, offering both positive and negative influences<sup>96</sup>.

Our society deems certain types of work appropriate to either men or women<sup>97</sup>. Men are encouraged to explore wider variety occupations, yet the areas of child care and nursing are seen as not appropriate for men. Women from the other hand are discouraged from seeking education and training in science and maths related courses or in trade such as construction, manufacturing, and transportation<sup>98</sup>. The effects of such stereotyping are that many women work at lower paying occupations with fewer opportunities for advancement<sup>99</sup>.

Peer group effect is an important component in the determination of students' outcome. A typical student learns from discussion with his peers and can be affected by their personality and attitude towards learning<sup>100</sup>. Peers can also be motivated by working together. It is well established that the quality of peers could affect a wide range of student outcomes from school performance to health conditions or even juvenile criminal behavior. Economists have investigated the peer effect for a variety of peers include proximity based peers such as schoolmates. In many occasions students visualize what they intend to become through subject selection while playing among their colleagues. Eventually, they end up pursuing their intention through peer influence or pressure<sup>101</sup>. Peer group is an important aspect throughout one's life but they are more critical during the developmental years of childhood and Adolescence. Adolescents always emulate their mates in whatever form of behavior they exhibit, particularly that which interest them. Thus, since socialization only refer to change in behavior, attitude having their origin in interaction with other persons and those which occur through integration, a child learn more through interaction with peers<sup>102</sup>. How students have seen themselves in a role in which personality is a determining factor may influence a chosen career<sup>103</sup>. Some careers demand that you have the personality to match the qualities of the occupation<sup>103</sup>. For example, sales people have to be outgoing. An author notes that, personality plays an important role in the

choice of the right career. Students' personality must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide<sup>104</sup>. Students must take seriously the role grades play in limiting opportunities in the future. The author goes on to say, "It is important for one to have a good understanding of her Personality, if she is to make intelligent career plans"<sup>105</sup>. Personality can also be affected by one's environment<sup>106</sup>. According to a related, for instance, if one is outgoing and assertive and works in an environment where he is not permitted to express his personality, he may have to tone down his vivaciousness, and consequently be unhappy at work because unable to be acting real. Certain personality characteristics are important in career decision making<sup>107</sup>. Gregarious is a good example, a gregarious person do better as a politician or a sales representative than would a more quiet and shy person<sup>109</sup>. It is more helpful for one to know more about his or her personality because this increase ones self-awareness and may help one in identifying preferred career choice<sup>110</sup>. The author believes that, the choice of an occupation is an expression of personality and that the members of an occupational group have similar personalities<sup>111</sup>. He also maintains that occupational achievement, stability and satisfaction depend on congruence between personality and the work environment. Personality factors of an individual will include the interest of a person<sup>112</sup>.

Interests are a person's likes and dislikes which is characterized by the Person's intensity of feelings about a subject or thing<sup>113</sup>. Interests are learned from parents, in schools, from friends, and from lifelong experiences. For instance, when one engages in various activities he reacts with specific feelings or attitudes. Students continue to acquire interests throughout their life and this in return affects the reasoning and choices one makes including career choices<sup>114</sup>. Interest can change, as students experience life and meet more people; they become interested in new

things and discard some of their old interests. They also develop more complex thinking and understanding process, and may even seek new interest and activities with hope of improving themselves and making life more exciting<sup>115</sup>. As interest changes so does career choice of a person change. Students seek career that meets their interest at a particular time hence the career that they may have wished to take when they were younger is not what he eventually do. According to a related study, interest has become the most important determinant factor and measures of occupational choices<sup>116</sup>. According to the study, interest inventories have been developed to help identify interests and relate them to career and occupation<sup>117</sup>. By measuring interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do<sup>118</sup>. It is believed that these occupational scales are effective in predicting career and occupational satisfaction. The next aspects of the factors that play a role in students' career choice is the values that are deeply rooted in their lives<sup>119</sup>.

According to a researcher, choice has become a complex task today as one not has to undertake career planning but also has to do exhaustive career research before making a career choice based on evolving social-economic conditions. The study therefore investigated parental influence on choice of career among secondary school students in the Ilorin Metropolis. The relative influence of variables such as parental' level of education, parents' occupation and family types were examined. A descriptive survey design approach was employed for the study. The population for the study comprised all students of secondary schools in the Ilorin Metropolis. A simple random sampling technique was used to select 200 respondents who participated in the study. Data was collected using a structured questionnaire entitled "Parental influence on choice of career among secondary school students in Ilorin Metropolis". Content validity of the

instrument was established and the reliability co-efficient of 0.68 was obtained to ensure consistency of the instrument. Data analysis was done using percentages and frequency, mean and rank order analysis and Analysis of variance (ANOVA), all hypotheses were tested at 0.05 alpha level. The findings of the study revealed that parent encouragement to students on making good career decision, parents informing students about specific careers, and parents' encouragement to students on consideration different education and career option were significant influences of parents' choice of career among secondary students in Ilorin Metropolis. The research hypotheses tested reveal that there were no significant differences in the parental influence on choice of career among secondary school students in Ilorin Metropolis. Based on the finding of the study, it was recommended that school guidance counselors should organised a meaning career program that will help to educate both parents and students on the concept of career choice<sup>120</sup>.

### **2.3.2 Personal Factors and Career Choice**

A researcher examined the relationship between career interests and career decision-making of grade 12 learners in Township secondary schools in South Africa. The correlational survey research design was adopted. The sample size comprised 204 grade 12 learners selected from six township secondary schools. The career interest and career decision-making scales were used to collect data from the learners the inferential statistics such as Pearson Correlation, Analysis of Variance (ANOVA), and regression analysis were used to analyze data. The results indicated that the correlation between enterprising career interest and career decision-making was established to be the strongest ( $r = 0.535$ ,  $n = 240$ ,  $p < 0.001$ ), followed by the relationship between adventurous career interest and career decision-making ( $r = 0.465$ ,  $n = 240$ ,  $p < 0.001$ ), but operational career interest had the least relationship with career decision-making,  $r(204) =$

0.284,  $p < 0.001$ . The study concludes that the career interest model,  $F(9, 194) = 17.403$ ,  $p < 0.01$ , is a significant predictor of career decision-making among the 12<sup>th</sup> grade learners. The study recommends that school psychologist should do early assessment of learners to ascertain their career interests<sup>121</sup>.

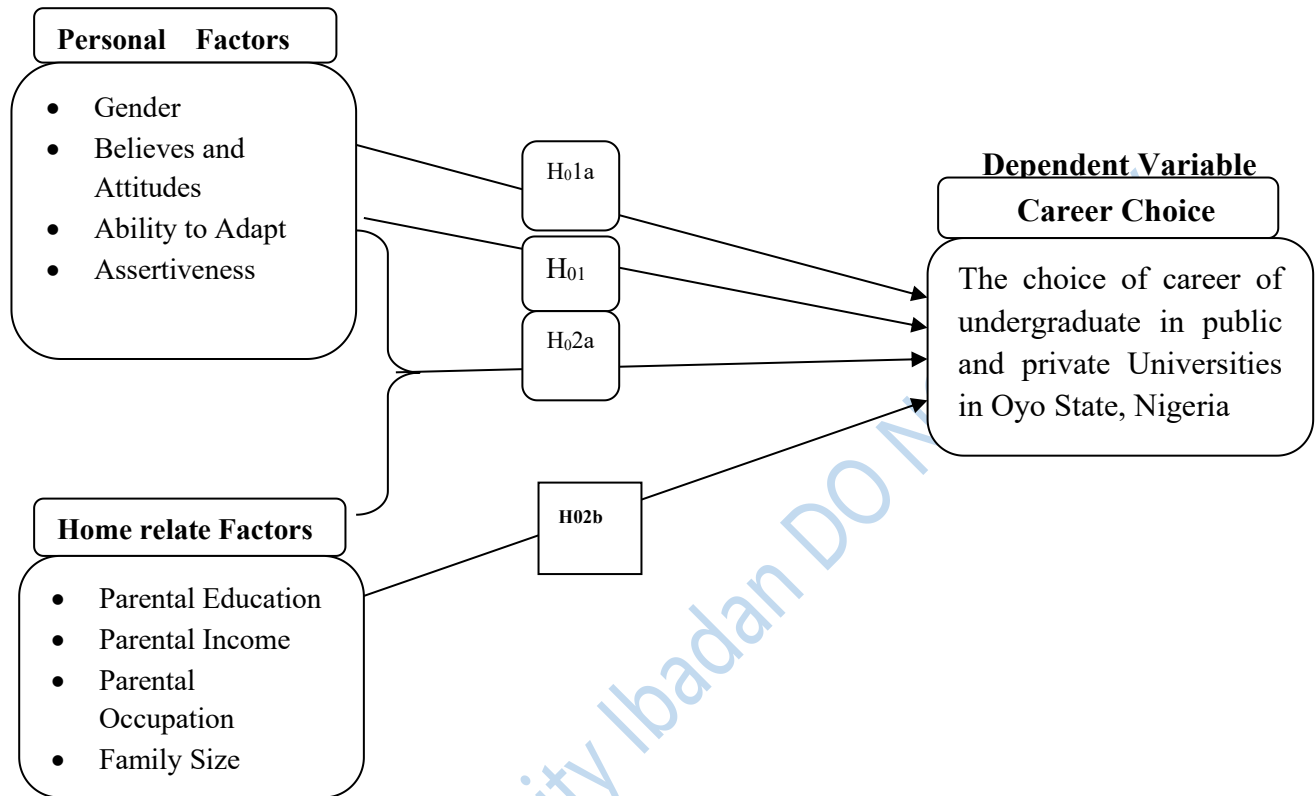
Another researcher examined the career education skills and career adaptability among college students in china. The primary objective of this research was to investigate the relationship between career education skills and career adaptability among 273 undergraduate students in China. In addition, the study aimed to explore the mediating effect of career decision-making self-efficacy in shaping this relationship. The findings of the correlation analysis indicate a significant positive correlation between career education skills and career adaptability. Moreover, the results of the mediation model revealed that career education skills significantly contribute to improving career adaptability along with the mediating effect of college students' self- efficacy in making career decisions. This study suggested that universities should prioritize the development and expansion of career education initiatives. In this study, enhancing career adaptability plays a vital role in shaping their career development. They should not only help establish clear career goals for college students but also cultivate a positive and flexible career outlook to assist them in better adapting to various changes that may arise throughout their career journeys<sup>122</sup>.

Another closely related study focused on the students careers: what factors influence career choice? It looks at the high school age or adolescence which is in the exploration stage where at this stage students should already focus on determining careers in more specific range, but not a final choice. The success of education obtained by individuals is one of the keys to the success of the state. In education, various things are taught to become the provision of individuals in the

future. This research is motivated by the low career choices of students while determining a career is very important for their future. The purpose of this research is to analyze the factors that influence students' career choices. This type of research is qualitative analysis. The data in this study were obtained through interviews, observations, and documentation. The type of data analysis used is descriptive and qualitative analysis. Based on the data obtained from the research subjects, it shows that there are four factors that influence students; career choices, namely, intelligence and special talents (all three students are influenced), interest in careers (all three students are influenced), personality (both students are influenced) and family background and socioeconomic status (all three students are influenced). So the conclusion is that the factors that influence students' career choices are from themselves and their families<sup>123</sup>.

## 2.4 Conceptual Model

### Independent Variables



**Fig. 2.1 Conceptual Model of the Home- related and Personal Factors on Career Choice of Public and Private Universities Students**

**Source: The Researcher Compilation, 2024**

The conceptual model above illustrates the influence of student's personal factors such as (gender, behavior and attitude, ability to adapt and assertiveness) and home factors such as (parental education, income, occupation and family size) on career choice of undergraduate students in public and private universities in Oyo State, Nigeria. The model showed the combined influence and relative influence of personal and home related factors on the dependent variable (career choice). The model equally showed the moderating influence of self-efficacy

(task-specific, general, domain-specific, collective and coping) on career choice of undergraduate students in public and private universities in Oyo State, Nigeria.

The proposed conceptual model offers a structured and comprehensive framework for understanding the influence of personal and home factors, on the career choices of undergraduate students in private and public universities in Oyo State, Nigeria. This model sets the stage for empirical research, which can further validate and refine its components, relationships, and predictive power. Ultimately, a deeper understanding of these influences can inform educational institutions and policymakers in designing interventions and support systems to empower students in making informed and fulfilling career choices.

## **2.5: Summary of Literature Reviewed**

From various literatures, theories and studies reviewed, it could be clearly seen that there are tendencies for the independence variables of this studies- home related factors and personal factors to have significant influence on the dependent variable which is the career choice of undergraduate in public and private universities in Oyo State, Nigeria. Many of the literatures reviewed were able to adequately linked their independent variables such as parental education, parental income, parental occupation, family size, gender, believes and attitudes, ability to adapt, assertiveness to their various dependent variables. Majority of the literatures reviewed were researches conducted indigenously and indigenously studies that are similar to the independent and dependent variables have been carried out with high level of recency which implies that studies and theories reviewed could be used to address contemporary issues on its variables. Also many of the literatures reviewed were in tandem with the variables of the research works while concepts and theories were equally well received and reported.

Though, many literatures were deeply and well-reviewed, yet, some of the literature, theories and studies were deficient in appropriately linking and usage of the various methods required at arriving at a generalized conclusion. However, a major gap identified in the studies is that none of the previous studies looked at the joint or the relative influence of the independent variables (home related and personal factors) on the dependent variable (career choice of private and public universities students) this study therefore addressed the gap. The conceptual model which is the last section of this chapter shows the interrelationship amongst the constructs (variables) of the study in a diagrammatic form.

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### **Chapter Three**

#### **Methodology**

This chapter presents the strategies and procedures that were used to accomplish the aim and objectives of the study. The chapter was presented in the accompanying of subheadings such as:

research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection, and methods of data analysis.

### **3.1 Research Design**

A descriptive survey research design was adopted for this study. This research design entails the process of collecting data from a representative sample of a population to produce a result that can be generalized to the whole population. It was considered appropriate for this study because the research is concerned with the collection of data for the purpose of description and interpretation of data without any form of variable manipulation. Since all education students in private universities in Oyo State, Nigeria cannot be reached due to the large population; the study was conducted using samples of students from selected private and public universities. This sample was selected in such a manner that the results obtained can be generalized to the entire population.

### **3.2 Population of the Study**

The study's target population comprises University students at the 300 level within Oyo State. The Universities within Oyo State encompass the University of Ibadan, Ladoké Akintola University of Technology Ogbomoso, Lead City University Ibadan, Ajayi Crowther University Oyo, Kola Daisi University Ibadan, Atiba University Oyo, Dominican University, and Precious Cornerstone University Ibadan. This collective population amounts to a total of twenty-eight thousand, one hundred and twenty-two (28,122) students at the 300 level across these institutions. The rationale for selecting 300 level students stems from their substantial investment of time in their chosen academic pursuits. Consequently, they are more likely to provide valuable insights that align with the research objectives.

**Table 3.1a Population of the Study for Public and Private Universities**

S/N	Name of University	Number of 300 Level Students
1	University of Ibadan	15,750
2	Ladoke Akintola University Ogbomosho	8,421
3	Atiba University, Oyo	225
4	Ajayi Crowther University, Oyo	720
5	Lead City University, Ibadan	2,270
6	Precious Corner Stone University, Ibadan	281
7	Kola Daisi University	326
<b>Total</b>		<b>27,216</b>

Source<sup>1</sup>**Table 3.1b: Population of Public Universities Students for the Study**

S/N	Name of University	Number of 300 Level Students
1	University of Ibadan	15,750
2	Ladoke Akintola University Ogbomosho	8,421
<b>Total</b>		<b>24,171</b>

Source<sup>1</sup>**Table 3.1c: Population of Private Universities Students for the Study**

S/N	Name of University	Number of 300 Level Students
1	Atiba University, Oyo	225
2	Ajayi Crowther University, Oyo	720
3	Lead City University, Ibadan	2,270
4	Precious Corner Stone University, Ibadan	281
5	Kola Daisi University	326
<b>Total</b>		<b>3,174</b>

Source<sup>1</sup>

### 3.3 Sample and Sampling Techniques

In order to obtain a sample that accurately reflects the entirety of the study's population, the Yamane formula was employed, expressed as follows:  $n = N / (1 + N(e)^2)$ . Where: n denotes the desired sample size. N represents the total population under investigation. e denotes the margin of error, with a standardized value of 0.05, to ascertain the sample size within each respective university. Furthermore, the process of selecting respondents from each university entailed the use of the Simple Random Sampling Technique. This methodology ensured the randomness and unbiased representation of individuals, in accordance with the previously determined sample size for each university. Upon the implementation of these methodologies, the resultant sample of respondents totals one thousand eight hundred and fifty-eight (1,858) individuals. This numerical representation is delineated in the tabular format provided below.

**Table 3.2: Sample and Sampling Techniques**

S/N	Name of University	Number of 300 Level Students	Sample
1	University of Ibadan	15,750	390
2	Ladoke Akintola University Ogbomoso	8,421	382
3	Atiba University, Oyo	225	144
4	Ajayi Crowther University, Oyo	720	257
5	Lead City University, Ibadan	2,270	340
6	Precious Corner Stone University, Ibadan	281	165
7	Kola Daisi University	326	180
	<b>Total</b>	<b>28,122</b>	<b>1,858</b>

Source<sup>1</sup>

The resultant sample of respondents total one thousand eight hundred and fifty-eight (1,858) individuals were sampled for the study from both private and public universities of 300 level students.

**Table 3:2b: Sampled Public Universities of the Study**

S/N	Name of University	Number of Sampled 300 Level Students
1	University of Ibadan	390
2	Ladoke Akintola University Ogbomosho	382
<b>Total</b>		<b>772</b>

**Source<sup>1</sup>**

The resultant sample of respondents total seven hundred and seventy – two (772) 300 level students were used for the study under public universities in Oyo State, Nigeria.

**Table 3.1c: Sampled Private Universities of the Study**

S/N	Name of University	Number of Sampled 300 Level Students
1	Atiba University, Oyo	144
2	Ajayi Crowther University, Oyo	257
3	Lead City University, Ibadan	340
4	Precious Corner Stone University, Ibadan	165
5	Kola Daisi University	180
<b>Total</b>		<b>1,086</b>

**Source<sup>1</sup>**

The resultant sample of respondents total one thousand and eighty- six (1,086) 300 level students were used for the study under private universities in Oyo State, Nigeria.

### 3.4 Research Instrument

A self-developed instrument titled: Influence of Home Related, Personal Factors, and Career Choice questions of University Undergraduates Students in Oyo State (**HRDFCCQ**) was used to collect reliable data for the study. This instrument was meticulously structured to comprehensively address all research questions and hypotheses. To this effect, the instrument was partitioned into four distinct sections, labeled as Sections A, B, C, and D. Section A encompassed items focusing on respondents' demographic attributes, including age, gender etc.

Section B of the instrument incorporated an additional ten (10) items artfully tailored to gauge the inclination of university students in Oyo State toward aligning their career choices with their present fields of study. **The Four Likert Scale Ratings used was Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point**

Section C comprised ten (10) items thoughtfully structured to gather comprehensive insights into the influence of individual and personal factors on the career preferences of university undergraduates in Oyo State, Nigeria. The four likert scale ratings used was **Always (A) – 4points, Seldom (S) – 3points, Rarely (R) – 2 points and Never (N) – 1 point**

Section D consisted of eleven (11) intricately formulated items designed to assess the status of home-related factors such as parental educational attainment, family income, parental occupation, and family size. The four likert scale ratings used was **Strongly Agree (SA) –4points, Agree (A) – 3points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point**

### **3.5 Validity of the Instrument**

Face and content validity of the instrument was used to make sure that the instrument accurately measure what it intends to measure. A copy of each of the instrument was given to an expert in

Educational Management Department, Lead City University to scrutinize and vet the instrument.

The researcher further shows the instrument to the supervisor to make final corrections before taking them to the field.

### **3.6 Reliability of the Instrument**

An instrument is reliable if it measures under the same circumstances consistently from one time to the other what it was designed to measure. Therefore, for the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering the questionnaires to thirty 300 level students in Osun State University and Bowen University respectively who are believed to share similar characteristics with the population of the study. Cronbach's alpha coefficient ( $r$ ) was used to determine the reliability level of the instruments of 0.84 and 0.81 was obtained respectively

### **3.7 Method of Data Collection**

Copies of the instrument were administered by the researcher and also by four (4) trained research assistants. These research assistants were properly trained for three (3) days about the content of instrument and how they should be administered. The instruments were retrieved immediately after the participants (300 level students) have responded to them in private and public universities in Oyo state Nigeria. ‘

### **3.8 Method of Data Analysis**

Data collected was analyzed using descriptive statistics and inferential statistics. Specifically, descriptive statistics such as frequency counts, simple percentages, mean and standard deviation were used to analyze respondent's opinion on research questions while inferential statistics such as Multiple Regression was used to test hypotheses one and two. All results were present in tables.

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#### **Endnotes**

1. Nigerian University System Statistical Digest (NUS Digest) 2019.
2. Y.Taro Statistics: An Introductory Analysis. 2<sup>nd</sup> edition New York: Harper and Row, 1967.

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## **Chapter Four**

### **Results and Discussion of Findings**

In this chapter, the data collected from the questionnaire distributed during the study are presented. The data were analyzed using descriptive and inferential statistics at 0.05 level of significance. This chapter was presented in the following sections:

- 4.1 Presentation of the Bio-data Analysis of the respondents
- 4.2 Presentation of Results of the Research Questions
- 4.3 Test of Hypotheses
- 4.4 Discussion of Findings

#### 4.1 Presentation of the Bio-data Analysis of the Respondents

**Table 4.1: Gender Distribution of Respondents (Private University Students)**

Gender	Frequency	Percentages (%)
Male	550	50.6
Female	536	49.4
<b>Total</b>	<b>1086</b>	<b>100</b>

**Source: Researcher's Field work, 2024.**

Table 4.1 above shows an insight of gender distribution of the respondents in the study. A total 550 (50.6%) respondents were male while 536 were female which constitute 49.4% of the total sample. This indicated that the male respondents is more than the female counterpart. The distribution shows a balanced participation of both male and female students which helped to draw valuable conclusions about how these factors influence career choice among Undergraduate students in Public and Private Universities in Oyo State.

**Table 4.2: Age Range Distributions of Respondents (Private University Students)**

Age Range Distributions	Frequency	Percentage (%)
Less than 20	43	4.0
20-25 years	579	53.3
26-30 years	314	28.9
Above 30 years	150	13.8
<b>Total</b>	<b>1086</b>	<b>100</b>

**Source: Researcher's Field Work, 2024.**

Table 4.2 provides an insight into the age range distributions of the private university respondents showing the age ranges of the participating students in the study. Table 4.2 shows that 43 indicating 04% were less than 20 years of age among the private universities students. In addition, 579 respondents constituting 53.3% of the total samples were between 20-25 years of age, 314 respondents constituting 28.9% are between of 26-30 years of age and 150 respondents make up of 13.8% are above 30 years of age. Age range distribution of the respondents is very important for interpreting the influence of home related and personal factors as determinants of career choice among Undergraduate students in Public and Private Universities in Oyo State, Nigeria.

**Table 4.3: Educational Background of Parents of Private University Students**

<b>Education</b>	<b>Frequency</b>	<b>Percentages (%)</b>
NCE/OND/HND	130	12
BE.d/BSc	520	43
ME.d/MSc	311	28
PhD	125	11
<b>Total</b>	<b>1086</b>	<b>100</b>

**Source: Researcher's Field work, 2024.**

Table 4.3 shows the educational background of parents 'of private university students. The table shows that 130 indicating 12.0% private universities parents had NCE/OND/HND as educational background. In addition, 520 respondents constituting 43.0% of the total samples parents had BE.d/BS.c, 311 respondents constituting 28.7% of the total sample parents had ME.d/MS.c and 125 respondents make up of 11.3% of the total samples' parent educational background were PhD. Educational Background of Parents of Private University Students are very important for interpreting the influence of home related and personal factors as determinants of career choice among Undergraduate students in Private Universities in Oyo State, Nigeria.

**Table 4.4: Number of Siblings of Respondents (Private University Students)**

<b>Number of Siblings</b>	<b>Frequency</b>	<b>Percentage (%)</b>
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1 – 2	560	51.6
3-5	324	29.8
6 -10	123	11.3
Above 10	79	7.3
<b>Total</b>	<b>1086</b>	<b>100</b>

**Source: Researcher’s Field work, 2024.**

Table 4.4 indicates the number of siblings of private university students. The table shows that 560 indicating 51.6% private universities number of siblings are between 1-2, 324 respondents constituting 29.8% of the total of number of siblings are from 3 to 5 in number, 123 respondents constituting 11.3% of the total sample number of siblings are from 6-10 and 79 respondents make up of 7.3% of the total samples’ number of siblings are above 10. Number of Siblings of Private University Students is very important for interpreting the influence of home related and personal factors as determinants of career choice among Undergraduate students in Public and Private Universities in Oyo State, Nigeria.

**Table 4.5: Parental Occupation Type of Respondents (Private University Students)**

<b>Parental Occupational Type</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Self Employed	160	14.7
Civil Servant	453	41.7
Private Sector	264	24.3
Business	209	19.3
<b>Total</b>	<b>1086</b>	<b>100</b>

**Source: : Researcher’s Field work, 2024.**

Table 4.4 indicates the parental occupation type of respondents in private university students. The table shows that 160 indicating 14.7% of private universities’ parental occupation types was self-employed, 453 respondents constituting 41.7% of the total sample parental occupation are civil servant. In addition, 264 respondents constituting 24.3% of the total samples of parental occupation are working under private sector and about 209 with 19.3% parents of the private university students have their own business. Parental Occupational Type of Private University Students is very important for interpreting the influence of home related and personal factors as

determinants of career choice among Undergraduate students in Public and Private Universities in Oyo State, Nigeria.

**Table 4.6: Gender Distribution of Respondents (Public University Students)**

<b>Gender</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Male	417	54.0
Female	355	46.0
<b>Total</b>	<b>772</b>	<b>100</b>

**Source: Researcher's Field work, 2024.**

Table 4.6 above shows the gender distribution of respondents of the study. A total of 417(54.0%) respondents are male while 255 were female which constitute 46.0% of the total sample. This indicated that the male respondents is more that the female counterpart. The distribution shows a balanced participation of both male and female students which helped to draw valuable conclusions about how these factor influences career choice among Undergraduate students in Public and Private Universities in Oyo State.

**Table 4.7: Age Range Distributions of Respondents (Public University Students)**

<b>Age Range Distributions</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 20	42	5.4
20-25 years	479	62.0
26-30 years	191	24.7
Above 30 years	60	07.8
<b>Total</b>	<b>772</b>	<b>100</b>

**Source: Researcher's Field work, 2024.**

Table 4.7 provides an insight into the age range distributions of the public university respondents showing the age ranges of the participating students in the study. Table 4.7 shows that 42 indicating 5.4% are less than 20 years of age among the public universities students. In addition, 479 respondents constituting 62.0% of the total samples are between 20-25 years of age, 191 respondents constituting 24.7% are between of 26-30 years of age and 60 respondents make up

of 07.8% are above 30 years of age. Age range distribution of the respondents is very important for interpreting the influence of home related and personal factors as determinants of career choice among Undergraduate students in Public and Private Universities in Oyo State, Nigeria.

**Table 4.8: Educational Background of Parents of Public University Students**

<b>Education</b>	<b>Frequency</b>	<b>Percentages (%)</b>
NCE/OND/HND	32	4.2
Bed/BSc	350	45.3
Med/MSc	261	33.8
PhD	129	16.7
<b>Total</b>	<b>772</b>	<b>100</b>

**Source: Researcher's Field work, 2024.**

Table 4.8 shows the educational background of parents 'of public university students. The table shows that 32 indicating 4.2% public universities parents have NCE/OND/HND as educational background. In addition, 350 respondents constituting 45.3% of the total samples parents have BE.d/BS.c, 261 respondents constituting 33.8% of the total sample parents have ME.d/MS.c and 129 respondents make up of 16.7% of the total samples' parent educational background. Educational background of parents of private university students is very important for interpreting the influence of home related and personal factors as determinants of career choice among Undergraduate students in Public and Private Universities in Oyo State, Nigeria.

**Table 4.9: Number of Siblings of Public University Students**

<b>Number of Siblings</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1 – 2	260	33.7
3-5	330	42.7
6 -10	152	19.7
Above 10	30	3.9
<b>Total</b>	<b>772</b>	<b>100</b>

**Source: Researcher's Field work, 2024**

Table 4.9 indicates the number of siblings of public university students. The table shows that 260 indicating 33.7% public universities number of siblings are between 1-2, 330 respondents constituting 42.7% of the total of number of siblings are from 3 to 5 in number. 152 respondents constituting 19.7% of the total sample number of siblings are from 6-10 and 30 respondents make up of 3.9% of the total samples' number of siblings are above 10. Number of siblings of private university students is very important for interpreting the influence of home related and personal factors as determinants of career choice among Undergraduate students in Public and Private Universities in Oyo State, Nigeria.

**Table 4.10: Parental Occupational Type of Public University Students**

Parental Occupational Type	Frequency	Percentages (%)
Self Employed	54	7.0
Civil Servant	348	45.1
Private Sector	211	27.3
Business	159	20.6
<b>Total</b>	<b>772</b>	<b>100</b>

**Source: Researcher's Field work, 2024**

Table 4.10 indicates the parental occupational type of public university students. The table shows that 54 indicating 7.0% public universities parental occupational type is self employed, 348 respondents constituting 45.1% of the total sample parental occupation are civil servant. In addition, 211 respondents constituting 27.3% of the total samples of parental occupation are working under private sector and about 159 with 20.6% parents of the public university students have their own business. Parental occupational type of private university students is very important for interpreting the influence of home related and personal factors as determinants of career choice among Undergraduate students in Public and Private Universities in Oyo State, Nigeria.

## 4.2 Presentation of Results

**Research Question One: What are the Perceived Status of Career Choice of Undergraduate students in Private and Public Universities in Oyo State, Nigeria?**

**Table 4.11: Perceived Status of Career Choice of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria n = 1858**

S/N	Items	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	$\bar{x}$	Std
1.	My career choice is based on my opinion	623 (33.5%)	787 (42.4%)	156 (08.4%)	292 (15.7%)	2.94	0.653
2.	Motivation from parents facilitates my academic choice of career.	618 (33.3%)	722 (38.8%)	387 (20.8%)	131 (07.1%)	2.98	0.536
3.	The teaching methods employed by the teachers influenced my choice of career	581 (31.3%)	766 (41.2%)	230 (12.4%)	281 (15.1%)	2.42	0.534
4.	Academic discipline from my parents facilitate my career choice	630 (33.9%)	696 (37.5%)	421 (22.7%)	111 (05.9%)	2.72	0.502
5.	Peer group influenced my career choice	753 (40.5%)	673 (36.2%)	321 (17.3%)	111 (05.9%)	2.63	0.532
6.	I desire most of the things my friends does and it prompt my career choice	724 (38.9%)	892 (48.0%)	224 (12.1%)	18 (0.9%)	3.06	0.656
7.	My parents brought to my notice the career choice they intend for me	620 (33.4%)	566 (30.5%)	654 (35.2%)	18 (0.9%)	2.96	0.649
8.	My academic ability influence my decisions about my future career and lifestyle	700 (37.7%)	781 (42.0%)	238 (12.8%)	139 (07.5%)	2.86	0.789
9.	Motivation from role model facilitate my career choice	543 (29.2%)	754 (40.6%)	500 (26.9%)	61 (03.3%)	3.75	0.642
10.	My family siblings facilitates mine choice of career in the university	654 (35.2%)	523 (28.1%)	381 (20.5%)	300 (16.2%)	3.32	0.682
<b>Weighted Mean/Std</b>						<b>2.96</b>	<b>0.618</b>

Source: Researcher's Field work, 2024

**KEY:** SD = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.Dev = Standard Deviation

**Decision Rule:** 0 – 1.49 = Very Low, 1.50 – 2.49 = Low, 2.5 – 3.49 = High, 3.50 – 4.0 = Very High

From table 4.11, the first statement indicates that 33.5% of respondents strongly agreed that students' career choice is based on their opinion into the private and public university.

Additionally, 42.4% responded "Agree", 08.4% responded "Disagree" and 15.7% responded "Strongly Disagree." The mean for this statement is 2.94 with a standard deviation of 0.653. The second statement which states that motivation from parents facilitates my academic choice of career. The responses include 33.3% "Strongly Agree," 38.8% "Agree," 20.8% "Disagree," and 07.1% "Strongly Disagree." The mean for this statement is 2.98 with a standard deviation of 0.536. The third statement reveals that the teaching methods employed by the teachers influenced my choice of career. The responses include 31.3% "Strongly Agree," 41.2% "Agree", 12.4% "Disagree," and 15.1% "Strongly Disagree." The mean for this statement is 2.42 with a standard deviation of 0.534. The fourth statement suggests that academic discipline from my parents facilitate my career choice in the university.

The responses include 33.9% "Strongly Agree," 37.5% "Agree", 22.7% "Disagree," and 05.9% "Strongly Disagree." The mean for this statement is 2.72 with a standard deviation of 0.502. The fifth statement suggests that peer group influenced my career choice academic in the university. The responses include 40.5% "Strongly Agree," 36.2% "Agree", 17.3% "Disagree," and 05.9% "Strongly Disagree." The mean for this statement is 2.63 with a standard deviation of 0.532. The sixth statement shows that I desire most of the things my friend does and it prompts my career choice in the university. The responses include 38.9% "Strongly Agree," 48.0% "Agree", 12.1% "Disagree," and 09.0% "Strongly Disagree." The mean for this statement is 2.98 with a standard deviation of 0.656. The seventh statement shows that my parents brought to my notice the career choice they intend for me in the university. The responses include 33.4% "Strongly Agree," 30.5% "Agree", 35.2% "Disagree," and 09.0% "Strongly Disagree." The mean for this statement is 3.98 with a standard deviation of 0.649. The eighth statement shows that my academic ability influenced my decisions about my future career and lifestyle in the university.

The responses include 37.7% "Strongly Agree," 42.0% "Agree", 12.8% "Disagree," and 07.5% "Strongly Disagree." The mean for this statement is 2.86 with a standard deviation of 0.789. The ninth statement which states that motivation from role model facilitates my career choice. The responses include 29.2% "Strongly Agree," 40.6% "Agree," 26.9% "Disagree" and 03.3% "Strongly Disagree." The mean for this statement is 3.75 with a standard deviation of 0.536. The tenth statement states that my family sibling facilitates my choice of career in the university. The responses include 35.2% "Strongly Agree," 28.1% "Agree," 20.5% "Disagree" and 16.2% "Strongly Disagree." The mean for this statement is 3.32 with a standard deviation of 0.682.

The overall weighted mean and standard deviation for the career choice of undergraduate students in private and public universities in Oyo State, Nigeria are 2.96 and 0.618 respectively. Therefore according to the data provided and decision rule, it was concluded that career choice of undergraduate students in private and public universities in Oyo State, Nigeria is high.

**Research Question Two: What is the level of Personal Factors (ability to adapt, assertiveness and beliefs and attitudes) among Undergraduate Students in Public and Private Universities in Oyo State, Nigeria?**

**Table 4.12: Level of Personal factors of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria**  
n = 1858

S/N	Items (I)	Always (4)	Seldom (3)	Rarely (2)	Never (1)	$\bar{x}$	Std
1.	can quickly adapt to new assignments or projects, even if they are outside my comfort zone.	704 (38.0%)	687 (37.5%)	356 (19.2%)	155 (08.3%)	3.11	0.643

2.	can effectively adapt to different teaching methods and approaches used by various instructors	818 (44.0%)	722 (38.8%)	207 (11.2%)	111 (06.0%)	3.25	0.365
.3.	adapt well to working and collaborating with classmates from diverse backgrounds and cultures	781 (42.0%)	866 (46.6%)	200 (10.4%)	11 (01.0%)	2.82	0.544
4.	feel comfortable sharing my opinions and ideas in class discussions or group projects	630 (33.9%)	896 (48.2%)	300 (16.1%)	32 (01.7%)	2.96	0.622
5.	Am confident in asking my teachers or peers for help when I don't understand something.	753 (40.5%)	773 (41.7%)	332 (17.8%)	00 (00.0%)	3.27	0.582
6.	Can initiate conversations with new people or potential friends without feeling overly anxious."	892 (48.0%)	624 (33.6%)	302 (16.3%)	40 (02.1%)	2.98	0.830
7.	think my personal beliefs and values influence my career choices	866 (46.6%)	520 (27.9%)	354 (19.1%)	118 (0.64%)	2.95	0.859
8.	have experienced some gender-related biases or stereotypes that affected career decision	800 (43.1%)	781 (42.0%)	238 (12.8%)	39 (02.1%)	2.69	0.785
9.	made my career decision based on cultural or religious beliefs	754 (40.6%)	543 (29.2%)	323 (17.4%)	239 (12.8%)	2.42	0.561
10.	have had the course to changed my career path due to a shift in my personal attitudes or beliefs	654 (35.2%)	533 (28.7%)	424 (22.8%)	247 (13.3%)	3.19	0.543
<b>Weighted Mean/Std</b>						<b>2.96</b>	<b>0.633</b>

**Source: Researcher's Field work, 2024**

**KEY:** A = Always (4), O = Often (3), R = Rarely (2) and N= Never (1); S. Dev = Standard Deviation

**Decision Rule:** 0 – 1.49 = Very Low, 1.50 – 2.49 = Low, 2.5 -3.49 =High, 3.50 – 4.0 = Very High

From table 4.12, the first statement indicates that 38.0% of respondents “Always” that I can quickly adapt to new assignments or projects, even if they are outside my comfort zone. Moreover, 37.5% responded "Seldom" 19.2% responded “Rarely” and 08.3% responded

"Never." The mean for this statement is 3.11 with a standard deviation of 0.643. The second statement states that i can effectively adapt to different teaching methods and approaches used by various instructors. The responses include 44.0% "Always," 38.8% "Seldom," 11.2% "Rarely," and 06.0% "Never." The mean for this statement is 3.25 with a standard deviation of 0.365. The third statement reveals that I adapt well to working and collaborating with classmates from diverse backgrounds and cultures. The responses include 42.0% "Always," 46.6% "Seldom," 10.4% "Rarely," and 01.0% "Never." The mean for this statement is 3.82 with a standard deviation of 0.544.

The fourth statement suggests that I feel comfortable sharing my opinions and ideas in class discussions or group projects. The responses include 33.9% "Always," 48.2% "Seldom," 16.1% "Rarely," and 01.7% "Never." The mean for this statement is 2.96 with a standard deviation of 0.622. The fifth statement suggests that i am confident in asking my teachers or peers for help when I don't understand something. The responses include 40.5% "Always," 41.7% "Seldom," 17.8% "Rarely," and 00.0% "Never." The mean for this statement is 3.27 with a standard deviation of 0.582. The sixth statement shows that i can initiate conversations with new people or potential friends without feeling overly anxious. The responses include 48.0% "Always," 33.6% "Seldom," 16.3% "Rarely," and 02.1% "Never."The mean for this statement is 2.98with a standard deviation of 0.830.The seventh statement shows that I think my personal beliefs and values influence my career choices. The responses include 46.6% "Always," 27.9% "Seldom," 19.1% "Rarely," and 06.4% "Never."The mean for this statement is 2.95 with a standard deviation of 0.859.The eighth statement shows that I have experienced some gender-related biases or stereotypes that affected career decision. The responses include 43.1” Always,

“27.9%” Seldom, “19.1%” Rarely and 06.4% "Never." The mean for this statement is 2.86 with a standard deviation of 0.789.

The ninth statement which states that i made my career decision based on cultural or religious belief. The responses include 40.6%"Always," 29.2% "Seldom,"17.4% "Rarely," and 12.8% "Never." The mean for this statement is 2.42 with a standard deviation of 0.561. The tenth statement states that I have had the course to changed my career path due to a shift in my personal attitudes or beliefs. The responses include 35.2%"Always," 28.7% "Seldom,"22.8% "Rarely," and 13.3% "Never" The mean for this statement is 3.19with a standard deviation of 0.543.

The overall weighted mean and standard deviation for the personal factors (ability to adapt, assertiveness and believes and attitudes) among undergraduates in public and private Universities in Oyo State, Nigeria are 2.96 and 0.633 respectively. Therefore according to the data provided and decision rule, it was concluded that personal factors (ability to adapt, assertiveness and believes and attitudes) among undergraduates in public and private Universities in Oyo State, Nigeria is high.

**Research Question Three: What is the perceived status of Home-related Factors of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria?**

**Table 4.13: Perceived Status of Home – Related Factors of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria**

**n = 1858**

S/N	Items	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	$\bar{x}$	Std
1.	My parents encouraged me to pursue a particular educational or career path based on their own experiences	634 (34.1%)	768 (41.3%)	306 (16.5%)	150 (08.1%)	3.01	0.629
2.	I feel pressure to achieve a higher level of education than my parents did	518 (27.9%)	822 (44.2%)	318 (17.1%)	200 (10.8%)	3.03	0.753
3.	My parents provided financial support or guidance related to my education and career choices	681 (36.7%)	866 (46.6%)	170 (09.1%)	141 (07.6%)	2.99	0.328
4.	My family's income level has affected my career aspirations	730 (39.3%)	796 (42.8%)	221 (11.9%)	111 (06.0%)	2.98	0.654
5.	I think my family's occupation or profession influenced my choice of career or field of study	453 (24.3%)	404 (21.7%)	521 (28.0%)	480 (26.0%)	2.82	0.621
6.	My Parents financial considerations played a significant role in my career decision	424 (22.9%)	892 (48.0%)	324 (17.4%)	218 (11.7%)	3.08	0.832
7.	I believe that individuals from different income backgrounds have equal opportunities in pursuing their desired careers	420 (22.6%)	566 (30.5%)	454 (24.4%)	418 (22.5%)	2.58	0.639
8.	growing up in a larger or smaller family has affected my interpersonal skills and career aspirations	630 (33.9%)	581 (31.3%)	438 (23.6%)	209 (11.2%)	2.89	0.801
9.	I considered my family size while I am making decision about my future career	523 (28.1%)	754 (40.7%)	443 (23.8%)	138 (07.4%)	2.75	0.710
10.	I believed that my parents educational background has influenced my career aspirations or choices	654 (35.3%)	623 (33.5%)	324 (17.4%)	257 (13.8%)	3.59	0.642
<b>Weighted Mean/Std</b>						<b>2.97</b>	<b>0.654</b>

**Source: Researcher's Field work, 2024**

**KEY:** A = Always (4), O = Often (3), R = Rarely (2) and N= Never (1); S. Dev = Standard Deviation

**Decision Rule:** 0 – 1.49 = Very Low, 1.50 – 2.49 = Low, 2.5 -3.49 =High, 3.50 – 4.0 = Very High

From table 4.13, the first statement indicates that 34.1% of respondents “strongly agreed” that my parents encouraged me to pursue a particular educational or career path based on their own experiences. 41.3% responded "Agree", 16.5% responded “Disagree” and 08.1% responded "Strongly Disagree." The mean for this statement is 3.01 with a standard deviation of 0.629. The second statement which states that I feel pressure to achieve a higher level of education than my parents did. The responses include 27.9% "Strongly Agree," 44.2% "Agree," 17.1% "Disagree," and 10.8% "Strongly Disagree." The mean for this statement is 3.03 with a standard deviation of 0.753. The third statement reveals that my parents provided financial support or guidance related to my education and career choices. The responses include 36.7% "Strongly Agree," 46.6% “Agree”, 09.1% "Disagree," and 07.6% "Strongly Disagree." The mean for this statement is 2.99 with a standard deviation of 0.328. The fourth statement shows that my family's income level has affected my career aspirations. The responses include 39.3% "Strongly Agree," 42.8% “Agree”, 11.9% "Disagree," and 06.0% "Strongly Disagree." The mean for this statement is 2.98 with a standard deviation of 0.654.

The fifth statement suggests that I think my family's occupation or profession influenced my choice of career or field of study. The responses include 24.3% "Strongly Agree," 21.7% “Agree”, 28.0% "Disagree," and 26.0% "Strongly Disagree." The mean for this statement is 2.82 with a standard deviation of 0.621.

The sixth statement shows that my parents’ financial considerations played a significant role in my career decision. The responses include 22.9% "Strongly Agree," 48.0% “Agree”, 17.4% "Disagree," and 11.7% "Strongly Disagree." The mean for this statement is 3.08 with a standard deviation of 0.832. The seventh statement shows that I believe that individuals from

different income backgrounds have equal opportunities in pursuing their desired careers. The responses include 22.6% "Strongly Agree," 30.5% "Agree", 24.4% "Disagree," and 22.5% "Strongly Disagree." The mean for this statement is 2.58 with a standard deviation of 0.639. The eighth statement shows that growing up in a larger or smaller family has affected my interpersonal skills and career aspirations. The responses include 33.9% "Strongly Agree," 31.3% "Agree", 23.6% "Disagree," and 11.2% "Strongly Disagree." The mean for this statement is 2.89 with a standard deviation of 0.801. The ninth statement states that I considered my family size while I am making decision about my future career. The responses include 28.1% "Strongly Agree", 40.7% "Agree," 23.8 %, "Disagree and "07.4% "Strongly Disagree." The mean for this statement is 2.75 with a standard deviation of 0.701.

The tenth statement states that I believed that my parents' educational background has influenced my career aspirations or choices. The responses include 35.3% "Strongly Agree," 33.5 % "Agree," 17.4%, "Disagree and "13.8% "Strongly Disagree." The mean for this statement is 3.59 with a standard deviation of 0.642. The overall weighted mean and standard deviation for the home – related factors of undergraduate students in private and public universities in Oyo State, Nigeria are 3.42 and 0.654 respectively.

Therefore according to the data provided and decision rule, it was concluded that perceived status of home – related factors of undergraduate students in private and public universities in Oyo State, Nigeria is high.

### **4.3 Test of Hypotheses**

**H<sub>01a</sub>:** There will be no significant combined influence of personal factors (gender, beliefs and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate in private Universities in Oyo State, Nigeria.

**Table 4.14: Model Summary of Combined Significant Influence of Personal Factors (gender, believes and attitudes, ability to adapt and assertiveness) and Home-Related Factors (parental education, family income, parental occupation and family size) on Career Choice among Undergraduate Students in Private Universities in Oyo State, Nigeria.**

**Model Summary**

R = 0.324

R Square = 0.105

Adjusted R Square = 0.563

Std. Error of the Estimate = 1.4276

**Anova<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig. Value
1	Regression	184.321	8	23.04	7.162	.005
	Residual	3535.251	1077	3.282		
	<b>Total</b>	<b>3719.572</b>	<b>1085</b>			

a. Dependent Variable: Career Choice Among Private University Students

**b. Predictors:** (Constant), Parental Education, Family Income, Parental Occupation, Family Size, Gender, Believes and Attitudes, Ability to adapt and Assertiveness

**Source: Researcher's Field work, 2024**

F-value is significant at 0.05\*

Table 4.14 shows a significant combined influence of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in private Universities in Oyo State, Nigeria. It also shows the model summary of multiple regression analysis for the composite contribution of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in private Universities in Oyo State, Nigeria.

From the Table 4.14, the F- value is significant at the p-value = 0.005 (F= 7.162, P<0.05) which is less than 0.05 and highly significant at (F<sub>8, 1078</sub>= 7.162; P < 0.05) at 95%confidence level. The F-test therefore rejects the null hypothesis and it can be concluded that there exists

variation on career choice among undergraduate students in private Universities in Oyo State, Nigeria due to personal factors and home-related factors. It implies that personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) significantly influence career choice among undergraduate students in private Universities in Oyo State, Nigeria. Moreover, the level of significance of the F-statistics means that the regression model is a good fit of the data. Also, the model summary shows the  $R^2$  value of 0.105 which implies that 53.1% variation on career choice among undergraduate students in private Universities in Oyo State, Nigeria (dependent variable) could be explained by the independent variables (personal factors and home-related factors). The remaining 46.9% is explained by other factors outside the model and the error term. The adjusted  $R^2$  value shows that 0.563 (56.3%) of the variance in on career choice among undergraduate students in private Universities is explained only by the independent variables which are to be kept in the model.

**H<sub>01b</sub>:** There will be no significant combined influence of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in Public Universities in Oyo State, Nigeria.

**Table 4.15: Model Summary of Combined Significant Influence of Personal Factors (gender, believes and attitudes, ability to adapt and assertiveness) and Home-Related Factors (parental education, family income, parental occupation and family size) on Career Choice among Undergraduate Students in Public Universities in Oyo State, Nigeria.**

**Model Summary**

R = 0.726

R Square = 0.527

Adjusted R Square = 0.763

Std. Error of the Estimate = 1.3996

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**Anova<sup>a</sup>**

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Model		Sum of Squares	df	Mean Square	F	Sig. Value
1	Regression	184.321	8	23.04	4.577	.005
	Residual	12865.623	763	.685		
	<b>Total</b>	<b>13049.944</b>	<b>771</b>			

a. Dependent Variable: Career Choice Among Public University Students

**b. Predictors:** (Constant), Parental Education, Family Income, Parental Occupation, Family Size, Gender, Believes and Attitudes, Ability to adapt and Assertiveness

**Source: Researcher's Field work, 2024.**

F-value is significant at 0.05\*

Table 4.15: shows a model summary of combined significant influence of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in public universities in Oyo State, Nigeria. The table shows the model's R value, R-squared value, adjusted R-squared value, and standard error of the estimate. With this model, R value of 0.726 indicates that there is a positive correlation between the predictors and the dependent variable (career choice among undergraduate students in public Universities). The R-square value of 0.527 indicates an approximation of 75.1% of the variance in career choice of public undergraduate students can be explained by the combined influence of the predictors. The remaining 24.9% is explained by other factors outside the model and the error term. The adjusted R-squared value of 0.763 takes into account the number of predictors and adjusts the R-squared value accordingly. The F- value is significant at the p-value = 0.005 (F= 4.557, P<0.05) which is less than 0.05 and highly significant at ( $F_{8, 763} = 4.557 (< 0.05)$ ) at 95%confidence level. The F-test therefore rejects the null hypothesis and it can be concluded that there exists variation on career choice among undergraduate students in public Universities in Oyo State, Nigeria due to personal factors and home-related factors. In all, based on the model summary and ANOVA,

there is significant combined influence of personal factors and home-related factors on career choice among undergraduate students in public universities in Oyo State, Nigeria.

**H<sub>0</sub>2a:** There is no significant relative influence of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in Private Universities in Oyo State, Nigeria.

**Table 4:16a: Coefficients of Multiple Regression for the relative influence of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in private Universities in Oyo State, Nigeria.**  
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
1 (Constant)	2.351	7.114		.127	.000
Believes and Attitude	.214	.420	.215	2.128	.000
Ability to adapt	.242	.154	.102	1.403	.000
Gender	.271		.214	1.241	.005
Assertiveness	.012	.224	.210	1.135	.001
Parental Education	.302	.325	.252	2.613	.005
Family Income	.122	.231	.034	1.321	.000
Parental Occupation	.231	.253	.204	2.108	.000
Family Size	.033	.134	.241	0.134	.005

**Dependent Variable:** Career choice among undergraduate students in private Universities  
**Source:** Researcher's Field work, 2024

Table 4.16 shows the coefficients of multiple regression analysis for the relative influence of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in private Universities in Oyo State, Nigeria. The table shows that the beta coefficient ( $\beta$ ) and t-values for believes and attitude ( $\beta = .214$ ;  $t = 2.128$ ; Significance = .000), ability to adapt ( $\beta = .242$ ;  $t = 1.403$ ; Significance = .000), gender ( $\beta = .271$ ;  $t =$

1.241; Significance = .005), assertiveness ( $\beta = .012$ ;  $t = 1.135$ ; Significance = .001), Parental Education ( $\beta = .302$ ;  $t = 2.613$ ; Significant = .005), Family Income ( $\beta = .122$ ;  $t = 1.321$ ; Significant = .005), Parental Occupation ( $\beta = .213$ ;  $t = 2.108$ ; Significant = .005), Family Size ( $\beta = .033$ ;  $t = 0.134$ ; Significant = .005), are significant at  $P > 0.05$ . Therefore, the results show that the differences in career choice among undergraduate students in private Universities in Oyo State, Nigeria can be explained by personal factors and home related factors, which means they are needed in the model. It means that personal factors and home related factors had a positive influence on career choice among undergraduate students in private Universities in Oyo State, Nigeria. The empirical value of the F-value, which was calculated, is 4.127, which is significant at  $p = 0.001$ , then we can say that the F-value is statistically significant. The independent variables (personal factors and home related factors) statistically and significantly influence the dependent variable (career choice among undergraduate students in private Universities in Oyo State). Therefore, personal factors and home-related factors on career choice among undergraduate students in private Universities in Oyo State, Nigeria are statistically significant.

**H<sub>02b</sub>:** There is no significant relative influence of personal factors (gender, beliefs and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in Public Universities in Oyo State, Nigeria.

**Table 4:16b: Coefficients of Multiple Regression for the relative influence of personal factors (gender, beliefs and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in public Universities in Oyo State, Nigeria.**

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.021	5.024		.127	.000
Believes and Attitude	.044	.120	.170	2.100	.000
Ability to adapt	.165	.151	.202	1.203	.001
Gender	.231	.064	.234	1.171	.005
Assertiveness	.022	.125	.100	1.235	.001
Parental Education	.102	.361	.102	2.213	.005
Family Income	.132	.233	.034	2.111	.005
Parental Occupation	.216	.160	.401	2.204	.000
Family Size	.042		.161	0.434	.005

**Dependent Variable:** Career choice among undergraduate students in public Universities

**Source:** Researcher's Field work, 2024.

Table 4.16b shows the coefficients of multiple regression analysis for the relative influence of personal factors (gender, believes and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in private Universities in Oyo State, Nigeria. The table shows that the beta coefficient ( $\beta$ ) and t-values for believes and attitude ( $\beta = .214$ ;  $t = 2.128$ ; Significance = .000), ability to adapt ( $\beta = .242$ ;  $t = 1.403$ ; Significance = .000), gender ( $\beta = .271$ ;  $t = 1.241$ ; Significance = .005), assertiveness ( $\beta = .012$ ;  $t = 1.135$ ; Significance = .001), Parental Education ( $\beta = .302$ ;  $t = 2.613$ ; Significant = .005), Family Income ( $\beta = .122$ ;  $t = 1.321$ ; Significant = .005), Parental Occupation ( $\beta = .213$ ;  $t = 2.108$ ; Significant = .005), Family Size ( $\beta = .033$ ;  $t = 0.134$ ; Significant = .005), are significant at  $P > 0.05$ . Therefore, the results show that the differences in career choice among undergraduate students in private Universities in Oyo State, Nigeria can be explained by personal factors and home related factors, which means they are needed in the model. It means that personal factors and home related factors had a positive influence on career choice among undergraduate students in private Universities in Oyo State, Nigeria. The empirical value of the F-value, which was calculated, is 4.127, which is significant

at  $p=0.001$ , then we can say that the F-value is statistically significant. The independent variables (personal factors and home related factors) statistically and significantly influence the dependent variable (career choice among undergraduate students in private Universities in Oyo State). Therefore, personal factors and home-related factors on career choice among undergraduate students in private Universities in Oyo State, Nigeria are statistically significant.

### **4.3 Discussion of Findings**

This study was carried out on personal factors and home-related factors on career choice among undergraduate students in public and private Universities in Oyo State, Nigeria. In this study, respondents' demographic information was analyzed, six objectives consisting of three research questions and three null hypotheses were tested. This section discusses the findings of the study, compares and contrasts of the findings with that of previous studies.

The students' demographic of private universities showed that 550 (50.6%) respondents are male while 536 were female which constitute 49.4% of the total sample. Additionally, about 43 indicating 4.0% are less than 20 years of age among the private universities students. In addition, 579 respondents constituting 53.3% of the total samples are between 20-25 years of age, 314 respondents constituting 28.9% are between of 26-30 years of age and 150 respondents make up of 13.8% are above 30 years of age. Moreover, about 130 indicating 12.0% private universities parents have NCE/OND/HND as educational background. In addition, 520 respondents constituting 43.0% of the total samples parents have BE.d/BS.c, 311 respondents constituting 28.7% of the total sample parents have ME.d/MS.c and 125 respondents make up of 11.3% of the total samples' parent educational background are PhD. It also revealed that shows about 560 indicating 51.7% private universities number of siblings are between 1-2, 324 respondents constituting 29.6% of the total of number of siblings are from 3 to 5 in number. 123 respondents

constituting 11.4% of the total sample number of siblings are from 6-10 and 79 respondents make up of 07.3% of the total samples' number of siblings are above 10.

On the aspect of the Public universities students, it shows that a total of 417(54.0%) respondents are male while 355 were female which constitute 46.0% of the total sample. It also shows that 42 indicating 5.4% are less than 20 years of age among the public universities students. In addition, 479 respondents constituting 62.0% of the total samples are between 20-25 years of age, 191 respondents constituting 24.7% are between of 26-30 years of age and 60 respondents make up of 07.8% are above 30 years of age. Moreover, it shows that 32 indicating 4.2% public universities parents have NCE/OND/HND as educational background. In addition, 350 respondents constituting 45.3% of the total samples parents have BE.d/BS.c, 261 respondents constituting 33.8% of the total sample parents have ME.d/MS.c and 129 respondents make up of It also reveal that 16.7% of the total samples' parent educational background.260 indicating 33.7% public universities number of siblings are between 1-2, 330 respondents constituting 42.7% of the total of number of siblings are from 3 to 5 in number.152 respondents constituting 19.7% of the total sample number of siblings are from 6-10 and 30 respondents make up of 3.9% of the total samples' number of siblings are above 10. This result is supported by the work on “Opt-out choice framing attenuates gender differences in the decision to compete in the laboratory and in the field” that most of the students in public and private universities are females, their parents' educational background and number of siblings<sup>1</sup>. Moreover, a study on “EFL Female Teachers' and Students' Experiences of Gender Discrimination in Rural Nepali Schools” also render supports to the above results that most of the students in public and private universities are females, their parents educational background and number of siblings<sup>2</sup>.

Findings from research question one showed that the status of “Career Choice of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria is very high. A study carried out on “Career mobility from associate to full professor in academia: micro-political practices and implicit gender stereotypes” confirms the above result by revealing high level of career choice of undergraduate students in private and public universities in Oyo State , Nigeria<sup>3</sup>.

Research question two reveals that the level of personal factors among undergraduates in public and private Universities in Oyo State, Nigeria in term of ability to adapt, assertiveness and believes and attitudes is at high level. A study on “Understanding Contextual and Personality-Related Factors Predicting Student Career Certainty in Work Placement Learning”reported a high level of assertiveness and ability to adapt among public and private university undergraduate students in Oyo State, Nigeria<sup>4</sup>.Moreover, the result is in agreement with a study on“Type of Personality in Making Career Decisions Based on the John L Holland Theory” reported a high level of believes and attitude and ability to adapt among public and private university undergraduate students in Oyo State, Nigeria<sup>5</sup>.

Research question three reveals that the status of home-related factors of undergraduate students in private and public Universities in Oyo State, Nigeria in term of parental education, family income, parental occupation, family size, gender is high relatively. This study agrees with the study on the “The Role of Parent Educational Attainment in Parenting and Children’s Development” which reported a high involvement of the parents towards the undergraduate students’ career choice in Oyo State universities<sup>6</sup>. In addition, the result was in line with a study titled “Family Income, Parental Education and Chinese Preschoolers’ Cognitive School Readiness: Authoritative Parenting and Parental Involvement as Chain Mediators” also revealed a high level of parental education background as well as financial income of the parents towards

the career choice of undergraduate students into private and public universities in Oyo State, Nigeria<sup>7</sup>.

Hypothesis one revealed a significant combined influence of personal factors (gender, beliefs and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in Public Universities in Oyo State, Nigeria ( $F_{8, 763} = 4.557$ ;  $P < 0.05$ ). This result corroborate the report of a study which revealed that Family Background have Influence on the Choice of Careers in Home Science Education Programme<sup>8</sup>. The result is also supported by the findings of a study “Career Adaptability and Career Decision Self-Efficacy as Mediators on career choice” which reported that self-efficacy influence has a joint prediction on career choice of public university undergraduate<sup>9</sup>.

In the same vein, hypothesis one revealed a significant combined influence of personal factors (gender, beliefs and attitudes, ability to adapt and assertiveness) and home-related factors (parental education, family income, parental occupation and family size) on career choice among undergraduate students in Private Universities in Oyo State, Nigeria ( $F_{8, 1078} = 3.217$ ;  $P < 0.05$ ). This result corroborates the report of a study “Interpersonal factors affecting adolescents’ career exploration in Pakistan which reported that personal factors influence the career choice of undergraduate students in the university<sup>10</sup>. The result is also supported by the findings of a study “Gender and Socioeconomic Status as Factors of Individual Differences in Pre-University Students’ Decision-Making for Careers, with a Focus on Family Influence and Psychosocial Factors” which reported that gender, family influence; family income has a joint influence on decision –making for careers choice of students in private universities<sup>11</sup>. Although the two studies were carried out at different geographical locations, their findings may be similar because

they both have choice of career of both private and public universities and tend to have similar characteristics.

Hypothesis two revealed that all the indices have individual or significant relative influence on career choice among undergraduate students in private Universities, this implies that believes and attitude ( $\beta = .214$ ;  $t = 2.128$ ; Significance = .000), ability to adapt ( $\beta = .242$ ;  $t = 1.403$ ; Significance = .000), gender ( $\beta = .271$ ;  $t = 1.241$ ; Significance = .005), assertiveness ( $\beta = .012$ ;  $t = 1.135$ ; Significance = .001), Parental Education ( $\beta = .302$ ;  $t = 2.613$ ; Significant = .005), Family Income ( $\beta = .122$ ;  $t = 1.321$ ; Significant = .005), Parental Occupation ( $\beta = .213$ ;  $t = 2.108$ ; Significant = .005), Family Size ( $\beta = .033$ ;  $t = 0.134$ ; Significant = .005), are significant at  $P > 0.05$  all have significant relative influence on career choice among undergraduate students in private universities. This finding agreed with that of a study which reported that parental education as well as the parental occupation has a significant relative prediction respectively on the career choice of undergraduate students in private universities in Oyo State, Nigeria<sup>12</sup>. In addition, the result corroborates the report of a researcher which revealed that family income have significant individual influence on the students' choice of career<sup>13</sup>. Furthermore, the result is also supported by the findings of a study on "Career adaptability and career success in the context of a broader career resources framework" on students' career choice which reported that ability to adapt have significant influence on the students 'choice of career in private universities in Oyo State , Nigeria<sup>14</sup>. Also, a researcher reported that assertiveness program have individual significant influence on students' choice of career in private universities<sup>15, 16</sup>.

In the same vein, hypothesis two revealed that all the indices have individual or significant relative influence on career choice among undergraduate students in public Universities, this implies that believes and attitude ( $\beta = .214$ ;  $t = 2.128$ ; Significance = .000), ability to adapt ( $\beta$

=.242;  $t = 1.403$ ; Significance =.000), gender ( $\beta = .271$ ;  $t = 1.241$ ; Significance =.005), assertiveness ( $\beta = .012$ ;  $t = 1.135$ ; Significance =.001), Parental Education ( $\beta = .302$ ;  $t = 2.613$ ; Significant = .005), Family Income ( $\beta = .122$ ;  $t = 1.321$ ; Significant = .005), Parental Occupation ( $\beta = .213$ ;  $t = 2.108$ ; Significant = .005), Family Size ( $\beta = .033$ ;  $t = 0.134$ ; Significant = .005), are significant at  $P > 0.05$ . This finding agreed with that of a study which reported that parental education as well as the parental occupation has a significant relative prediction respectively on the career choice of undergraduate students in private universities in Oyo State, Nigeria<sup>12</sup>. In addition, the result corroborates the report of a researcher which revealed that family income have significant individual influence on the students' choice of career<sup>13</sup>. Furthermore, the result is also supported by the findings of a study on "Career adaptability and career success in the context of a broader career resources framework" on students' career choice which reported that ability to adapt have significant influence on the students 'choice of career in private universities in Oyo State, Nigeria<sup>14</sup>. Moreover, a researcher asserted that parental' beliefs and attitude have a singular significant influence on students 'career choice in public universities in Oyo State, Nigeria<sup>17</sup>.

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## **Chapter Five**

### **Conclusion**

This chapter presents the summary of findings, conclusion, recommendations, contributions to knowledge and suggested areas of further research.

## 5.1 Summary of Findings

This study was implemented to home-related factors and personal factors as determinants of career choice among undergraduate students in private and public Universities in Oyo State, Nigeria. The results revealed that 550(50.7%) respondents are male while 536 were female which constitute 49.3% of the total sample. Additionally, about 43 indicating 04.0% are less than 20 years of age among the private universities students. In addition, 579 respondents constituting 53.5% of the total samples are between 20-25 years of age, 314 respondents constituting 28.7% are between of 26-30 years of age and 150 respondents make up of 13.8% are above 30 years of age. Moreover, about 130 indicating 12.0% private universities parents have NCE/OND/HND as educational background. In addition, 520 respondents constituting 43.0% of the total samples parents have BE.d/BS.c, 311 respondents constituting 28.7% of the total sample parents have ME.d/MS.c and 125 respondents make up of 11.3% of the total samples' parent educational background are PhD. It also revealed that shows about 560 indicating 51.7% private universities number of siblings are between 1-2, 324 respondents constituting 29.6% of the total of number of siblings are from 3 to 5 in number. 123 respondents constituting 11.4% of the total sample number of siblings are from 6-10 and 79 respondents make up of 07.3% of the total samples' number of siblings are above 10.

On the aspect of the Public universities students, it shows that a total of 417(54.0%) respondents are male while 255 were female which constitute 46.0% of the total sample. It also shows that 42 indicating 05.5% are less than 20 years of age among the public universities students. In addition, 479 respondents constituting 62.0% of the total samples are between 20-25 years of age, 191 respondents constituting 24.7% are between of 26-30 years of age and 60 respondents make up of 07.8% are above 30 years of age. Moreover, it shows that 32 indicating 04.1% public

universities parents have NCE/OND/HND as educational background. In addition, 350 respondents constituting 45.3% of the total samples parents have BE.d/BS.c, 261 respondents constituting 33.8% of the total sample parents have ME.d/MS.c and 129 respondents make up of It also reveal that 16.7% of the total samples' parent educational background.260 indicating 33.7% public universities number of siblings are between 1-2, 330 respondents constituting 42.7% of the total of number of siblings are from 3 to 5 in number.152 respondents constituting 19.7% of the total sample number of siblings are from 6-10 and 30 respondents make up of 03.9% of the total samples' number of siblings are above 10.

Research questions showed high level of career choice of undergraduate students in private and public universities ( $\bar{x} = 3.51$ ) and high level of personal factors in terms of gender, believes and attitude, ability to adapt and assertiveness of undergraduate students in private and public universities ( $\bar{x} = 3.19$ ). Furthermore, it revealed that home-related factors such as parental education, family income, parental occupation and family size is at high level connecting with career choice of undergraduate students in private and public universities ( $\bar{x} = 3.42$ )

Hypotheses revealed a significant combined influence of home-related factors (parental education, family income, parental occupation and family size) and personal factors (gender, believes and attitude, ability to adapt and assertiveness) on career choice of undergraduate students in private and public universities in Oyo State ( $F_{8, 1078} = 3.217$ ;  $P < 0.05$ ). Moreover, believes and attitude ( $\beta = .214$ ;  $t = 2.128$ ; Significance = .000), ability to adapt ( $\beta = .242$ ;  $t = 1.403$ ; Significance = .000), gender ( $\beta = .271$ ;  $t = 1.241$ ; Significance = .005), assertiveness ( $\beta = .012$ ;  $t = 1.135$ ; Significance = .001), Parental Education ( $\beta = .302$ ;  $t = 2.613$ ; Significant = .005), Family Income ( $\beta = .122$ ;  $t = 1.321$ ; Significant = .005), Parental Occupation ( $\beta = .213$ ;  $t = 2.108$ ; Significant = .005), Family Size ( $\beta = .033$ ;  $t = 0.134$ ; Significant = .005) all have significant

relative influence on career choice of undergraduate students in private and public universities in Oyo State

## **5.2 Conclusion**

This findings of this study revealed a high level of career choice of undergraduate students in private and public universities and high level of personal factors in terms of gender, believes and attitude, ability to adapt and assertiveness of undergraduate students in private and public universities. Furthermore, it revealed that home-related factors such as parental education, family income, parental occupation and family size is at high level connecting with career choice of undergraduate students in private and public universities. In addition, parental education, family income, parental occupation and family size, gender, believes and attitude, ability to adapt and assertiveness all have relative influence on career choice of undergraduate students in private and public universities in Oyo State, Nigeria.

## **5.3 Recommendations**

Recommendations were made on the basis of the findings of this study as follows:

1. Students should be encouraged on the areas of choice of career. Orientations should be carried out periodically for students with the aim of improving their self – efficacy.

2. Parent should ensure that students have positive interaction in term of parent occupation, family size, family income in which this can improve their career choice in the university.
3. Ability to adapt of the undergraduate students should be treated properly as their career choice is both affected similarly by home-related factors and personal factors.
4. There should be improvement on the issue of personal factors in term of believe, ability to adapt as well as assertiveness on the undergraduate students.

#### **5.4 Contributions to Knowledge**

This study titled “Home-related and Personal Factors as Determinant of Career Choice of Undergraduate Students in Private and Public Universities in Oyo State, Nigeria make significant contribution to the existing body of knowledge in higher education. Conceptually, this study gave a deeper and richer insight to the concepts that were used in the study beyond that used in prior studies such as ability to adapt, gender, assertiveness, parental occupation, family income, family size as these element can significantly influence home –related factors and personal factors.

In addition, contributions of this study depends on the fact of combined influence of home-related and personal factors on career choice of undergraduate students in private and public universities in Oyo State, Nigeria. The two factors gave a deeper interaction and gave a great impact on the career choice among undergraduate students in private and public universities in Oyo State, Nigeria.

Moreover, the research aims to determine the relative influence of home-related factors and personal factors in shaping career choice among undergraduate students in private and public universities in Oyo State, Nigeria.

### **5.5 Suggested Area of Further Research**

It is suggested that further studies should be carried out with a different research design such as ex post facto and quasi-experimental designs to prove the result of this study. Mixed research approach (quantitative and qualitative) could be used in further studies. Since this study was carried out in Southwest, Nigeria, it could be carried out in the other geo-political zones such as South-south, South-east and the Northern part of Nigeria to prove the results. Also, gender could be used as moderating variables in subsequent studies.

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## Appendices

### Appendix I (Research Instrument)

#### Research Questionnaire I

Lead City University,  
Ibadan, Oyo State, Nigeria  
21<sup>st</sup> August, 2023

**Dear Respondent,**

#### Request to Participate in Research

This questionnaire is designed to gather information exclusively for research purposes. The researcher kindly requests your cooperation in responding to the provided items to the extent that they apply to you. Please note that there is no right or wrong response and responses provided will be treated with the utmost confidentiality.

**Thank You,**

**The Researcher**

#### Section A: Bio-data of the Respondent

1. Instruction: Kindly tick (✓) in the box appropriate to your response

#### Respondent - 300 level Students

1. Gender: Male ( ) Female ( )
2. Age Range: Less than 20 ( ) 20-25 ( ) 26-30 ( ) Above 30 ( )
3. Parental Level of Education: NCE/OND/HND ( ) B.Ed/BSc ( )  
M.Ed/M.Sc ( ) PhD ( )
4. Number of Siblings: 1-2 ( ) 3-5 ( ) 6-10 ( ) Above 10 ( )
5. Parental Occupational Type: Self Employed ( ) Civil Servant ( ) Private  
Sector ( ) Business ( )
6. Parental Income in Naira: Less than 50,000 ( ) 50,000-100,000 ( ) 101,000-150,  
000 ( )

**Section B****Career Choice of Undergraduate Questionnaire (CCUQ)**

**Instructions:** Please tick the option that best describe your response to the statement in the table below:

**Key:** Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) =2, Strongly Disagree (SD) = 1

S/N	Items	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1	My parents encouraged me to pursue a particular educational or career path based on their own experience				
2	Motivation from parents facilitates my academic choice of career.				
3	The teaching methods employed by the teachers influenced my choice of career				
4	Academic discipline from my parents facilitate my career choice				
5	Peer group influenced my career choice				
6	I desire most of the things my friends do and it prompt my career choice				
7	My parents brought to my notice the career choice they intend for me				
8	My academic ability influence my decisions about my future career and lifestyle				
9.	Motivation from role model facilitate my career choice				
10.	My family siblings facilitates my choice of career in the university				

### Section C: Personal Factors Questionnaire (PFQ)

**Instructions:** Please tick the option that best describe your response to the statement in the table below:

**Key:** Always (A) = 4, Seldom (S) = 3, Rarely (R) =2, Never (N) = 1

S/N	I:	Always (4)	Seldom (3)	Rarely (2)	Never (1)
1	Can quickly adapt to new assignments or projects, even if they are outside my comfort zone.				
2	I am flexible and can adjust my study or activity schedule when unexpected changes occur				
3	I view mistakes as opportunities to learn and grow, rather than as failures.				
4	I can effectively adapt to different teaching methods and approaches used by various instructors				
5	I have strategies to manage stress and maintain focus during demanding times, such as exams or deadlines.				
6	I am comfortable and quick to adapt to new technologies and digital tools for learning				
7	I can study effectively in different environments, whether it's a library, classroom, or home."				
8	I am proactive in seeking help from teachers, tutors, or peers when I encounter academic challenges				
9	I adapt well to working and collaborating with classmates from diverse backgrounds and cultures				
10	I set realistic goals for my academic performance and can adjust them based on my progress and changing circumstances				

**Section D: Home- Related Factors Questionnaire (HRFQ)**

**Instructions:** Please tick the option that best describe your response to the statement in the table below:

**Key:** Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) =2, Strongly Disagree (SD) = 1

S/N	Items	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1	My parents encouraged me to pursue a particular educational or career path based on their own experiences				
2	I feel pressure to achieve a higher level of education than my parents did				
3	My parents provided financial support or guidance related to my education and career choices				
4	I think my family's income level has affected my career aspirations				
5	I think my family's occupation or profession influenced my choice of career or field of study				
6	I think financial considerations played a significant role in my career decision				
7	I believe that individuals from different income backgrounds have equal opportunities in pursuing their desired careers				
8	I considered my family size when making decisions about my future career and lifestyle				
9	growing up in a larger or smaller family has affected my interpersonal skills and career aspirations				
10	I believe that my parents' educational background has influenced my career aspirations or choices				
11	Family size can impact an individual's ability to balance family responsibilities and career goals				

**Appendix II**  
**Computation Results from SPSS Analysis**

Gender Distributions of Private University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	550	50.7	50.7	
	Female	536	49.3	49.3	
	Total	1086	100	100	

Age Range Distributions of Private University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Less than 20	43	04.0	04.0	
	20 – 25 years	579	53.5	53.5	
	26 – 30 Years	314	28.7	28.7	
	Above 30 years	150	13.8	13.8	
	Total	1086	100	100	

Educational Background of Parents of Private University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	NCE/OND/HND	130	12.0	12.0	
	BE.d/BSc	520	43.0	43.0	
	ME.d/MSc	311	28.7	28.7	
	PhD	125	11.3	11.3	
	Total	1086	100	100	

Number of Siblings of Private University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	1 – 2	560	51.7	51.7	
	3 – 5	324	29.6	29.6	
	6 – 10	123	11.4	11.4	
	Above 10	79	07.3	07.3	
	Total	1089	100.0	100.0	

Parental Occupational Type of Private University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Self Employed	160	14.8	14.8	
	Civil Servant	453	41.8	41.8	
	Private Sector	264	24.1	24.1	
	Business	209	19.3	19.3	
	Total	1086	100.0	100.0	

Gender Distributions of Public University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	417	54.0	54.0	
	Female	255	46.0	46.0	
	Total	772	100	100	

Age Range Distributions of Public University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Less than 20	42	05.5	05.5	
	20 – 25 years	479	62.0	62.0	
	26 – 30 Years	191	24.7	24.7	
	Above 30 years	60	07.8	07.8	
	Total	772	100	100	

Educational Background of Parents of Public University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	NCE/OND/HND	32	04.1	04.1	
	BE.d/BSc	350	45.3	45.3	
	ME.d/MSc	261	33.8	33.8	
	PhD	129	16.7	16.7	
	Total	772	100	100	

Number of Siblings of Public University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	1 – 2	260	33.7	33.7	
	3 – 5	330	42.7	42.7	
	6 – 10	152	19.7	19.7	
	Above 10	30	03.9	03.9	
	Total	772	100.0	100.0	

Parental Occupational Type of Public University Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Self Employed	54	07.0	07.0	
	Civil Servant	348	45.1	45.1	
	Private Sector	211	27.3	27.3	
	Business	159	20.6	20.6	
	Total	772	100.0	100.0	

My career choice is based on my opinion					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	623	33.5	33.5	
	Agree	787	42.4	42.4	
	Disagree	156	08.4	08.4	
	Strongly Disagree	292	15.7	15.7	
	Total	1858	100	100	

Motivation from parents facilitates my academic choice of career.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	618	33.3	33.3	
	Agree	722	38.8	38.8	
	Disagree	387	20.8	20.8	
	Strongly Disagree	131	07.1	07.1	
	Total	1858	100	100	

The teaching methods employed by the teachers influenced my choice of career					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	581	31.3	31.3	
	Agree	766	41.2	41.2	
	Disagree	230	12.4	12.4	
	Strongly Disagree	281	15.1	15.1	
	Total	1858	100	100	

Academic discipline from my parents facilitate my career choice					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	630	33.9	33.9	
	Agree	696	37.5	37.5	
	Disagree	421	22.7	22.7	
	Strongly Disagree	111	05.9	05.9	
	Total	1858	100	100	

Peer group influenced my career choice					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	753	40.5	40.5	
	Agree	673	36.2	36.2	
	Disagree	321	17.3	17.3	
	Strongly Disagree	111	05.9	05.9	
	Total	1858	100	100	

I desire most of the things my friends does and it prompt my career choice					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	724	38.9	38.9	
	Agree	892	48.0	48.0	
	Disagree	224	12.1	12.1	
	Strongly Disagree	18	0.9	0.9	
	Total	1858	100	100	

My parents brought to my notice the career choice they intend for me					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	620	33.4	33.4	
	Agree	566	30.5	30.5	
	Disagree	654	35.2	35.2	
	Strongly Disagree	18	0.9	0.9	
	Total	1858	100	100	

My academic ability influence my decisions about my future career and lifestyle					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	700	37.7	37.7	
	Agree	781	42.0	42.0	
	Disagree	238	12.8	12.8	
	Strongly Disagree	139	07.5	07.5	
	Total	1858	100	100	

Motivation from role model facilitate my career choice					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	543	29.2	29.2	
	Agree	754	40.6	40.6	
	Disagree	500	26.9	26.9	
	Strongly Disagree	61	03.3	03.3	
	Total	1858	100	100	

My family siblings facilitates mine choice of career in the university					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	654	35.2	35.2	
	Agree	523	28.1	28.1	
	Disagree	381	20.5	20.5	
	Strongly Disagree	300	16.2	16.2	
	Total	1858	100	100	

I can quickly adapt to new assignments or projects, even if they are outside my comfort zone.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	704	38.0	38.0	
	Seldom	687	37.5	37.5	
	Rarely	356	19.2	19.2	
	Never	155	08.3	08.3	
	Total	1858	100	100	

I can effectively adapt to different teaching methods and approaches used by various instructors					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	818	44.0	44.0	
	Seldom	722	38.8	38.8	
	Rarely	207	11.2	11.2	

	Never	111	06.0	06.0
	Total	1858	100	100

I adapt well to working and collaborating with classmates from diverse backgrounds and cultures					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	781	42.0	42.0	
	Seldom	866	46.6	46.6	
	Rarely	200	10.4	10.4	
	Never	11	01.0	01.0	
	Total	1858	100	100	

I feel comfortable sharing my opinions and ideas in class discussions or group projects					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	630	33.9	33.9	
	Seldom	896	48.2	48.2	
	Rarely	300	16.1	16.1	
	Never	32	01.7	01.7	
	Total	1858	100	100	

I am confident in asking my teachers or peers for help when I don't understand something.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	753	40.5	40.5	
	Seldom	773	41.7	41.7	
	Rarely	332	17.8	17.8	
	Never	00	00.0	00.0	
	Total	1858	100	100	

I can initiate conversations with new people or potential friends without feeling overly anxious."					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	892	48.0	48.0	
	Seldom	624	33.6	33.6	
	Rarely	302	16.3	16.3	
	Never	40	02.1	02.1	
	Total	1858	100	100	

I think my personal beliefs and values influence my career choices					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	866	46.6	46.6	
	Seldom	520	27.9	27.9	
	Rarely	354	19.1	19.1	
	Never	118	0.64	0.64	
	Total	1858	100	100	

I have experienced some gender-related biases or stereotypes that affected career decision					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	800	43.1	43.1	
	Seldom	781	42.0	42.0	
	Rarely	238	12.8	12.8	
	Never	39	02.1	02.1	
	Total	1858	100	100	

I made my career decision based on cultural or religious beliefs					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	754	40.6	40.6	
	Seldom	543	29.2	29.2	
	Rarely	323	17.4	17.4	
	Never	239	12.8	12.8	
	Total	1858	100	100	

I have had the course to changed my career path due to a shift in my personal attitudes or beliefs					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Always	654	35.2	35.2	
	Seldom	533	28.7	28.7	
	Rarely	424	22.8	22.8	
	Never	247	13.3	13.3	
	Total	1858	100	100	

My parents encouraged me to pursue a particular educational or career path based on their own experiences					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	634	34.1	34.1	
	Agree	768	41.3	41.3	
	Disagree	306	16.5	16.5	
	Strongly Disagree	150	08.1	08.1	
	Total	1858	100	100	

I feel pressure to achieve a higher level of education than my parents did					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	518	27.9	27.9	
	Agree	822	44.2	44.2	
	Disagree	318	17.1	17.1	
	Strongly Disagree	200	10.8	10.8	
	Total	1858	100	100	

My parents provided financial support or guidance related to my education and career choices					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	681	36.7	36.7	
	Agree	866	46.6	46.6	
	Disagree	170	09.1	09.1	
	Strongly Disagree	141	07.6	07.6	
	Total	1858	100	100	

My family's income level has affected my career aspirations					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	730	39.3	39.3	
	Agree	796	42.8	42.8	
	Disagree	221	11.9	11.9	
	Strongly Disagree	111	06.0	06.0	
	Total	1858	100	100	

I think my family's occupation or profession influenced my choice of career or field of study					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	453	24.3	24.3	
	Agree	404	21.7	21.7	
	Disagree	521	28.0	28.0	
	Strongly Disagree	480	26.0	26.0	
	Total	1858	100	100	

My Parents financial considerations played a significant role in my career decision					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	424	22.9	22.9	
	Agree	892	48.0	48.0	
	Disagree	324	17.4	17.4	
	Strongly Disagree	218	11.7	11.7	
	Total	1858	100	100	

Growing up in a larger or smaller family has affected my interpersonal skills and career aspirations					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	630	33.9	33.9	
	Agree	581	31.3	31.3	
	Disagree	438	23.6	23.6	
	Strongly Disagree	209	11.2	11.2	
	Total	1858	100	100	

I considered my family size while I am making decision about my future career					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	523	28.1	28.1	
	Agree	754	40.7	40.7	
	Disagree	443	23.8	23.8	
	Strongly Disagree	138	07.4	07.4	
	Total	1858	100	100	

I believed that my parents educational background has influenced my career aspirations or choices		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	654	35.3	35.3	
	Agree	623	33.5	33.5	
	Disagree	324	17.4	17.4	
	Strongly Disagree	257	13.8	13.8	
	<b>Total</b>	<b>1858</b>	<b>100</b>	<b>100</b>	

### Anova<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig. Value
1	Regression	184.321	8	26.645	3.217	.005
	Residual	3535.251	1078	18.685		
	<b>Total</b>	<b>3719.572</b>	<b>1086</b>			

a. Dependent Variable: Career Choice Among Private University Students

b. **Predictors:** (Constant), Parental Education, Family Income, Parental Occupation, Family Size, Gender, Believes and Attitudes, Ability to adapt and Assertiveness

### Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.351	7.114		.127	.000
	Believes and Attitude	.214	.420	.215	2.128	.000
	Ability to adapt	.242	.154	.102	1.403	.000
	Gender	.271	.154	.214	1.241	.005
	Assertiveness	.012	.224	.210	1.135	.001
	Parental Education	.302	.325	.252	2.613	.005
	Family Income	.122	.231	.034	1.321	.000
	Parental Occupation	.231	.253	.204	2.108	.000
	Family Size	.033	.134	.241	0.134	.005

**Dependent Variable:** Career choice among undergraduate students in private Universities

Source: Field Survey, 2024

**Coefficients**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>T</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1 (Constant)	2.021	5.024		.127	.000
Believes and Attitude	.044	.120	.170	2.100	.000
Ability to adapt	.165	.151	.2022	1.203	.001
Gender	.231	.151	.234	1.171	.005
Assertiveness	.022	.064	.100	1.235	.001
Parental Education	.102	.125	.102	2.213	.005
Family Income	.132	.361	.034	2.111	.005
Parental Occupation	.216	.233	.401	2.204	.000
Family Size	.042	.160	.161	0.434	.005

**Dependent Variable:** Career choice among undergraduate students in public Universities  
 Source: Field Survey, 2024

### Appendix III

Picture of Researcher Administrating and Explaining the Questionnaire to the respondents



Picture showing the sample of the different universities the researcher visited



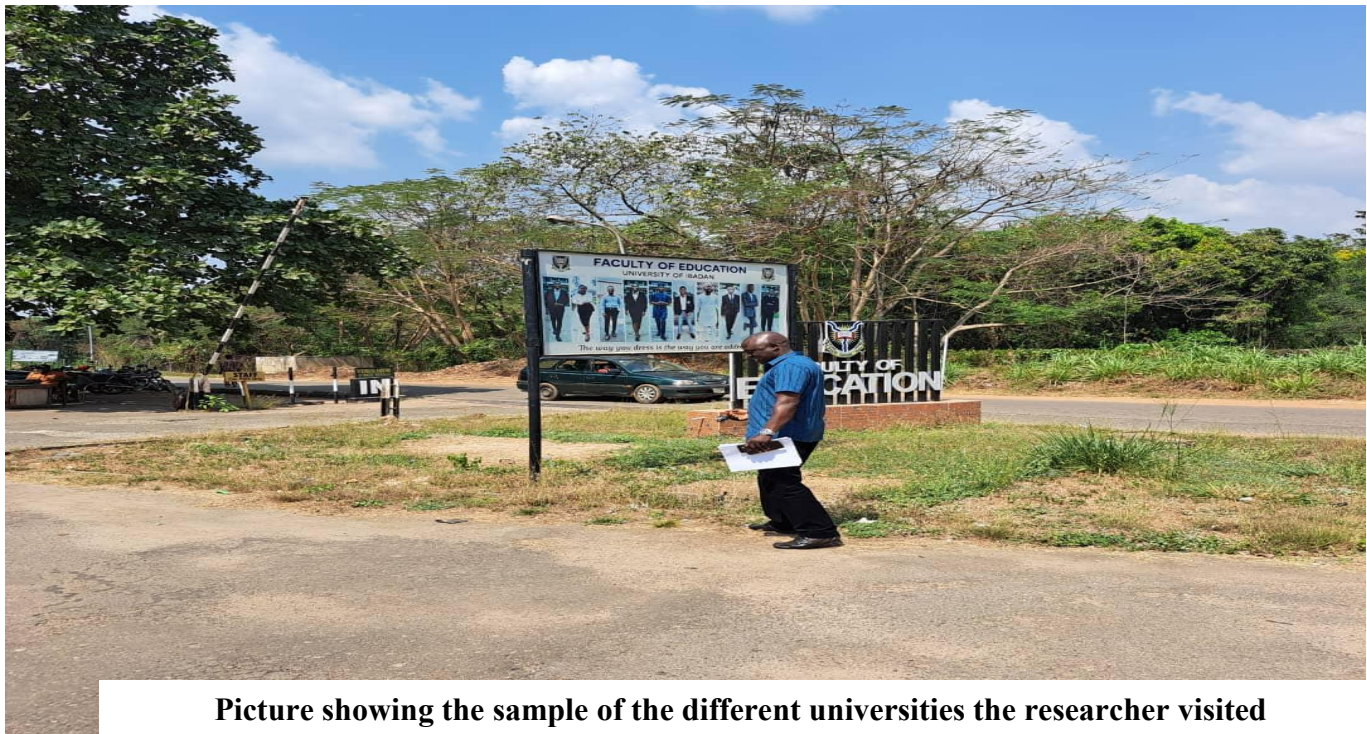
Picture showing the sample of the different universities the researcher visited



**Picture Showing the Sample of the Different Universities the Researcher Visited**



**Picture showing the sample of the different universities the researcher visited**



**Picture showing the sample of the different universities the researcher visited**

**Picture of researcher administrating and explaining the questionnaire to the respondents**



Lead City University

## Bio-data

### A. Personal Data

**Name:** Ayobami Olubayo ADETOKUNBO  
**Date of Birth:** 17<sup>th</sup> August, 1979  
**Gender:** Male  
**Nationality:** Nigerian  
**State Of Origin:** Oyo  
**Local Government Area:** Lagelu  
**Permanent Home Address:** 2.Peace Estate, Oluwo Egbeda, off new Ife Road Ibadan.  
**Home Address:** Same as Above.  
**E-mail Address:** adetokunboayobami33@gmail.com  
**Telephone Number:** 07038240196  
**Marital Status:** Married

### B. Institutions Attended (with dates):

Institutions	Date
(a) Wesley College Practising Primary School. Ibadan	1984 -1989
(b) Ibadan City Academy, Ibadan	1990- 1996
(c) Oyo State College of Education. Oyo	2000 - 2003
(d) Ekiti State University, Ado Ekiti	2006 – 2009
(e) Lead City University, Ibadan	2022 - 2024

### **Academic Qualifications (with dates)**

<b>Qualifications</b>	<b>Dates</b>
(a) Primary Six leaving Certificate.	1989
(b) WAEC	1996
(c) NCE ( Integrated Science)	2003
(c) Bachelor in Science( Integrated Science)	2009
(d) Masters in Education; (Educational Management-Administration)	In-view

### **Professional Qualifications (with dates)**

(a) National Teacher's Institute	2010
(b) Teachers Registration Council of Nigeria	2018

### **C. Work Experience**

<b>Organization</b>	<b>Dates</b>
Teaching Service Commission of Oyo State	2010-tilldate
Adedayo International Group of School, Ibadan	2007-2010
B&A events Planner Ibadan	2000-2005
Richardson Rehoboth Nigeria Limited Ibadan	2022-till date

### **D. Awards and Fellowship**

E. Membership of Academic Professional bodies NIL

F. Publication (s) NIL

G. Major Conference attended with Dates NIL

### **Skills**

Writing, Researching

### **Hobbies**

Reading, Football, Excursion, Music, Teaching, Travelling.

**Language**

English, Yoruba

**H. References:**

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Date

### **The University Compliance Certification**

This is to certify that this thesis by Ayobami Olubayo ADETOKUNBO with the matric number LCU/PG/002953 in the department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

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Signature

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Date

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