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# Revolutionising Assessment and Evaluation Procedures in Education

Edited by  
**Charles V. Abe**  
**Adams O. Il. Onurka**

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# **Revolutionising Assessment and Evaluation Procedures in Education**

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**A Book of Readings in Honour of  
Professor Promise N. Okpala**

*Edited by*

**Charles V. Abe  
Adams O.U. Onuka**

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## **Dedication**

This work is dedicated to all who aspire to attain academic excellence.

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## Acknowledgements

The editors express their profound gratitude to Professor Promise N. Okpala who did not discard the idea of putting together a book in his honour when it was first mentioned to him. His suggestions, encouragements and support proved invaluable. We remain grateful to him. We also like to thank Dr Emmanuel Ike Anyanwu for all his efforts and valuable suggestions at every stage of this work. We cannot but appreciate the efforts of Dr Oshiotse Andrew Okwilagwe and all the staff of Stirling-Horden Publishers (Nig) Ltd in getting this work out at its best.

We equally say a big thank you to Professor PAI Obanya, an academic giant and an International Education Strategist who willingly agreed to write the foreword to the book and did so with a jet speed. His critique and suggestions contributed immensely to the quality which the book exhibits. Also, in similar vein, we thank Professor Mac Araromi, the Director, Institute of Education, University of Ibadan, Nigeria for his support for the book project. We must without reservation say thank you to all those who have contributed chapters to this book. We sincerely appreciate the efforts they put into writing their respective chapters.

## Foreword

Reading through this collection of brilliant essays and research reports has enabled me to relive the fruitful interactions with Prof. Promise Okpala in his formative years in academics, the immense joy I have always felt watching his steady rise to academic stardom and my deeply-felt satisfaction with his meritorious service to Nigeria's educational development efforts as Chief Executive of the National Examinations Council (NECO).

The book is a monumental effort that dwells on Professor Okpala's area of specialisation in a comprehensive manner. It demonstrates, from the work of the contributors, the application of Evaluation to a wide variety of practical endeavours in Education – continuous assessment, teaching and learning, gender-in-education, quality assurance, early childhood care and education, special needs education, and a lot more.

A very important feature of the book is that it has drawn from a variety of academic and professional perspectives. The contributors represent a variety of constituencies – university-based academics, classroom teachers and school managers, school proprietors and examination system managers. This has made for a perfect match of theory and practice – a feature that makes the book a multi-purpose piece of work.

Readers will find that this collection can serve as textbook, a guide to practice, a veritable reference source, a material for education policy dialogue, and a research compendium. There are practical guides to continuous assessment and quality assurance. These can serve as 'this is how to do it' material for teaching at the tertiary level. There are insightful reports from education system managers from both NECO and WAEC. Finally, the research student (and even well-established researchers) would find in the research reports studies that raise issues for further research and which have definite implications for continuous improvement of policy and practice. The reflective reports of practitioners, in the school system and in the examination bodies, are also valuable materials for policy dialogues for national education development.

The book is a fitting tribute to Professor Promise Okpala, an accomplished scholar, a creative practitioner, a visionary manager and someone patriotically devoted to making Evaluation work for the enrichment of national education. Promise has shown promise from an early age and has lived up to his promise. The book itself is one with considerable promise – a promise of service to all categories of readers and users – students of educational evaluation, researchers and teachers, education system managers, policy makers and policy-influencers. I thank the editors and the contributors for this compendium on Educational Evaluation for making this rich material available to such a wide audience. I congratulate Professor Okpala for an honour well deserved, and I commend the book to all users, as they stand to become better informed and better prepared for the task of contributions by all to the progress of quality education for all.

**Professor Pai Obanya**

*(International Education Strategist)*

*Ibadan-Nigeria: October 2012*

## Preface

This book is a product in acknowledgement of the achievement of academic excellence through doggedness and industry of an erudite scholar of international repute. This book is meant to honour an erudite scholar par excellence who has made tremendous contributions to science education in general and public examining administration in particular both in Nigeria and globally. In him, the *town and gown* have conveniently merged. More importantly, the main essence of this publication is not so much of doing honour to an academic and research guru, but much more so to promote excellence in academic and research by upcoming academics, who are willing to drink from the wisdom of the older academics who have made their marks and have graciously made available in this book, some contributions from their wealth of experience. Thus, it is in this direction that informs the choice of an erudite international scholar and education strategist in the person of *never tired and ever vibrant* Professor PAI Obanya to write the foreword to this book.

The thought of using this book to encourage excellence in the academia made the contributions of the likes of Professor Tony Afemikhe, Professor Adenike Emeke, Professor Okpala, himself a must read. Other authors whose papers are included in this this volume include such upward moving erudite scholars and prolific writers as Drs Falaye, Onuka, Okwilagwe, Abe, Asuru, Adegbile and emerging ones like Drs Ibode, Junaid, Opasina, Akinsola and young upcoming scholars such as Akinyemi, Obinegbo, Oduntan, Bakare and Nasela as well as experts in public examining like Anyanwu, Onwuakpa, Ofojebe and Bello, the immediate past Registrar of the West African Examinations Council and a host of others whose papers would certainly benefit the readers in more ways than one.

The problems addressed in the book are: Improving continuous assessment process in Nigerian primary and junior secondary schools; Assessment as a tool for learning improvement at the senior secondary education level; Challenges facing public examinations in Nigeria; Family environment and gender as determinants of career aspiration among public primary school pupils in Ibadan North Local Government Area, Oyo State; Nigeria and developing effective observation skills



in lecturers as a response to meeting the challenge of assessment in higher education curriculum. Others include: Educational and cultural factors as predictors of examination malpractice among SSCE candidates in Benue State, Nigeria; Evaluation and human capital development in Nigeria; Increasing enrollment in public examinations and the challenges in quality of assessment: the NECO experience; Instruction and evaluation needs assessment of federal teachers scheme beneficiaries in Akwa Ibom State; Nigeria and Towards repositioning the Nigerian public examining for improved outcomes.

The rest of the chapters in the book that would make enjoyable academic reading are: Threats to quality assurance in educational assessment; Assessment of the visually impaired candidates in the west African Senior School Certificate Examination (WASSCE); Assessment of child friendliness environment in daycare centres and pre-primary schools in South- West Nigeria; Educational assessment practices for quality assurance: the National Examinations Council's experience in Nigeria; Creating classrooms we desire through assessment and some psychological factors as predictors of senior secondary school students' achievement in English Reading Comprehension in Ondo State, Nigeria.

Finally, we must acknowledge that the production of this has given birth and undying impetus to the emergence of 'Society for the Promotion of Academic Excellence' [SPAEE] which will henceforth be a platform for the pursuit of academic and research excellence.

It will, therefore, become a forum for spotlighting the achievements of academic and research excellence in our clime and beyond through means of academic and research conferences, colloquia, workshops and seminars as well as publications as a mark of continued appreciation of the contributions of great scholars to the pool of knowledge globally.

**Editors**

October, 2012

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*Professor Promise Okpala, an accomplished scholar, a creative practitioner, a visionary manager and someone patriotically devoted to making Evaluation work for the enrichment of national education. Promise has shown promise from an early age and has lived up to his promise.*

**- Professor Pai Obanya**  
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# Family Environment and Gender as Determinant of Career Aspiration among Public Primary School Pupils in Ibadan North Local Government Area of Oyo State

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## Introduction

In recent years, growing body of empirical findings has attested to the relevance of career exploration, awareness, aspirations/expectations and interests during childhood (Watson & McMahon, 2005). It has been observed that from childhood, young people make choices that influence whether their potentialities are cultivated or remain untapped. Traditional theories of career development propose that career aspirations develop in specific stages from childhood to adulthood. Career aspirations thus represent an individual's orientation towards a desired career goal under ideal conditions. According to Silvia (2001), aspirations refer to an individual's expressed career related goals or intentions and also include motivational components which are not present in mere interests. Aspirations are especially important because they allow children to evaluate the degree to which various choices help or hinder their chances of attaining desired goals as they increase in age and develop their cognitive ability. Skorikov (2007) found that career preparation is an important precursor for successful career development across the life span and is closely related to adolescence adjustment and well-being.

Based on the above meaning of career aspiration, many career development theorists have recognised the importance of childhood and early adolescent experiences in the formation of career goals, aspirations and expectations. Yet, understanding what determines aspirations is not a straightforward task, they change throughout

childhood and beyond, shaped by the characteristics of young people and their families, peers, schools and neighbourhood as well as wider forces such as the labour market and historical context. And it is well-known that aspirations vary for different sections of the population both in terms of parents' educational and occupational goals for their children and the ambitions of the young people themselves. The early years in a child's life are a key time in the formation and development of aspirations. The meaning and importance of aspirations therefore vary according to the context in which people live as well as their own individual characteristics and development.

Aspirations begin to be shaped early in a child's life, but are modified by experience and the environment. Thus, the notion of aspiration can be vague, from dreams and fantasies to concrete ambitions and goals. So from childhood, young people need easy access to advice and guidance and the involvement of professionals or volunteers for example, in a mentoring role when necessary. Involvement in positive activities also provides important socialising experiences that encourage high aspirations. It is therefore important, to understand further factors that determine children's career aspirations in order that parents, teachers and professionals involved in the lives of these children, provide support and guide them at different points in time for them to be alive to their career aspiration.

Aspirations do not exist in a vacuum, but rather occur within a social context. Individuals draw their aspirations from the lives of others around them. In this sense, individuals have aspiration window through which they view the possibilities that exist within their social sphere (Ray, 2006). Their window is usually based on the opportunities available to them in their communities using their peers as means of comparison. In light of this fact, this study is conceptualized within theories that more readily recognise the influence of contextual factors. Previous researches found that there are many factors influencing student's career aspirations including family factors, teacher, peer, school environment, socio-economic status, socialisation and students factors. Whereas, family environment has not been treated as a possible variable in the light of children's career aspirations. This study therefore intends to explore this gap by investigating the determinant of children's career aspirations in primary schools in the context of family environment and gender.

The family is the primary social system for children. Family environment variables in this study include parental education, family psychological environment (parental occupation, parenting style, family socio-economic status, religiosity, parental beliefs) and family size which can influence parents' career aspirations for their children. And researchers have attempted to understand the variables that influence students' career goals (e.g. family, level of parental education, school, peers, personality and socioeconomic status). Research indicates that parents are active agents in influencing their children's career development (Young & Friesen, 1992). For example, children choose career that match their parents' expectations or that correspond with the kind of the mother's occupation. Identification with parents' occupations or their aspiration for the children is particularly strong among young and rural elementary school children (Trice, 1995).

Parents are influential figures with whom, whether intentionally or unintentionally, children become aware of and get exposed to occupations or career opportunities and implied expectations. However, there were varying opinions and findings as to which specific family characteristics influence career aspirations. For instance, conflicting data exist regarding the influence of socioeconomic variables. Crockett & Bingham, 2000; Mau & Bikos, 2000; Teachman & Paasch, 1998, posited that both parents' education and income influence career aspirations, whereas, Hossler & Stage, 1992; Sarigiani, Wilson, Peterson & Vicary, 1990; Wilson & Wilson, 1992, indicated only parents' education as an influence. Other family variables to have shown influence of career aspirations include the parents' occupation (Trice, 1991) and family size (Downey, 1995). The father's occupational status is highly correlated with his son's occupation (Blau, 1992; Blau & Duncan, 1967; Conroy, 1997).

Other studies have separately examined the influences of each parent on the career choices of their sons or daughters and have found that mothers tend to have more influence on the career decisions/aspirations of their children than fathers. Family size also appears to influence adolescent career aspirations because parents with large families tend to have less money to aid the older children in attending college, while younger children may receive more financial assistance since the financial strain is less once the older children leave home

(Schulenberg, *et al.*, 1984). Yet, in other studies (Mau & Bikos, 2000), each of these family variables has also been found to be insignificant in influencing aspirations. Nevertheless, no studies have looked into different variables that make up family environment together as determinant of career.

According to Ginzberg's theory (1988), career choice is an ongoing process that occurs in a succession of three periods: fantasy choices (before age 11), tentative choices (between ages 11 and 17), and realistic choices (between ages 17 and young adulthood). It is during the first period of fantasy choice when children are most impulsive about their career choices and make "an arbitrary translation of needs into an occupational choice." She posited that these opportunities and limitations of the family environment might include parental influence, yet, the family is not doing enough and has developed too much of a "laissez-faire attitude" by saying to children: "You make any choice you want. All I want is for you to be happy." In the present Nigerian society, many parents are unaware of all the ways they can influence their children's career aspiration. Many parents still hold unto old fashion perception that suggests career choice is an individual decision, whereas, researches indicate that a variety of influences are likely to determine one's ultimate career choice. Investigations have revealed that parents have great impact in the career selection process of their children. Few parents seem to recognise this impact and still believe that they have little to do with the career choices of their children. This study thus is set out to explore knowledge regarding the determinant factors surrounding children career aspiration and decision. The study is set to investigate how family environment: parental education, family psychological environment (parental occupation, parenting style, family socio-economic status, religiosity, parental beliefs) and family size can influence parents' career aspirations for their children. This is important because parents may not realise the major impact their norms, values and gender roles psychologically have on career choice of the children. Parental influence may present opportunities or obstacles during career exploration.



## Research Hypotheses

- H<sub>0</sub><sub>1</sub>** : There is no relationship between parental educational attainment and children's career aspiration.
- H<sub>0</sub><sub>2</sub>** : There is no relationship between family psychological environment and children's career aspiration.
- H<sub>0</sub><sub>3</sub>** : There is no relationship between family size and children's career aspiration.
- H<sub>0</sub><sub>4</sub>** : Male pupils will significantly influence career aspiration than their female counterparts.

## Methodology

The research design adopted for this study is the descriptive cross sectional survey. The target population for the study consists of pupils in public primary schools in four selected primary schools in Ibadan North Local Government Area of Oyo state, Nigeria. Simple Random Sampling was employed to select two hundred (200) pupils from Primaries five and six of four (4) Public Primary Schools in Ibadan North local government area of Oyo State. Two Instruments were adapted and used to elicit information from the respondents. The questionnaires comprise of sections A, B and C. **Section A** of the questionnaire consists of demographic information which includes among others age, sex, class, family size, parent marital status, parent's education, parent's occupation. **Section B** measures Adolescent career aspiration. It is a Six-Item questionnaire using a four point rating scale response format. The items were adapted from Career Decision Scale developed by Adams (1997). **Section C** measures family psychological environment. The items were adapted from family environments scale developed by Moos & Moos (1983). For the purpose of this study, the split-half reliability method was used.

Class teachers in charge of the primary five and six classes were trained and used as research assistance in the administration of the pupils' aspect of the questionnaires. The instructions and each items of the questionnaire were carefully read and necessary explanation

was given to the pupils, who were randomly selected in each school. The instruments were distributed and collected same day after satisfactory completion, while that of the parents were sent to them by their children and collected within one week. Data were analysed using Descriptive Statistics and Multiple Regression Analysis. This study made use of the expected regression analysis method to determine the extent to which the independent variables in this study explain the dependent variable. This method apart from the fact that it gives a quantitative estimate of the strength of the relationship between variables, can also determine uniqueness as well as the joint contribution of the specified independent variables on the dependent variable. This method of data analysis therefore has afforded the researchers the opportunity to determine the extent to which the combination of all and each of the independent variables explain the dependent variable.

### Demographic Characteristics of Respondents (Pupils)

Table 1: Distribution of pupils based on gender

Sex	Frequency	Percent %
Male	91	45.5
Female	109	54.5
Total	200	100.0

The above table reveals 109 (54.5%) respondents as females while 91(45.5%) were males.

**Table 2: Distribution of respondents based on age**

Age group	Frequency	Percent %
7 - 8 Year	30	15.0
8 - 10 Years	51	25.5
11 - 12Years	117	58.5
12 and above Years	2	1
Total	200	100.0

Table 2 above reveals that 117 (58.5%) of the respondents were between the ages 11 and 12 years, 51 (25.5%) were between ages 8 and 10 years, 30 (15.0%) were between ages of 7 and 8 years while 2 (.4%) were above the age of 12 years. This shows that majority of the respondents were in their middle level of childhood year.

**Table 3: Distribution of respondents based on school classroom**

Class	Frequency	Percent %
Primary five	92	46
Primary six	108	54
Total	200	100.0

The above table reveals that 108(54%) were in primary six class while 92(46%) were in primary five class.

**Table 4: Distribution of respondents based on type of religion practiced in the family**

Type of school	Frequency	Percent %
Muslims	107	53.5
Christians	90	45
Others	3	1.5
Total	200	100

The religious affiliations of the respondents' parents are presented in table 4. It reveals that 107(53.5%) were Muslims, 90(45%) were Christians, and 3(1.5%) choose others. Majority of the respondent's religious affiliation were Islam.

**Table 5: Distribution of respondents Parents Occupation**

	Father		Mother	
	Frequency	Percent	Frequency	Percent %
Public/Civil Servant	112	56	82	41
Farming	9	4.5	4	2
Artisan/Trading	81	40.5	114	57
Total	200	100.0	200	100.0

The table shows the distribution of occupations of the children's parents. The children whom their parent occupation is public/civil servant were, father 112(56%) & mothers 82(41%) respectively, those whom their parents occupation is farming were, father 9(4.5%) & mother 4(2.0%) respectively while children whom their parents occupation is artisan/trading were, father 81(40.5%) & mothers 114(57%).

**Table 6: Distribution of respondents based on parental marital status**

	Frequency	Percent %
Married	174	87.0
Single parenting	26	13
Total	200	100.0

The distribution based on family type shows that 174(87%) parents of the children were married while 26 (13%) were single parents. This shows that there is increasing cases of students from single family which could affect student career aspirations.

**Table 7: Distribution of respondents based on family size**

Family Size	Frequency	Percent %
1-4	139	69.5
5-8	59	29.5
9 - 12	2	1
Total	200	100.0

Students whose family size is 1-4 were 139(69.5%), students whose their family size is 5-8 were 59(29.5%) while those with family size of between 9-12 were 2(1%).

### Test of Hypotheses

The composite and relative effect of pupils' factor to pupils' career aspiration was tested using multiple regression analysis.

**Table 8: Summary of Multiple Regression analysis showing the composite influence of family environment characteristics (family size, family psychological environment) on the career aspiration of public primary school pupils**

MULTIPLE R = .658						
MULTIPLE R <sup>2</sup> = .432						
ADJUSTED MULTIPLE R <sup>2</sup> = .423						
df = 2, 249						
Std. Error = 3.288						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2017.508	3	504.377	46.650	<.01
	Residual	2648.928	245	10.812		
	Total	4666.436	249			

The result in Table 8 revealed that family size, family psychological environment and, parental education jointly predicted career aspiration of primary school pupils in the study. The result shows that jointly family size, family psychological environment and parental education accounted for 42 % variance observed in the career aspiration of the pupils ( $R^2 = 0.423$ ,  $df = 4,249$ )  $F = 46.650$ ,  $p < .01$ ). The result also showed that the collective relationship between the independent variables and the dependent variable entered in the model was significant ( $r = 0.658$ ,  $p < .01$ ). This demonstrates that family size, family psychological environment, and parental education have significant relationship to pupils' career aspiration.

**Table 9: Summary of Multiple Regression Analysis Showing the Relative Contributions of Family size, Family psychological environment, parental education and gender to the Career aspiration of public primary school pupils**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.966	1.860		7.508	<.001
	Family psychological environment	.190	.035	.268	5.471	<.01
	Family size	-.203	.067	-.157	-3.030	<.05
	Parental education	.605	.054	.565	11.245	<.01

The result in Table 9 demonstrates that there was significant independent contribution of family size ( $b = -.157$ ,  $P < .05$ ), family psychological environment ( $b = .268$ ,  $p < .01$ ) and parental education ( $b = .565$ ,  $P < .01$ ) to pupils academic achievement. While the independent influence of gender ( $b = -.059$ ,  $P > .05$ ) was not significant.

The result in Table 9 demonstrates that there was relationship between parental educational attainment and children's career aspiration ( $\beta = .565, p < .01$ ). The result revealed that parental academic attainment level has a determinant effect on children career aspiration choice of primary school pupils. The null hypothesis is thus rejected while the alternate hypothesis is supported.

The result in Table 9 also shows that there was no significant relationship between family psychological environment and children's career aspiration ( $\beta = .268, p > .01$ ). Children's career aspiration neither increases or decrease as family psychological environment increases. The null hypothesis is rejected while the alternate hypothesis is supported.

The result in Table 9 equally exhibits that there was relationship between family size and pupils' career aspiration ( $\beta = -.157, p < .05$ ). The result show that children's career aspiration determine by the number of family size, the smaller the family size, the easier it is for the children in having a motivation for a particular career aspiration. The null hypothesis is rejected while the alternate hypothesis is supported.

This hypothesis was analysed using the t-test for independence and the result presented in Table 10.

**Table 10: T-test summary table showing the influence of gender on career aspiration**

	Gender	N	Mean	Std	df	T	P
Career aspiration	Male	96	59.96	21.34	223	-8.482	<0.01
	Female	104	81.94	14.94			

The result from above shows that female pupils ( $M=81.94, S.D=14.94$ ) significantly reported higher scores on career aspiration scale than their male counterparts ( $M=59.96, S.D= 21.34$ ). Female have higher

career aspiration than males  $t(198) = -8.48, p < .01$ ). This implies that gender significantly influence career aspiration among the primary school pupils. The alternate hypothesis is thus accepted.

## Discussion of Findings

The first result shows that parent's education determines children's career aspiration, the finding revealed that education counts in determining children's motivation for a particular career aspiration. This might be due to how parents relate with their wards and also the profession the parent. Children generally tend to neglect their books and reading due to the perceived difficulty of the task. The finding is in consonance with Seligman, Weinstock & HeXin (1991). They reported that children's knowledge of their parents works as parents communicate their works aspirations to their children. Several research findings have been widely implicated in children's career knowledge and aspirations.

The second result shows that family psychological environment significantly determines children's career aspiration, which explains the composite and relative effect of family environment factors to children's career aspiration. It shows that all these variables jointly predict career aspirations among the primary school pupils that are they have significant influence on career aspiration. This further explains that children with large family size but good family psychological environment, and having possessed good textbooks will have good academic performance but if the child has a large family size but poor family psychological environment and if the child does not have textbooks, his career aspiration will be negatively affected, while gender in career aspiration was significant.

The next result shows that female children are more motivated in having career aspiration than their male counterparts. The finding is in support of Mendez & Crawford (2002) which revealed that girls had more restricted career aspirations than boys and girls often opt for narrow range of occupational categories. In accordance to Osipow & Fitzgerald (1996) which reported that gender is clearly one of the most powerful of all influences on vocational behaviour.



Research has continuously demonstrated that parents have been the largest influence on their children, typically the primary source for career-related information for adolescents, and a child's first role model for the world of work, as he or she observes his or her parent's behaviour around their occupation (Morrow, 1995). In consonance with the above findings, Bardick, et al., (2005) found that the majority of the parents believed their child was either not prepared at all for the next stages of their career development process or only somewhat prepared for the next stage. Bardick and her fellow researchers (2005) also found that parents believed their role for their adolescent's career development was to be a source of career-related information, to teach their children about values, and to provide support and resources. On the other hand, parents did *not* seem to feel they always had correct information or access to career-related resources to be a positive influence on their children (Bardick *et al.* 2005; Downing & D'Andrea, 1994). The helplessness and lack of information that parents experience represents an opportunity for career counselors to partner with children and adolescence largest influencer—the parents and bring them into the counseling process. Furthermore, educating the parents about the strength of their influence on their children's career choices (starting well before Junior High School) will help the parents become better educators and stronger sources of career guidance for their children (Keller & Whiston, 2008; Paa&McWhirter, 2000). Parents may also gain more confidence and become even more positive contributors towards children and the young adult's career development, potentially even increasing the enjoyment of the parent-child relationship during these growing years.

## Implication of the Study

This study provides information to parents on the difference preferred ways of family psychological environment and help them understand that children do not learn in the same way. Also, it gives school administrator the essence of recruiting the school psychologists in order to train teachers who are to guide and provide information for children about career choice and what adult life is all about. Among social and behavioral scientists, the family is generally viewed as a variety of systems and subsystems. These systems run the gamut from

fully functioning to total dysfunction. Systems issues, such as *attachment* (primarily the bond between a child its primary caregiver), *differentiation* (one's ability to separate oneself emotions from one's family), *learned-helplessness* (repeated conditioning that generates a feeling of helplessness, even when given an opportunity to resolve the issue), *detouring* (creating a problem in a another area to avoid another one), and *overcompensation* (happens when one part of the system needs to do more to compensate for a part that is not functioning properly), will help guide the counselor towards more appropriate discussions with parents and children through a greater understanding of what truly can affect the children's motivations for career aspirations choice.

## Conclusion

From the result of the findings, it was discussed that all independent variables that is family size, family psychological environment, parental education and gender jointly predicted career aspiration of children in the selected schools in Ibadan North Local Government Area of Oyo State.

## Recommendations

Parents should be aware of the ways that environmental factors, such as family environment can influence their wards career aspirations at their tender age if not properly address it. Career interventions, in part, could focus on strategies to help these children cope with their stressors.

- Carefully attend to children as they are making a career aspirations and expectations as to ensure that their decisions are not being affected by the environment in which they are growing. Interventions for increasing expectations for career success may include helping the children to map out potential career paths so that they may gain a concrete understanding of the process of career attainment. These exercises may also be important in aiding these children to gain important perspectives about realistic careers for themselves.



- Explore the ways that vital familial, social, cultural, and other contextual phenomena may affect the unique career development issues. The use of social constructionist perspectives and techniques in career counseling may be helpful in achieving this goal.
- Identify ways to involve parents or legal guardians in their children's career development process.
- School administrators should know that children career aspiration will be greatly influenced if there is good rapport in the school setting, therefore provide avenues of good interpersonal relationship.
- The parent should not only influence career aspirations of their children but also understand their children's preferred way of learning, encourage children to consult their teachers and also relate well in the school setting. By reaching out to parents, as well as other schools, career counselors may be able to develop strong partnerships with all significant stakeholders in children's environment.

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