



Parental socio-economic-status as predictor of vocational aspirations of secondary school students in Nigeria: Implications for peace, curriculum planners and special educators

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Abstract

The quantitative study adopted ex-post-facto research design. Two research questions and one hypothesis were used for the study. Sample was 400 students from 20 schools in Nigeria, including students with special needs. Instrument for data collection was a questionnaire. Research questions were analyzed with mean and standard deviation, while analysis of variance (ANOVA) was used to test the hypothesis. Findings of the study showed that parental socio-economic status is not a strong indicator of vocational aspirations of secondary school students. It was recommended that as educational level of individuals influences their reasoning and how they affect those under them, life - long learning campaigns should be intensified to get students including those with special needs enlightened especially in choice of vocations.

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Keywords: Parents; socio- economic status; vocational students; special students

1. Introduction

Development of human resources is very vital. Education is the best legacy a nation can offer to her citizens especially the youth. The implication is that the development of any nation or society largely depends on the quality of education of such a nation. It is the pillar of all modern civilization and progress, and thus, crucial for all round development of every individual. On this note, Fafunwa (1994) identifies education as the sum total of all the process by which an individual is inspired to develop ability, attitudes and other forms of behavior in the society where he lives. It is the desire and wish of parents or guardians to give their children quality education. The family is the original cell of social life, a community of persons and smallest social unit. It is the oldest social institution. It consists of at least one adult male and one adult female who maintained a

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socially approved sexual relationship with each other. Before a man called husband can live with a woman called wife in the family, there must be an agreement to co-operate together. This co-operation between the two results in producing children by both of them.

According to Mezieobi (2007), family is a group of persons united by the ties of marriages, blood ties and adoption. It consists of single household, interacting and inter-communicating with each other in their respective social role of husband and wife, mother and father, brothers and sisters, creating a common culture.

There are various forms of family. They include nuclear family; extended family, family of orientation, family of procreation, monogamous family, polygamous family and polyandry. Of all these forms of family, the ones recognized by most societies are nuclear and extended families.

Nuclear family comprises of the man, wife and their children while extended family involves the man, wife, children, grandparents, sisters, brothers and all other relations. The nuclear family is widely practiced in Europe and United States of America, while the extended family system is very common in most African societies including Nigeria. Amadi (1993) observed that the extended family system encourages rearing of large number of children by couples thereby bringing about the emergence of family size. This may likely bring a lot of hardship to the family especially if the couples cannot meet up with the basic social needs of family members. In other words, the size of the family could be a source of joy or sadness.

Sometimes, the long expected children do not start coming. The problem then is when the children who should bring joy eventually turn out to have special needs such as hearing impairment, visual impairment, and emotionally-behaviorally- disordered or other impairments. The point is that all of them need vocational skills. Nigeria like every other developing country in Africa is gradually awakening to the fact that the formal education has been almost largely academic at the expense of the development of more practical and vocational skills. The wise utilization might surely result in improved living standards, greater wealth and comfort for the masses.

The federal government of Nigeria (FRN, 2009), in her National Policy on Education had laid emphasis on the acquisition of skills. The policy aims at making education an instrument of economic and socio- political change to move Nigeria forward and become one of the leading economies in the world. Though the facilities to enhance this may be provided in the school, there is still an obstacle for some students whose potentials are required for moving the nation forward and that is the socio-economic status of their parents. This is because research has recognized the vocational aspiration of many students including those with special needs as being influenced by the socio-economic status of their parents and guardians which goes a long way to show the background of their families (Shittu, 2004).

2. Literature review

According to Mezieobi (2007), socio-economic status is the economic and sociological aspect of men, combined total measure of a person work experience, the individual's or family's economy and social position relative to others. It is based on income, education and occupation of the household.

Families, parents and guardians in particular play significant role in the vocational aspirations and career goal development of their children. Without parental approval or support students are often reluctant to pursue or even explore diverse possibilities. Nwachukwu and Agulanna (2004) posited that students differ from one another in social class or socio-economic status (SES). They defined it as a person's relative standing in the society, based on the individual's income, power, occupation, education and prestige. According to them, children of bankers, doctors, teachers, merchants and so on, have different upbringing from those experienced by children of peasant farmers, domestic workers, cleaners, laborers, petty traders and so on.

Socio-economic indices include occupation, level of education and income (Chauhan, 1996). Based on one of these indicators the various social classes are usually organized into an overall hierarchical structure- the high/upper, middle and lower class structure. In his study of Indian adolescents, Chauhan found that a child's particular socio-economic inheritance might have a direct and important effect on the career open or attractive to him.

A child's biological endowments in terms of personality traits are transmitted to him in form of genetic inheritance. If both parents possess high intellectual capabilities and transmit traits for intelligence to the child, such a child is very likely to be highly intelligent and benefit from education which will likely enhance his opportunity for better vocation. On the other hand, Ngwoke and Eze (2010) noted that a child of very low intellectual parenthood who inherited their trait may turn out to be intellectually disabled and may find it difficult to be properly educated and be gainfully employed.

Largely, parents determine the initial environment into which a child is born and provide for his needs. Thus, if parents can afford a congenial environment for the development of the hereditary potentials of the child, such as providing Medicare, proper feeding, toys, exercise and educational facilities, such a child may benefit immensely and develop well. Such a child will also be properly exposed to various vocations. Parental socio-economic status and intelligence have either facilitating or inhibitory effect on the child depending on the traits inherited in the environment in which he is brought up. All these affect the vocational aspirations.

A vocation is something a person feels uniquely called to do, which may turn out to be the same thing as the profession. Aspiration is something that a person is striving for and has not yet achieved. Based on this, one can say that vocational aspiration is the

search for a sense of purpose or meaning for life. Therefore, vocational aspiration is great desire to do something for a living. It all depends on choice.

Vocational choice is a developmental process and spans almost through a person's lifetime. It starts from primary school. Vocational choice is a sequence of positions, jobs or occupation, which a person engages in during his working life.

Vocational aspiration takes a reasonable number of years within a particular occupation. Aspiration has to do with a strong desire to achieve something high or great. It is an individual's ability to identify and set goals for the future, while being inspired in the present to work toward those goals. It does not exist within a vacuum, but rather occurs within a social context. People draw their aspirations from the lives of others around them-peers, family members, schools and social forces such as the labor market. In this sense, individuals have an aspiration window through which they view the possibilities that exist within their social sphere.

Parental or family set-standards may greatly affect the vocational aspirations of the adolescents and to motivate them to be achievement oriented. Thus families where some particular vocations are of great priority tend to orient their children towards achieving that goal. Family influences including child rearing practices and socio-economic level appear to affect vocational aspiration and development among adolescents including those with special needs.

According to Nwachukwu (2003), certain groups of vocations are inherited. It is not yet known why an association exists between a father's occupation and his son's vocational aspiration. This relationship is present and influences the career choice of some students. The author showed that a significant number of pupils agreed that their parents explicitly expressed opinion about their vocation. About 46.9% of his sample got occupational information from their parents. Chauhan (1996) posited that children from low SES homes more often than others preferred nursing, teaching and engineering, while those with high socio-economic background preferred medicine, business administration and law. On the other hand, some parents with low SES may be giving way to "fate" and may find it difficult to motivate their children even when the children have the intellectual ability and aptitude for higher vocation. Denga (1990) stated that the economic situation or vocational level of one generation seems to remain like that of the previous generation. In most of the cases, the offspring of unskilled parents may choose their vocations within the level but some may eventually rise. Thus, the offspring of businessmen and professionals tend to go for business and professional careers.

Parental level of education may also influence the vocational aspirations of children with special needs. Having a high level of educational attainment is likely to reduce ignorance on the causes of some impairment and also influence the reaction of parents to their children with special needs as they may likely handle the children with

understanding. Mishra and Singh (1998) indicated that parental education had a significant influence on the aspiration level of their children.

Furthermore, Nwachukwu (2003) noted that boys from high income earning families tend to assume that they would go for higher education and have vocational aspirations restricted to a professional executive type. In addition boys from lower income families tend to prefer skilled jobs, which offer higher rates of income. In Nigeria today, with the wide exposure and establishment of educational institutions even in rural areas, parents either of low or high socio-economic status urge their children to work hard at their studies in order to occupy one of the highly prestigious jobs or positions. Some low SES families and some rural communities often rally round to jointly educate any outstanding child to any level of education.

In a study, Shuell (1996) found that the socio-economic background of a person has a link to his educational and career development. Students from high - income families tend to assume they would go to university. In addition, from his findings, students from lower income families tend to think in terms of skilled jobs. The problems of students from low socio-economic status could be their inability to aspire. For some persons with special needs, the families may not allow them to further their education without knowing that there is ability in disability. Vincent (1990) posits that much of the child's educational development starts at home before even the formal education. According to him, the high and middle class homes are always able to provide the necessary prerequisites for success of their children. They can provide good learning environment and the necessary financial and motivational help.

Research has shown that a student's family background such as the father's level of education and SES can affect his academic achievement (Eshel and Kurman, 1991). The support or lack of support to study which students receive from their parents can influence their decision to leave or stay on at school and be inspired to one vocation or the other (Kysel, West and Scott, 1992). According to Okoro (1993), the reading habits of parents can also stimulate the children. Furthermore, the author noted that there was a relationship between parental socio-economic status and academic performance of secondary school students, and there was a significant relationship between level of education of parents and their children's academic performance. Osa-Edoh (2011) studied parental socio-economic status and its effect on student's educational values and vocational choices. The findings showed that there is significant difference in educational values and career aspirations of students from high and middle socio-economic homes in favor of higher socio-economic students. There is also significant difference in educational and career choices of students from middle and low socio-economic homes in favor of the former. Earlier study by Okhawere (1999) also found similar results. Likewise was the study by Udoh, Nsiong and Kudirat (2012). Such findings were also reported by Okunniyi (2004).

From the foregoing, one can see that parental income and education are extremely important determinants of vocational aspirations of students. Children from elite families tend to attend the best private or highly rated government schools from nursery to university levels. Parents of high SES are in a position to equip their children's education (Eamon, 2005 and Denga, 1990). Adeyinka, Olusola, Adedeji and Toyobo (2007) showed that parental education significantly influenced the academic adjustment of school children, and their vocational aspirations.

From their findings, Reynold's, Fletcher and Janzen (2007) found that parental education could help children with special needs to alleviate their problems thereby increasing their vocational aspirations. Children whose parents are illiterates suffer the most. They may not provide their children necessary materials that can aid learning.

3. Theoretical framework

The study is anchored on Ginzberg developmental theory (1951). The theory states that vocational career choice is a developmental process involving series of decisions that span over many years. With his associates, they believe that a number of factors such as socio-economic values and personal attributes can affect career choice. According to them, career development occurs in clearly marked steps which are made up of three stages, which an individual should pass through to make a vocational choice. These steps run from childhood to the middle 20's when the individual settles for a vocation. Based on this theory, one can deduce that whatever vocational aspiration a child may nurse will depend on many factors, which may be the parental socio-economic status.

4. Statement of the problem

The problem of the study is to investigate how parental socio-economic status can act as predictor to the vocational aspirations of secondary school students in Nsukka educational zone. One of the most important and outstanding issues in Nigeria today is the development of trained man power to meet the critical needs of the country and meet up with global standards. To achieve this, educational and curriculum planners need to ask questions about the influence of certain factors such as parental socio-economic status of adolescents including those with special needs who make up the work force and leaders of tomorrow on how they go about their careers or their vocational aspirations.

Socio-economic status of the parents may constitute constraints on the vocational aspirations of the students. The students may not have the necessary job information if their parents are illiterate that will increase their awareness of a vocation. Those with special needs may be restrained by parents to take up certain vocations due to ignorance. Parents to take up certain vocations due to ignorance may restrain those with special needs.

The study was guided by two research questions and one hypothesis:

Research questions-

1. How does education of parents influence vocational aspirations of students in secondary schools?
2. How does financial background of parents affect vocational aspirations of secondary school students?

5. Hypothesis

Ha1: There will be a significant difference between the mean ratings of secondary school students and the influence of parental educational status on their vocational aspirations.

6. Methods

6.1. Design of the study

The research design for this study is ex-post- facto design. Nworgu (2006) stated that such a design seeks to establish cause-effect relationships. This design is considered suitable for this research because two variables, which are independent (parental socio-economic status) and dependent, (vocational aspirations of students) are involved. The latter is an effect of the former.

6.2. Area of study

The study was carried out in Nsukka Education zone in Nigeria. There are fifty-nine (59) public secondary schools in the three local government areas that make up the zone (Planning Research and Statistics Unit (SUBEB and PPSMB, Nsukka Education Zone, 2013).

6.3. Population of the study

The population of the study comprised all the senior secondary school students in public secondary schools in the area of study. There are twenty-six thousand, four hundred and forty-eight (26,448) students in Nsukka education zone (Planning Research and Statistics Unit, SUBEB and PPSMB, Nsukka Education zone, 2013).

6.4. Sample and sampling technique

The sampling technique was multi stage random sampling. The sample comprised 400 students from 20 schools out of 59 schools of the population. Through simple random

sampling, twenty students were selected each from the twenty schools, making a total of 400 students, comprising males and females and those with special needs.

6.5. 6.5 Instrument for data collection

The instrument for data collection was a questionnaire titled Parental SES and Students Vocational Aspirations Questionnaire (PSESSVAQ). It was organized in two sections, A and B. Section A contained personal data of the respondents while section B contained statements structured according to the research questions. The questionnaire is made up of twenty items with a four point rating scale of strongly Agree (SA) (4) Agree (A) (3), Disagree (D) (2) and Strongly Disagree (SD) (1).

6.6. Validation of the instrument

The instrument was face-validated by three experts in Sociology of Education, Special Education and Measurement and Evaluation, all in the Faculty of Education, University of Nigeria, Nsukka. The experts checked the items on suitability of the language, relevance and adequacy of the items in addressing the topic. The final draft of the instrument was done based on the corrections.

6.7. Reliability of the instrument

The reliability of the instrument was done through test retest method. It was carried out on 30 senior secondary III students from three schools in Enugu Education zone outside the schools used for the study. The reliability index was calculated with Cronbach Alpha and it yielded 0.87 reliability coefficient showing that the instrument was reliable.

6.8. Method of data collection

The researchers used three research assistants to help them distribute and collect the questionnaires. They were directly administered to the students. The completed copies were collected on the spot.

6.9. Method of Data Analysis:

Means and standard deviation were employed in answering the research questions. One way analysis of variance (ANOVA) was used to test the hypothesis. It was tested at 0.05 level of significance.

7. Results

Table 1 shows the result of the study.

7.1. Research Question One

How does education of parents influence vocational aspirations of students in secondary schools?

Data from table 1(See Appendix 1) showed that the students agreed to items 1,2,9,11,12, 14 and 15. While they disagreed to items 3,4,5,6,7,8, 10,13,14,16,17, 19 and 20. This then suggests that education of parents has no significant influence on the vocational aspirations of secondary school student.

7.2. Research Question Two:

How does financial background of parents affect vocational aspirations of secondary school students?

Data from Table 1 (See Appendix 1) showed that the students agreed on only 6 items and disagreed on 15 items. This then shows that financial background of parents does not have influence on the vocational aspirations of secondary school students.

8. Hypothesis:

Ha₁: There will be a significant difference between the mean ratings of secondary school students and the influence of parental educational status on their vocational aspirations.

Data from Table 2 (See Table, Appedix1) is item by item analysis of the differences between parental qualification and vocational aspirations of secondary school students.

Item 1 showed that parental qualification does not have influence on students who would like to acquire university degree as the highest educational qualifications. This is indicated by calculated F-value of 1.481 and significant at .219. For this, the null hypothesis is accepted. It was tested at 0.05 level of significance.

All the items (see table 2, Appendix 2) showed that the qualification of parents does not have significant influence on any of the vocations the students are aspiring to. This means that the hypothesis that there will be a significant difference of parental qualification and vocational aspirations of students was rejected. It was tested at 0.05 level of significant.

9. Discussion

Results from the study showed that educational level of parents does not predict the vocational aspirations of secondary school students. This is against the findings of the studies done by Shuell (1996), Vincent (1990), Eshel and Kurman (1991). Osa-Edoh (2011) also found that SES of parents can also affect vocational choices of students. Other studies by Eamon (2005), Agulanna and Nwachukwu (2004) are also contrary to the findings of the present study. All these studies showed that parental education could

significantly influence academic performance of students and their vocational aspirations. Findings from Reynolds, Fletcher and Janzen (2007) noted that parental education could help children with special needs to alleviate their problems, thereby increasing their vocational aspirations. Similar findings were reported by Udoh, Nsissong and Kudirat (2012) and Okunniyi (2004).

Findings from Marcus (1993) was of the view that students whose parents are illiterate lack encouragement from their parents to aspire higher. This is manifested when parents refuse to provide their children with necessary materials that can aid learning. The researcher also observed that since most illiterate parents may not know the importance of such motivations, they tend to lack encouragement to offer to their children and relevant materials, which they attribute to high cost of materials.

The present study agrees with the findings by Lent, Brown and Hackett (2000) who viewed vocational aspirations as being shaped by outcome, expectancies, vocational interest and career self-efficacy. This plays a mediating role between ones background interest and one's outcome expectancies.

The results of the study showed that financial background of parents is not a strong predictor of vocational aspirations of students in the secondary schools. The findings disagree with Nwachukwu (2003) who is of the view that students from high income earning families tend to assume that they will go for higher education and their vocational aspirations tending towards professional executive type. In addition, those students of lower income families tend to prefer skilled jobs. Furthermore, that certain group of vocations are inherited, although, the relationship has not been established. From the study, some students agree that their parents explicitly expressed opinions about their vocation. The findings also disagree with Shittu (2004) that good parenting support by strong economic home background could enhance vocational aspirations especially when the students are sure they will not lack anything in life.

Based on these findings, one can now say that socio-economic status of parents is not a strong predictor of vocational aspirations of secondary school students. The reason could be that parents of some students from high SES may be so occupied with work and how to make more wealth that they may not have much time for themselves not to talk about their children. In addition, some with low SES may not know the right way to go about helping their children especially when the finances are not available.

9.1. Implications for Peace, Curriculum Planners and Special Educators

Peace is a state of mind and an atmosphere of tranquility and in this context, the home. It denotes absence of hostility or disunity. It is a state of mutual harmony between people or groups, especially in personal relationships. It is absence of mental anxiety as

in person's mind (Define Peace at Dictionary, 2012). Families of children with special needs are prone to experience the adverse effects of care giver burnout (Ayers, 2012).

Rearing children and helping them develop good vocational aspirations is imbued with hassles, which can burn parents out. The very nature of children with special needs is enough work and problem of its own (Obiyo, Anyanwu and Ugwuanyi, 2013). By their very nature, children with special needs demand extra care, guidance, protection, nurture and take of lot of time compared to other children. For them to develop their vocational aspirations may require more than the SES of their parents. Special educators and curriculum planners would do a lot of work. The same goes with normal children and students. Parental education can be of great help (Reynolds, Fletcher and Janzen, 2007). Nwagu and Umeakuka (2008) observe that it is expected that the higher the level of education attained by parents, the more conscious they become of the quality of vocation the children should aspire to. Mishra and Singh (1998) showed in their study that parental education had a significant influence on the vocational aspiration level of their children.

From the foregoing, one can deduce that the SES of parents to an extent may mar or enhance a student's vocational aspiration while extra attention would have to be given to those of them with special needs. This is because they demand greater attention, understanding, care and support which when they lack may eventually result to their lack of peace and that of the society at large.

Currently, the most pervasive trend associated with the education of students with special needs involves placing them in inclusive educational settings (Hoover and Patton 1999). The impact of inclusive education will be felt in a variety of ways in both special and general education classroom settings. They are felt in the area of curricula and their implementation and adaption. As teachers implement or adapt curricula at the classroom level, they are in effect, implementing and adapting the product of numerous decisions made at different levels of the educational and political systems.

Curriculum and assessment need to be relevant to the students and flexible enough to respond to all students' needs. The curriculum can facilitate the development and vocational aspirations of more inclusive settings when it leaves room for centre of learning of the individual teacher to make adaptation. In effect, the curriculum should be student centered which is in line with UNESCO recommendation (UNESCO, 2004).

For the purpose of this study, the implication is that not only will the teacher adapt the curriculum it has to be student centered. In addition, there must be home-school collaborative partnership. Parents should be involved in their children's learning to harness their SES to their children's vocational aspiration as the teacher helps also the ones with special needs. There should be close collaborative partnership between the family and the school (Farrel, 2009). When all these are done, the student's vocational aspirations are heightened, they are happier, including the schools with more fulfilled

students. The society is affected positively thereby making room for more peace. Lack of vocational fulfillment can create room for discontentment, which may be abused by some people.

10. Conclusion

From the findings of the study, it is noted that the education level of parents has no significant influence on the vocational aspirations of students in secondary schools. In addition, the parental income and financial background are not predictors of vocational aspirations of students, including those with special needs. Vocational aspirations of students based on this study are influenced by their interest in a subject, and subject teacher who make them like a subject. Moreover, the peer groups and the students' environments are strong predictors of their vocational aspirations, more than parental SES. Finally, the implications of the study vis-a viz peace, curriculum planners and special educators were highlighted.

10.1. Educational Implications

1. In designing and developing students' vocational aspirations, curriculum planners should collaborate with the family to bring out the best in the students.
2. The school should recognize the roles of self-efficacy and learning experience of the students.
3. There should be existence of school wide career programs, which will allow students and those with special needs to interact with professionals in various fields of work.
4. The school should collaborate/ partner with community agencies to identify resources which would help students improve their career self efficacy and vocational related skills.
5. Students in the course of study can be helped, especially those with special needs to know their capabilities and careers they can fit in to.

These implications and subsequent recommendations are in line with the theoretical framework adopted for the study. The Ginzberg theory adopted stated that vocational career choice is a developmental process involving series of decisions that span over many years and occurs in stages. All depend on factors such as parental SES, the school and the community. These are the stages a student must pass through to develop his own career. They must all collaborate with the student's development for him to make a wise choice.

10.2. Recommendations

From the results of this study, the following recommendations are made:

1. The home should allow students to develop their vocational aspirations.
2. The school should collaborate with the home to help students develop their vocational aspirations.
3. Literacy and life-long learning campaigns should be intensified by the school to get students enlightened. This will help them in choice of vocations.
4. The government should provide required teaching materials, educational facilities laboratory equipment and books in the library.
5. Students with special needs should be especially guided so as not to make wrong choice of vocations.
6. The curriculum should be student centered.

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Appendix A. Table 1

Students' mean and standard deviation on influence of parental education and financial background on their vocational aspirations.

S/N	Items	X	SD	Decision
1.	The highest educational qualification I would like to acquire is university degree	2.80	1.29	A
2.	After my SSCE, I intend to go to higher institution because graduates are better off in the society.	3.11	1.17	A
3.	I love football game, I will join a team after my SSCE because of Okocha.	2.10	1.06	D
4.	After my SSCE, I intend to go into business because my father is a businessman.	1.78	1.00	D
5.	I like to help people understand themselves, I shall be a psychologist because my sister's friend is one and she is in the USA.	2.42	1.09	D
6.	I like ensuring security of life and properties, I shall be a military officer	2.02	1.06	D
7.	I won't like to further my education after my SSCE, I shall learn a skill.	1.74	1.10	D
8.	I will take up white collar job after my SSCE because my mother works in the Ministry.	2.31	1.29	D
9.	I love lecturing, I shall study till I become a professor	2.82	1.14	D
10.	I shall study to assist people decide on action they can take to solve their problems as a guidance counselor	2.45	1.08	D
11.	I will like to be an engineer because I like handling iron and steel and it pays well.	2.48	1.13	A
12.	I shall be a banker because my friend's brother is a banker.	2.53	1.09	A
13.	I enjoy jobs that enable me work with my fingers such as drawing, seamstress, events decorator, I shall be a fashion designer	2.10	1.05	D
14.	I like taking care of old people and sick people, I shall be a nurse or medical doctor	2.59	1.39	A
15.	I love cooking and bakery work, I shall be a home economics' teacher. I like my home economic' teacher.	2.17	1.01	A
16.	I shall be an artist because my father is an artist.	2.28	2.2	D
17.	I shall be a police officer because I like keeping laws and order	1.91	1.05	D
18.	I will like to be a priest/clergy to be able to serve God and humanity	2.33	1.11	D
19.	I shall be a lawyer because my parents are going to sponsor my education.	2.26	1.06	D
20.	I shall be a pilot due to my parents' support.	2.11	1.03	D

Keys: A –Agree, D-Disagree, SSCE-Senior Secondary Certificate Examination.

Appendix B. Table 2: ANOVA analysis of variance between parental qualification and vocational aspirations of students

One-way Analysis of Qualification ANOVA

		Sum of square	df	Mean square	F	Sig
Item 1	Between groups	7.316	3	2.439	1.481	.219
	With groups	666.841	405	1.647		
	total	674.156	408			
Item 2	Between groups	2.063	3	.688	.504	.680
	With groups	553.066	405	1.366		
	Total	555.130	408			
Item 3	Between groups	4.142	3	1.381	1.389	.246
	With groups	401.444	405	.994		
	Total	405.586	407			
Item 4	Between groups	2.401	3	.800	.705	.550
	With groups	460.078	405	1.136		
	Total	462.479	408			
Item 5	Between groups	1.556	3	.519	.432	.730
	With groups	486.112	405	1.200		
	Total	487.667	408			
Item 6	between groups	3.117	3	1.039	.911	.435
	With groups	461.685	405	1.140		
	Total	464.802	408			
Item 7	between groups	2.721	3	.907	.742	.528
	With groups	495.323	405	1.223		
	Total	498.044	408			
Item 8	between groups	6.613	3	2.204	1.317	.268
	With groups	667.700	405	1.673		
	Total	684.313	408			
Item 9	between groups	.542	3	.181	.138	.937
	With groups	528.705	405	1.305		
	Total	529.247	408			
Item 10	between groups	2.838	3	.946	.804	.492
	With groups	476.384	405	1.176		
	Total	479.222	408			
Item 11	between groups	6.763	3	2.254	1.771	.152
	With groups	515..384	405	1.273		
	Total	522.147	408			
Item 12	between groups	3.860	3	1.287	1.090	.353
	With groups	478.120	405	1.181		
	Total	481.980	408			
Item 13	between groups	1.334	3	.445	.405	.750
	With groups	445.003	405	1.099		
	Total	446.337	408			

Item 14	between groups	6.162	3	2.054	1.058	.367
	With groups			1.941		
	Total	786.077 792.240	405 408			
Item 15	between groups	.755	3	.252	.244	.866
	With groups			1.032		
	Total	417.940 418.694	405 408			
Item16	between groups	17.903	3	5.968	1.226	.300
	With groups			4.867		
	Total	1966.244 1984.147	405 408			
Item17	between groups	3.152	3	1.051	.952	.415
	With groups			1.103		
	Total	446.853 450.005	405 408			
Item 18	between groups	.711	3	.237	.192	.902
	With groups			1.235		
	Total	500.067 500.778	405 408			
Item 19	between groups	.675	3	.225	.197	.898
	With groups			1.139		
	Total	461.369 462.044	405 408			
Item 20	between groups	.967	3	.322	.300	.825
	With groups			1.074		
	Total	435.082 436.049	405 408			
Clustermean	between groups	.147	3	.049	.291	.832
	With groups			.168		
	Total	67.990 68.137	405 408			

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