

PARENTAL EDUCATIONAL QUALIFICATIONS AND INCOME LEVEL: A CATALYST FOR CAREER ASPIRATION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN OGOJA EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

By

INJIFUORE CELINA KALISE

Department of Guidance and Counselling

University of Calabar

Injifuorecelina123@gmail.com

Abstract

The study examined the influence of parental educational qualifications and income level on the career aspiration among secondary school students in Ogoja Education Zone of Cross River State, Nigeria. Two research questions and hypotheses guided the study. The research adopted a survey design. A total of 597 respondents participated in the study. The One-way ANOVA statistical tool was employed to test the hypotheses at .05 level of significance. Finding revealed that parental educational qualifications do not significantly influence the career aspirations of the students. Also, parental income level has a significant influence on the career aspirations of the students. The study concluded that not all parental variables affect career aspiration of students. The study recommended that schools should implement comprehensive career guidance programs that take into account the economic background of students' families, providing tailored support and resources to those from lower-income families.

Keyword: *Qualification, Income, Career Aspiration, Parents, Students*

Introduction

Parental background has consistently been recognized as a significant factor in shaping the aspirations and career trajectories of young people. Sunday and Etuk (2024) posits that children from diverse parental backgrounds often experience different levels of exposure, resources, and expectations that influence their educational and career decisions. Gurama and Abubakar (2025) notes that parents who are professionals, business owners, civil servants, or farmers may transmit career aspirations to their children through role modeling, expectations, and the resources they make available (Orokpo et al, 2024).

In Nigeria, the influence of parental background on career aspirations has been the subject of extensive research, though findings have not always been consistent. While some studies like Orokpo and Sunday (2023) has found strong associations between parental socio-economic

status and students' upbringing and social adjustment, others have emphasized the importance of personal interests, peer influence, and environmental factors (Sunday & Neji, 2023). This inconsistency in research findings underscores the need for context-specific studies, particularly in areas like Cross River State, which have not been sufficiently covered in existing literature.

Cross River State is predominantly agrarian, with over 80% of its approximately four million people living in rural areas (Sunday, 2025). This socio-economic context presents unique dynamics for understanding how parental educational qualifications (Sunday, 2025) and income levels shape students' career aspirations (Esuabana, 2020). The Ogoja Education Zone, comprising five local government areas—Bekwarra, Obanliku, Obudu, Ogoja, and Yala, is particularly noteworthy for its concentration of educational institutions, including campuses of Cross River University of Technology, Federal College of Education, and a state school of nursing. This educational infrastructure provides a relevant backdrop for examining how parental factors influence students' aspirations for higher education and career development.

Career aspiration refers to decision made by a student on his or her future work, occupation, career, or profession. Career aspiration is for young or older adults to either start a new career or enter a new career that they have never done. It is important to note that youths involving in criminal tasks like internet fraud are brought back and taught to be more oriented and remain focused (Nancy & Teru, 2017; Sunday et al, 2025). It is so important that individual pass the torch to our youth or adults who are changing career tracks to go to the career they aspire for more improved career development. Career aspirations can be defined as what an individual wants or prefers to do in terms of work. According to Osa-Edoh and Alutu (2015), one of the greatest problems of a student is decision making and choice of career. A few years ago, career courses were thought to be for people who did not have the aptitude to study in a college and thus, needed skills in a particular field, to gain employment. Adolescents from affluent families tend to choose careers that they believe are befitting to their family's status even when such a career is against their own personal interest or capabilities while those from less privileged homes tend to grapple with careers that are within the financial capacity of their parents irrespective of their own interest or capability. Due to the changing complexity of the global economy and occupational marketplace, career decision making is an essential matter to be investigated. Career is one of the most crucial facets in one's existential spheres. It encompasses a set of life chores that an individual is deemed to conduct ranging from educational to career endeavours (Nancy & Teru, 2017).

Career aspiration has become a complex science with the advent of information technology, the emergency of post-industrial revolution and job competition as such, education is universally recognized to be the answer to socio-economic problems of the world. Nations and individuals look up to education to provide a clue or possibly, a cure for poverty, ignorance, joblessness, hunger, bad governance, poor communication system and inadequate shelter among other things (Ikot, 2022; Obambon et al, 2025).

There are as many excuses to land in a wrong job or career, while very few stay true to what they really want in life, by passionately following their career, many others have settled for any kind of job as long as it pays the bills. But we cannot deny the fact that doing a job we are not passionate about is even more difficult on the long run. Choosing a wrong job can be damaging when the chips are down; one of its consequences is lack of interest on the long run. When one loses interest in his or her job, efficiency and effectiveness suffer, productivity and accountability decline geometrically and one's employers will be dissatisfied (Fowowe-Ogunmilugba, 2025).

Families clearly play a very important role in the realization of a child's promise and potential (Sunday & Etuk, 2024; Uleko, 2025). At the most fundamental level, parents provide two critical resources: money and time. Parental financial support for lessons, instruments, equipment, and outside-of-school educational opportunities is as essential as their role in arranging lessons, searching out programs, driving to and monitoring practices. Parents, overtly or covertly, espouse values conducive for making positive career aspiration of their children. Although the social world of the child begins with the family, over time, as higher levels of performance are achieved, that world expands to include teachers, coaches, mentors, and talented peers. Social networks evolve naturally, but parents can help children build connections that support not only general social and emotional development, but career development as well (Adeniyi, 2025).

Participation in special activities, such as competitions or after-school or summer programs, can augment social networks with peers that provide specific emotional support for achievement, friends and companions who are also involved in the talent field can be essential to sustaining commitment during times of flagging interest or disappointing performance. Parents can take an active and deliberate role in constructing these social-support networks for their children by providing a rich array of opportunities to connect with other talented children.

The home and the school are the two important institutions that prepare children to become functional members of society (Sunday, 2025). Parents have right from time being the main actors involved in raising children in every society (Esuabana, 2021). Hence the family is recognized as an important agent of socialization. It is in view of the above that Adekeyi (2016) posited that "it is mainly through their efforts and abilities that children are socialized to become productive citizens". Therefore, wherever parents possess the resources and skills and apply them effectively and joyfully in raising their children, the society benefits. It is to this end, that the influence of parental background on the choice of career of students becomes both an imperative and an indispensable factor in the students' wheel of progress.

This study therefore sought to examine the influence of parental qualification and income level on the career aspiration among Secondary School Students in Ogoja Education Zone of Cross River State, Nigeria.

The transition from secondary school to higher education or the workforce represents a critical juncture in students' lives. Career aspirations formed during the senior secondary school years

have lasting implications for students' educational attainment, economic outcomes, and overall well-being. However, the extent to which parental educational qualifications and income level influence students' career aspirations in the Ogoja Education Zone has not been comprehensively examined.

Previous studies on this subject have yielded conflicting results. Some research has found that parental educational status and material wealth significantly influence students' academic and career aspirations (Ekanem & Asuquo, 2024), while others have concluded that parental factors have no significant influence, with peer influence and personal interests playing more dominant roles (Ogbiji, 2018). This ambiguity, combined with the limited research specifically focused on Cross River State, creates a gap in understanding that this study seeks to address.

Moreover, the socio-economic realities of Cross River State, characterized by high rural population, agricultural dependence, and relatively lower educational attainment among older generations, may create distinct patterns in how parental background influences students' career aspirations (Fowowe-Ogunmilugba, 2025). Understanding these patterns is essential for developing targeted interventions to support students in making informed career decisions.

It is a common observation that unemployment among Nigeria school leavers has been rampant, and some of those who are employed seem not to be satisfied with their job. One of the most common problems that a student faces is to choose his suitable career path, which is defined as the sequence of a person's several roles and work experiences over time. Failure by students to make the right choices may lead to unhappiness and disapproval by society. Most students pass this stage without having chosen their careers because most of the students are confused and apply for tertiary education without knowledge of what they want to pursue, the family and the environment the students find themselves have done little or nothing to help students overcome these challenges.

However, most of the public and private secondary schools in Nigeria, Ogoja education zone to be precise, do not have career guidance and counselling programmes that could link their students with labour market. Often, some youths choose wrong occupation through the influence of their peer groups while some are influenced or misguided by their subject teachers.

Not much has been done by the government to encourage students in many secondary schools on the choice of career by the employment of counsellors in many schools, organizing seminars and conferences on how to promote students' career aspiration. Therefore, this effort has not been really productive as there still lingers poor Career aspiration among secondary school students. The researcher is therefore poised to ask: could family variables such as parents' educational qualification, parent's income level, parent's occupation, family values and family type could be responsible for appropriate or good career aspiration? It is against this background and the fact that no work known to the researcher has undertaken a systematic study of these key variables that this study is undertaken. It is in line with filling this information gap that the researcher isolated the variables in this study for close study.

This study specifically sought to:

- i. Determine the influence of parents' educational qualifications on career aspiration of senior secondary school students in Ogoja education zone of Cross River State.
- ii. Examine the influence of parents' income level on career aspiration of senior secondary school students in Ogoja education zone of Cross River State.

The following research questions were posited to guide this study:

1. To what extent do parents' educational qualifications influence career aspiration of secondary school students in Ogoja education zone of Cross River State?
2. To what extent does parents' income level influence career aspiration of secondary school students?

The following hypotheses were formulated to serve as a guide to this study:

1. Parents' educational qualifications do not significantly influence career aspiration
2. Parents' income level does not significantly influence career aspiration of secondary school students

Methodology

The survey research design was used for this study. The rationale for the use of survey research design is that it involves systematic collection of data, analysis, interpretations and report of existing facts and information concerning family variables and Career aspiration among secondary school students in Ogoja Education Zone of Cross River State, Nigeria. According to Isangedighi Joshua, Asim and Ekuri (2014), survey research design involves the collection of data to accurately and objectively describe existing phenomena. Studies that make use of this approach aimed at obtaining a picture of the present condition of particular phenomena.

Furthermore, the research design will be adopted because the study population is large, but a sample will be taken and the findings will be generalized to the entire study population.

The population of the study comprises all the SSS 11 Students in the 94 public secondary schools in Ogoja Education Zone. The total number of students consists of five thousand, nine hundred and sixty-nine (5,969) from the study area as recorded by Secondary Education Board (SEB, 2023).

Multi stage sampling procedure involving stratified, proportionate and simple random *techniques were adopted in this study*. First the area was stratified into five strata according to the number of local government areas in the zone; each local government was labeled a stratum. Next, in each stratum, 20 % of secondary schools were selected using simple random technique involving the hat and draw procedure where the researcher wrote down numbers representing the schools on pieces of papers, fold them into paper balls put into a container and blindly select from the container the number of secondary schools as already determined by the percentage. In all 18 secondary schools were selected. Simple random sampling technique was adopted to select 10% of the students from the entire population used for the study.

The study used a sample size of 597 students representing 10% of the population of study. This represented the characteristics of the entire population for the findings to be generalized.

The main instrument used for data collection was a research-made instrument titled: “Parental variables and Students’ Career aspiration Questionnaire (PVSCAQ). The instrument consists of three parts: Part A, B and C. Part “A” of the PVSCAQ instrument consist of the demographic data of the respondents and Parents-related Variable items, part “B” focuses on family values, while section “C” consist of the items designed to elicit responses on their Career Aspirations. The items were framed on a 4 point modified Likert-type scale with 4 options and scoring pattern of strongly agree (SA = 4points), Agree (A = 3points), Disagree (D=2points) and strongly disagree (SD = 1point) for positively worded items and reverse scoring for negatively worded items and ticking appropriately in section B.

After the construction of the PVSCAQ instrument, it was subjected to face validity. To ascertain the face validation of the instrument, the draft instrument was given to 2 experts, one in Measurement and Evaluation and the other in Guidance and Counselling. Besides, most of the items were based on the researcher’s personal observation and experience and especially from data gathered in the course of reviewing related literature.

To determine the reliability of the PVSCAQ research instrument, a trial test was done using 50 respondents drawn from the population area who were not part of the real study. Cronbach Alpha was used to determine the reliability estimate of the instrument. Here the researcher gave the instrument once to the respondents to complete, and data collected was analyzed to determine the reliability. The overall reliability coefficient ranged between 0.76- 0.87, which shows that it was high enough to be used for the study.

The questionnaire was administered to respondents in each of the selected schools in each Local Government Area of the zone. The researcher personally visited each school selected for the study and administer the questionnaires to the number of subjects selected for that school. In each school, the researcher obtained permission from the school principal, where the principal was absent, permission was obtained from the vice principal present.

Before administering the questionnaire, the researcher briefly explained what was required of the participants and how they were expected to fill their own copies of the instrument. On completion, the questionnaire copies were retrieved. The researcher thanked the participants and principal for their assistance and consent respectively.

The formula for One-Way ANOVA (Analysis of Variance) is based on the ratio of the variance between groups to the variance within groups. i.e, $F = MSB/MSWF$

Decision Rule: If $p\text{-value (Sig.)} \leq 0.05$, reject the null hypothesis (H_0).

Conclusion: There is a statistically significant difference among the group means.

If $p\text{-value (Sig.)} > 0.05$, fail to reject the null hypothesis (H_0).

Test of hypotheses

Hypothesis one:

There is no significant influence of parents' educational qualification on career aspiration of senior secondary school students in Ogoja Education Zone of Cross River state.

TABLE 1: One-way ANOVA of significance of influence of parental educational qualification on career aspiration of senior secondary school students

Variables	N	$\bar{x}$	sd
Primary	110	28.85	3.06
Secondary	304	29.01	3.36
Tertiary	182	29.04	2.96
Total	596	28.99	3.18

Variable	SS	Df	MS	f	Sig.
Between Groups	2.910	2	1.455		
Within Groups	6018.008	593	10.148	.143	.866
Total	6020.918	595			

It can be seen from the table 1 that, out of the 597 students that took part in the study, 110 students had parents with primary level of education, 304 had parents that attended secondary level of education, while 182 had parents that attended tertiary level of education. The table also indicates an f-ratio of 0.143 and p-value of 0.866. These results led to the retention of the null hypothesis since the p-value is greater than alpha. This implies that, the results from this hypothesis show that parental educational qualifications do not significantly influence career aspiration of the students.

Hypothesis two:

There is no significant influence of parental income level on career aspiration of senior secondary school students in Ogoja Education Zone of Cross River state.

TABLE 2: One-way ANOVA of significance of influence of parental income level on career aspiration of secondary school students

Variables	N	$\bar{x}$	sd
Below N50,000/month	135	28.53	2.92
N50,000-N100,000/month	331	29.31	3.46

Above N100,000/month	130	28.65	2.58		
Total	596	28.99	3.18		
Variable	SS	Df	MS	f	Sig.
Between Groups	75.713	2	37.857		
Within Groups	5945.204	593	10.026	3.776	.003
Total	6020.918	595			

It can be seen from the table that out of the 597 students that took part in the study, 135 students are from parents whose income is below N50,000.00 per month, 331 had parents whose income ranged from N50,000.00 to N100,000.00 per month, while 130 had parents that earned above N100,000.00 per month. The table also indicates an F-ratio of 3.776 and p-value of 0.003. These results led to the rejection of the null hypothesis since the p-value is less than 0.05 level of significance. This implies that, the results from this hypothesis shows that, parental income level has significant influence on the career aspiration of the students. Since the result indicated significant influence, a post hoc analysis was conducted to establish where the differences are. The result of this analysis is presented on table 3.

TABLE 3: Fisher's LSD post hoc test on the influence of parental income level on career aspiration of secondary school students

		Mean difference	P	Remarks
Below N50,000/month	N50,000- N100,000/month	-0.77*	.017	Significant
	Above N100,000/month	-0.12	.757	Not Significant
N50,000- N100,000/month	Below N50,000/month	0.77*	.017	Significant
	Above N100,000/month	0.65*	.047	Significant
Above N100,000/month	Below N50,000/month	0.12	.757	Not Significant

N50,000- N100,000/month	-0.65*	.047	Significant
----------------------------	--------	------	-------------

*The mean difference is significant at .05 level

In table 3 above, the Fisher's Least Significant Difference post hoc analysis run to determine where significant differences exist among the three income levels shows that differences do exist among some of the income levels. Specifically, the results indicate that significant difference exists between students from parents whose income is below N50,000.00/month and those whose income is between N50,000.00 and N100,000.00 per month, and vice versa; but there is no significant difference between students whose parental income level is below N50,000.00 and those above N100,000.00 per month, and vice versa. The results also indicated significant differences in career aspiration existing between students whose parents earned between N50,000.00 and N100,000.00 per month and those who earned above N100,000.00 per month, and vice versa.

Discussion of findings

The first hypothesis sought to determine the influence of parental educational qualifications on the career aspirations of senior secondary school students in the Ogoja Education Zone of Cross River State. The analysis revealed that among the 597 students surveyed, 110 had parents with a primary level of education, 304 had parents with a secondary level of education, and 182 had parents with a tertiary level of education. The F-ratio was 0.143 with a p-value of 0.866, leading to the retention of the null hypothesis. This indicates that parental educational qualifications do not significantly influence the career aspirations of the students in this study.

Several previous studies have explored similar themes, albeit with varying outcomes. Shahidul et al (2018) conducted a study on Malaysian students and found out that, parental educational levels had no significant influence on the career aspirations of students. This aligns with the findings of the present study, suggesting that in diverse cultural contexts, parental education may not play a pivotal role in shaping career aspirations. Conversely, Sunday et al (2025), conducted a study adolescents' career aspiration in Badagry Local Government Area of Lagos State. The findings showed that 48.36% of respondents agreed to parents influencing their Career aspiration. On the average 21.5% agreed that their parents' line of business influenced their career aspiration. While 78.5% disagreed; on the whole 30% of the respondents agreed that, they choose the family career to sustain the family business. The study indicated that adolescents in the study area have some form of independence in making career aspiration. Therefore, parental educational level has no significant influence on students' career aspirations.

In contrast, Akinsanya et al (2016) in Ogun State, Nigeria, concluded that parental education had the highest significant influence on career aspirations. This discrepancy with the current study's results might stem from regional differences within Nigeria or variations in sample sizes and methodologies. Similarly, Blackemore and Cooksey (2009) in Abia State, Nigeria, observed significant influences of parental education, particularly that of fathers, on students'

career aspirations. These findings, differing from those in Ogoja, suggesting potential regional cultural differences in parental influence.

Harju *et al.* (2020) in Finland highlighted the significant impact of family-related factors, including parental education, on children's academic outcomes. However, their focus on early education rather than secondary school career aspirations might explain the differences with the current study. Mushtaq, Abida, and Hafsa (2021) found a weak but positive relationship between parental education and students' social adjustment, indirectly suggesting a potential influence on career aspirations. The weak relationship aligns somewhat with the current study's findings of non-significance. In Somerset (2008) reported significant influences of parental education on Career aspirations, particularly in regions with higher socio-economic status. Similarly, Venkata (2003) in India found significant influences of parental education on students' career decisions. These contrasts with the present findings suggest that socio-economic context and cultural values may play crucial roles.

The non-significant influence of parental educational qualifications on career aspirations in this study may be attributed to several factors. In the Ogoja Education Zone, students might rely more on personal interests, peer influences, or other factors rather than parental education when making career decisions. Economic factors such as parental income level and occupational status might have a more direct impact on career aspirations than educational qualifications, as financial stability could influence the perceived feasibility of various career paths. Additionally, the influence of teachers, school counsellors, and exposure to career guidance programs within schools could overshadow the impact of parental education. As global access to information and career opportunities expands, students may be increasingly making independent Career aspirations based on a broader range of influences beyond parental education.

The findings suggest that, interventions aimed at enhancing career aspirations among secondary school students should consider a broader range of factors beyond parental education. These might include enhanced career guidance within schools to help students explore various career options based on their interests and abilities. Initiatives to involve parents in their children's career planning without focusing solely on their educational qualifications could be beneficial. Programs that positively leverage peer influence in career decision-making could be effective, given the potential role of peers as seen in some studies. Policies aimed at reducing economic barriers to career aspirations, such as scholarships and financial aid, could help mitigate the influence of parental income level and occupational status.

The second hypotheses sought to investigate the influence of parental income level on the career aspirations of senior secondary school students. The analysis revealed that among the 597 students surveyed, 135 were from families with a monthly income below N50,000, 331 were from families with an income ranging from N50,000 to N100,000, and 130 were from families earning above N100,000 per month. The results indicated an F-ratio of 3.776 and a p-value of 0.023, leading to the rejection of the null hypothesis. This implies that parental income level significantly influences the career aspirations of the students. A post hoc analysis using

Fisher's Least Significant Difference method further revealed that significant differences exist between students from families earning below N50,000 and those earning between N50,000 and N100,000 per month, as well as between students from families earning between N50,000 and N100,000 and those earning above N100,000 per month. However, no significant difference was found between students from families earning below N50,000 and those earning above N100,000 per month.

Comparing these findings with previous studies reveals both similarities and differences. Esuabana and Ekpang (2016) examined the influence of home background on students' Career aspirations in Akamkpa Local Government Area of Cross River State, Nigeria, and found that socio-economic status significantly influenced Career aspiration. This aligns with the present study's findings, indicating that higher parental income level can provide more resources and opportunities for students, thereby influencing their career aspirations. Similarly, Ipaye (2018) highlighted the adverse effects of parental poverty on the Nigerian child, suggesting that economic hardship limits students' ability to pursue their desired careers due to financial constraints. This further supports the present study's conclusion that parental income level plays a crucial role in shaping career aspirations.

Danesy and Okediran (2013) also noted a strong correlation between socio-economic status and academic performance, emphasizing that poverty can hinder educational achievements and career prospects. This reinforces the current findings, as students from lower-income families might face limitations that affect their career aspirations. Egaga and Aderibigbe (2015) found that adolescents with hearing impairments from higher socio-economic backgrounds exhibited better social adjustment, indicating that economic resources positively impact students' overall development, including career aspirations. This is consistent with the present study's results.

However, some studies present a more nuanced view. For instance, Ogunsola (2020) examined the influence of parental socio-economic status on the social adjustment of students with learning disabilities and found that higher socio-economic status positively influenced social adjustment. While this study did not directly address career aspirations, it suggests that economic stability can enhance various aspects of a student's life, indirectly supporting career development. Despite these consistencies, there are differences in the extent and manner of influence observed across different studies. The reasons for the significant influence of parental income level on career aspirations found in the present study can be attributed to several factors. Higher parental income level generally provides better educational resources, access to extracurricular activities, and exposure to diverse career opportunities. Financial stability also reduces stress related to economic constraints, allowing students to focus more on their aspirations and ambitions. Conversely, students from lower-income families might experience limited access to quality education and career guidance, constraining their career aspirations.

The implications of these findings are significant for policymakers and educators. Interventions aimed at supporting students' career aspirations should consider the economic background of families. Providing financial aid, scholarships, and career counselling tailored to students from lower-income families could help bridge the gap and enable these students to pursue their

desired careers. Additionally, schools should offer comprehensive career guidance programs that are accessible to all students, regardless of their socio-economic status.

Conclusion

This study has examined the influence of parental educational qualifications and income level on career aspiration among senior secondary school students in Ogoja Education Zone of Cross River State, Nigeria. However, parental educational qualifications do not significantly impact career aspirations. These insights highlight the complex interplay of economic, occupational, and cultural factors in determining career aspirations among students in the Ogoja Education Zone. Addressing these factors through targeted interventions can help students make informed and ambitious Career aspirations.

The study contributes to the understanding of how parental background influences career development in Nigerian secondary school students, with implications for career guidance, educational policy, and community interventions. The findings support Anne Roe's theory of career aspiration, which emphasizes the influence of early experiences and family environment on occupational choices.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Schools should implement comprehensive career guidance programs that take into account the economic background of students' parents, providing tailored support and resources to those from lower-income families.
2. Schools should encourage parental involvement in career planning by organizing workshops and seminars that highlight the importance of positive family values and parental support in career development.

References

- Adekeyi, A. (2016). *Teaching social studies in Nigerian Colleges*. Ile-Ife Press.
- Adeniyi, A. E. (2025). *The impact of family background on the occupational aspirations of secondary school students in Ondo West Local Government Area of Ondo State Nigeria*. Adeyemi College of Education, Ondo State.
- Akinsanya, E., Ajayi, D & Salomi O. (2016). Relative effects of parents' occupation, qualification and academic motivation of wards on students 'achievement in Senior Secondary School Mathematics in Ogun State. *British Journal of Arts and Social Sciences*, 3, 26-57.
- Blackemore, G & Cooksey, D (2009) Parent educational level in five secondary school. An Unpublished Study. Abia state University.

- Danesty, A.H. & Okediran, A. (2013). Ethological factors and effects of street working behaviour among Nigerian youths. School of Arts and Social Science FCE (Special) Oyo. *Journal of Social Problems*, 2 (1), 23-45.
- Egaga, P.I. & Aderibigbe, S.A (2015) Influence of socio-economic background on social adjustment development of adolescents with hearing impairment. *Global Journal of Human-Social Science*, 15(11).
- Ekanem, A. E., & Asuquo, M. E. (2024). Challenges and prospects of career choice amongst senior secondary three (SSIII) students in Obot Akara Local Government Area, Akwa Ibom State. *British Journal of Education, Learning and Development Psychology*, 7(3), 102-114.
- Esuabana, S. B. & Ekpang, P. U. (2016). Influence of home background on students' career aspirations in senior secondary schools in Akamkpa Local Government Area of Cross River State, Nigeria. *Review of Education and Human Development*, 2, 1.
- Esuabana, S. B. (2020). Family related variables and undergraduate students' tendencies to social behaviour in university environment in Cross River State, Nigeria. The Guidance and Counseling Perspective. *Annual Research & Review in Biology*, 50-61.
- Esubana, S. B., Ekeng, E. B. & Ubi, G. M. (2021). Validation of safety guidelines adopted for COVID-19 in Nigeria: The guidance and counselling perspective. *Annual Research & Review in Biology*, 36(2), 50-61.
- Fowowe-Ogunmilugba, B. J. (2025). The Influence of family values, socioeconomic status, and parenting styles on the career aspirations of secondary school students. *Journal Ilmu Bimbingan dan Konseling*, 16(1).
- Gurama, A., & Abubakar, H. N. (2025). Parental factors and career aspirations of students in senior secondary schools in Gombe Metropolis, Nigeria. *Journal of Professional Counselling*, 8(1), 9-18.
- Harju-Luukkainen, H., Vettenranta, J., Wang, J., & Garvis, S. (2020). Family related variables effect on later educational outcome: A further geospatial analysis on TIMSS 2015 Finland. *Large-Scale Assessments in Education*, 8, 3. <https://doi.org/10.1186/s40536-020-00081>
- Ikott, P. O. (2022). Parental variables and career aspiration among senior secondary school students in Umuahia Education Zone, Abia State, Nigeria. Unpublished M,Ed thesis of the University of Calabar.
- Ipaye, T. (2018). *Educational and vocational guidance concepts and approaches*. Ife: University of the Press Ltd.
- Isangedighi, A. J., Asim A. E. & Ekuri E. E. (2014). *Fundamentals of research and statistics in social sciences*. Calabar: University of Calabar Press.

- Mushtaq A., Abida P. & Hafsa N. (2021). Impact of parents' education on social adjustment of secondary level students. *PJER*, 4(4).
- Nancy, N & Teru, Y. (2017). Risk factors, protective factors, vulnerability, and resilience: A framework for understanding and supporting the adult transitions of youth with high incidence disabilities. *Remedial and Special Education*, 24, 16-26.
- Obambon, A. A., Sunday, U. B., & Beshel, C. (2025). Impact of objective test formats on test reliability coefficients and academic performance in graphic related economic concepts among students in Calabar Metropolis, Cross River State, Nigeria. *Iconic Research and Engineering Journals*, 9(9), 1634-1647.
- Ogbiji, J. E. (2018). Parental socio-economic status and higher academic aspiration of senior secondary school students in Cross River State Nigeria. *Journal of Education and Training*, 5(2).
- Ogunsola, F. (2020). The effects of parental socio-economic status on academic performance of students in selected schools in Edu LGA of Kwara State. Retrieved from <http://m.articlebase.com/education-articles/the-effects-of-parental-socio-economic-status-on-academic-performance5323908.htm/>
- Orokpo, M. O., Sunday, U. B. & Neji, G. N. (2024). Institutional variables and school security effectiveness for sustainable peace in Calabar Education Zone, Cross River State: Implication for educational measurement and evaluation. *Knowledge Review*, 40(1), 206-220.
- Orokpo, M. O., & Sunday, U. B. (2023). Prevalence of health challenges among the aged in Southern Cross River State, Nigeria: Implications for educational research in counselling services. *Prestige Journal of Education*, 6(2), 198-209.
- Osa-Edoh, C. R and Alutu, T. H. (2015). Academic advising: An approach from learning disabilities research. *Journal of Counselling and Development*, 75, 433-441.
- Shahidul, S. M., Karim, A. H. M., & Mustari, S. (2018). Parental educational aspiration and children's educational attainment in India: A study on the role of parental socio-economic status. *International Journal of Educational Development*, 60, 56-63.
- Somerset A. (2008). Career aspiration of pregnant and parent adolescents. *Family and counselling science education*, 25(1), 24-35.
- Sunday, U. B. & Etuk, I. S. (2024). Statistical analysis of marital adjustment: An evaluation of sustainable peace among upper basic education (UBE) teachers in Akwa Ibom State, Nigeria. *Journal of Qualitative Education*, 16(1), 175-196.
- Sunday, U. B. & Neji, G. N. (2023). Incidence of cyberbullying behaviour among students of tertiary institutions in Akwa Ibom State, Nigeria. *Prestige Journal of Education*, 6(2), 151-167.

- Sunday, U. B. (2025). Assessment of fair testing practices among basic education teachers in South-South States of Nigeria. *International Journal of Contemporary Social Science Education (IJCSSE)*, 6(1), 141-156.
- Sunday, U. B. (2025). Comparative analysis of selected post hoc tests on students' class level, age and mathematics achievement in Calabar Education Zone of Cross River State, Nigeria. *Journal of Educational Review*, 16(1), 27-38.
- Sunday, U. B., Beshel, C. & Chidozie, V. N. (2025). Binary dichotomization of educational and non-educational variables using coefficient of association (A) matrix with secondary school students in Calabar South Local Government Area, Cross River State, Nigeria. *International Journal of Education, Management Sciences and Professional Studies*, 1(2), 190-203.
- Sunday, U. B., Obambon, A. A. & Beshel, C. (2025). Students' perception of teachers' assessment and evaluation skills and their academic achievement in economics in Calabar Education zone of Cross River State, Nigeria. *Jigawa Journal of Educational Research (JJER)*, 4(2), 95-105.
- Sunday, U. B., Obambon, A. A. & Udemba, E. C. (2023). Application of coefficient of statistical association (A) tabulation in dichotomized non-variable and educational attributes in Calabar South Local Government Area, Cross River State, Nigeria. *AFRIBVAM Journal*, 4(5), 67-79.
- Uleko, O. J. (2025). Influence of family background on career aspiration of secondary school students in Zone C, Benue State. *Nigerian Journal of Literacy and English Education*, 2(5), 127-133.
- Venkata (2003). *Women, minorities and persons with disabilities in science and engineering*: Arlington, VA: Authur.