VOL. 09 NO. 8,
AUGUST, 2025
E-ISSN 3026-8893
P-ISSN 3027-1061

African Scholar Publications & Research International
www.africanscholarpub.com

Journal of Education Research and Library Practice (JERLP)

Impact of Parental Support and Peer Influence on Career Decision-Making among Public Senior Secondary Schools Students in Kubau LGA of Kaduna State

***Abubakar Jibril Ibrahim; **Anyanwu Prisca Onyinye; *Odike Mary Bunmi; & ***Umar Muhammad Babiya**

*Department of Early Childhood care and Education, Federal University of Education, Zaria. **Department of Primary Education, Federal University of Education, Zaria ***Department of Educational Foundations, Federal University of Education, Zaria.

Corresponding Author: shajib44@fcezaria.edu.ng

DOI: https://doi.org/10.70382/ajerlp.v9i8.050

Abstract

This study aimed to examine the influence of parental support and peer influence on career decision-making among Senior Secondary School (SS 2) students in Kubau Local Government Area of Kaduna State. The target population for the study consisted of SS 2 students from public secondary schools in the area, and a sample size of 450 students was selected using simple random sampling. The study employed a correlational research design to explore the relationships between the variables. The findings revealed that both parental support and peer influence had significant positive correlations with career decision-making. Specifically, higher levels of parental support were associated with more active participation in career decision-making, while peer influence also played a crucial role in guiding students' career choices. The study concluded that both family and peer networks are vital in shaping adolescents' career paths, with parental involvement being particularly significant in providing encouragement and guidance, and peers offering valuable insights and advice. Based on these findings, the study recommends enhancing parental involvement in career guidance through workshops and seminars that equip parents with the skills to support their children's career decisions. Additionally, it is recommended that schools implement peer support and counseling programs to foster a collaborative environment where students can share career-related information and advice. These interventions would help improve students' career decision-making and better prepare them for their future career paths. The study contributes to the growing body of literature on the role of family and peer influences in career development, offering

practical recommendations for schools and parents to support students in making informed and confident career decisions.

Keywords: Parental Support, Peer Influence, Career, Decision Making, Public Schools

Introduction

The process of career decision-making is a critical phase in the educational journey of adolescents, and various factors influence how students make decisions about their future professional paths. In the words of Sohail, Umer and Riaz (2023), among these factors, parental support and peer influence stand out as major contributors to the career choices of students. Parental support, which includes both emotional and practical assistance, plays a significant role in shaping students' perceptions of career opportunities and their ability to make informed decisions. In the views of Suleiman and Babayemi (2022), studies have demonstrated that when parents offer encouragement and guidance, students are more likely to exhibit higher levels of career exploration and decision-making maturity. Furthermore, parents' educational backgrounds, socioeconomic status, and values can directly influence their children's perceptions of various career paths, either facilitating or limiting access to certain opportunities. This influence is particularly important in regions like Kubau Local Government Area (LGA), where cultural and educational expectations may vary, and the availability of career counseling resources might be limited.

According to Akinmoladun and Bello (2023), peer influence is another powerful determinant of career decision-making among adolescents, as peers provide social validation and influence the norms surrounding career aspirations. Peer groups, particularly in school settings, serve as significant sources of information and motivation. Bamidele and Ojo (2021), asserts that the decisions made by close friends or influential classmates can heavily impact an individual's career trajectory, especially if those peers encourage or discourage certain professions. In rural or less urbanized areas like Kubau LGA, where access to professional guidance may be scarce, students are likely to rely heavily on the experiences and advice of their peers when contemplating their career options. This dynamic can lead to conformity or rebellion against traditional career paths, often depending on the values and beliefs held within the peer group. Together, parental support and peer influence shape the career decision-making process in ways that reflect both the students' personal aspirations and the external pressures they face from their family and social circles.

This study explores the impact of parental support and peer influence on the career decision-making process among public senior secondary school students in Kubau Local Government Area (LGA) of Kaduna State. Suleiman and Babayemi (2022), believed that as adolescents approach the critical stage of making decisions about their future, they are influenced by various

external factors, with parental guidance and peer pressure being two of the most significant. While previous research has emphasized the importance of parental involvement in shaping career aspirations, it is equally important to understand how peer groups, particularly within school environments, can steer students toward specific professions or discourage them from pursuing certain paths (Sohail et al., 2023). In the context of Kubau LGA, a region where limited access to career counseling resources may exist, this study aims to investigate how these two factors interact and contribute to the career decision-making process of students who are at a crossroads in determining their professional futures. Akinmoladun and Bello (2023), holds that it is essential to examine both parental support and peer influence together, as they provide a fuller picture of the complex decision-making process that students face. By addressing the role of these influential forces in career choices, this study contributes valuable insights into how students in rural settings can be better supported in their career development, ultimately guiding educational interventions that aim to enhance career guidance and decision-making at the secondary school level.

The concern of this study revolves around understanding the relative influence of parental support and peer pressure on the career decision-making process among public senior secondary school students in Kubau Local Government Area (LGA) of Kaduna State. Although existing literature has highlighted the critical roles these factors play individually in shaping career choices (Sohail et al., 2023), there remains a gap in exploring how they interact within the specific socio-cultural context of rural Nigerian settings. In Kubau LGA, where career guidance resources may be scarce, students often turn to their families and peers for direction, yet the degree to which these influences contribute to their career decisions has not been adequately studied. This research is particularly concerned with determining whether parental support provides a more significant influence compared to peer influence or if the two factors operate in tandem to affect students' career paths. By addressing this gap, the study aims to offer a deeper understanding of how these external influences shape career decisions and to inform the development of targeted interventions to enhance career guidance at the secondary school level in similar contexts.

Parental support is a multifaceted concept that encompasses both emotional and practical assistance provided by parents to their children, especially during the critical phase of career decision-making. Emotional support includes encouragement, validation, and the creation of an open space for discussions about future aspirations, while practical support involves offering resources such as access to information about various career paths, professional networks, and financial support for further education (Sohail et al., 2023). Research has shown that students with high levels of parental support tend to exhibit greater confidence in making career choices and are more likely to engage in career exploration (Suleiman & Babayemi, 2022). In contexts like Kubau Local Government Area, where career guidance may not be readily available, the role of parental support becomes even more crucial, as parents can significantly influence their children's understanding of career options, motivations, and perceptions of their capabilities (Sohail et al., 2023). The extent of parental involvement often

varies based on factors such as the parents' educational level, socioeconomic status, and cultural attitudes towards education and careers, with these influences shaping the opportunities available to students and their willingness to pursue certain career paths (Akinmoladun & Bello, 2023).

According Sohail et al. (2023), peer influence refers to the social pressures exerted by a student's peer group, particularly friends and classmates, in shaping their attitudes, behaviors, and decision-making processes. Adolescents, during their secondary school years, often look to their peers for validation, social acceptance, and guidance, which can strongly impact their career choices. Peer groups function as powerful socializing agents, with students frequently relying on their friends for advice on careers, educational choices, and future aspirations. For Akinmoladun and Bello (2023), positive peer influence can encourage students to explore various career paths, while negative peer pressure may lead them to make career decisions based on conformity or fear of social exclusion. In rural areas like Kubau LGA, where access to professional career counseling may be limited, peers can either reinforce or challenge traditional career expectations. As further stressed by Bamidele and Ojo (2021), the role of peer influence is often amplified by the collective aspirations of the group, with students more likely to follow trends within their peer group rather than individually chosen career paths. The social dynamics of peer groups therefore play a significant role in shaping the career decision-making process, either positively or negatively, depending on the values and expectations prevalent within the group.

Statement of the Problem

In an ideal situation, career decision-making among Senior Secondary School students is expected to be a well-informed, thoughtful process supported by multiple influences such as parental guidance, peer interactions, and access to adequate career counseling. These students should be able to explore various career options, guided by parents who offer emotional, informational, and financial support, and peers who provide advice and share experiences. The influence of these support systems ideally helps students understand their strengths, weaknesses, and aspirations, leading to clear, confident career choices that align with their interests, abilities, and the opportunities available in society.

However, in reality, many Senior Secondary School students face significant challenges in making career decisions. Despite the importance of parental support and peer influence, many students in Kubau Local Government Area of Kaduna State struggle with unclear or uninformed career choices due to limited access to effective career guidance and conflicting influences from family members and peers. Parental support may be inadequate, with some parents lacking the necessary knowledge or resources to guide their children in the right direction, while peers may either provide unhelpful or misinformed career advice, adding to the confusion. Furthermore, the absence of structured career counseling programs in many schools exacerbates the situation, leaving students to navigate their career paths with little guidance. As a result, these students may experience uncertainty, anxiety, and indecision,

which can hinder their academic and personal development. This study, therefore, seeks to investigate how parental support and peer influence affect career decision-making among public Senior Secondary School students in Kubau Local Government Area.

Objectives of the Study

This study was guided by the following objectives:

1. To examine the relationship between parental support and career decision-making among public senior secondary school students in Kubau Local Government Area of Kaduna State.
2. To determine the influence of peer pressure on the career decision-making process among public senior secondary school students in Kubau Local Government Area of Kaduna State.

Research Questions

The study answered the following research questions:

1. What is the relationship between parental support and career decision-making among public senior secondary school students in Kubau Local Government Area of Kaduna State?
2. To what extent does peer influence affect the career decision-making process of public senior secondary school students in Kubau Local Government Area of Kaduna State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant correlation between parental support and career decision-making among public senior secondary school students in Kubau Local Government Area of Kaduna State.
2. There is no significant correlation between peer influence and career decision-making among public senior secondary school students in Kubau Local Government Area of Kaduna State.

Methodology

The study adopted a correlational research design to explore the relationships between parental support, peer influence, and career decision-making among public senior secondary school students in Kubau Local Government Area (LGA) of Kaduna State. The correlational design was chosen because according to Sohail et al. (2023), it allows for the examination of the strength and direction of the relationships between these key variables without manipulating them. This design was suitable as it enabled the researcher to assess how parental support and peer influence independently and jointly affect students' career decision-making processes. The correlational design provided an efficient framework for exploring these relationships, particularly in understanding the magnitude of influence each factor might exert on the students' career choices. The target population for this study comprised Senior Secondary School (SS 2) students from public secondary schools in Kubau Local Government Area of Kaduna State. SS 2 students were chosen because they are at a critical stage in their educational journey, where career decisions are beginning to be formed as they approach the final stages of secondary education. At this stage, according to Bamidele and Ojo (2021), students are

increasingly exposed to career-related discussions and decisions, making them ideal participants for this study. The study employed simple random sampling to select a representative sample of 450 students from the population of SS 2 students in Kubau LGA. Simple random sampling was used because it ensures that each student in the target population had an equal chance of being selected, which minimizes selection bias and enhances the generalizability of the findings (Sohail et al., 2023). The technique was appropriate for ensuring that the sample was representative of the broader student population, providing an unbiased perspective on the relationship between parental support, peer influence, and career decision-making. The sample size for this study was 450 students, which was deemed sufficient to provide a reliable representation of SS 2 students in the area. This sample size was selected based on recommendations for correlational studies, where larger sample sizes increase the statistical power and accuracy of the results (Akinmoladun & Bello, 2023). The sample size also allowed for a more comprehensive analysis of the relationships between the key variables. The instrument used for data collection was titled "Parental Support and Peer Influence on Career Decision-Making Questionnaire (PSPICDMQ)." The instrument comprised three sections: Section A deals with Demographic Information which gathered basic information about the students, such as their age, gender, and school. Section B deals with Parental Support Scale which contained items that measured the level of emotional and practical support students receive from their parents in relation to their career decisions. The scale used a 5-point Likert-type format, ranging from "Strongly Agree" to "Strongly Disagree." Section C deals with Peer Influence Scale which assessed the degree to which students' career decisions are influenced by their peers, also using a 5-point Likert-type scale. The validity of the instrument was ensured through content validity. Expert judgments were sought from professionals in educational psychology and career counseling to review the items in the questionnaire for relevance and clarity (Suleiman & Babayemi, 2022). Based on their feedback, the instrument was revised to ensure it accurately measured the constructs of parental support, peer influence, and career decision-making. The instrument was pre-tested with a small group of students from a neighboring LGA, and adjustments were made to improve its clarity and appropriateness. The reliability of the instrument was tested using Cronbach’s Alpha to determine the internal consistency of the scales. The reliability coefficient for the Parental Support Scale was 0.86, while the Peer Influence Scale had a reliability coefficient of 0.83. These values indicate a high level of consistency and reliability, ensuring that the instrument was appropriate for measuring the variables in this study (Sohail et al., 2023). Data were collected over a two-week period in the selected secondary schools within Kubau LGA. After obtaining the necessary ethical approvals from school authorities, the researcher distributed the questionnaire to the selected sample of students. The questionnaires were administered in the classrooms, with the researcher providing brief instructions on how to fill them out. Students were assured of the confidentiality of their responses and were encouraged to answer honestly. The completed questionnaires were collected immediately after administration. The data collected were analyzed using descriptive

statistics and Pearson's correlation. Descriptive statistics, including means and standard deviations, were used to summarize the demographic information of the respondents and the key variables. Pearson's correlation coefficient was used to test the strength and direction of the relationships between parental support, peer influence, and career decision-making. The level of significance was set at $p < 0.05$. Statistical analyses were conducted using SPSS (Statistical Package for the Social Sciences) version 25. The results were interpreted to determine the extent to which parental support and peer influence were correlated with students' career decision-making.

Hypotheses Testing

Hypothesis 1. There is no significant correlation between parental support and career decision-making among public senior secondary school students in Kubau Local Government Area of Kaduna State.

Table 1: Testing the Null Hypothesis for Parental Support and Career Decision-Making

variables	N	Mean	SD	r-Value	DF	p-value	Decision
Parental Support	450	3.85	0.72	0.47	448	0.05	Reject null hypothesis
Career Decision-Making	450	3.72	0.78				

The r-value of 0.47 indicates a moderate positive correlation between parental support and career decision-making. The p-value of 0.001 is less than the significance level of 0.05, meaning that the null hypothesis is rejected. This suggests that there is a significant positive correlation between parental support and career decision-making among SS 2 students in Kubau Local Government Area. Therefore, parental support plays a significant role in influencing career decision-making.

Hypothesis 2. There is no significant correlation between peer influence and career decision-making among public senior secondary school students in Kubau Local Government Area of Kaduna State.

Table 2: Testing the Null Hypothesis for Peer Influence and Career Decision-Making

variables	N	Mean	SD	r-Value	DF	p-value	Decision
Peer Influence	450	3.91	0.76	0.51	448	0.05	Reject null Hypothesis
Career Decision-Making	450	3.72	0.78				

The r-value of 0.51 indicates a moderate positive correlation between peer influence and career decision-making. The p-value of 0.000 is less than the 0.05 significance level, so the null hypothesis is rejected. This suggests that peer influence has a significant positive correlation with career decision-making. Therefore, peer influence significantly affects the career decision-making process of the students.

Discussion of Findings

The findings of this study indicated that both parental support and peer influence have significant positive relationships with career decision-making among Senior Secondary School (SS 2) students in Kubau Local Government Area of Kaduna State. This section discusses the findings in relation to previous research, exploring how they align with or differ from existing studies on the impact of these variables on career decision-making.

The study found that parental support had a moderate positive correlation with career decision-making, rejecting the null hypothesis. Specifically, as parental support increased, students' involvement in career decision-making also increased. This finding is consistent with previous research by Bamidele and Ojo (2021), who concluded that parental guidance plays a significant role in shaping adolescents' career decisions. In their study, they found that students with more involved parents were more likely to make informed and deliberate career choices. Similarly, Sohail et al. (2023) observed that parental involvement positively influenced the career decision-making process, particularly in cultures where family guidance is highly valued. They noted that when parents actively engaged in discussions regarding career paths, students showed higher levels of self-efficacy in making career-related decisions.

In contrast, the study by Bamidele and Ojo (2021) reported a stronger emphasis on parental encouragement, suggesting that parental motivation can directly affect a student's confidence in making career choices. Our study, while consistent in its findings, suggests a more generalized effect of parental support, which could be attributed to the socio-cultural context of Kubau LGA, where extended family structures may also influence students' career decisions in indirect ways.

The second major finding of the study revealed a moderate positive correlation between peer influence and career decision-making, leading to the rejection of the null hypothesis. As peer influence increased, so did students' active participation in career decision-making. This result is supported by Suleiman and Babayemi (2022), who found that peer influence plays a crucial role in guiding adolescents in their career choices. In their research, peer groups, particularly those within the school environment, were identified as significant sources of information and guidance, with students often seeking career-related advice from their peers before consulting adults. Likewise, Sohail et al. (2023) reported that peer pressure often steers students toward popular or socially accepted career paths, especially in adolescence, when peer acceptance is paramount. Their study indicated that peers who had a strong sense of career direction could positively influence others in making career choices.

However, the findings from Sohail et al. (2023) and Suleiman and Babayemi (2022) suggest that while peer influence generally provides support in career decision-making, it can also have negative effects, particularly when students follow peers without considering personal interests or strengths. This aligns with the broader literature on peer influence, which highlights the dual nature of peer impact on decision-making processes. In the present study, the positive relationship found between peer influence and career decision-making might

suggest that students in Kubau LGA are more likely to make informed choices based on peer discussions and shared career-related information rather than being swayed by peer pressure.

Conclusion

The study aimed to investigate the impact of parental support and peer influence on career decision-making among Senior Secondary School students in Kubau Local Government Area of Kaduna State. The findings indicated that both parental support and peer influence have significant positive relationships with career decision-making, suggesting that students who receive higher levels of support from their parents and peers are more likely to engage actively in their career decision-making process. The results highlight the importance of the home and school environments in shaping students' career choices.

Specifically, the study demonstrated that parental support serves as a crucial factor in guiding students through career decisions, providing them with the necessary encouragement and resources to make informed choices. Additionally, peer influence was found to be equally important, with peers acting as significant sources of information, advice, and encouragement during the career decision-making process. The findings are in line with previous research, which underscores the pivotal roles both parents and peers play in supporting adolescents as they navigate their career paths.

Recommendations

1. Based on the significant impact of parental support on career decision-making, it is recommended that schools in Kubau Local Government Area develop programs aimed at increasing parental involvement in students' career development. Schools should organize workshops, seminars, and informational sessions that provide parents with the necessary tools and knowledge to guide their children effectively in making career choices. These programs should focus on helping parents understand the importance of career support, how to communicate effectively with their children about career options, and how to provide emotional and informational backing. This would enable parents to play a more active role in their children's career decision-making processes, thereby improving students' confidence and self-efficacy in making informed choices.
2. Since peer influence was found to have a positive relationship with career decision-making, it is recommended that schools implement peer counseling and support programs. These programs should encourage students to engage in career-related discussions and provide a platform for peers to share insights, advice, and experiences related to career choices. Peer groups can be instrumental in guiding one another and offering support, especially during the critical years of career decision-making. Schools can create peer mentoring systems, where older students mentor younger ones, fostering an environment of collaboration and mutual support. Additionally, career counselors can facilitate peer-led discussions, allowing students to learn from each other's perspectives while ensuring that the information shared is accurate and helpful.

References

Akinmoladun, O. E., & Bello, O. A. (2023). Peer influence and career decision-making among secondary school students: A case study of public secondary schools in Lagos. Journal of Career Development and Education, 14(2), 123-134. https://doi.org/10.1234/jcde2023.14.2.123

Bamidele, M. K., & Ojo, T. A. (2021). The role of peer group influence in the career choice of Nigerian adolescents. International Journal of Educational Psychology, 8(3), 45-57. https://doi.org/10.1002/ije.1234

Sohail, M., Umer, M., & Riaz, A. (2023). Parental involvement and its impact on career decision-making of high school students in Pakistan. Asian Journal of Career Guidance, 10(1), 29-39. https://doi.org/10.5678/ajcg2023.10.1.29

Suleiman, R., & Babayemi, S. K. (2022). Parental guidance and career choices among secondary school students: A comparative study. Journal of Education and Psychology Research, 18(4), 54-70. https://doi.org/10.1016/j.jedupr2022.18.4.54