

**Child Rearing Patterns and Career Choice among Secondary School Students:  
Empirical Evidence from Rivers State of Nigeria**

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**Abstract**

This study is an attempt to investigate the relationship existing between childrearing pattern and secondary school students' choice of career. The sample of this study was 410 SSIII students, which were drawn from 30 Secondary schools in Rivers State of Nigeria using simple random sampling technique. In each of these schools, one arm of SSIII class was randomly selected. Three research questions and three hypotheses were formulated and tested. The result, of the analysis showed that a significant relationship existed between parental child rearing patterns and secondary school students' choice of career. By implication, secondary school's students are placed in a better pedestal that will avail them the opportunity to appreciate parental child rearing patterns as part of the dynamics that come into play in career choice. Teachers and school counselors would also benefit from this information since awareness of the findings would facilitate their jobs when confronted with students' career choice problems.

**Introduction**

Families have constantly played vital roles in the upbringing of their children. These roles transcend the provision of material and financial needs and are met through varying approaches as have been identified by different psychologists such as in (Amajirionwu, 1981); and Baumrind (1971). In the same vein, an individual's career is one of the determinants of the level of success or failure which such an individual attains. The roles such a person plays in his entire life are predicated on his ability to make a wise and informed choice of career.

The focus of this study is on career choice in relation to parenting styles. For a meaningful work to be carried out on this topic there is need to have a look at the different ways the family influences an

adolescent's choice of career. The family has to be considered above all because of its immense influence on the life of an individual. In other words, family orientation and influence may likely annul the effects of other possible factors (Super, 1963). Several studies have been carried out on the family and its influences on career choice of students. Cole and Hall (1970, p. 600-606) discussed the family influence on the choice of career under the caption "the traditional bases for selection of an occupation". In their discussion, they pointed out that results of some studies have revealed that such familial factors like mother's or father's occupation substantially affect a number of young people in making career decisions. They also discussed family social status as a determinant of career choice. They opined that even the socially mobile families studied; do reasonably exert strong influences on their children's occupational choice. Olayinka (1973) equally highlighted the fact of some children taking to particular types of career as a result of strong parental motivation. Issues relating to the effects of such types of rearing patterns as autocratic, democratic and laissez-faire patterns on career choice are yet to be fully investigated especially in the Niger Delta Region of Nigeria.

It is therefore the cardinal purpose of this study to investigate relationship between childrearing pattern and secondary school students' choice of career. Certain questions derive from the above objective. What is the relationship between autocratic child rearing patterns, out door, mechanical, scientific, artistic and social service careers. What relationship exists between democratic child rearing pattern, out door, mechanical, scientific, artistic and social service careers? What is the relationship between laissez-faire child rearing patterns, out door, mechanical, scientific, artistic and social service careers?

## **Review of Related Literature**

### **Career Choice and Child Rearing Pattern**

Career has been defined in different ways by different people. Super (1967) conceived it as the interaction of various life roles of an individual over his life span. He called it the life career rainbow. Olutola (1986) saw it as a general work description that includes occupation, vocation and profession. He added that career is a sequence of jobs, positions or occupations which one is engaged in all through his/her life time. Going by the two definitions above, one can deduce that career choice is a developmental process. This process is established from a continuous collection of experiences which could start from no other place but home.

In his article captioned "The role of education in career and vocational development", Okon (1986) identified factors like aptitudes, interests, influence of schooling, societal occupational rating, self concept, parental attitudes and experience, etc as those that affect children's career choice. The issue of what attracts an individual into a certain vocation and repels him/her from others has always agitated

the minds of people at different times. It is widely acclaimed that no two persons are exactly alike. Some God-given talents make the differences quite obvious. This makes it possible for one job to be suitable for an individual and not for the other. Making a success of any vocation will naturally depend on man's ability to go into those occupations he is suited for (Hoppock, 1967).

The implication therefore, is the need to have self-awareness which will facilitate the process of career decision making. This does not happen spontaneously but gradually until such a time the individual feels that he/she has got sufficient information about himself/herself and his/her potentialities to make a firm decision to enter into a career (Olutola, 1986). Super (1967) maintained that the process is necessitated by the fact that career itself is a sequence of occupations, jobs, chosen pursuit, individual's achievement or advancement in a particular vocation.

There are several theories which have tried to explain why people choose one career instead of the other. Such theories include: trait and factor theory. This theory which stresses that individuals can choose their careers based on their abilities to identify those persistent characteristics which distinguish them from others was originated by Frank Parson as discussed in Nweke, (1989).

This theory seeks to match individuals and jobs based on variables like interest, ability, intelligence and the likes. Thus the theory encourages a counsellor's proper analysis of a counsellee's interests, abilities and disabilities before a career choice is made. There is also Holland's theory of vocational choice whose main assumption is that vocational choice is a manifestation of personality he used different work environment to represent. Holland recognized six personality types and six corresponding model occupational environments which he categorized by the same terms as personality types. These includes realistic, investigative, social, conventional, enterprising and artistic. The extent of congruency of one's personality to an occupational environment determines whether or not such individual would fit into a given occupation. Roe's theory which emphasized the impact of early childhood experiences on an individual's occupational choice is yet another theoretical attempt to explain why individuals take up some careers instead of the others. The theory held that every individual inherits a tendency to expand his energy in some particular way. This innate tendency the theorist maintained, combines with early childhood experiences to determine the way an individual develops to satisfy his or her needs in life.

Others include Ginzberg and Super's respective developmental theories. Accident theory which has Osipow (1973) and Hoppock (1976) as its proponents is also included in the theoretical approach to career choice (Nweke, 1989).

So far, theories of career development cited above all have foreign background and orientation. There is therefore, need to consider some of the career development theories that have relevance or

considered to have relevance to the Nigerian cultural background. Some of them as discussed by Gesinde (1986) include the accident theory which according to him is seen as a common theory of career choice which is a Layman's explanation of how he gets into his first occupation. Since (as the name indicates) individuals do not plan before they take up such jobs, they are considered accidental. The theory is consequently said to be based on chances. According to him, a good number of Nigerians particularly the first generation of educated individuals' claimed that the jobs they took up first were determined by chance factors.

The author further claimed that the result of a study he carried out with his 1977 master's degree students at the University of Ibadan on how the students entered into their jobs showed that more than 70% of the students chose their jobs accidentally. Nweke and Anagbogu (1989) also supported Gesinde's claim that many Nigerians made their occupational choice by 'chance and not by design'. Some others have been propounded in relation to career choice. These theories which range from sociological to psychological perspectives hold that a person's career choice is influenced by family, social class, peer group, culture, religious affiliation, stereotyping, etc.

The influence of family on students' career choice has also been investigated from the socio-economic status perspective. In Ugebor's (1979) study, he discovered that children from low socio-economic families preferred such professions like teaching, nursing and engineering as opposed to those from high socio-economic homes who preferred medicine, law and business administration. Other areas in which the family influences career choice include religious values and beliefs inculcated into a child. This according to Super (1963) is capable of making him/her prefer one career to the other. He believed that Moslems are likely to prefer such professions as the military to careers that are socially oriented; the Christian's case will be the reverse he added. One could explain this by considering the teachings and practices of different religions. For instance, the researcher has heard and read of the militant nature of the Islam – the elimination of an "infidel" of the Moslem religion is not viewed as a crime. Instead, they believe that they are in pursuit of just course for "Allah". The Christians, on the other hand, believe that they need not kill or coerce anyone into accepting their faith. Rather, they believe in divine intervention in controversial issues.

Ginsberg in Okwubunka (1994) posited that boys from high income families limited their career choices to those occupations of 'professional executive' type like pharmacy, political science, engineering, etc. Boys from the low income families on the other hand, go into skilled jobs which are capable of offering more remuneration. Good in Madu (1996) reported that because high socio-economic status parents tend to be financially viable, they therefore, have higher educational and occupational aspiration for their children. He maintained that low socio-economic parents tend to have scaled down inspiration for their children.

The trend in Nigerian society does not tend to favour the positions or views of the authors cited above from the researcher's point of view when one considers that even parents who are considered to belong to the low socio-economic level at every aspect, still strive to see their children through those careers so identified with high-socio-economic children. There have been cases of parents selling their lands and other naturally endowed possessions with a view to seeing their child through higher education. Some parents believe that what has eluded them must not elude their offspring. This view is in line with Mcqueen's observation as reported in Madu (1996). She noted that the entire Nigerian population steadily reach high educational goals and achieve higher occupational status than their parents irrespective of social status or background.

Roe (1957) happened to be one out of many who tried to consider career choice in relation to family rearing practices. She contended that family rearing practices may influence an individual's vocational development. She vividly described these influences in a speculative or theoretical form and identified six types of parental rearing styles that may influence eventual career orientation and preferences of their children. The six parenting types she identified were protective, rejecting, demanding, negative, loving acceptance and casual acceptance. The three main parenting styles that this study is concerned with are believed to be embedded in Roe's six types when we take cognizance of the characteristic features of each of the three parenting styles elucidated earlier in this review. She postulated that while the protective, demanding and loving acceptance are likely to take up person orientated careers; rejecting, negative and casual acceptance may tend towards occupations that have to do with material things and not people.

Lesile's (1962) research on parental attitude towards work, reflected on how homes consider work along the following line: the participating attitude which discussed those homes where parents are keen on their jobs and discuss them with excitement; the resentful attitudes which described those homes that say little or nothing about work. The silent attitude was associated with families where parents do not ever openly discuss about work (career or vocation). Finally, the plain attitude depicted those homes where all that pertain to work are openly discussed.

From the foregoing discourse, investigators, theorists and authors have in diverse ways highlighted the different ways through which families exert their influences on their children's choice of career. It should, however, be noted that most of the researches concentrated on parental influences in the areas of socio-economic status and parental occupation. The studies that considered child rearing patterns and their relationship to career choice are relatively sparse. Moreover, there are scarcely any attempt by the investigators to pin down what it is in the child rearing style that has gone wrong in the recent

times which tend to produce students who no longer take their studies seriously or make career decisions that are congruent to their abilities and potentialities.

## **Methodology**

The design for this study was correlational research. It was aimed at finding out the relationship between child rearing patterns and career choice of secondary school students. The study was carried out in Rivers State which is one of the states in the Niger-Delta area of the Federal Republic of Nigeria. The state consists of 23 local government areas with Port Harcourt as the Capital City. Rivers State was chosen for this study because of the researcher's years of working experience in the state's secondary school system. The population for the study consisted of all the senior secondary class three (SSIII) students in all the 240 public secondary schools in Rivers State. They were about 3000 in at the time of this study was. This group of students was chosen because they have been in secondary schools for over five years and were expected to have chosen the subjects that would lead them to different careers in the higher institutions of learning.

The sample of this study was 410 SSIII students. This was drawn through simple random sampling by slips of papers. Out of the 240 secondary schools in Rivers State, 30 schools, were selected through simple random sampling. In each of these schools, one arm of SSIII class was randomly selected and afterwards a stratified random sampling was adopted for the selection of respondents from the different arms. All the students in the selected classes were administered with the instruments.

The data was collected with two instruments. One of them was Child Rearing Pattern Questionnaire (CRPQ) developed by the researcher. This was a 30-item likert type scale. It required the respondents to indicate their level of agreement or disagreement i.e strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) to their parents use of child rearing patterns identified by the researcher. The other one Vocational Interest Inventory (VII). This is a standardized instrument developed by Bakare. The VII had ten interest areas with a likert-type response alternative. These alternatives of a five-point gradation preference (i.e. like very much, like, indifferent, dislike and dislike very much) were attached to each activity. Out of the ten interest areas in VII, five areas were considered in this study. The maximum possible score for each interest area was 50 while the minimum was 10. The essence of choosing the five interest areas for study was that they were considered to be closely related to the other five areas that are not included.

Copies of the CRPQ were sent to three specialists in Guidance and Counselling and two in Measurement and Evaluation for face validation. The resource persons were requested to assess the instrument in relation to relevance to the study and clarity of words. Their inputs were noted and

suggested corrections affected in the final version of the CRPQ. As standardized instrument, the inventory VII was validated after three years of experimentation and corrections it was subjected to before its final acceptance (Bakare, 1977).

The reliability coefficient of CRPQ was determined with a test-retest reliability. Some copies of the instruments were administered to 60 SSIII students from schools that were not used in the study. This was done with a view to eliminating contamination. The instrument was re-administered after a two-week interval. The data generated was correlated and a test-retest reliability of 0.78 was obtained. The VII reliabilities were stated by Bakare (1977) as follows: out door 0.62 and 0.80, mechanical 0.80 and 0.80, scientific 0.92 and 0.75, artistic 0.57 and 0.80, social service 0.73 and 0.81 (for reliability test conducted among the different groups of students).

The researcher administered the questionnaire with the assistance of guidance counselors and teachers in the schools used for the study. The participation of these professional colleagues in the administration of the instruments helped tremendously in sustaining the students interest to complete them (instruments). Most of the instruments were collected on the spot while a few were collected a day or two after. The questionnaire and inventories were then scored. The data generated were collated for statistical analysis.

The CRPQ had 30 items. Autocratic, democratic and laissez-faire child rearing patterns had 10 items respectively. These items have negative and positive statements. For the positive statements, strongly agree (SA) was scored 5 points, agree (A) had 4, Neutral (N) scored 3, Disagree (D) had 2 and Strongly Disagree (SD) scored 1. For any negative item, strongly agree (SA) was scored 1, Agree (A) scored 2, Neutral (N) scored 3, disagree (D) scored 4 and strongly disagree (SD) scored 5. A student's score on each of the child rearing patters was obtained by adding the scores of the items that elicited information on it. The maximum score for each of the child rearing patterns was 50 while the minimum was 10. The VII had ten items on each listed interest area. The maximum obtainable score was 50 while the minimum was 10.

The data collected were analyzed with mean, standard deviation and Pearson r. in specific terms, the analysis was thus: All research questions were analyzed with mean and standard deviation. Pearson r was used in the testing of the null hypotheses at 0.05 alpha levels. In order to derive more clear-cut results, the following hypotheses were postulated:

- i. There is no significant relationship between autocratic child rearing pattern, out door, mechanical, scientific, artistic and social service careers.
- ii. There is no significant relationship between democratic child rearing pattern, out door, mechanical, scientific, artistic and social service careers.

- iii. There is no significant relationship between laissez-faire child rearing pattern, out door mechanical, scientific, artistic and social service careers.

## Analysis of Results

### Relationship between Autocratic Child Rearing Patterns, Out Door, Mechanical, Scientific, Artistic and Social Service Careers

Research question one was answered with Pearson r as presented in Table 1.

**Table 1:** Mean Standard deviation and Pearson r for the Relationship between ACRP and careers.

	$\bar{X}$	SD	N	r
Autocratic Child Rearing Pattern	66.205	8.426	410	
Out door career	65.442	8.043		0.750
Autocratic Child Rearing Pattern	66.205	8.426	410	
Mechanical career	65.807	8.198		0.707
Autocratic Child Rearing Pattern	66.205	8.426	410	
Scientific career	65.995	8.020		0.652
Autocratic Child Rearing Pattern	66.205	8.426	410	
Artistic career	65.134	8.189		0.610
Autocratic Child Rearing Pattern	66.205	8.426	410	
Social service career	65.739	7.823		0.647

The data presented on Table 1 showed that mean and standard deviation for the autocratic child rearing pattern were 66.205 and 8.426 respectively, for out door careers the mean and standard deviation were 65.442 and 8.043 respectively. The Pearson r computed for ACRP and out door careers was 0.750. The mean and standard deviation for mechanical careers were 65.807 and 8.198 while the Pearson r for ACRP and mechanical careers was 0.707. Scientific careers had a mean of 65.995 and standard deviation of 8.020. The value of computed Pearson r far autocratic child rearing pattern and scientific careers was 0.652. Artistic careers had 65.134 and 8.189 as mean and standard deviation respectively. The calculated Pearson r for autocratic child rearing pattern and artistic careers was 0.610.

For social service careers, the mean and standard deviation were 65.739 respectively. The Pearson r computed for autocratic child rearing pattern and social service careers was 0.647. The standard

deviation and mean of 66,205 and 8.426 respectively for autocratic child rearing pattern remained the same.

### **Relationships Exist Between Democratic Child Rearing Pattern, Out Door, Mechanical, Scientific, Artistic and Social Service Careers**

The data generated by this research question were presented in Table 2. Mean, standard deviation and Pearson r were used in the analysis.

**Table 2:** Mean, Standard deviation and Pearson r for the Relationship Between DCRP and Students' Careers.

	$\bar{x}$	SD	N	r
Democratic Child Rearing Pattern	65.563	7.460	410	
Out door career	65.442	8.043		0.610
Democratic Child Rearing Pattern	65.563	7.460	410	
Mechanical career	65.807	8.120		0.608
Democratic Child Rearing Pattern	65.563	7.460	410	
Scientific career	65.995	8.20		0.609
Democratic Child Rearing Pattern	65.563	7.460	410	
Artistic career	65.134	8.189		0.543
Democratic Child Rearing Pattern	65.563	7.460	410	
Social service career	65.739	7.823		0.759

The data in Table 2 above showed that mean and standard deviation for democratic child rearing pattern were 65.563 and 7.460 respectively. For out door careers, the mean and standard deviation were 65.442 and 8.043 respectively. The computed Pearson r for democratic child rearing pattern and out door careers was 0.610. Mechanical careers had a mean of 65.807 and standard deviation of 8.120, the computed Pearson r for democratic child rearing pattern (with a constant mean and standard deviation of 65.563 and 7.460 respectively) and mechanical careers was 0.608. Mean and Standard deviation for scientific careers were 65.995 and 8.20 while the calculated Pearson r for DCRP and scientific careers was 0.609. Artistic careers had mean and standard deviation of 65.134 and 8.189 respectively. The computed Pearson r for democratic child rearing pattern and artistic careers was 0.543. 65.739 and 7.823 were the mean and standard deviation of social service careers while the computed Pearson r for DCRP and social service careers was 0.759.

## Relationship between Laissez-Faire Child Rearing Pattern, Out Door, Mechanical, Scientific, Artistic and Social Service Careers

The data generated by the above research question were presented in Table 3. Mean, Standard deviation and Pearson r were used in the analysis.

**Table 3:** Mean, Standard deviation and Pearson r for the Relationship Between Laissez-faire Child Rearing Pattern and Students Careers.

	$\bar{X}$	SD	N	R
Laissez-faire child Rearing Pattern	64.783	8.107	410	
Out door career	65.442	8.043		0.568
Laissez-faire Child Rearing Pattern	64.783	8.107	410	
Mechanical career	65.807	8.198		0.614
Laissez-faire Child Rearing Pattern	64.783	8.107	410	
Scientific career	65.995	8.020		0.596
Laissez-faire Child Rearing Pattern	64.783	8.107	410	
Artistic career	65.124	8.189		0.569
Laissez-faire Child Rearing Pattern	64.783	8.107	410	
Social service career	65.739	7.823		0.631

The data presented on Table 3 showed the mean and standard deviation of laissez-faire child rearing pattern as 64.783 and 8.107 respectively. Out door careers had mean and deviation of 65.442 and 8.043 respectively. The computed Pearson r for LFCRP and out door careers was 0.568. While the mean and standard deviation of LFCRP remained constant, mechanical careers had mean and standard deviation of 65.807 and 8.198 respectively. The computed Pearson r for LFCRP and mechanical careers was 0.614.

For scientific careers, the mean and standard deviation were 65.995 and 8.020 while the computed Pearson r for laissez-faire child rearing pattern and scientific careers was 0.596. Artistic careers had 65.124 and 8.189 as mean and standard deviation respectively. The computed Pearson r for LFCRP and artistic careers was 0.569. 65.739 and 7.823 were the mean and standard deviation of social service careers while the computed Pearson r for laissez-faire child rearing pattern and social service careers was 0.631.

## Test of Hypotheses

### Hypothesis 1

There is no significant relationship between autocratic child rearing patterns, out door, mechanical, scientific, artistic and social service careers.

This null hypothesis was tested with Pearson r at 0.05 alpha level of df of 408. The summary of Pearson r computed was presented in Table 4.

**Table 4:** Summary of Pearson r on the relationship between ACRP, out door, mechanical, scientific, artistic and social service careers

	$\bar{X}$	SD	r-cal	r-crit	Df	Alpha Level
Autocratic child rearing pattern Out door careers	66.205 65.442	8.426 8.043	0.750	0.195	408	0.05
Autocratic child rearing pattern Mechanical careers	66.205 65.807	8.426 8.198	0.707	0.195	408	0.05
Autocratic child rearing pattern Scientific careers	66.205 65.995	8.426 8.020	0.652	0.195	408	0.05
Autocratic child rearing pattern Artistic careers	66.205 65.134	8.426 8.189	0.610	0.195	408	0.05
Autocratic child rearing pattern Social service career	66.205 65.739	8.426 7.823	0.649	0.195	408	0.05

An examination of Table 4 showed that r values between autocratic child rearing pattern and out door (i.e. 0.750), between ACRP and mechanical careers (i.e., 0.707) between ACRP and scientific careers (i.e., 0.652), between ACRP and artistic (i.e., 0.6107, between ACRP and social service careers (i.e., 0.647) were respectively greater than the critical value of r at 0.05 alpha level and df of 408 (i.e., 0.195). Hence, the relationship among autocratic child rearing pattern and the various careers is significant. The null hypothesis four was therefore rejected.

## Hypothesis 2

There is no significant relationship between democratic child rearing pattern, out door, mechanical, scientific, artistic and social service careers.

The null hypothesis five was tested with Pearson r at 0.05 alpha level and df of 408. The summary of Pearson r computed was presented in table 1.

**Table 5:** Summary of Pearson r on the relationship between DCRP, outdoor, mechanical, scientific, artistic and social service careers.

	$\bar{X}$	SD	r-cal	r-crit	Df	Alpha Level
Democratic child rearing pattern Out door careers	65.563 65.442	7.460 8.043	0.610	0.195	408	0.05
Democratic child rearing pattern Mechanical careers	65.563 65.807	7.460 8.198	0.608	0.195	408	0.05
Democratic child rearing pattern Scientific careers	65.563 65.995	7.460 8.020	0.609	0.195	408	0.05
Democratic child rearing pattern Artistic careers	65.563 65.134	7.460 8.189	0.543	0.195	408	0.05
Democratic child rearing pattern Social service career	65.563 65.739	7.460 7.823	0.759	0.195	408	0.05

The data on Table 5 showed that the calculated r values between democratic child rearing pattern and out door (i.e., 0.610), between DCRP and mechanical (i.e., 0.608), DCRP and scientific (i.e., 0.609), DCRP and artistic (i.e., 0.543), DCRP and social service careers (i.e. 0.759) were respectively greater than the critical value of r at 0.05 alpha level and df of 408 (i.e., 0.195). Hence the relationship among DCRP and the various careers was significant. Null hypothesis five was therefore rejected.

### Hypothesis 3

There is no significant relationship between Laissez-faire child rearing pattern, out door, mechanical, scientific, artistic and social service careers.

This null hypothesis was tested with Pearson r at 0.05 alpha level and df of 408. The summary of Pearson r computed was presented in table 16.

**Table 6:** Summary of Pearson r for the relationship between laissez-faire child rearing pattern and out door, mechanical, scientific, artistic and social service careers

	$\bar{X}$	SD	r-cal	r-crit	Df	Alpha Level
Laissez-faire child rearing pattern Out door careers	64.783 65.442	8.107 8.043	0.568	0.195	408	0.05
Laissez-faire child rearing pattern Mechanical careers	64.783 65.807	8.107 8.198	0.614	0.195	408	0.05
Laissez-faire child rearing pattern Scientific careers	64.783 65.995	8.107 8.020	0.596	0.195	408	0.05
Laissez-faire child rearing pattern Artistic careers	64.783 65.134	8.107 8.189	0.596	0.195	408	0.05
Laissez-faire child rearing pattern Social service career	64.783 65.739	8.107 7.823	0.631	0.195	408	0.05

Table 6 showed that the calculated r values between laissez-faire child rearing pattern and outdoor (i.e. 0.568), between LFCRP and mechanical careers (i.e., 0.614), between LFCRP and scientific careers which was 0.596, between LFCRP and artistic careers (i.e., 0.569) and between LFCRP and social service careers (i.e., 0.631) were respectively greater than the critical value of r at 0.05 alpha level and df of 408 (i.e., 0.195). The relationship that existed between laissez-faire child rearing pattern and various careers was significant. The null hypothesis six was therefore rejected.

In sum, there was significant relationship between autocratic child rearing pattern and students' career choice. Significant relationship existed between democratic child rearing pattern and career choice of students. There was significant relationship between laissez-faire child rearing pattern and students' choice of career.

#### **Relationship between Autocratic Child Rearing Pattern, Out Door, Mechanical, Scientific, Artistic and Social Service Careers**

There is no significant relationship between autocratic child rearing pattern, outdoor, mechanical, scientific, artistic and social service careers. The result got from null hypothesis 1 above as reflected in table 4 showed the respective calculated r values to be higher than the critical values at 0.05 alpha level and 408 df. The null hypothesis was therefore rejected. The implication of the result was that the autocratic child rearing pattern significantly related to students' choice of careers. In specific terms, with the calculated r values of 0.750, 0.707, 0.652, 0.610 and 0.647 as coefficient correlations (of autocratic child rearing pattern and out door, mechanical, scientific, artistic and social service careers respectively), it then meant that the choice of any of these five careers have some type of relationship with the students brought up autocratically.

The reason behind the existence of this relationship was not part of the focus of the present study. However, one may attempt to proffer some hypothetical reasons which may have to do with the norms and mores obtainable in autocratic homes. Offsprings from such homes have no choice than to obey and carry out orders and instructions laid down for them by their parents. Some of those orders and instructions might not be unconnected with choice of careers. It is also note-worthy that the result of the present study is at variance with Roe (1957) which suggested that the protective and demanding parenting (which could be likened to the autocratic child rearing pattern of the present study) style favoured person oriented careers. While outdoor, mechanical and scientific careers may not be appropriately categorized under person oriented careers yet they had significant relationship with autocratic child rearing pattern. The western concept of child rearing which tend to give the child freer hand in doing things he dims fit than is obtainable in our own context could be responsible for the variation. The time lag between the present study and Roe (1957) theoretical presentation could also account for the observed difference.

#### **Relationship between Democratic Child Rearing Pattern and Out Door, Mechanical, Scientific, Artistic and Social Service Careers**

There is no significant relationship between democratic child rearing pattern, out door, mechanical, scientific, artistic and social service careers. The result got in respect of hypothesis 2 as presented in table 5, showed that the calculated  $r$  values for out door, mechanical, scientific, artistic and social service careers were respectively greater than the critical value of 0.195 at 0.05 alpha level and 408 df. In more specific terms, the calculated correlation coefficient between democratic and outdoor, democratic and mechanical democratic and scientific fell within very close range of 0.610, 0.608 and 0.609 respectively. This meant that the rate at which democratically reared students make choice of out door, mechanical and scientific career are almost the same. On the other hand, social service career appeared to have higher  $r$  with democratic rearing pattern than the three mentioned earlier. Artistic career however recorded the lowest correlation coefficient of 0.543. Nevertheless, it was still a significant relationship.

These results tend to prove that the social service career seemed to be favored more by democratic child rearing pattern than the other careers. On the contrary, artistic career with the lowest  $r$  of 0.543 among the careers considered, did not record as much high significant relationship with democratic child rearing pattern as social service, scientific, mechanical or out door careers.

The highest relationship observed between democratic rearing pattern and social service career is consistent with Roe (1957) theoretical frame work on child rearing and career choice. Roe had

reported that children reared in democratic type of families are likely to take up person oriented careers. In the present day, social service careers are made up of such careers as teaching, medicine, nursing etc that directly touch people.

### **Relationship Between Laissez-Faire Child Rearing Pattern, Outdoor, Mechanical, Scientific, Artistic and Social Service Careers**

Laissez-faire child rearing pattern does not significantly relate to students choice of outdoor, mechanical, scientific, artistic and social service careers.

The findings in table 6 showed that the calculated r values of 0.568, 0.614, 0.596, 0.569 and 0.631 (for relationship between laissez-faire child rearing pattern and outdoor, mechanical, scientific, artistic and social service careers respectively) were greater than the critical value of r at 0.05 alpha level and 408 df which was 0.195. This portrayed the existence of a significant relationship between laissez-faire child rearing pattern and each of the careers. The null hypothesis was therefore rejected.

Ordinarily, one would not have expected significant relationship to exist between laissez-faire child rearing pattern and all the five careers under investigation. Surprisingly, though the result proved otherwise. The findings tallied with the view expressed by Ogwudire (1984) who expressed that the latitude parents allow their children in laissez-faire families enable them to be creative and self reliant. This however, is not consistent with Baumrind's finding as was reported in Weiss and Schwarz (1996). The adolescents used in Baumrind's study were said to be less competent but more achievement orientated. The present study which also made use of adolescent, did not find them less competent than their counterparts from autocratic and democratic homes.

Furthermore, with the highest Pearson r of 0.631 recorded under social service career, the present study has also shown a different characteristic quality of children reared with laissez faire child rearing pattern. While Roe (1957) theoretical postulation viewed the permissively reared children to favour careers that have to do with materials rather than human, the present study had the laissez faire child rearing pattern recording the highest r under social service career. This has to do with human rather than material. One can explain the reason behind the variation in Roe's postulation and the result of the present study to be due to cultural differences. Not only that, there is current general trend of parental emphasis on such fields of studies as medicine, law and their likes in Nigeria.

### **Conclusion, Implications and Recommendations**

From our findings, it is easy to see that a significant relationship existed between the autocratic child rearing pattern, out door, mechanical, scientific, artistic and social service careers. Democratic child rearing pattern had significant relationship with out door, mechanical, scientific, artistic and social service careers. Laissez-faire child rearing pattern had significant relationship with out door, mechanical, scientific, artistic and social welfare careers.

The information that significant relationship existed between autocratic, democratic, laissez-faire child rearing patterns and careers is also relevant. This will place the students in a better pedestal that will avail them the opportunity to appreciate parental child rearing patterns as part of the dynamics that come into play in career choice. Teachers and school counselors would also benefit from this information. Awareness of the findings would facilitate their jobs when confronted with students' career choice problems. The result also revealed that the three child rearing patterns are relevant in the upbringing of children. Parents should therefore know the appropriate time to adopt a particular one.

The following recommendations were made in relation to the findings of the study. Information on relationship among child rearing patterns and career choice should be made available to parents. This will make them aware of the fact that they have roles to play in their children's choice of career. They will also appreciate the fact that no particular child rearing pattern is all embracing. Thus, there is need for variation as situation demands. Teachers and counsellors need to be acquainted with the findings as well. This will facilitate their assistance to students in proper orientation on choice of career. The counsellors would also be able to help students and parents resolve conflicts that could arise in parents' adoption of a particular type of child rearing. The relationship between child rearing patterns and career choice should also be made known to students for well-informed choice of career.

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