

## INFLUENCE OF CAREER INTEREST, PEER GROUP AND CAREER INFORMATION ON CAREER PREFERENCE AMONG STUDENTS IN PRIVATE SECONDARY SCHOOL IN IBADAN METROPOLIS, OYO STATE NIGERIA

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### Abstract

Career preference of secondary school students is associated with career decision among students. This study, examined the influence of career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis. Three hundred participants were chosen through stratified random sampling. Their ages ranged between 12 and 18 years with mean of 17.21 years ( $SD = 12.25$ ). Three research questions were tested using regression analysis and Pearson Product Moment Correlation. The findings revealed that there was significant relationships between career interest ( $r = 0.540$ ,  $p < 0.05$ ); career information ( $r = 0.212$ ,  $p < 0.05$ ); peer influence ( $r = 0.242$ ,  $p < 0.05$ ) and career preference among the participants. The three variables jointly accounted for 52.5% variance in predicting career preference and the independent variables made positive relative contribution to career preference in the following order: peer influence contributed most to the prediction of career preference among participants ( $\beta = 0.520$ ,  $t = 6.006$ ,  $p < 0.05$ ); career information ( $\beta = 0.229$ ,  $t = 4.427$ ;  $p < 0.05$ ), career interest ( $\beta = 0.136$ ,  $t = 2.675$ ;  $p < 0.05$ ), had relative contribution. It is recommended that Government should organize training for students on career talk and this will help them to be enlightened on career preference.

**Keywords:** Career preference, Career interest, Career information, Peer group influence, Adolescents in private secondary schools

### Introduction

At a certain point in human development, the need for a career becomes so obvious that in-school adolescents cannot help but plan, explore, choose and seek ways to advance in a preserved career or to pursue other opportunities that their ways in order to live a life full of joy and satisfaction. A career is a series of roles held throughout the course of a person's life, some of which occur concurrently. It is a calling that requires a considerable portion of a person's life and provides prospects for advancement (Eyo, 2021). A career is the total amount of time and effort devoted to the pursuit of work in order to live a meaningful life, which includes all of the time spent planning, acquiring education and training that qualifies one for an occupation, the period of entry into, the effort made to ensure progression, including the acquisition of additional training, changing jobs, and development throughout one's working life (Oyediran, 2022). However, according to Eyo (2021), a job preference is a decision that most people make at some point in their lives; it is a decision that should be carefully studied because it might have an impact on the remainder of an in-school adolescent's life.

Career preference among in-school adolescents are an important part of their development because they build the groundwork for future career options and professional paths. Personal interests, cultural expectations, family influences and educational experiences could play a role in shaping these inclinations. Career preference is usually a challenging undertaking, especially when there are competing variables, but it is an important step towards a happy life. According to Robert (2020), Bama and Borokonda (2019), this is a significant issue in youth development as it can lead to both positive and negative psychological, physical and socioeconomic inequalities that can persist into adulthood. This obviously implies that care must be given when determining job selections; otherwise, an incorrect

option would negatively affect the lives of the individual as well as the society.

The majority of Nigerian adolescent students struggle to find a vocation that fit them. A career is an individual's life's work. Nwoka, Otta and Njoku. (2022) define career preference as the process of thoroughly analysing alternative career pathways before deciding on one to pursue at a given moment. They contended that choosing a vocation is not a trial and error exercise, but rather a conscious effort made all at once, because it is similar to choosing a life mate in terms of the ramifications for one's happiness. Abe and Chikoko (2020), career preference is a difficult decision for students because it defines the type of profession they wish to pursue in life. They also claimed that when adolescents try to choose a certain career while in secondary school, they have difficulty connecting their chosen decision to their aptitude and scholastic achievement in the subject they provide.

According to Kerka (2020), career preference is influenced by a variety of elements, including personality, interests, self-concept, cultural identity, globalisation, socialisation, role model, social support, and available resources such as information and money. According to Kerka (2020), each in-school adolescent participating in the process is influenced by a variety of aspects, including their living environment, personal abilities, social interactions, and educational level. According to Hewitt (2020), factors that influence profession preference might be internal, extrinsic, or both. Hewitt goes on to say that most secondary school adolescents are affected by jobs that their parents like, while others choose careers that allow them to pursue their love regardless of how much or little money it would bring them, and yet others choose careers that provide a significant salary. A variety of factors have been found to influence students' perceptions of their suitability for specific careers, including ethnic background, year in school, degree of achievement, choice of science subjects, attitudes, and variances in work features (McQuaid and Bond, 2019).

Career preference necessitate a high degree of creativity, exploration, decision-making and solid judgement. A functional understanding of a certain topic is essential for generating and nurturing interest in that career. Self-defining activities that are essential for the soul, heart, and power of an in-school adolescent are strongly drawn to passion. Professional success is most likely to occur when an in-school adolescent's professional route matches his/her talents, personality, background and intelligence quotient. Many students base their decisions on personal preferences rather than what the labour market requires (Magdadaro, 2020). Career preference is one of many key decisions that in-school adolescents will make as they plan their future. This decision will have a long-term impact on their lives. The essence of who the student is will be determined by what they desire to do with their life's work.

However, when adolescents choose careers that do not align with their personal attributes, they often face multiple problems, both during their educational journey and later in their professional lives. In many educational systems, particularly in developing countries, there is a lack of structured career guidance. Schools often do not provide students with adequate information or resources to explore various career options, leading adolescents to make uninformed decisions about their future. In Nigeria, for example, the lack of career counselling has been identified as a major contributor to wrong career preference among students (Olaosebikan and Olusakin, 2014). Adolescents may have a limited understanding of their strengths, weaknesses and passions leading them to make career preference based on inaccurate self-assessments. This can result in students pursuing careers that are either too challenging or not challenging enough, leading to dissatisfaction and underperformance.

Career preference among students is significantly shaped by a combination of internal and external factors, notably career interest, peer group influence, and access to career information. Career interest refers to a student's intrinsic motivation and passion for a particular field, often influenced by personal values, skills, and perceived future opportunities (Maaïke, Eva, Ineke and Tanja, 2021; Holland, 1997). When students are interested in a particular career, they are more likely to prefer it over others, regardless of its popularity or societal expectations. Furthermore, peer groups play a critical role in shaping career preferences, especially during adolescence, as students tend to adopt attitudes, behaviors, and aspirations modeled by their friends (Wentzel & Muenks, 2016). The desire to fit in or

gain approval can sway career decisions. Lastly, career information equips students with knowledge about available career paths, job requirements, and future prospects, which helps them make informed choices (Super, 1990). Without accurate information, students may form unrealistic or uninformed career preferences.

This study also investigates the influence of career information on career preference of in-school adolescents. Career information, thus, plays a vital part in creating students' successful careers through choosing appropriate job choices and implementing necessary methods to achieve their career goals (Siddiky and Akter, 2021). Siddiky and Akter (2021) claim that at school adolescents make a job decision based on observations (through available information) about self-relating to his or her interests and abilities or capacities, and about surroundings, particularly generalisations about the world of work. Regardless, whether the decision is made internally (personally) or externally (environmentally), with time, experiences/interactions and available knowledge become the trigger. As a result, Greenbank (2021) believes that students make good career choices based on information they gather from people they know (friends, family, lecturers), the media, society, and their courses, as well as their "gut feeling" (intuition).

Interestingly, Ghante and Adaskar (2022) argue that a well-read person has more information about profession choices and reads more to make important decisions. Unfortunately, Obiunu and Ebinu (2023) show that students still lack the critical information to make informed career decisions. For example, Jones and Larke (2022) argue that a lack of information about one's occupation influences career preference. Choosing a career route or line of action is essentially the same as making a career decision. The success of in-school adolescent's career preference is strongly dependent on the information available at the decision-making stage. Information is power, and the more of it available, the easier it is to make sound judgements. Often, being unable to choose one job route over another indicates a lack of sufficient information. Although employment has diverse implications for in-school adolescents, it is fundamentally the foundation of one's existence (Obiunu & Ebinu, 2023).

Peers group is an important factor in determining profession preferences among in-school adolescents. Peer groups are made up of playmates, friends, or persons about the same age. They serve as confidants for their members. In most situations, they belong to the same social clubs and share similar values and goals. Peer groups frequently influence their members to behave uniformly, regardless of individual variances. Peer group impact appears to be more powerful in adolescence than at any other point in life. The quality of adolescents' relationships with their peers, as well as the sort of peers they associate with, have a significant impact on their job preferences. As a result, students find themselves taking courses that are either above their inherent ability or go against their educational background. According to Pustika (2019), most students develop interests through peers at school or at home.

Adolescent decision-making relies heavily on peer influence. It comprises both positive and harmful behaviours that adolescents mimic and conform to in their peer groups. This effect frequently has a substantial impact on their lives, affecting a variety of facets deeply. As senior high school students seek connection and recognition within their peer groups, their impact grows significantly. Peers frequently become the primary source of problem-solving in a school setting. According to Hellman (2024), peer relationships become increasingly important in career development as people move away from relying on parental influence. The impact of peer interactions on occupational preference has been studied from many perspectives. Greater attachment to peers frequently translates into less investigation of one's surroundings, perhaps leading to professional indecision as (Hellman, 2024) increasing peer contact may shift attention away from career discovery and towards increasing engagement with peers, which is enabled by current communication technology such as texting and social networking.

Furthermore, peer groups could impact students' career preference. Adolescent occupational preferences are heavily influenced by their social circles. Alike (2020) discover that cooperative interactions between peers begin in toddlerhood, with the most common behaviours imitating the actions of peer models, which persist throughout infancy and adolescence. Judith (2019) discover that hanging out with friends who serve as intellectual and social resources can have a direct and favourable

impact on career preference outcomes in school. According to him, peers may have a greater influence than parents in shaping adolescents' employment choices. Young adolescents who begin school are encouraged to set lofty goals for themselves and work hard to accomplish them.

Career interest is another factor that could influence career preference of in-school adolescents. Career interest refers to the areas or fields in which an in-school adolescents shows a consistent attraction or curiosity. These interests are often shaped by a combination of personal, social, and environmental factors. The development of career interests is a dynamic process influenced by various elements. The journey from developing career interests to forming career preference is a complex process influenced by a myriad of factors, including personal traits, social influences, and environmental conditions. Understanding this process, particularly among in-school adolescents, is vital for supporting young people in making informed and satisfying career choices (Abe and Chikoko, 2020).

According to Jemini, Gashi and Kadriu (2022), congruence between personal choice and career interest increases the likelihood of job satisfaction and professional success. While career interest and career preference are distinct concepts, they are intricately connected. Career interest is the foundation upon which career preference are built. Adolescents are more likely to prefer careers that align with their interests because these careers are perceived as more fulfilling and engaging (Jemini, Gashi and Kadriu, 2022). The rapidly changing job market presents a challenge for adolescents in aligning their career interests with viable career options. Technological advancements, globalization, and shifting economic conditions mean that some careers may become obsolete while others emerge. Adolescents may struggle to reconcile their interests with the demands of the future job market, leading to uncertainty in their career preference (Botha and Mostert, 2023).

### **Statement of Problem**

The challenge of aligning students' career preferences with their actual interests, access to relevant information, and social influences remains a critical concern in the educational development of private secondary school students in Ibadan, Oyo State, Nigeria. Despite the growing emphasis on vocational guidance and career counseling, many students still make ill-informed career choices, often influenced more by peer pressure or parental expectations than by their intrinsic interests or informed decisions. According to a survey by Olayemi and Ojo (2020), over 60% of senior secondary school students in private schools within Ibadan admitted that their career choices were primarily shaped by their peers or the perceived prestige of certain professions, rather than a clear understanding of their own abilities or career interests. Furthermore, data from the Oyo State Ministry of Education (2023) reveals that less than 30% of private secondary schools in Ibadan have structured and functional career guidance units, contributing to the persistent gap in career information dissemination.

Several underlying factors contribute to this problem. First, the absence of comprehensive career education in many private schools denies students access to accurate and up-to-date career information. Second, the influence of peer groups in shaping perceptions, particularly during adolescence, can divert students from interests aligned with their skills and passions. If unaddressed, this problem could result in long-term dissatisfaction, academic underachievement, and underemployment, as students may pursue careers that do not align with their competencies or interests.

Previous researchers, such as Adeyemo (2011), examined the role of peer influence in adolescents' decision-making, while Aremu and Ogunlade (2016) investigated the role of career counseling in Nigerian secondary schools. However, these studies did not focus specifically on the interplay of career interest, information access, and peer influence in private school settings. This study aims to fill this gap by providing an in-depth examination of how these variables jointly influence students' career preferences, thus offering context-specific insights to improve career guidance practices in private secondary schools in Ibadan.

### **Objectives of the Study**

The main purpose of this study is to examine the influence of career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria. Specifically the objectives of the study are to:

1. Examine the influence of career interest, peer group and career information on career preference among



students in private secondary school in Ibadan metropolis, Oyo state, Nigeria.

2. Investigate the joint influence of the career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria.
3. Explore the relative influence of the career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria.

### Research Questions

The following research questions were answered in the study:

1. What pattern of relationship exist between career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria?
2. What is the joint influence of the career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria?
3. What is the relative influence of the career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria?

### Methodology

This study adopts the descriptive survey research design using ex-post facto method to achieve the purpose of the study. This is a type of design that seeks to establish investigation among variables by observation, which researcher usually has no control over the variables of interest and therefore cannot manipulate them. The variables were being observed as have been treated in their natural occurrence. The target population for this study consisted of all in-school adolescents in private secondary schools in the Ibadan Metropolis, Oyo State, Nigeria. The participants for the study were drawn from the private secondary school adolescents in the Ibadan Metropolis in Oyo State, Nigeria. Three hundred respondents were selected as the sample of this study. It is assumed that the selected samples have common characteristics or elements of the population of the study. Based on this, an inference was drawn and generalization was made on the population of the study. Stratified random sampling was used to select the respondents from the study population. This method ensured that all key subgroups were proportionally represented in the sample, enhancing the accuracy and generalizability of findings. The Career Preferences Scale (CPS) is a psychological tool designed to measure an individual's preferences and orientations toward various career paths and work environments. It was developed by Magdadaro in 2020. The CPS is a 15-item 4-point modified Likert scales for responses (Strongly Disagree, Disagree, Agree, Strongly Agree). The scale provided insights into different areas, such as preferences for stability, creativity, autonomy, leadership, and achievement. The CPS has been widely used in both academic research and professional settings to help individuals better understand their career motivations and to assist organizations in career planning, development, and personnel selection processes. The author reported an internal reliability co-efficient ranging from .77 to .89.

This was adopted from John Holland's Career Interest Model. It is often referred to as the RIASEC model (1992). It contains 15-item scale with a likert format ranging from Strongly Agree (SA) = 1; Agree (D) = 2; Neutral (N) = 3; Disagree (D) = 4; Strongly Disagree (SD) = 5. The Career Interest Scale (CIS) is a psychological assessment tool designed to measure individuals' interests across various career fields. It is designed to measure adolescent's career interest. Based on Cronbach's alpha, the author reported an internal reliability co-efficient (alphas) ranging from .80 to .89.

Career Information Scale (CIS) was developed by Koech et al (2021). It was used as a measure of career information of emerging adults. It consisted of 14 items with 4-point scores in which respondents rate their career information from strongly agree (4) to strongly disagree (1). This scale is a summative scale based on the items with cognizance of some items being reversed making a total of 64 points in career information level of emerging adults. The author reported an internal reliability co-efficient (alphas) ranging from .80 to .83.

The peer pressure scale was developed by Han et al (2024). It is a standardized tool designed to measure the influence of peer pressure on individuals, particularly adolescents. It consisted of 28 items with three subscales. Each item is rated on a Likert scale, enabling a comprehensive assessment of how peers influence behaviors, attitudes, and decision-making processes. The scale's internal consistency is

robust, with a reported Cronbach's alpha of 0.97, indicating high reliability.

### Procedure of Data Collection

A letter of introduction was collected from Head of Department. Research assistants were recruited to assist the researcher on the field. The researcher visited the school administrators (principals) to seek permission to administer the questionnaires. The researcher then introduced herself to the students from the randomly selected private secondary schools. The researcher got the consent of the respondents before the administration of the questionnaires. The researcher started the administration with the help of research assistants. Explanations were made to the respondents on the essence of the research and the procedure of administration. The researcher assured them of confidentiality as the findings of the study would be mainly for research purposes. Copies of the questionnaires were distributed among the respondents.

### Data Analysis

Pearson product moment correlation was used to test the relationship among the independent and the dependent variable, while Multiple Regression Analysis was used to analyse the joint contributions and the relative effect of the independent variables on the dependent variable at 0.05 level of significance.

### Results

#### Research Questions

RQ<sub>1</sub>: Examine the influence of career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria?

*Table 1: Inter-correlations among career interest, career information, peer influence and career preference among participants*

	Mean	SD	1	2	3	4
<b>Career Preference</b>	43.14	7.11	1.000			
<b>Career interest</b>	85.22	7.19	.540**	1.000		
<b>Career information</b>	34.12	7.09	.212**	-.041	1.000	
<b>Peer influence</b>	36.10	7.05	.242**	.073	.064	1.000

\*\* Correlation significant at 0.05 level

Table 1 above reveals there was significant relationships between each of the independent variables: career interest ( $r = 0.540$ ,  $p < 0.05$ ); career information ( $r = 0.212$ ,  $p < 0.05$ ); peer influence ( $r = 0.242$ ,  $p < 0.05$ ) and career preference among the participants.

RQ<sub>2</sub>: Investigate the joint influence of the career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria?

*Table 2: Summary of regression on joint prediction of the career interest, career information and peer influence and career preference among in-school adolescents in private secondary schools in Ibadan Oyo state*

<b>R=.485</b>						
<b>R<sup>2</sup>=.336</b>						
<b>Adj. R<sup>2</sup>=.525</b>						
<b>Std. Error=15.41179</b>						
Model	Sum of Squares	Df	Mean Square	F	Sig. ( $p$ value)	Remark
<b>Regression</b>	<b>21586.319</b>	<b>3</b>	<b>7195.439</b>			
<b>Residual</b>	<b>70069.401</b>	<b>296</b>	<b>236.720</b>	<b>30.396</b>	<b>.000</b>	<b>Sig.</b>
<b>Total</b>	<b>91655.720</b>	<b>299</b>				

As indicated in table 2. The result showed that there was joint contribution of career interest, career information, peer influence and career preference among in-school adolescents in private secondary schools in Ibadan Oyo State ( $F_{(3/296)} = 30.396, p < 0.05$ ). The result yielded a coefficient of multiple regression of  $R=0.485$  and multiple R-square of 0.336. The result also revealed that Adjusted  $R^2=0.525$ ; indicating that about 52.5% of variance was accounted for by the independent variables. This hypothesis was rejected this implies there was a significant joint contribution of career interest, career information, peer influence and career preference among in-school adolescents in private secondary schools in Ibadan Oyo State.

RQ<sub>3</sub>: Explore the relative influence of the career interest, peer group and career information on career preference among students in private secondary school in Ibadan metropolis, Oyo state, Nigeria?

**Table 3: Summary of regression on relative contribution of career interest, career information, peer influence on career preference among in-school adolescents in private secondary schools in Ibadan Oyo State**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	4.449	3.314		1.343	.000	Sig
Career interest	.433	.099	.136	2.675	.004	Sig
Career information	.322	.041	.229	4.427	.000	Sig
Peer influence	.471	.235	.520	6.006	.000	Sig

a Dependent Variable: Career preference

Table 3 indicates the relative contributions of each of the independent variables to the prediction of career preference among in-school adolescents in private secondary schools in Ibadan Oyo State. In terms of magnitude of the contribution: peer influence contributed most to the prediction of on career preference among in-school adolescents in private secondary schools in Ibadan Oyo State ( $\beta = 0.520, t = 6.006, p < 0.05$ ) followed by career information ( $\beta = 0.229, t = 4.427; p < 0.05$ ), career interest ( $\beta = 0.136, t = 2.675; p < 0.05$ )

### Discussion of Findings

In response to research question one the result showed that peer group influence had significant relationship with career preference. It also made significant contribution to the prediction of criterion measure. This finding is in agreement with the work of previous researchers (Naz, Saeed, Khan, Sheikh and Khana, 2021; Vignoli, 2019). The finding also enjoyed the support of Hellman (2024) who found that young adults often utilize close peer relationships as a support network while making decisions regarding their career development. Hellman reported that such relationships might empower individuals to take positive risks in career decisions, providing a means to alleviate anxiety stemming from career exploration or decision-making stress. Kiuru (2022) found that peer group members who are closely related are likely to end up in similar educational trajectories as they are likely to accept opinions from members who are similar to themselves. Kiuru furthered stated that peer group members resembled each other, not only in their educational expectations, but also their subsequent educational trajectories (Kiuru, 2022). According to Bankole and Ogunsakin (2021), peer relationships are revealed as a significant factor in helping students' career preference. Naz, Saeed, Khan, Sheikh and Khana (2021) reported that peer group influences plays a germane roles towards career preferences.

The findings of the study showed that career interest had significant relationship with career preference. This assertion is in line with the findings of Dasgupta and Stout (2021) who found that career interest

significantly affect adolescents' career preference. Dasgupta and Stout (2021) furthered stated that in the process of making career preference, career interest plays a significant role; productivity, fulfillment and motivation are directly related to the individual. Lack of career interest can be the most dangerous cause of dissatisfaction and ends up in to the stress career failure (Dasgupta and Stout, 2021). Botha and Mostert (2023) similarly found that career interest played a critical role in career preference among adolescents. The study highlighted that adolescents often choose career paths that align with their interest, values and aspirations. Additionally, career interest served as a source of information about different career options, further shaping adolescents' career preference. Brown, Bregman, and Schwartz (2017) also found that students who received career counseling in schools were more likely to have clear career interest and higher career preference. Teachers who encourage students to pursue their interests and provide them with opportunities for growth can significantly shape their career preferences (Botha and Mostert, 2023).

The findings of the study showed that career information had significant relationship with career preference. This assertion is in line with the findings of Ashton (2022) reported in his study that career information and preferences among in-school adolescents emphasize the critical role that access to career information plays in shaping their future aspirations. Research highlights that when adolescents receive adequate and timely career information, they are more likely to develop clear career preferences, aligning their goals with their abilities and interests. Past studies have shown that a lack of proper career counseling often leads to indecision, confusion, or mismatches between career choices and skill sets. Greenbank (2021), found that students who received career counseling in schools were more likely to have clear career information and higher career preference. Career information that involve awareness of vocational challenges, advantages, disadvantages and career fairs provide students with real-world exposure, allowing them to explore different professions and gain hands-on experience (Arnold, 2020).

In response to the second research question which stated that is there any joint contribution of the independent variables on career preference among in-school adolescents in private secondary schools in Ibadan Oyo State. The result showed that there was joint effect of the factors (career interest, career information and peer influence) on career preference among in-school adolescents in private secondary schools in Ibadan Oyo State. The ANOVA results from the regression analysis also attests to the causal effect of the independent variables on the dependent variables; hence, the rejection of the null hypothesis. In line with this finding, a combination of variables career interest and career information has been observed by Slaney and Brown (2019) on career preference among in-school adolescents while the combination of variables like peer influence and career interest have also been observed by Hill et al (2024) and Guerin et al (2021) on career preference among in-school adolescents.

The result of the third research question on the relative effect of each of the variables was also significant. This finding corroborated the study of Sharf, (2019) who found that the above variables have independent effect on psychological wellbeing of retired teachers. It is also in support with the findings of Sandeep K. J., and Rashmi (2021), Singh and Singh (2016) who found that career information could act as a positive factor that could determine career preference among in-school adolescents. Similarly, Siddiky and Akter (2021) reported that peer group influence, career interest and career information plays a critical roles on career preference among in-school adolescents.

## **Conclusion**

This study was reinforced with the realization that the lingering career preference among in-school adolescents in private secondary schools had permeated in to the system. This study has therefore, established linking pathways between some variables and career preference among in-school adolescents in private secondary schools. These include career information, career interest, peer group influence on career preference among in-school adolescents in private secondary schools. This study has contributed to knowledge on career information, career interest and peer group influence on career preference among in-school adolescents in private secondary schools. This research work has established that, there is a positive joint contribution between career information, career interest and



peer group influence on career preference among in-school adolescents in private secondary schools. Also, there is a positive relative effect between career information, career interest and peer group influence on career preference among in-school adolescents in private secondary schools. Nonetheless, there is need for replication and refinement of this work in the future. This study has provided more details to the existing information on the career preference among in-school adolescents in private secondary schools as a factor that required immediate solution. From this study, it becomes clear that various strategies should be design to access the issue of career preference among in-school adolescents in private secondary schools in different states, attention should also be given to the identified means or factors through which the researcher has been able to identify that can affect the career preference among in-school adolescents in private secondary schools through the career information, career interest and peer group influence.

### Recommendations

In the light of these findings, the following recommendations are hereby proffered:

1. Students should learn to consult counsellors in their respective school for clarification on how well they can make good career preference.
2. Parents and guardians should bridge up the communication gaps between them and their adolescents. This will help them to enlighten their wards on career preference.
3. School administrators and policy makers should make themselves more aware of how the career preference develops in young adolescents, what are essential factors that contribute to career preference and what steps must be done to facilitate the career development among students that are about to leave the secondary school and make their first decision towards future career.
4. Government should enact a career orientation programme into the co-curricular activities of secondary school, this will enhance the knowledge students gathered and help them to avoid the wrong information that is being shared among their peers.

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