UKR Journal of Education and Literature (UKRJEL)
Homepage: https://ukrpublisher.com/ukrjel/
Email: submit.ukrpublisher@gmail.com
Volume 2, Issue 6, November-December 2026 ISSN: 3107-8672 (Online)

Evaluating the Influence of Familial Interventions on Adolescents' Career Path Selection in Metropolitan Lagos, Nigeria

Temilola Apena Ph.D.

National Open University of Nigeria, Faculty of Education, Department of Educational Foundations, Ikorodu Study Center

***Corresponding Author**: Temilola Apena Ph.D.
DOI: *https://doi.org/10.5281/zenodo.24364634*

Article History
Original Research Article
Received: 17 September 2026
Accepted: 25 October 2026
Published: 19 November 2026
Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial **4.0 International License (CC BY-NC 4.0),** which permits non-commercial use, sharing, and reproduction in any medium, provided the original author(s) and source are appropriately credited.
Citation: Temilola Apena. (2026). Evaluating the influence of familial interventions on adolescents' career path selection in metropolitan Lagos, Nigeria. UKR Journal of Education and Literature, 2(6), 80-86.

Abstract

The study assessed the influence of Familial Interventions in Adolescents' Career Path Selection in secondary schools in Metropolitan Lagos. The influence include academic, financial, psychological support, communication, expectation and bias (gender). Three research questions were raised and three hypotheses were formulated. The study adopted descriptive survey research design of the expose facto. The state has about 2,036,000 Adolescents population, only 400 of the population were sampled. 16 schools were selected from across the state through stratified sampling techniques and 25 students were selected from each of the schools through simple random sampling techniques, making a total of 400 students. Questionnaire instrument titled 'Familial Interventions in Adolescents' Career Path Selection (FIACPSQ) was used to elicit information from the respondents. The instrument was validated by experts in the field of Measurement and Evaluation and was also pilot tested in a suburb of Ogun state (Sango) that is close to Lagos. The reliability coefficient of 0.71 was ascertained using Cronbach Alpha. The data collected was analysed with frequency count, percentage, mean, and standard deviation. The formulated hypotheses were tested at 0.05 level of significance. The findings of the study revealed that familial academic support significantly influenced Adolescents' Career Path Selection. The study concluded that the family members who are adults in Adolescents lives like, parents, guardians, uncles, aunties etc. guide the Adolescents in their interests and abilities. The study recommended based on the findings that parents, guardians, teachers, counselors and other stakeholders need to collectively enlighten, guide and expose Adolescents more to varieties of Career Path Selection that can guaranty their future.

Keywords: *Familial Involvement, Influence, Adolescents, Career Path Selection, Academic Support, Expectations and Communication.*

Background

One of the most important choices people make, especially in adolescence, is how to build their careers, which is an essential aspect of human life. A career encompasses more than just a job; it is a lifetime series of education, professional experiences, personal growth, and social roles that together mold a person's identity, way of life, and sense of fulfillment. According to modern academics, choosing a career is a dynamic and ongoing process that is impacted by both environmental and personal factors. It is crucial in determining a person's financial security, psychological health, and general quality of life (Akanem, 2020; Iwu, 2021).

A person's career has a profound and important impact on his personality and perspective. According to Akanem (2020) Ibrahim (2025), a person's career encompasses all of his lifetime work, is person-centered, and is crucial for each person as they become ready for the future. Career choice is very important at the senior secondary school level, when Adolescents start to match their academic choices with future career objectives. Students are expected to evaluate their interests, skills, values, and prospects in relation to the larger socioeconomic environment at this point. Weyi (2023) asserted that early indicators, such as family background, educational exposure, and availability to

advice, have impact on career development during adolescence. These factors collectively form job ambitions and outcomes over time. Oyeleke and Apena 2018 opined that students are more likely to make realistic, career options that complement their skills and long-term goals when they receive sufficient assistance and pertinent information.

Excessive dedication or autocratic guidance can restrict uniqueness, resulting in stress, disobedience, and low motivation. Similarly, less involvement might make students susceptible to media trends, peer pressure, and haphazard choices, which frequently leads to career disruption (Okafor and Olatunji, 2023). Nigerian Adolescents are under a great deal of strain, which can affect their decision-making, according to recent research and figures. The largest threat to the nation's future, according to a 2025 assessment by Plan International Nigeria and Action Aid Nigeria, is youth unemployment, which stands at 5.3%. (Nigerian Labour Force Survey (NLFS), 2024) For millions of young Nigerians, this number reflects the worrisome reality.

Family have a multifaceted role in their children's education and career preparation (Ibrahim and Julius, 2025). This can involve communication, financial support, mentoring, emotional support, and academic help (Salami and Bello, 2023). According to a study by Onyekwere and Nwosu (2024), authoritarian and permissive parental styles have distinct consequences on Adolescents' challenges making professional decisions. Overly controlling or disengaged parental approaches lead to stress and uncertainty, whereas supportive family fosters self-efficacy and exploration. Research conducted in Oyo State, Nigeria, by Ezeni, Ogu, and Sabboah (2023) confirms a high positive correlation between students' career decisions and familial participation which implies that familial involvement contributes significantly to how young people navigate future career paths.

In many Nigerian societies, familial involvement in their children's Career Path Selection is still uneven and inconsistent. Research conducted in secondary schools in Nigeria shows that children's Career Path Selection are significantly influenced by their family's socioeconomic status, educational attainment, and professional background (Egbo, 2023; Adikwu and Ereka, 2022).

A framework for comprehending how people develop job interests and make career decisions is provided by Social Cognitive job Theory (SCCT). According to Lent, Brown, and Hackett (1994), environmental supports and obstacles combine with individual cognitive factors (including self-efficacy beliefs and outcome expectations) to promote career growth. According to SCCT, a person's self-efficacy—the belief in their own ability to complete activities—and their expectations regarding the results of those tasks have an impact on the goals they establish and the steps they take toward their careers. Crucially, SCCT also recognizes the importance of contextual elements including peers, family, and educational chances. According to this framework, a crucial contextual support that can raise a student's self-efficacy in career planning and decision-making is supportive familial involvement. For example, Akindipe (2025) illustrates this point with a Nigerian sample: parent who "guides and encourages their children's academic efforts increase students' academic confidence and motivation," which in turn can bolster the children's career self-efficacy. Within SCCT, family is thus conceptualized as part of the environmental supports that strengthen a child's belief in their own career decision-making capabilities.

Cultural and socioeconomic contexts can have a significant influence on Familial Interventions. Nigerian cultural standards place a strong emphasis on family unity, familial authority, and shared accountability for children's achievement. Because of this, family is frequently expected to make important decisions about their children's education and careers (Toby, 2025). Although this cultural perspective might increase family's dedication to their children achievement, it can also result in circumstances where familial engagement becomes unduly controlling or directive. Thus, modern definitions emphasize the significance of striking a balance between direction and respect for students' autonomy and individuality (Apena and Osikomaiya 2025, Akindipe, 2025).

According to Donald Super's theory of career development, a person's career choice is an expression of their self-concept, which changes throughout their life. According to Super (1957), career development is a lifelong process because people's self-concept changes "as a result of experience" as they mature and gain experience. He described the stages of development—Growth, Exploration, Establishment, Maintenance, and Decline—through which people develop and hone their professional identities and preferences. In the context of familial influence, Super's theory suggests that family contributes significantly to the formation of a child's self-concept, especially during early years. Through feedback, encouragement, and the opportunities they provide, family helps children develop ideas about themselves (for example, seeing oneself as "studious," "creative," or "practical"). These self-perceptions then influence later Career Path Selection. For instance, a child who experiences strong familial support in education may develop a self-concept as an academically capable person, which in turn can guide that child toward ambitious

educational and career goals consistent with being "academically successful''.

Familial level and type of involvement in Adolescents' career choice in some cases have been matters of concern. Particularly, when there is over involvement, impositions of certain career preferences, total mislead or lack of guidance. There are situations where students graduated from one course and reentered for a completely different course or engaging in another profession that differ completely from the course of study when in school while others struggle to complete the programme of study due to lack of interest.

The study aimed at assessing the influence of Familial Interventions in Adolescents' Career Path Selection in secondary schools in Metropolitan Lagos through the extent of familial academic support, the influence of familial communication on students' Career Path Selection and expectations.

Research Questions

1. To what extent does familial academic support influence students' career path selection?
2. How does familial communication influence students' career path selection?
3. In what ways do familial expectations affect students' career path selection?

Research Hypotheses

Ho_1: There is no significant influence of familial academic support on students' career path selection.

Ho_2: There is no significant influence of familial communication on students' career path selection.

Ho_3: There is no significant influence of familial expectations on students' career path selection.

Methodology

The study adopted descriptive survey research design of the expose facto. The state has about 78,000 students' population, 400 out of the population formed the sample. 16 schools were selected from across the state through stratified sampling techniques and 25 Adolescents from each of the schools were further selected through simple random sampling techniques, making a total of 400 Adolescents. Questionnaire instrument titled 'Familial Interventions in Adolescents' Career Path Selection (FITCCQ) was used to elicit information from the respondents. The instrument was validated by experts in the field of Measurement and Evaluation and was also pilot tested in a suburb of Ogun state (Sango) that is close to Metropolitan Lagos. The reliability coefficient of 0.71 was ascertained using Cronbach Alpha. The data collected was analysed with simple mean, and standard deviation. The formulated hypotheses were tested at 0.05 level of significance.

Results

Table 1 Research Question 1

To what extent does familial academic support influence Adolescents' Career Path Selection?

S/N	Items	SA	A	D	SD	Mean	Std. Dev
1	My family assist me with my school assignment	174 (43.5%)	177 (44.3%)	36 (9.0%)	13 (3.3%)	4.16	1.03
2	My family provide necessary learning materials for me	132 (33.0%)	203 (50.7%)	54 (13.5%)	11 (2.8%)	3.98	1.06
3	My family attend school meetings and events	122 (30.5%)	204 (51.0%)	72 (18.0%)	2 (0.5%)	3.93	1.03
4	My family encourage me to study hard and achieve my goals	122 (30.8%)	216 (54.0%)	53 (13.3%)	8 (2.0%)	3.98	1.01
5	My family monitor my academic progress	120 (30.0%)	210 (52.5%)	63 (15.8%)	7 (1.8%)	3.93	1.04
6	My family express interest in my educational performance	142 (35.5%)	198 (49.5%)	48 (12.0%)	12 (3.0%)	4.03	1.05

Table 1 revealed that Adolescents' Career Path Selection is significantly influenced by their family's academic support. A high mean score of 4.16 indicates that the majority of respondents agreed that their family help them with school work which suggested that their family is actively involved in their Adolescents' academic exercises.

Table 2 Research Question 2

How does familial communication influence Adolescents' Career Path Selection?

S/N	Items	SA	A	D	SD	Mean	Std. Dev
1	I freely discuss my future career goals with my family	187 (46.8%)	169 (42.3%)	33 (8.3%)	11 (2.8%)	4.22	1.00
2	My family listen to my opinions about career choice	187 (46.8%)	169 (42.3%)	33(8.3%)	11 (2.8%)	4.22	1.00
3	My family and I talk about different career options.	109 (27.3%)	210 (52.5%)	73 (18.3%)	8 (2.0%)	3.85	1.08
4	My family advices me about educational and career matters	119 (29.8%)	211 (52.8%)	64 (16.0%)	6 (1.5%)	3.93	1.03
5	My family encourage open discussion about school matters	129 (32.3%)	209 (52.2%)	53 (13.3%)	9 (2.2%)	3.99	1.03
6	My family and I have mutual understanding about my career plans.	129 (32.3%)	209 (52.3%)	53 (13.3%)	9 (2.3%)	3.99	1.03

Table 2 showed that familial communication has a big impact on students' Career Path Selection. A high mean score of 4.22 indicates that the vast majority of respondents agreed that they openly discuss future professional objectives with their family. This suggests that many families have effective communication.

Table 3. Research Question 3

In what ways do familial expectations affect students' career decision-making?

S/N	Items	SA	A	D	SD	Mean	Std. Dev
1	My family expect me to choose prestigious careers	163 (40.8%)	193 (48.3%)	35 (8.8%)	9 (2.3%)	4.17	0.97
2	My family expect me to perform excellently in school	128 (32.0%)	216 (54.0%)	46 (11.5%)	10 (2.5%)	4.01	1.00
3	My family influence the kind of career I want to choose.	107 (26.8%)	199 (49.8%)	90 (22.5%)	4 (1.0%)	3.79	1.10
4	My family expect me to study a course of my choice	112 (28.0%)	202 (50.5%)	70 (17.5%)	16 (4.0%)	3.81	1.14
5	My family expectations motivate me to work harder	101 (25.3%)	221 (55.3%)	74 (18.5%)	4 (1.0%)	3.85	1.03
6	My family often compare my achievement with others	120 (30.0%)	188 (47.0%)	79 (19.8%)	13 (3.3%)	3.85	1.16

Table 4's results demonstrate how family's expectations have a big impact on students' job choices. With a mean score of 4.17, the majority of respondents concurred that their family expect them to pursue renowned occupations. This suggests that family have great hopes for their children's futures.

Strong academic pressure and motivation were indicated by the mean score of 4.01 for family's expectations of exceptional academic performance. However, the item showing that family have an impact on students' job choices had a comparatively lower mean of 3.79, suggesting that students still have some liberty despite family's expectations.

The mean score for expectations about taking a course of one's choosing was 3.81, indicating a moderate level of familial flexibility. The mean score for motivation stemming from familial expectations was 3.85, suggesting that these expectations frequently motivate kids to put in more effort.

Test of Hypotheses

Table 4. Hypotheses 1: There is no significant influence of familial academic support on students' Career Path Selection.

	Familial academic support	**Student Career Path Selection**	
Average familial academic support	Pearson Correlation	1.000	0.498
	Sig (2-tailed)		0.000
Student Career Path Selection	Pearson Correlation	0.498	1.000
	Sig (2-tailed)	0.000	

Table 3 displayed the findings of the Pearson Product Moment Correlation study. reveals a 0.498 correlation coefficient (r) between students' professional choices and familial academic support. The two variables have a moderately favorable association, according to this value. The relationship's positive direction suggests that students' capacity to make wise Career Path Selection is positively correlated with familial academic assistance.

Table 5. Hypotheses 2: There is no significant influence of familial communication on students' Career Path Selection.

	Familial involvement	**Adolescents Career Path Selection**	
Familial intervention	Pearson Correlation	1.000	0.276
	Sig (2-tailed)		0.000
Adolescents' Career Path Selection	Pearson Correlation	0.276	1.000
	Sig (2-tailed)	0.000	

The Pearson correlation analysis of table 5. revealed a correlation coefficient (r) value of **0.276** between familial decision and students' Career Path Selection. Although this relationship is relatively weak, the hypotheses is accepted, indicating that a bit of familial flexibility allow students to make better Career Path Selection.

Table 6. Hypotheses 3: There is no significant influence of familial expectation on students' Career Path Selection

	Familial expectation	**Students' Career Path Selection**	
Familial expectation	Pearson Correlation	1.000	0.444
	Sig (2-tailed)		0.000
Students' Career Path Selection	Pearson Correlation	0.444	1.000
	Sig (2-tailed)	0.000	

Discussion of findings

This study shows that familial assistance with schoolwork, provision of learning materials, and monitoring of academic progress improve students' career confidence and clarity. It also enriches the Nigerian educational research landscape by quantitatively confirming the role that familial academic support plays in career development. This is in line with Adepoju and Pitan (2025) in which familial involvement in children is referred to as investment that is bound to yield result.

This study reveals that familial communication has relatively weak influence on students' career decision-making. This finding slightly contrasts that of Edwards, Wolfe, Hall, Kuch, Ma & Zhang (2026) which indicates that open discussions and familial listening, communication strongly shape career outcomes without accompanying

academic and emotional support. The study thus reveals a more understanding of how familial communication operates within the wider framework of familial involvement.

This study confirms that familial expectations exert a significant and motivating effect on students' career decision-making. The results show that when family holds high expectations for academic performance and career prestige, students can be encouraged to work harder and plan their futures more deliberately. Toby (2025), Koçak, Ak, Erdem, Sinan, Younis and Erdoğan (2021) and Imran (2023) corroborate this result while agreeing that familial expectation significantly impact on teenagers career path selection in most cases.

Conclusion

Cultural and socioeconomic contexts also have a strong influence on familial participation. Cultural traditions in Nigeria place a strong emphasis on familial unity, familial authority, and shared accountability for the achievement of children. As a result, family is frequently expected to make important decisions about their children's education and careers (Toby, 2025). This cultural perspective can increase family's dedication to their kids' achievement, but it can also result in circumstances where familial engagement becomes unduly controlling or directive. Therefore, modern definitions emphasize how crucial it is to strike a balance between instruction and respect for students' autonomy and individuality (Akindipe, 2025).

References

1. Adepoju A. A & Pitan O. S. (2025). Importance of Familial Involvement for Students' Academic Motivation. Educational Perspectives, 13(2), 311-322.
2. Adikwu, V. O., & Ereka, L. I. (2022). Influence of familial factors on career choice among senior secondary school students in Abuja, Federal Capital Territory, Nigeria. Integrity Journal of Education and Training, 6(4). https://doi.org/10.31248/IJET2022.148
3. Akanem, I. (2020). Counseling for sustainable career development. The influence of peers and family on adolescent's career choice. Journal of the Counselling Association of Nigeria, 30(2), 21-30
4. Akindipe, O. O. (2025). Familial involvement intervention: Effect on students' self-efficacy and academic outcomes among a Nigerian sample. *Frontiers in Psychology, 16*, 1589069. https://doi.org/10.3389/fpsyg.2025.1589069
5. Apena, T. T. (2012). Information and Communication Technology and Open Distance Learning, Impact and Challenges. International Journal of Social Sciences and Education 2(1), pp 400-446 ISSN: 2223-4934
6. Apena, T. (2019). Assessment of the Impact of Adult and Non-Formal Education for Social Reform and National Security in Lagos State. Niger Delta Research Review (NDRR) 2(1) 42-49, ISSN: 2705-2346 A publication of Department of Educational Foundations, Niger Delta University Wilberforce Island, Bayelsa State, Nigeria
7. Apena, T. T. & Osikomaiya, M. O. (2025). Assessing the Impact of Adult Basic Education Programme on Reading Skills. Dutsin-Ma. *Journal of English and Literature* (DUJEL) 10(2). 478-497 A Publication of the Department of Languages and Linguistics, Federal University Dutsin-ma, Katsina State
8. Edwards, A. L., Wolfe, B. H., Dorrance Hall, E., Kuch, L., Ma, M., Cui, X., & Zhang, Y. (2026). Who Matters and How: Parental Communication in First-Generation College Graduates' Academic and Career Pathways. *Journal of Family Communication*, *26*(3), 384–393. https://doi.org/10.1080/15267431.2026.2687701
9. Egbo, A. C. (2023). Familial influence on career choice of secondary school students in Enugu South Local Government Area of Enugu State, Nigeria. European Journal of Education Studies.
10. Ibrahim, M. & Julius, J. (2025). Impact of Parental influence and self-efficacy on career choice among secondary school students in Kebbi State, Nigeria. Abuja International Journal of Education. 12 (1). 329-344 ISSN: 1596-0870. A publication of the Faculty of Education, University of Abuja, Nigeria
11. Imran, L. (2023). *Role of parental expectations in career decision making process of university students in Karachi* (Unpublished undergraduate project). Institute of Business Administration, Pakistan.
12. Iwu, U. (2021). Teaching aids: A panacea for effective instructional delivery in biology. Researcher, 3(2), 62-66
13. Koçak O., Ak N., Erdem S. S., Sinan M., Younis M. Z., Erdoğan A.. (2021). The Role of Family Influence and Academic Satisfaction on Career Decision-Making Self-Efficacy and Happiness. Int J Environ Res Public Health. May

31;18(11):5919. doi: 10.3390/ijerph18115919. PMID: 34072961; PMCID: PMC8197847

14. Olubodun O. & Apena, T. (2023). Social Impact of Ageism on the Use of English Language among the Aged in the South Western Nigeria. *International Journal of Educational Issues* (IJEI) 9(1) 26-36, ISBN: 2550-7753 A publication of the Department of Arts Education, Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Ondo state

15. Okafor, C., & Nwankwo, C. A. (2020). Impact of parental communication on students' academic motivation and decision-making in Anambra State. Journal of Educational Research and Policies, 5(1), 55–63.

16. Onyekwere, O. I., & Nwosu, K. C. (2024a). parenting styles and adolescents' career decision-making outcomes in Nigerian secondary schools. *Journal of Guidance and Counseling Studies, 8*(1), 65–80.

17. Onyekwere, O.I. and Nwosu, K.C. (2024b). parenting styles as predictors of career decision-making difficulties for youth in secondary schools in Anambra State. Journal of Guidance and Counseling Studies, 8(1), 65-80

18. Oyeleke O. & Apena T. (2018). Gender perspective on the management and administrative structure of Open and Distance Learning in Nigeria. *Journal of Adult and Non-formal Education*, 3(1) 133-140, ISSN: 2465-6607 *A publication of* Tai Solarin University of Education Press and Bookshop Limited Ijagun, Ijebu ode

19. Salami, T. K. & Bello, R.O. (2023). Dimensions of familial involvement and adolescent academic and career preparation: Evidence from Nigerian secondary schools. Journal of Family and Educational Studies, 10(2), 45-60

20. Toby, I. (2025). A sociological assessment of familial decision-making on Career Path Selection among young people in Akwa Ibom State, Nigeria. *Journal of Social Theory and Research, 4*(2), 327–340.