

Analysis of Child Right and Parental Influence on Career Choice and Development in Nigeria

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Abstract

With the growing number of special needs children in the society due to the prevailing economic, societal and family problems, there is urgent need for the full adoption and enforcement of the education law of the child right act in Nigeria. This study is an attempt to empirically analyze the effects of parental influence on the choice of career among higher secondary students with regards to the child right act. The study evaluated and analyzed the basic theories of the child right act relative to parental control in career choice. The thorough review and use of secondary information sources was adopted for methodology. Thus it was revealed that parental involvement in their children's career options significantly influenced their achievement. Based on the finding, it was concluded that academic and career achievement of the child fundamental to the child right and is likely to be high if parents' careful attention and assistance to their children are there. It was recommended that parents' regular attention and advice at home should be aligned with the child right to facilitate achievement.

Keywords: Career choice, parental influence, child right, Government policy.

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INTRODUCTION

Despite the prominence of the child's right to development, there has yet to be any systematic analysis of its meaning. Only scarce attention has been paid to this right, mostly in the context of discussing it as a derivative of other rights of the child, or focusing on the meaning of 'children's development', overlooking its articulation in human rights terms. This article plugs this gap by suggesting a framework through which to analyze the meaning of the child's legal right to development. The premise of this thesis is that the child's right to development should be critically analyzed within the context of the Convention. The connection between different images of 'the child', the realization of children as rights holders and its influences on the interpretation of children's rights underpins my analysis. The child's right to development in international children's rights law against the

Convention's perspectives of children and childhood (Keller BK, Whiston SC, 2015).

According to the new 'human beings' approach to childhood, children are seen as active agents in their lives, families and communities, and as human rights bearers. While the Convention on the Rights of the Child includes some articles that reflect this new paradigm, for example the recognition of the child's right to participation (Article 12), the right to freedom of expression (Article 13), and the right to freedom of thought, and conscience and religion (Article 14), the 'human beings' conception has not been used to interpret the right to development, since it fundamentally contradicts the normative grounds that underpin the right to development. The care for the child's future while overlooking the child's life as a child in the present is where the main gap in the

interpretation of the child's right to development lies. The thesis highlights this gap, and suggests a socio-legal explanation for it, arguing that the difficulty in understanding children's development in terms of human rights is situated within the difficulty of translating children's psycho-social development into human rights norms. The care for the child's future cannot, and should not, be overlooked (Wang, 2012 & Undiyaundeye, 2014).

Teacher Should also be allowed to Identify the best Course for each Child through Continues assessment and Career Counselling Orientation, Workshop Seminars be Organized for Parent with aim of Changing their mind set (Effiom, B.E; Godwin, OM; Akpama, E. G, 2021). Society embraced the idea that parents, educators and the government should ensure children's welfare, mainly by protecting children from illness and from the hardships of poverty. Declining birth mortality rates, capitalism, consumer and new advertising techniques injected happiness into childhood, leading parents to 'plea for cheerfulness'. Mothers have begun to believe that they could turn their children into 'happy and productive citizens.

Parental guidance plays a vital role in the life of children and has a strong influence upon them especially on two significant life events—marriage and their vocational choice. The importance of parental influence upon their children's career choice is well established even across gender and racial lines. The review illustrates, that parents although not necessarily attempting to influence particular occupational choice, are active agents in influencing their children in a broad range of areas in career development process. Although schools, peers, and the student's community all have an impact on the young adult's self-identity and career choice, the parental expectations and perceptions have been found to play a key role in shaping their career choices.⁵ The objective of this study was to determine the influence of parents on career choice of their children in the light of evidence-based literature (Eesley, 2018). This article presents literature review of the conceptual elements regarding the perceptions of parents about the career of their children as a general and then specifically in perspective of Asian parents. Initially this review of literature explains career and explores career development theories. Then literature pertaining to the philosophy of career development from multicultural perspectives, highlighting the demographic characteristics of our population, individual and societal values, and previous research about career interests of this population is analyzed. Next, this literature review focuses the available material on family influence and the role of parents in the career choice making process as a general and then specifically in our culture is also reviewed. Finally, this literature review focuses on the minimal research available on influence of Asian parents on career selection of their children (Wang, 2012).

METHODOLOGY

The initial search focused on career development process in the light of theories of career development. However the search was narrowed by concentrating on parental perceptions and influences on career choice of their children using selected theoretical framework analysis.

RESULTS

A career can be defined as the combination of roles played in a sequence by a person during a lifetime. It is an individual's drive through education, work and other features of life''. Another definition of career development is the progress and actions taken by a person throughout lifetime, especially those related to that person's occupation to achieve top management appointments''. This multidimensional definition of career and how we understood description of career development is assumed deferentially in current scenario. The above mentioned comprehensive definitions of Career, draws attention to the concept of career development which is being described as a lifelong process of getting ready to choose among many occupations available in our society. Numerous researchers have studied factors affecting career development process, including role of parenting style as an active agent in identity and career development process of their children, as well as their significant impact on their career choices. Research conducted previously provides evidence that children's career development is stimulated greatly by the family, especially social status and educational level of the parents. Career development theories The theoretical framework of the present research is based on the comprehensive system of career theories initiated in the years of Frank Parson as a trait-factor approach, and slowly progressed to become an established discipline today with a strong abstract and factual underpinnings explained by few most important theories of career development.

1. Holland's Theory of Vocational Personalities in Work Environment,
2. Theory of Work-Adjustment (TWA).
3. The Self-concept Theory of Career Development by Super and Savickas, .
4. Gottfredson's Theory of Circumscription and Compromise,
5. Social Cognitive Career Theory.

No single theory of career development was found to be comprehensive enough to cater for the right of children and their career development. The key principle of all theories was the career guidance as a set of multiple and diverse concepts. Frank Parsons was known as the founder of vocational guidance movement.

The concept of talent-matching approach was first introduced, which further established to evolve as

the Trait and Factor Theory of Occupational Choice. The idea of matching was the central point of Parsons' theory. He elaborated the fact that occupational decision making occurs when people have achieved a precise and clear understanding of their individual qualities, nature of jobs and finally relationship between their individual traits, and the job scope. Holland's theory of career choice was one of the most widely researched theories which advocated the congruence between basic personality type and chosen career as important factor in successful professional life. His theory was largely used by professionals as a basis for career counseling sessions. According to this theory most people were one of six basic personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Some refer to these as Holland Codes or RIASEC.

The Theory concluded that people working in an environment comparable to their personality trait were more well-to-do and contented. Another important theory was the Theory of Work Adjustment which was based upon concept of person environment correspondence. According to this theory the more closely a person's capabilities accorded with the necessities of his role in a particular association, the more likely it was that he will execute the job proficiently. Similarly, the more meticulously the rewards of the organization corresponded to the values that a person finds satisfactory, the more likely it was that the person will deem the job satisfying.

The theory by Super has received much attention among the many theories of career choice and development. Super proposed that developing person's self-concept was a process leading career choice and development. He also suggested a developmental framework with different stages (age groups). In each stage, one is required to s One group of children who obviously do not enjoy the right to an adequate standard of living are children who live and/or work in the street. These children suffer from a multidimensional violation of their rights. Inter alia, they are deprived of a family environment, denied their rights to education, health, non-discrimination and freedom from economic exploitation and abuse (Articles 28-29, 24, 2 and 32 respectively), which further add to the negative impacts on their development.¹⁹⁹ Therefore, the Committee has asked States Parties to provide these children with programme that will 'enhance their living conditions and improve their development'.

On a more concrete basis, States Parties should provide for adequate nutrition, clothing, housing, health care and educational opportunities (including successfully manage occupational developmental tasks of that particular age group. vocational and life-skills training), access to rehabilitation services for physical, sexual and substance abuse, protection from police brutality, services for reconciliation with their families' and 'official documents when necessary'. All of these

services are needed in order to support the 'full development of the street children. But the Committee neither elaborates on what qualifies as 'full development', nor does it refer to the right to development of these children.

The Convention protects children's right to education and defines the aims of education in Articles 28 and 29 respectively. The Convention states that the right to education should be available to all children on the bases of equal opportunity, from the stage of primary education, and all the way up to higher education. Children's development occupies a significant part of the aims of education as set forth in Article 29. of education as 'the development of the child's personality, talent and mental and physical abilities to their fullest potential'. Marking the end of the development process as the facilitation of the child's 'fullest potential', is the only place in the Convention where a suggestion about the outcome of development is made. One of the preconditions for fulfilling the right to education is that children will have access to schools.

Gottfredson's theory of career development was a latest contribution in the framework compared to the more established career development structures. Gottfredson reasoned career choice as a process demanding a high level of cognitive ability, and elaborated on —dynamic relationship between genetic makeup and environment. All above mentioned career development theories paid heed to career choice by exploring different angles of congruence between personality type, individual traits, nature of work and vocational environment. The big-five career theories offered a collection of frameworks on which notion of career guidance and career choice could be anchored.

However Nancy and Mary (2018) concluded their work by emphasizing that theories of career development need to explain consequences of cultural influence and provide direction for multicultural career development. Keeping in view the lack of research on career development in context of Asia, it was difficult to explore differentiating factors influencing career choice of Asian population and other diverse populations. Majority of Asian people however like to pursue any one of the five major professions, i.e. medicine, engineering, management, pharmacy and agriculture. Parents as agents of career development for a child, the most influential people in life are parents. Right from the beginning of childhood they have a persistent and robust influence on their children's personality and career development. Results of one of the studies publicized family factors that influence career aspirations as parents' perceptions, occupation and social economic status.

It was found (Jover & Jones LK. 2017) that students pursue career guidance and sanction most often from their parents. Parents with different demographic

and psychographic characteristics have different expectations from the education of their children which eventually effect behavior of their children towards career choice. The common insight of parents about their children's education is to earn more respect and money rather than as a source to bring positive change in the society.

Extensive research has been done in this regard internationally and influence of parents on undergraduate and graduate students' especially entering the STEM disciplines and STEM careers was explored, but few studies have explored the insights of Asian parents about career of their children. A number of other researchers have also explored influence of parents on their children's career paths, and parents views about children's career education. Studies have also found parental influence from children's perspective and it is found that that teen age students especially female students cite parents as an important influence on their choice of career. One of the studies concluded that parent's influence on career choice of their children was strong enough to be utilized as effective career counseling technique.

Many other studies examined in depth parent's behavior and influence on their children's career development process, as well as perception of students about parental influence on career choice. Results of these studies illustrated that children also perceived their parents as having high expectations about their studies as well as influencing choice of their future career. In most of Asian countries students live with their parents in joint families, so this clash of social influence in career choice seemed to be especially prevalent in Asian families.

In a study by Aggarwal and Sonia (2018), it was reported indirectly that majority of students were stimulated by their parents to follow a professional course. In contrast, one study concluded that parental influence did not significantly affect the career choice of adolescents and they have some form of independence in making career choices against the wishes of their parents. Present study has provided comprehensive information about parental influence on career selection of their children from various perspectives. Study will help to support and advise student to get enrolled in a program according to current trends and personal interest and not as backup plan from their parents. Hence it may be a good idea to establish educational programs in colleges to educate students on their career choices, and career counseling should be an important part of teenagers educational curriculum. One of the limitations of this study is that it is based on the literature so empirical qualitative and quantitative studies are required in our context to test and verify these theories. Another limitation was inability to analyze and evaluate comprehensive work done on this topic by multiple researchers globally, due

to lack of access to some of the relevant full-text articles.

CONCLUSION

It is concluded that parents have a strong influence over the career choices that their children make. This influence may be positive or negative depending upon the moral values, educational level and financial status of the parents. The parents were also able to influence the career choice of their children without taking into cognizance the right to education and development of their children which is a very important aspects of the child right act.

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