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INFLUENCE OF PARENTING STYLES AND COMMUNICATION SKILLS ON CAREER CHOICES AMONG SECONDARY SCHOOL STUDENTS IN KATSINA STATE, NORTH WESTERN NIGERIA

By

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Abstract

This study is to investigate the influence of parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria. The study is guided by four (4) objectives, four (4) research questions and their corresponding null hypotheses are formulated and tested at 0.05 level of significance. The study adopted a survey research design. The population comprised of 82,267 SS III students from Public Secondary Schools across the three Senatorial Districts of Katsina state. Sample size of 384 students were drawn from the population using Krejcie and Morgan's sampling table and stratified random sampling technique was employed. The researchers' made instrument titled "Influence of Parenting Styles and Communication Skills on Students' Career Choices Questionnaire (IPSCSSCCQ)" was used for data collection. The instrument was validated by three (3) experts and the reliability of the instrument was ensured through Cronbach Alpha Coefficient that yielded a reliability of 0.83. Multiple Regression was used for data analysis, the R-value was used to answer the research questions while the F-ratio was used for testing the hypotheses. The findings of the study revealed that authoritarian parenting has a significant influence on career choices and communication skills among secondary school students in Katsina state, Nigeria. The study concludes that parenting styles such as authoritarian, authoritative, permissive and communication skills have exerted influence on career choices among secondary school students in Katsina state, North Western Nigeria. Consequently, it is recommended, among others that NGOs in collaboration with professional Guidance Counsellors should organize a workshop to educate parents on the impact of their parenting styles through this initiative, encouraging the use of authoritative parenting that promotes open communication and supports children's career interests must be emphasized.

Keywords: Career choices, Communication skills and Parenting styles.

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Introduction

Parenting styles significantly influence various aspects of a child's development, including their communication skills, which in turn can shape their career choices and decision-making processes. As Fulya et al. (2008) emphasized, children are born or adopted into families that impart specific values, expectations, and cultural practices, all of which contribute to shaping their worldview and communication abilities. These foundational influences are critical not only in shaping how students express themselves but also in guiding their vocational aspirations. The way parents engage with their children, whether through authoritarian, authoritative, or permissive approaches, has a profound impact on how students communicate, make decisions, and envision their futures. A growing body of research has explored the relationship between parenting styles and communication skills, as well as their effect on career development. For example, Turner and Lapan (2002) investigated the role of family influence on career interests, while Rani (2014) focused on how specific parenting styles impact career choices. Parenting styles characterized by high control (authoritarian) or low control (permissive) coupled with communication skills have influence students' career choices, lower academic achievement, and higher levels of aggression. These factors can affect students' ability to express themselves effectively and make informed career choices. Research suggests that authoritative parenting, which balances warmth and structure, tends to promote better communication skills, fostering more confident and proactive career decision-making among students.

The influence of parenting styles is particularly salient in the context of Nigeria, where cultural traditions and family expectations strongly shape career choices. A recent example of how these factors intersect with academic performance is reflected in the 2024 National Examinations Council (NECO) results, where Katsina state recorded the lowest academic performance in Nigeria, with only 2.42% of candidates achieving five credits, including English Language and Mathematics (Dennis, 2024). This statistic highlights the potential role that parenting styles in conjunction with cultural and societal norms, play in influencing students' academic success and their ability to communicate effectively about their career aspirations. In regions like Katsina state, where traditional parenting practices often coexist with modern educational systems, understanding the influence of parenting styles and communication skills on students' career choices becomes essential. With the challenges of low academic performance and limited career guidance in the region, this study aims to explore how different parenting styles and communication skills shape secondary school students' career decision-making. The study also offers valuable insights for improving both parental involvement and educational policies as well as how right communication skills can enhance students' career decision-making abilities.

Through this investigation, the study seeks to contribute to the broader discourse on the role of family dynamics in career development, with a specific focus on how parenting styles and communication skills affect students' career aspirations in Katsina state.

Statement of the Problem

It has been widely observed that various parenting styles and family backgrounds can have significant negative effects on students' career choices, particularly in relation to their communication skills and self-perception. Some parenting approaches, such as authoritarian and permissive styles, have been linked to a range of challenges, including low self-esteem, poor academic performance, career indecision, anxiety, frustration, and the exhibition of aggressive or anti-social behaviors. These issues often stem from the influence of parents who impose career paths on their children, disregarding their interests due to or lack of proper communication approaches. This imposition can hinder students' ability to express their own aspirations, leading to a lack of motivation and personal investment in their academic and career pursuits.

If these problems are not addressed, there is a growing concern that students may graduate from tertiary institutions without the communication skills or confidence to effectively defend themselves and their qualifications in the job market. This is often the result of pursuing careers that were chosen by parents rather than the ones that the students align their own interests and abilities with. Dennis (2024) highlights this concern by revealing that, according to the most recent National Examinations Council (NECO) 2024 results, Katsina state recorded the lowest academic achievement in terms of performance in the country, with only 2.42% of students that passed with five credits, including English Language and Mathematics. Such low performance underscores the potential impact of parental influence and inadequate career guidance on students' academic and communication outcomes from different parenting styles.

Sanaee (2008) emphasizes that career choice is a pivotal event in an individual's life, influencing all aspects of their future. However, despite the extensive research conducted both locally and internationally, it appears to be gaps in studies specifically focused on the influence of parenting styles on students' career choices and in effective communication, particularly in the context of secondary schools in Katsina state, Nigeria. These gaps are especially troubling given the challenges students in this region face in making informed career decisions.

A research by Turner and Lapan (2002) highlights the importance of family support in career development, noting that open communication with parents can significantly enhance career decision-making. However, in cases where parenting styles impede effective communication, children may experience delays or challenges in developing career clarity. The lack of communication skill development in childhood can lead to an increased reliance on external guidance, which may not always go down well with the child's future career choice.

In light of these issues, this study aims to explore the impact of different parenting styles and communication skills on career choices of secondary school students in Katsina state. By addressing these gaps in this research work, the study also seeks to offer insights and solutions

that can help mitigate the negative effects of career imposition, improve students'- parents' communication skills, and guide them toward making more informed, self-directed career choices.

Objectives of the Study

The general objective of this study is to investigate the influence of parenting styles and communication skills on career choices among Secondary School Students in Katsina state. Specifically, the study sought to:

1. find out the influence of authoritarian parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.
2. examine the influence of authoritative parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.
3. determine the influence of permissive parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.
4. examine the joint influence of authoritarian, authoritative, permissive parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Research Questions

The study sought to answer the following research questions:

1. How does authoritarian parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria?
2. How does authoritative parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria?
3. To what extent does permissive parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria?
4. What is the joint influence of authoritarian, authoritative, permissive parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria?

Hypotheses

The under listed hypotheses would be tested at 0.05 level of significance.

H₀₁: There is no significant influence of authoritarian parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Ho₂: There is no significant influence of authoritative parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Ho₃: There is no significant influence of permissive parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Ho₄: There is no significant joint influence of authoritarian, authoritative, permissive parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Literature

Parenting

Parenting refers to the complex set of behaviours, roles, and responsibilities involved in raising and nurturing children to become socially, emotionally, and intellectually competent individuals. It encompasses various dimensions such as parental responsiveness, discipline strategies, warmth, and control (Baumrind, 1991). Contemporary research has further expanded the concept to consider cultural influences, socioeconomic factors, and the psychological well-being of both parents and children (Bornstein, 2012). This makes parenting a dynamic and context-sensitive construct that can be studied through multiple lenses, including developmental psychology, sociology, and education.

Communication Skills

In contemporary English studies, communication skills are understood as a multidimensional set of competencies that enable individuals to produce, interpret, and respond to meaning in diverse contexts (Jones & Hafner, 2012). Scholars emphasize not only linguistic accuracy but also intercultural awareness, digital literacy, and multimodal fluency as central to effective communication (Gee & Hayes, 2011).

Contemporary English studies, therefore, position communication skills as culturally responsive, digitally mediated, and dynamically multilingual. Effective communication now includes the ability to shift across linguistic codes, media formats, and cultural contexts a reflection of globalized and digitized communication landscapes (Pennycook, 2010; Canagarajah, 2013).

Career

This refers to an individual's chosen profession or occupation. Your career can include one or many jobs throughout your lifetime, and the actions, decisions, and paths you take to develop in your profession (Whiston & Keller, 2004). A career usually uses your skills and talents while providing personal fulfillment and a sense of purpose (National Career Development Association [NCDA], 2020). A career refers to your profession or chosen line of work, which can include one job or multiple jobs. It also refers to the education, training, and experience needed to grow in your current role or move on to another one.

Moreover, career development is a lifelong process, and early experiences with parental influence can continue to shape career decisions throughout an individual's life. The way in which parents engage with their children's career aspirations whether by offering encouragement, providing opportunities for exploration, or imposing limitations can influence the development of career goals and the paths children ultimately choose to pursue (Whiston & Keller, 2004). To this end, the researchers decided to embark on this study to proffer a lasting solution to the above challenges.

Authoritarian Parenting and Career Choices

Authoritarian parenting is characterized by high demands and low responsiveness. Parents who adopt this style impose strict rules and expect obedience without offering much room for negotiation or explanation. The primary feature of authoritarian parenting is control, where children are expected to follow established rules without questioning them. Punishments are often used to enforce compliance, and parents tend to provide little rationale for their decisions. As Fulya et al. (2008) highlighted, children raised in authoritarian households typically internalize their parents' choices as their own, without the opportunity for self-exploration or decision-making. These children are likely to follow paths set by their parents rather than making independent career decisions. According to Marcia's identity status theory (Senemoglu, 2007), such children are often categorized under the "foreclosure" identity status. This means they adopt a ready-made identity that has been handed down by their parents, without having undergone the exploration or commitment phases that would lead to an authentic career choice. As a result, children from authoritarian families may face challenges in career decision-making, as their choices are likely to be influenced heavily by their parents' expectations rather than personal interests or aspirations.

The authoritarian parenting style can have lasting effects on career choices, as children may not develop the necessary skills for independent decision-making or critical thinking. These children may also struggle with self-confidence, as their autonomy has been limited, potentially leading to difficulties in making informed career decisions later in life.

Authoritative parenting and Career Choices

In contrast to authoritarian parenting, the authoritative parenting style is characterized by a balance of high expectations and responsiveness. Authoritative parents set clear rules and expectations for their children but also provide explanations and engage in open communication. This style encourages dialogue, where children are allowed to ask questions and seek clarification about rules. According to Isik (2007), authoritative parents are not only effective in setting standards and monitoring behaviour but also adopt assertive and supportive disciplinary strategies. This approach fosters an environment where children feel both valued and understood, which can help them develop confidence in making their own decisions and communicating effectively in a constantly demanding world.

Research has shown that children raised by authoritative parents tend to exhibit higher levels of academic achievement, better social skills, and more independent decision-making. These children are more likely to explore career options thoughtfully and make well-informed career choices, as they have been given the tools to think critically and express themselves appropriately when necessary.

Furthermore, because authoritative parents are supportive, children are more likely to feel empowered to pursue careers that align with their personal interests and abilities, rather than simply adhering to family expectations. Thus, authoritative parenting is generally associated with positive career outcomes, as it encourages autonomy while maintaining guidance and support.

Permissive parenting and Career Choices

Permissive parenting, characterized by low demands but high responsiveness, is marked by an indulgent and lenient approach to raising children. Permissive parents are generally very loving and nurturing, but they tend to avoid enforcing rules and often provide few boundaries. As a result, children raised in permissive environments may struggle with self-discipline and the ability to handle responsibility. According to Pea and McWhirter (2000), children of permissive parents are often less happy and have lower levels of self-regulation, which can negatively affect their academic and career decision-making abilities. Furthermore, Wu (2000) found that permissive parenting, especially when practiced by mothers, is associated with increased anti-social behaviours among children. These children may be more likely to engage in rebellious behaviours, including disregard for authority figures, and are often at a disadvantage when it comes to making thoughtful career choices.

The lack of structure and discipline in permissive households may result in children being less prepared to make informed career decisions. Rani (2014) pointed out that permissive parents often refrain from involving themselves in their children's career planning, which can leave children without proper guidance in making career choices. This lack of direction can lead to confusion and indecisiveness, as children may not fully understand the consequences of their choices or the steps needed to achieve their career goals. Given that career choice is a lifelong process, the early influences of permissive parenting can have long-term effects on children's ability to plan and pursue fulfilling careers.

The Influence of Parenting Styles and Communication Skills on Students' Career

Parenting styles have a profound impact on the development of a child's communication skills, which are essential for academic success and career development. Research suggests that the style of parenting employed can either facilitate or hinder a child's ability to communicate effectively. Negative communication patterns often arise from certain parenting styles, particularly authoritarian and permissive approaches, and these can significantly affect how children express themselves and engage in meaningful conversations with others. This section elaborates on how specific parenting styles and communication skills negatively influence students' career choices.

Authoritarian Parenting, Communication Skills and Career Choices

According to Sullivan (2014), authoritarian parenting is characterized by high control and low warmth, where parents impose strict rules, expect obedience without question, and often suppress open dialogue. Children raised in such an environment may struggle with communication skills for several reasons. First, authoritarian parents often prioritize obedience over conversation, leaving little room for children to express their opinions or engage in healthy debates. As a result, children may develop poor communication skills, including difficulty initiating conversations, expressing their thoughts clearly, and articulating their needs or desires (Sullivan, 2014).

Furthermore, authoritarian parents tend to use negative reinforcement and harsh punishment, which can lead to anxiety and fear in children. This environment stifles their ability to practice assertiveness and hinders the development of self-confidence in communication (Kerr & Stattin, 2000). When students lack confidence in their verbal skills, they may struggle to participate in class discussions, voice their career aspirations, or engage effectively with peers and teachers, impacting their academic and social development.

Research by Luyckx et al. (2008) found that authoritarian parenting, by limiting a child's ability to engage in open communication, contributes to lower levels of social competence, a key aspect of effective communication. This deficiency in social skills can extend to future career interactions, where individuals may find it difficult to network, negotiate, or express ideas clearly.

Permissive Parenting and Communication Skills

In contrast to authoritarian parenting, permissive parenting is characterized by high warmth and low control, where parents are lenient and avoid imposing structure or rules on their children (Baumrind, 1991). While permissive parenting may create a nurturing environment, it can also negatively affect the development of communication skills by fostering a lack of discipline in social interactions. Children raised in permissive households may be able to communicate adequately but struggle to understand appropriate social boundaries, as their parents often fail to set limits on behaviours (Rafaelli & Steinhausen, 1999). As a result, such children may have difficulty respecting conversational norms, such as taking turns in conversation, listening attentively, or adhering to appropriate communication protocols in both personal and professional settings.

Additionally, permissive parents' tendency to indulge their children's desires without enforcing limits may lead to a lack of constructive feedback, which is essential for improving the choice of career. Without critical guidance, children may not learn how to modify their communication style based on context or audience, which can impair their ability to navigate professional environments where clear and effective communication is vital (Rosenbaum, 2013). Students from permissive households might find it challenging to engage in formal communication settings, such as job interviews or classroom presentations, where structure and clarity are essential.

Methodology

This study adopted the descriptive survey research design. This is because according to Nworgu (2015) in a descriptive survey, data collected from a few people considered to be a representative of a population is analyzed and generalizations made from it about the population. This design is suitable for this study because it is always concerned with the findings, describing and interpreting the data.

The population comprised of 82,267 SS III students from Public Secondary Schools across the three Senatorial Districts of Katsina State. Sample size of 384 students were drawn from the population using Krejcie and Morgan's sampling table and stratified random sampling technique was employed.

The researchers' made instrument titled "Influence of Parenting Styles and Communication Skills on Students' Career Choices Questionnaire (IPSCSSCCQ)" was used for data collection. The instrument was designed in four sections, each section has ten (10) items used to elicit responses from the respondents based on four (4) points likert- scale. The instrument was validated by experts and the reliability of 0.83 was established through Cronbach Alpha Coefficient.

The researchers administered and retrieved the instrument from the respondents across twenty-seven (27) selected public Secondary Schools within the three (3) Senatorial Districts of Katsina state. Data obtained were analysed using Multiple Regression, the R-value was used to answer the research questions while the F-ratio was used for testing the hypotheses. Each of the hypotheses was tested at .05 level of significance. In order to take decision as regard research questions, any R-.value that fell between 0.10-0.39 was regarded as low, 0.40 - 0.59 moderate, 0.60-0.79 high and 0.80-0.99 very high. In terms of the hypotheses, whenever the p- value was less than .05 level of significance, the null hypothesis was rejected and also whenever the p- value was greater than the .05 level of significance, the null hypotheses was accepted.

Findings

Discussion of Results of the Research

Research Question One

How does authoritarian parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria?

Table 1: Result of Multiple Linear Regression of the influence of authoritarian parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria (N=384)

Variables	R	R ²	Adjusted R ²
Authoritarian parenting and communication skills	0.790	0.625	0.623
Career choices			

The result in Table 1 show a correlation coefficient (R-value) of 0.790, indicating a high positive relationship between authoritative parenting, communication skills and career choices among secondary school students in Katsina state, North Western Nigeria. The coefficient of determination (R^2 – value) of 0.625 also shown in Table 1 indicates that 62.5 percent of the variance in career choice among secondary school students in Katsina state, North Western Nigeria is explained or predicted by authoritarian parenting and communication skills. This means that authoritarian parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria.

Research Question Two

How does authoritative parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria?

Table 2: Result of Multiple Linear Regression of the influence of authoritative parenting and communication skills influence on choices among secondary school students in Katsina state, North Western Nigeria (N=384)

Variables	R	R^2	Adjusted R^2
Authoritative parenting and communication skills	0.891	0.794	0.793
Career choices			

The result in Table 2 show a correlation coefficient (R-value) of 0.891, indicating a very high positive relationship between authoritative parenting, communication skills and career choices among secondary school students in Katsina state, North Western Nigeria. The coefficient of determination (R^2 – value) of 0.794 also shown in Table 2 indicates that 79.4 percent of the variance in career choice among secondary school students in Katsina state, North Western Nigeria is explained or predicted by authoritative parenting and communication skills. This means that authoritative parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria.

Research Question Three

How does permissive parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria?

Table 3: Result of Multiple Linear Regression of the influence of permissive parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria (N=384)

Variables	R	R ²	Adjusted R ²
Permissive parenting and communication skills	0.738	0.545	0.542
Career choices			

The result in Table 3 show a correlation coefficient (R-value) of 0.738, indicating a high positive relationship between permissive parenting, communication skills and career choices among secondary school students in Katsina state, North Western Nigeria. The coefficient of determination (R² – value) of 0.545 also shown in Table 3 indicates that 54.2 percent of the variance in career choices among secondary school students in Katsina state, North Western Nigeria is explained or predicted by permissive parenting and communication skills. This means that permissive parenting and communication skills influence career choices among secondary school students in Katsina state, North Western Nigeria.

Research Question Four

What is the joint influence of authoritarian, authoritative, permissive parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria?

Table 4: Result of Multiple Linear Regression of the joint influence of authoritarian, authoritative , permissive parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria (N=384)

Variables	R	R ²	Adjusted R ²
Authoritarian , authoritative , permissive parenting styles and communication skills	0.879	0.772	0.770
Career choice			

The result in Table 4 show a correlation coefficient (R-value) of 0.879, indicating a very high positive relationship between authoritarian, authoritative, permissive parenting styles,

communication skills and career choices among secondary school students in Katsina state, North Western Nigeria. The coefficient of determination (R^2 – value) of 0.772 also shown in Table 4 indicates that 77.2 percent of the variance in career choice among secondary school students in Katsina state, North Western Nigeria is explained or predicted by authoritarian, authoritative, permissive parenting styles and communication skills. This means that authoritarian, authoritative, permissive parenting styles and communication skills jointly influence career choices among secondary school students in Katsina state, North Western Nigeria

Hypothesis One

There is no significant influence of authoritarian parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Table 5: Summary of Multiple Linear Regression of the influence of authoritarian parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria (N=384)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1132.40	2	566.20	73.86	.00 ^b
	Residual	2920.56	381	7.67		
	Total	4052.96	383			

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.38	.42		46.14	.00
	Authoritarian	-.41	.03	.51	-14.07	.00
	Communication skills	-.30	.02	.39	-16.76	.00

The result in Table 5 shows the F-ratio of 73.86 with a corresponding significance level ($p = .00$) at 2 and 381 degrees of freedom. Since the p-value is less than the alpha level of .05, the result is statistically significant. The unstandardized coefficients show that a one-unit increase in authoritarian parenting leads to a **0.41-unit decrease** in career choice scores, while a one-unit increase in communication skills results in a **0.30-unit decrease**. Both variables (authoritarian and communication skills) are statistically significant at 0.05 level, with communication skills having a stronger negative effect. This result implies that there is significant influence of

authoritarian parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Hypothesis Two

There is no significant influence of authoritative parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Table 6: Summary of Multiple Linear Regression of the influence of authoritative parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria (N=384)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1217.29	2	608.64	81.77	.00 ^b
	Residual	2835.67	381	7.44		
	Total	4052.96	383			

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.64	.27		71.95	.00
	Authoritative parenting	.35	.03	.45	14.05	.00
	Communication skills	.37	.04	.52	9.45	.00

The result in Table 6 shows the F-ratio of 81.77 with a corresponding significance level ($p = .00$) at 2 and 381 degrees of freedom. Since the p-value is less than the alpha level of .05, the result is statistically significant. The unstandardized coefficients show that for every one-unit increase in authoritative parenting, career choice increases by 0.35 units, and for every one-unit increase in communication skills, career choice increases by 0.37 units. Both variables (authoritative and communication skills) are statistically significant at 0.05 level, with authoritative parenting having a stronger positive effect. This result implies that there is significant influence of authoritative parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Hypothesis Three

There is no significant influence of permissive parenting and communication skills on career choices among secondary school students in Katsina state, Nigeria.

Table 7: Summary of Multiple Linear Regression of the influence of permissive parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria (N=384)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1007.53	2	503.77	63.03	.00 ^b
	Residual	3045.43	381	7.99		
	Total	4052.96	383			
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	20.33	.53		38.29	.00
1	Permissive	-.23	.02	.24	-15.21	.00
	Communication skills	-.42	.03	.58	-14.38	.00

The result in Table 7 shows the F-ratio of 63.03 with a corresponding significance level ($p = .00$) at 2 and 381 degrees of freedom. Since the p-value is less than the alpha level of .05, the result is statistically significant. The unstandardized coefficients show that a one-unit increase in permissive parenting leads to a **0.23-unit decrease** in career choice scores, while a one-unit increase in communication skills results in a **0.42-unit decrease**. Both variables (permissive and communication skills) are statistically significant at 0.05 level, with permissive parenting having a stronger negative effect. This result implies that there is significant influence of permissive parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Hypothesis Four

There is no significant joint influence of authoritarian, authoritative, permissive parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Table 8: Summary of Multiple Linear Regression of the influence of joint influence of authoritarian ,authoritative, permissive parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria (N=384)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2030.13	4	507.53	95.10	.00 ^b
	Residual	2022.82	379	5.34		
	Total	4052.96	383			

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.23	.39		46.31	.00
	Authoritarian	-.20	.02	.25	-10.57	.00
	Authoritative	.36	.03	.46	13.42	.00
	Permissive	-.26	.03	.06	-8.99	.00
	Communication skills	.20	.02	.28	8.34	.00

The result presented in Table 8 indicates an F-ratio of 95.10 with a corresponding significance level ($p = .00$) at 4 and 379 degrees of freedom. Since the p-value is less than the alpha level of 0.05, the result is statistically significant. The unstandardized coefficients show that, a one-unit increase in authoritarian parenting results in a **0.20-unit decrease** in career choice scores, while a one-unit increase in authoritative parenting leads to a **0.36-unit increase** in career choice scores, a one-unit increase in permissive parenting results in a **0.26-unit decrease** in career choice scores **and** a one-unit increase in communication skills results in a **0.20-unit increase** in career choice scores. All variables (authoritarian, authoritative, permissive parenting styles and communication skills) are statistically significant at the 0.05 level, with authoritative parenting and communication skills showing the strongest positive influence. Conversely, authoritarian and permissive parenting styles have negative effects. This indicates that there is significant influence of parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria.

Discussion

The discussions in this study are presented in the context of research hypotheses tested.

The test result of hypothesis one revealed that both authoritarian and communication skills are statistically significant. This implies that there is significant influence of authoritarian parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria. The finding is in line with the study conducted by Fulya et al. (2008) who highlighted that children raised in authoritarian households typically internalize their parents' choices as their own, without the opportunity for self-exploration or decision-making. These children are likely to follow paths set by their parents rather than making independent career decisions. Luyckx et al. (2008) also found that authoritarian parenting, by limiting a child's ability to engage in open communication, contributes to lower levels of social competence, a key aspect of effective communication. This deficiency in social skills can extend to future career interactions, where individuals may find it difficult to network, negotiate, or express ideas clearly.

The test result of hypothesis two indicated that both authoritative parenting and communication skills are statistically significant, with authoritative parenting having a stronger positive effect. This result simply means that there is significant influence of authoritative parenting and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria. Authoritative parents set clear rules and expectations for their children but also provide explanations and engage in open communication. This style encourages dialogue, where children are allowed to ask questions and seek clarification about rules. This particular finding is not far from the study carried out by Turner and Lapan (2002) who highlighted the importance of family support in career development, noting that open communication with parents can significantly enhance career decision-making.

The test result of hypothesis three disclosed that both permissive and communication skills are statistically significant, with permissive parenting having a stronger negative effect. This result implies that there is significant influence of permissive parenting and communication skills on career choices among secondary school students in Katsina State, North Western Nigeria. The finding agreed with the earlier findings of Pea and McWhirter (2000), children of permissive parents are often less happy and have lower levels of self-regulation, which can negatively affect their academic and career decision-making abilities. Furthermore, Wu (2000) found that permissive parenting, especially when practiced by mothers, is associated with increased anti-social behaviours among children. These children may be more likely to engage in rebellious behaviours, including disregard for authority figures, and are often at a disadvantage when it comes to making thoughtful career choices. Rosenbaum (2013) added that, permissive parents' tendency to indulge their children's desires without enforcing limits may lead to a lack of constructive feedback, which is essential for improving the choice of career. Without critical guidance, children may not learn how to modify their communication style based on context or audience, which can impair their ability to navigate professional environments where clear and effective communication is vital.

The test result of hypothesis four showed that authoritarian, authoritative, permissive parenting styles and communication skills) are statistically significant, with authoritative parenting and communication skills showing the strongest positive influence. Conversely, authoritarian and permissive parenting styles have negative effects. This indicates that there is significant influence of parenting styles and communication skills on career choices among secondary school students in Katsina state, North Western Nigeria. In the context of career development, communication skills are critical for students to articulate their aspirations, seek guidance, and engage with mentors or peers. Students from homes where communication is undervalued due to authoritarian or permissive parenting may find it difficult to express their career interests, negotiate opportunities, or even seek assistance when faced with academic or career-related challenges. This finding supported Kerr & Stattin (2000) who opined that authoritarian parents tend to use negative reinforcement and harsh punishment, which can lead to anxiety and fear in children. This environment stifles their ability to practice assertiveness and hinders the development of self-confidence in communication.

Conclusion

Based on the findings of this study, it is concluded that parenting styles such as authoritarian, authoritative, permissive and communication skills have exerted influence on career choices among secondary school students in Katsina state, North Western Nigeria.

Recommendations

1. Katsina state Government should establish Parental Education and Awareness Programs. By so doing, educational authorities and school counselors should organize regular workshops and seminars for parents in Katsina state to increase awareness of how parenting styles, especially authoritarian and permissive, impact their children's communication skills and career decision-making.
2. NGOs in collaboration with professional Guidance Counsellors should organize a workshop to educate parents on the impact of their parenting styles through this initiative, encouraging the use of authoritative parenting that promotes open communication and supports children's career interests must be emphasized.
3. Katsina state Government should integrate career guidance and communication skills training across public secondary schools. By so doing, it will empower students with the confidence and tools needed to make informed career decisions as well as improve their academic performance.
4. State Government should establish early intervention programs should be introduced right from the junior secondary sections to address parenting gaps, improve communication skills, and support students' academic and career outcomes. These initiatives will help to reduce the long-term impact of imposed career paths and improve overall students' outcomes.

5. The State Government should promote a policy on family-school collaboration, where schools have to foster stronger partnerships with families to create a supportive environment where career choices are collaboratively discussed, respecting students' interests and strengths. Teachers and counselors can serve as intermediaries to facilitate communication between parents and students, especially where parenting styles hinder open discussions.

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