



Influence of Culture and Socio-Financial Elements on the Career Choice of Students in Bwari Area Council in Abuja, Nigeria

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Abstract. One of the most important decisions a person makes is their career choice, which will shape their future. The investigation examined cultural factors' impact on Bwari Area Council students' career choices in Abuja, Nigeria. Two hypotheses guided the research. All Bwari Area Council senior secondary school students are studied. The study includes all SSII male and female seniors. The study selected 315 SSII students using simple random sampling. The study included 63 students from each of the five schools. The self-structured questionnaire Influence of Sociocultural Factors on the Career Choice of Students (ISCFCCCS) with sub-instruments (Cultural and Socioeconomic Influences on Career Choice) and Career Choice Questionnaire (CCQ) with reliability coefficients of 0.88, 0.86, and 0.75 were used to collect data. Data was analysed using descriptive and inferential statistics. The study found that culture and parents' socioeconomic status strongly influence students' career choices. The study recommends that school leaders teach students about social factors that may influence their career choice. Parents should also stop pushing their kids into careers they don't fit into. Guardians should be cautious about pushing their children toward unrealistic careers. Parents should also work with school advising or professional guides to help their children choose smart careers.

Keywords: Sociocultural, Financial status, Career choice Culture, Understudies, Influence

1. Introduction

Culture is the convictions and values that shape gatherings' customs, standards, and practices to solve everyday problems (Lillis and Tian, 2015). Thus,

culture affects how people work, how they choose jobs, how their careers are shaped, how groups communicate, how they raise their children, how they provide food and security, and how they support themselves.

Therefore, culture shapes people's personalities and work environments. Every person has a social, ethnic, and racial legacy, and sometimes a few social characters shape their circumstances. Austin and McDaniels (2016) found that southern African American women's social foundation depends on race, orientation, and location. Her social background determines her and others' professional assumptions, work availability, and open doors. In a traditional society like Pakistan, youth is subject to their parents' choices; most students choose a career based on family traditions; in conventional society, few calls are chosen deductively based on fitness testing and career guidance (Arif, 2019).

Culture shapes people's personalities and workplaces. Everybody has a social, ethnic, and racial legacy, and sometimes a few social characters shape their circumstances. For instance, Austin and McDaniels (2016) found that southern African American women's social foundation depends on race, orientation, and location. Her social foundation determines her and others' professional assumptions, work availability, and open doors. In traditional societies like Pakistan, youth are subject to their parents' choices; most students choose a career based on family traditions; in conventional society, few calls are chosen deductively based on fitness testing and career guidance (Arif, 2019). The term race is still used in research to compare people of different races. For over 30 years, analysts have examined

factors affecting job choices and racial disparities in their fields. Since gatherings have the same capacity, analysts focus on factors like professional dreams, good examples, work values, and professional interests that can influence career choices. Recently, scientists have examined prejudice and segregation as potential ecological contrasts (Bhopal, 2018).

Helmreich and Merritt (2017) say culture affects vocations in many ways. Since people work within the organisation's way of life and setting, culture affects the types of work done, the compensation for different types of work, and the types of communications evaluated. Social factors shape our view of work and respect. Social rates affect organisational and personal career choices. For instance, someone who values family, race, or identity may make different choices than someone who values individual achievement (Helmreich and Merritt, 2017).

In most developed nations, social gatherings are based on work suspicions (Bernal and Adames, 2017). People should make work decisions without consulting others. We also expect the person to be wealthy enough to find valuable job opportunities and that open positions are available to everyone. Finally, professional advancement should be coherent, sane, direct, and bit-by-bit. However, racial/ethnic minority groups don't care about many of these assumptions. Family jobs are important in many societies, and racial/ethnic groups have different access to public assets. Bigotry often closes jobs to racial/ethnic minorities, making career advancement difficult or impossible (Bernal and Adames, 2017).

Culture frames one open door. Racial/ethnic minority workers are underrepresented in some fields and overrepresented in others, according to a survey. Thus, career choices can arise from a mismatch between available jobs and what they want or need (Bernal and Adames, 2017). Culture can be linked to work and profession in two ways. Culture influences a person's view of proper work and its role in daily life. Culture also affects available work. Positive (opening doors in the privately owned company) and negative reasons exist (e.g., bigotry that prevents work in the workspace).

Edwards and Quinter (2016) found that data innovation, post-Modern Insurgency crises, and business competition have made career choices difficult. Thus, education is seen as the world's financial solution. Nations and people expect education to help solve poverty, oblivion,

joblessness, hunger, poor management, poor communication systems, lack of confidence, and more. Personal satisfaction and social status improve in every nation. Most secondary school students need more career information to make good choices. Thus, after college, the course will change drastically.

Thus, vocational decisions are important for students when making plans. These options have deep meaning. This makes determining secondary school students' vocation choices important. Check if it helps students make objective career choices. Data innovation, post-modern upheaval, and work contests have made professional decision-making a science (Edwards and Quinter, 2016).

The focus on understudies is their lifelong work goals. Everyone cares about profession and expectations, not years. Many secondary school students believe their future is a great opportunity to succeed (Olamide and Olawaiye, 2017). Many think they can work in public or private after college. Like other kids, college students worry about how to manage their daily routines, how adults will live, and what adults will be. Many figure they can work in public or confidential settings after college. Like other kids, college students worry about managing their daily routines, how adults will live, and what adults will be.

Today, despite professional planning, extensive vocational research should be done before career decisions to adapt to changing financial circumstances (Korir and Wafula, 2017). Professional decisions include character, interests, self-idea, social personality, globalisation, socialisation, good examples, social help, data, and financial matters, according to Edwards and Quinter (2016). These variables affect it. It shows that their parents' preferred careers affect the most, while others choose a career with educational options and pursue their interests. Some favour major league salaries (Korir and Wafula, 2017).

Variables affect it. Their parents' preferred careers affect the most, while others choose a career with educational options and pursue their interests. Major league salary force is preferred (Korir and Wafula, 2017). Thus, Agunzi, Momoh, and Mallum (2020) suggested investigating natural factors like family foundation, school climate, religion and co-gatherings, and other sociocultural factors.

Altan (2021) also found that inherent variables influence students (individual interest, self-viability, result in assumptions, and expert improvement open doors). Interest, satisfaction, and delight drive innate

career choice. These include character traits, work fulfilment, career advancement, and growth opportunity. The outward factors are money, employer stability, professional respect, and job availability. External guidelines and benefits related to specific occupations, profession accessibility, and well-paying businesses affect career choices and arrangements. Relatives, teachers, friends, and social obligations affect youth navigation. (2021 Altan)

Understudies from individualistic social settings were influenced by characteristic, outward, and, less so, relational factors and encouraged to choose their careers. Mau 2004, Gunlal et al 2013; Altan 2021). Relational (respecting parental and cultural assumptions and parental requirements to follow endorsed career ways) and external factors influenced undergraduates in aggregate societies (esteemed callings). Mau 2000, Gunlal et al. 2013; Altan 2021). Normal professional decisions and arrangements in collectivist societies. The family decides. Thus, the decision is collective. In these cases, the profession that best serves the family will determine the vocation. The family may lead here, not the person. The family chooses a singular vocation (Mau, 2000, Gunlal et al., 2013; Altan, 2021).

Innate, outer, or both factors influence professional decisions (Akosah-Twumasi et al., 2018). Their parents' preferred careers matter most. Others choose a big-league salary career to be open to lifelong learning. Ethnic background, grades, performance, science subject choice, mentality, and work qualities affect students' perception of their suitability for a specific job (McQuaid and Bond (2016). Inner, outer, or both factors affect professional decisions (Akosah-Twumasi et al., 2018). Their family's professions matter most. Others choose big league salaries for a lifelong open to learning. Ethnicity, grades, performance, science subject choice, mentality, and work qualities affect students' perception of their suitability for a specific job (McQuaid and Bond (2016). One study suggests parents' desires and assumptions affect children's aspirations. Parental support and comfort have been shown to affect career choices. The child can choose what the parent needs. According to a Kenyan study, rural students seek help from parents more than city students and educators. Koech, Bitok, Rutto, Okoth, Korir, and Ngala (2016).

Studies show cultural factors influence youth vocation choices (Mama and Yeh, 2015; Akosah-Twumasi et al., 2018; Hui and Loaned, 2018). Culture is the psyche's collective programming that distinguishes groups (Hofstede, 2016). Hofstede

identified four major social factors in his near study of 40 nations. The foundation is the "independence community". A maverick culture views an individual as a "free unit", while a gathering society views them as a "related unit". Dynamic in a nonconformist culture depends on individual desires and wants; in a gathering society, the direction is "in a gathering" to improve group interests. Next is power distance. Powerful remote societies recognise public eye imbalance and its associations. The third aspect, aversion to vulnerability, shows how much exposure and uncertainty are endured in the public eye. Communities without high destiny are less lenient, and low vulnerability is more avoidable. Finally, manly and ladylike aspects meet general needs. Success and abundance are valued in masculine cultures. Ladies need great connections to live well (Hofstede, 2016).

Hofstede's (2016) "social aspect scores" study suggests that public scores for power distance, independence, manliness, vulnerability aversion, long haul direction, and conviction indicate collectivism or individualism (Hofstede, 2016). In the six social angles, countries with group values may score low, while those with maverick qualities may score high (Hofstede, 2016). This model shows a country's independent or gathering society.

Because of this, Western nations like Australia, the U.K., and the U.S. have had to adjust to independence. Autonomy, fearlessness, opportunity, and freedom define such societies. However, African and Asian nations are more accustomed to groups that compare social dependence to neighbouring states (Akosah-Twumasi et al., 2018). Reviewing culture from Maverick and gathering perspectives can explain youth career choice differences (Akosah-Twumasi et al., 2018). Regulatory practices in maverick social orders encourage children to choose careers and develop professional skills, while group social orders are families. Social principles are also required and often expected to follow standard vocation paths (Oettingen and Zosuls, 2016).

Due to globalisation, communication between nonconformist and gathering societies has grown over time (Santos, Varnum, and Grossmann, 2017). They believe two societies—bunch-related and independent—where traveller families have moved from social legacy to have set different measures for children's career choices. Individual vocation choices are difficult. In a Nation When a family settles in a host country, the adjusted youth may grow distant from the guardians (Santos, Varnum, and Grossmann, 2017).

From 2000 to 2017, the UN reported 173 to 258 million global transients, or 3.4% of the population (UNESCO, 2017). Travellers result from moving. The Global Association for Movement (IOM) defines relocation as the movement of an individual or group across borders or within the state (IOM, 2018). During this time of mass migration, migrant students who move with their families to another country and are still looking for a job are often new to social norms, especially school/education (Zhang et al., 2014). Thus, settler students may struggle to balance their professional needs in the host nation's educational system and their families. These moving kids are vulnerable and complicated because their social legacy may differ from the host nation's way of life (Sawitri and Ideology, 2017). Kids may have a social tendency when choosing a career despite unexpected interests, goals, assumptions, personal experiences, and obligations. This supports their thinking. A few studies have examined how social conditions affect teens' career choices (Tao, Zhang, Lou, and Lalonde, 2018). However, other settler groups may differ greatly.

Given the impact of social legacy on professional decisions and the rising progress between societies, analysing youth career exploration exercises is important. No comprehensive writing audit is available here. This orderly survey examines teens' career choices, particularly social impacts, using Craftsman and Encourage's (1977)'s three-layered structure. An exceptional and well-coordinated career that identifies gaps in existing writing proposes future research and improves the workforce for chiefs, instructional guides, and professional guides. We support strengthening a determined, emotionally supportive network. For instance, Mudhovozi and Chireshe (2017) led a similar report in South Africa on professional decision-making factors. Review members were undergraduate brain research students who had chosen careers. The review was conducted in a similar geological climate, but members' political and financial issues differed. Sultana and Watts (2016) compared Bedouin-ruled Centre East and North Africa. This location is characterised by economic, political, and socio-social factors, and similar studies in other districts may yield results. Lazarus and Chinwe (2016) targeted Nigerian children with special needs. The current review examined the factors influencing Bwari Area Council students' career choices in Abuja, Nigeria.

1.1 Statement of the Problem

Many secondary school students are struggling to choose a career. The increased number of calls worsens this problem. Due to a lack of proper direction and guidance, students are not given the appropriate and sufficient professional data and research tools to help them choose a career. As a result, some students became families and larger networks, which influenced their lifelong career choices. This is problematic because students often choose bad careers when forced to choose one. Parental influence, family foundation, parents' financial status, and sociocultural factors affect students' professional decisions beyond high achievement and greatness. Most parents with higher incomes influence their children/wards to focus on professional courses to advance their careers, such as medicine, law, pharmacy, nursing, bookkeeping, designing, etc. Some students may not be interested or capable. Thus, these irrational choices can lead to job dissatisfaction. However, cultural factors affecting secondary school students' career choices are understudied. Understanding these realities, this study examines how cultural and financial factors affect students' career choices in Abuja's Bwari Area Council.

1.2 Purpose of the Study

The review examines how sociocultural factors affect career choice in the Bwari Area Council in Abuja, Nigeria. In particular, this study aims to:

- determine the degree of social factors that impact the professional selection of understudies in the Bwari Area Council in Abuja
- evaluate the impact of the financial effect on the vocation selections of understudies in Bwari Area Council in Abuja

1.3 Research Questions

The accompanying inquiries were formed to direct the review:

- Does the social component impact understudies' vocation decisions in Bwari Area Council in Abuja?
- How do financial elements impact understudies' professional decisions in Bwari Area Council in Abuja?

1.4 Research Hypotheses

The accompanying two null hypotheses were formed to direct the review:

HO1: Culture has no critical impact on understudies' vocation decisions in the Bwari Area Council in Abuja.

HO2: Socio-financial variables have no huge impact on understudies' vocation decisions in the Bwari Area Council in Abuja.

2. Research Methodology

This study used a descriptive survey design to examine how sociocultural factors affect Bwari Region Board students' career choices in Abuja, Nigeria. The design helped gather data on existing peculiarities (impact of socio-social elements on the vocation selection of understudies). The study included all Bwari Region Board Senior Secondary School (SSII) students. Three hundred and fifteen (315) students from five Senior Secondary Schools (SSII) in Bwari Region Board, Federal Capital Territory, were sampled using a multistage method. The scientist selects the five schools by writing down all Bwari Region Board school names on a small piece of paper, placing them in a box, and shaking it. From then on, the researcher randomly opened the papers to find the names of each school until there were five. Using the fortunate plunge strategy, simple random sampling was used to select sixty-three members from the five schools. They asked students

3. Results

Hypothesis One: Culture does not significantly affect understudies' professional decisions in Bwari Area Council in Abuja. This theory was tried utilising Pearson item second relationship measurements.

Table 1: Correlation between Culture and Career Choice of Students

Variables	N	Mean	Std. Dev	r-cal	r-tab	Decision
Career Choice	315	33.68	4.37	0.540	0.1129	Significant
Cultural Influence	315	31.60	4.41			

*Significant at 0.05; r-cal = 0.540; r-critical = 0.1129

Table 1 shows that the mean and standard deviation of students' career choices were 33.68 and 4.37, respectively, while the mean and standard deviation of cultural influence were 31.60 and 4.41, respectively. Since the r-calculated value of 0.540 is greater than the r-critical value of 0.1128 at a 0.05 significance level. Therefore, the null hypothesis was rejected, implying that culture significantly influences students' career choices in the Bwari Area Council in Abuja.

Hypothesis Two: There is no significant influence of Parent Socioeconomic Status on the Career Choice of students in Bwari Area Council in Abuja

The hypothesis was tested using Analysis of Variance (ANOVA), and the results are presented in Tables 2, 3 and 4.

to choose a "Yes or No" paper from the container. Members who chose "YES" were naturally probed, while those who chose "No" were not.

This study used a 38-item self-organised questionnaire titled "Influence of sociocultural factors on the career choice of students questionnaire" (ISCFCCSQ) and "Career choice questionnaire" (CCQ). The ISCFCCSQ had A and B segments. Segment A collected respondents' age, gender, parents' occupation, and highest education. Segment B examined two key factors influencing students' career choices. Financial and social items were weighted in the Likert design with SA=4, A=3, SD=2, and D=1. The (CCQ) has ten (10) questions about why students should choose a career. The poll uses a 4-point Likert scale: strongly agree '4', agree 3, disagree two (2) and strongly disagree 1.

Examiners, directors, and specialists evaluated the instruments' suitability for this research, and their comments and suggestions were used to create the final estimating instrument. A pilot study was completed in one of the optional schools outside the principal review to test the instrument's reliability. The Pilot study data was measured for quality consistency. The test-retest reliability coefficient was used. After that, the reliability coefficient of the following instruments' alpha level was obtained: Cultural impact on student career choices 0.88; Socio financial impact 0.86; and Vocation Decision Scale 0.75. This confirmed that the data collection tool used for this study was reliable.

Table 2: Descriptive Data Across three experimental conditions

Socioeconomic Career Choice	N	Mean	Standard Deviation
Low Socioeconomic Economic Status	135	31.56	5.09
Middle Socioeconomic Status	110	34.73	3.11
High Economic Status	70	36.08	2.27
Total	315	33/68	4.37

Table 2 above shows the overall perception of students from three socioeconomic class and their influence on career choice. Students from High socioeconomic Status are considered the most influential on students' career choices. With a mean difference value of 36.08 (SD=2.27), followed by Middle Socioeconomic Status with a mean difference value of 34.73 (SD=3.11), followed by students from low socioeconomic status with a mean difference value of 31.56 (SD=5.09), indicating the least influential on career choice of students.

Table 3: ANOVA Test of Difference between Parents' Socioeconomic Status and Career Choice

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1132.916 ^a	2	566.458	36.142	.000
Intercept	340523.847	1	340523.847	21726.430	.000
SEF	1132.916	2	566.458	36.142	.000
Error	4890.055	312	15.673		
Corrected Total	6022.971	314			

Significant P < 0.05, F-Cal = 36.14 ; F-critical = 3.02 at 0.05 (2 , 312)

The ANOVA results in Table 3 show that for the Socioeconomic Status of student 1 condition, the F-value of 36.14 was greater than the F-critical value of 3.02, given 2 and 312 degrees of freedom at the .05 significance level. Since the calculated F-value was greater than the F-critical value, hypothesis 2 was rejected. This suggests that the parent's socioeconomic status significantly influenced students' career choices. To determine which parents' socioeconomic status had more impact on students' career choices, a post hoc was used for further analysis, as shown in Table 4.

Table 4: Post-Hoc Analysis of Influence of Parents' Socioeconomic Status on Career Choice

(I) SEF	(J) SES	Mean Difference (I-J)	Std. Error	Sig. ^b
Low Socioeconomic Status	Middle Socioeconomic Status	-3.173 [*]	.509	.000
	High socioeconomic factor	-4.523 [*]	.583	.000
Middle Socioeconomic Status	Low Socioeconomic Status	3.173 [*]	.509	.000
	High socioeconomic factor	-1.349 [*]	.605	.027
High socioeconomic status	Low Socioeconomic Status	4.523 [*]	.583	.000
	Middle Socioeconomic Status	1.349 [*]	.605	.027

Utilising numerous examinations test in Table 4, huge contrasts were found between respondents from low financial status and those from Centre monetary status with a mean distinction of 3.173* (p<0.05). Huge disparities exist between respondents from low financial status and those from high economic status, with a mean difference of 4.523* (p<0.05). Huge contrasts exist between respondents from middle financial status and those from high financial status, with a mean distinction of 1.349. The table additionally showed that respondents from high financial status impacted understudies' professional decisions more than the centre and low economic status. Nonetheless, respondents from centre financial

status influenced understudies' vocation decisions more than those from low economic status.

4. Discussion of findings

The first hypothesis expresses that culture does not significantly impact understudies' vocation decisions in Bwari Area Council in Abuja. The discoveries uncovered that social factors fundamentally influenced understudies' professional decisions. The explanation for these discoveries could be understudies' qualities and directions of locally taking advantage of the normal assets. It could be because of the local significance connected to effective financial specialists. Hence understudies need to imitate what

rich men or ladies do locally that makes them rich. In supporting these discoveries, Marié, Machdel, Hanlie, Ilias, Yogesh, and Matt (2020) look at the job of culture in ladies' I.T. vocation choices in South Africa. The discoveries demonstrate that culture assumes a significant part when ladies settle on I.T. profession decisions and when females choose to stay in an I.T. vocation. The investigation discovered that culture is critical in I.T. vocation choices for various ethnic gatherings in South Africa. In concurrence with these discoveries, Gibbons, Hughes and Woodside (2015) looked to comprehend what culture, by and large, means for professional improvement. Their outcomes uncovered that social factors essentially affected vocation decisions among understudies.

The second hypothesis expresses no significant impact of Parents' Financial Status on understudies' Vocation Decisions in the Bwari Area Council in Abuja. The discoveries uncovered that financial factors essentially affected understudies' professional decisions. The justification for this could be a direct result of the financial status of certain guardians. For example, most high financial-status guardians naturally urge their kids to pursue proficient courses, while low financial-status guardians urge their youngsters to attend ability-obtaining/specialised classes. In supporting these discoveries, Renabeni and Lata (2017) explored the impact of financial status on the vocation-dynamic challenges of rising undergrad grown-ups in India. In concurrence with the findings, Jamim, Ahmed and Akter (2022) investigate the impact of financial status on understudies' professional decisions. The outcomes uncovered that age, religion, spot of home, and living while at the same time considering guardians' schooling and guardians' occupation decidedly influence understudies' professional decisions.

5. Findings

The study was directed to examine the elements influencing vocation decisions among senior secondary school understudies. Because of the exploration speculations figured out for this review, coming up next are the features of the discoveries:

- Culture critically impacts the vocation selection of understudies in the Bwari Area Council in Abuja.
- Parents' Financial Status greatly impacts the Profession Selection of understudies in the Bwari Area Council in Abuja.

6. Conclusion

This study has analysed two speculations concerning the impact of sociocultural elements on understudies' professional decisions in the Bwari Area Council in Abuja, Nigeria. This study has examined the examination discoveries among free and subordinate factors. Two compelling connections between the free and subordinate elements were laid out. Hence, the total number of respondents in this study was 315. This study centred on social impact and parents' financial status. The outcomes uncovered that culture and parents' economic situation impacted understudies' professional decisions among senior auxiliary school understudies in Bwari Area Council.

7. Recommendations

Arising out of the study findings and conclusion drawn, the probing suggests the following:

- The probing uncovered that culture impacts the professional selection of understudies. It is suggested that school directing should be able to teach the understudies about different social factors that may be influencing their vocation decision.
- The probing uncovered that parents' financial status impacts the understudies' vocation decisions. In this way suggests that parents ought to cease convincing their children into such careers they don't have the necessary limits, abilities, interests, and aptitudes. Guardians ought to circumspectly abstain from driving their kids into seeking after their unrealistic vocations. Moreover, guardians ought to work with school advising or proficient professional guides to assist their youngsters with pursuing canny vocation choices.

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