

**INFLUENCE OF PARENTAL FACTORS ON CHILDREN'S CAREER CHOICE: A  
CASE OF PUBLIC SECONDARY SCHOOLS IN ISINYA SUB-COUNTY, KAJIADO  
KENYA.**

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## DECLARATION AND RECOMMENDATION

### Declaration

I hereby declare that this research project is my original work and has never been submitted in any institution or college for any academic purposes.

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## **DEDICATION**

This research project is dedicated to my family for their support and encouragement during the entire program.

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## ABSTRACT

Career selection is one of many important choices students make in determining future plans, therefore the importance of career choice among senior high students cannot be over emphasized. The purpose of this study was to investigate the extent to which some selected parental factors influence career choices among form four students in Isinya Sub-County in Kenya. The study sought to establish the relationship between these selected parental factors and the student's career choice. The specific objectives were; 1) To establish the role played by the parents' levels of education in the career choice of secondary school students in Isinya Sub-County, Kajiado County in Kenya. 2) To establish the role played by the parents' occupation/s in the career choice of secondary school students in Isinya Sub-County, Kajiado County in Kenya. 3) To assess the role played by the parental expectations in the career choice of secondary school students in Isinya Sub-County, Kajiado County in Kenya. 4) To assess how the parent-child relationship influences the career choices of secondary school students in Isinya Sub-County, Kajiado County in Kenya. The study adopted a descriptive survey. The Design was used to describe the influence of the selected parental factors on the student's career choice. The population of the study was all the 572 form four public school students in Isinya Sub-County in Kenya. The study focused on all the nine public secondary schools from Isinya Sub-County in Kenya to carry out the survey while proportional random sampling technique was used to sample the students. The researcher used a sample of 114 students from the target population. Questionnaires and interview guides were used as the instruments for data collection. Statistical Package for Social Sciences (SPSS) version 20 software was used to analyse the data. Pearson correlation was used to test relationships between variables and their significance. Descriptive statistics such as measures of central tendency and frequencies were used to analyse the data. The results were presented in percentages, tables and graphs. Data from the semi-structured interview guides were coded and analysed using content analysis and presented in verbatim. The study realized that parental factors influence the career choice of students in Isinya, Kajiado County in Kenya. In conclusion high parental educational level has an influence on the career choice of students. Specifically, the father level of education significantly influenced student's career choice. From the study we can reliably conclude that parents or relatives occupation did not directly influence student's career choice. Further it was established that parental expectation largely influenced student career choice. Finally, parent child relationship is of paramount importance as it reinforces positive affirmations on the students that help them excel in life. Therefore the study recommends that parents should make their expectation known to the students. Parents shouldn't coerce students to pick a certain career, but rather aid them in decision making. The school administration and teachers embrace the parental values and expectations by motivating their students, organizing career seminars and workshops for their students. Communication is essential in any relationship; hence parents should effectively and regularly communicate with the students about careers, counsel them and help them make hard decision.

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## **ACRONYMS AND ABBREVIATIONS**

**KCSE** Kenya Certificate of Secondary Education

**KNEC** Kenya National Examinations Council

**SLT** Social Learning Theory

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter contains the overview of parental factors on children's career choice. Research problem which will identify the gap that the study seeks to address will also be highlighted in this this chapter. Assumptions of the study, limitations and delimitations of the study, significance of the study, rationale of the study and scope of the study was provided in this study.

### **1.1 Background to the Study**

Career selection is one of many important choices students make in determining future plans, therefore the importance of career choice among senior high students cannot be over emphasized. This decision impacts them throughout their lives. The career decisions made by individuals always lead to important vocational outcomes in the future (Wattles, 2009). Career may be defined as the actions and progress taken by a person throughout a lifetime, specially related to that persons' occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one's position (Business Dictionary.com). According to (Navin, 2009), career development is both a socially and a psychologically constructed process involving complex interactions among different structures, forces, and systems, all constituting spheres of influence which an individual puts into consideration before making a final decision on which career to pursue. (Natalie, 2006) defined career as the total pattern of one's activities held during a person's life-time.

A study conducted in Germany targeting junior schools indicated that parents were authoritative but open-minded when it came to guiding their children what career to pursue in their final year in school. However, the educational level of parents and the gender of the students insignificantly influenced the career the children ended up pursuing. This finding contrasts the earlier one which was presented by Saleem, Hanan, Saleem, & Shamshed, (2014) stating that the education level of a parent was a factor that influenced the career choice of a student. The issue of gender has similar been studied. Some studies argue that female students are easily persuaded to select the career occupation of their fathers. This happens especially when the father occupies an executive position in an organization. In contrast, male students tend to opt for careers held by their mothers. Saleem et al., (2014) continue to argue that female students from affluent families are unlikely to venture into business. On the other hand, their male counterparts will thrive in such career paths. Furthermore, those who strongly desire to be financially stable will go for business. Interestingly, it has been established that most parents are involved in making career decisions for most students who would want to do IT careers. Nevertheless, although both parents play an imperative role in determining careers their children would pursue, mothers play the most critical role, but fathers come in when it comes to careers that involve computing.

Clutter (2010) observed that several factors influenced career choices of high school students in Kansas and identifying these factors would give parents, educators, and industry an idea as to where students place most of their trust in the career selection process. These factors include the students' immediate environment, opportunities available to the student and finally his/her personality. He further observed that every student carries the unique history of their past and

this determines how they view the world. This history is created, in part by the student's environment, personality, and opportunity and it determines how students make career choices.

Abedi, Aarizi and Sobhanineja (2010) assessed the association among motivations of instructional success of high school students and their family traits. The results confirmed that from among family factors related to career decisions students made, parents played a significant role in influencing them. Also, Biabangard (2005) evaluated the relationship that exists between motivation and educational success among learners in grade three in Tehran. He found that there was a significant correlation between motivation, and academic success among students.

Another study revealed that adults without a university degree fare notably worse economically than those with a bachelor's certification (Bureau of Labor Statistics [BLS], 2014). Hence, students whose mother and father failed to suggest to their children which courses and career path they should take failed to inspire their children professionally.

Eccles and Wigfield (2002) conducted a review of literature on career choice among primary and secondary school students on basic issues that affect career choice, he identified knowledge of the job, self-knowledge, parental and peer group constraints, and parental financial status as influencers of career choice patterns of students. Madu (2011) studied the impact of gender on academic performance of 160 Arts Related subjects in Nasarawa State University. He concluded that female students performed significantly better than males in Arts-Related subjects. Similarly, Buabeng and Ampiah (2012) studied female senior high school students' interest in physics as a course of study at the University level in Ghana and concluded that

female students did not prefer physics as a course of study at the University level due to limited employment opportunities for females in physics as a career.

In Kenya, the education process follows the 8-4-4 system of education where a student spends eight years in primary school, four years at secondary school and a minimum of four years at university. At the primary school level, a general curriculum is offered with no options. However, at the secondary school level, a student may choose to pursue either science based subjects or art based subjects. This is the first instance when a student is faced with the task of choosing a future career path. This choice is further affirmed through the performance in the Kenya Certificate of Secondary Education (KCSE) (Kibera, 2012).

Admission into various university degrees is dependent on the students' performance in the KCSE examinations. Those who perform exceptionally well proceed to pursue professional courses like engineering, medicine, law, architecture, finance, accounts etc. On the other hand, those who do not perform well are enrolled in non-professional general degree courses. From the foregoing, it may be concluded that a Kenyan student's future career is predetermined by the choice of subjects done at secondary school level and the level of achievement at KCSE.

Since the admission into university courses is based on their performance, their interests are never considered and most students end up pursuing careers they just got into by chance. Exploration of career choices should therefore be an important exercise for high school students. A thoughtfully constructed career choice process will provide a meaningful, productive, and satisfying career. A career choice process or outline might provide better answers than making life decisions based upon unexplored procedures (Kisilu, Kimani & Kombo, 2012).



In reality, majority of the people do not earn well from their dream careers, however, they end up accepting jobs that have little satisfaction because of social repute. Therefore, people tend to conform to societal expectations by selecting professions that are conventionally considered reputable. Nevertheless, majority of the people come to the labour market in search of boom and progress, consequently, they choose the direction that they believe will help them prosper. The role of management is to come to a decision that will lead to career choice course, discover compatibility among desires, and identify abilities skills critical for career progression. Management of profession route development is one amongst of the sports of human sources that lead every character to ideal perfection through finding their progress path in their careers. But, the question that still begs an answer is as to whether or not the guidance of parents helps children settle for careers they desire.

Studies that have attempted to answer questions on the role of parents towards guiding the children on which careers to pick are limited. Therefore, this research seeks to examine the association between mother and father' parenting patterns and tutorial success and career direction of the scholars of students in Isinya, Kajiado within a specified educational period of time. It is imperative to determine whether or not there is a correlation between parenting patterns and students' educational success and profession path. The implications of the preceding researches recommend this relationship.

Besides, their success in finishing a four-12 months degree was minimal compared to students whose parents or guardian had a university certification or higher professional qualifications (Chen, 2005; Engle & Tinto, 2008). Whereas attainment of distinction in high learning courses would satisfactorily give a proof for a variety of the positive results for students who were initially mentored in higher education, authors in addition wish to

acknowledge however different implicit factors in college education influence grades issued, average and standardized check rankings along with having social and cultural factors that arise from the advice from social networks (Cabrera & Padilla, 2004; London, 1992).

Although personal interest, mass media and parent's profession influence the careers students may wish to pursue, career counselling also plays an important role in this matter. Saleem et al., (2014) suggest career guidance and counselling is imperative because it helps students select a career among the many that are available. Hence, the authors argue that there are several other factors that influence which career a student will pursue but the outstanding ones include personal interest, parent's careers, and mass media.

## **1.2 Statement of the Problem**

Choosing and pursuing a career is often considered a major turning point in a young adult's life. This decision has the potential to open the door for success or close the door of opportunity (Clutter (2010). While often perceived to be an individual choice, research suggests that a variety of influences are likely to manipulate one's ultimate career decision. Among these factors, students report that parents have the greatest influence on the career they choose (Mugenda, Kimani, Maina & Wainaina, 2010).

Parents in Isinya sub-county in Kenya are not that different as compared to the parents in any other region in the country. Their impact on students' career choice cannot be underrated. The sub-county is in an arid area where most people are pastoralist and the illiteracy levels are high because of low access to education. All these may pose a critical challenge on the overall education of students in the region. Moreover, as noted by Kashu (2014), Magoma (2014), the

performance of pupils in the region is poor; only a few manage to further their career ambitions to reputable institutions of higher learning. However, none of these studies have extensively investigated whether parental factors influence students' career choices in Isinya Sub-County in Kenya.

It's upon this basis that this study explored the extent to which parental factors influence the career choice of students at secondary school level in Isinya Sub-County, Kajiado County in Kenya.

### **1.3 Purpose of the study**

The main purpose of this study was to find out how parental factors, influence students career choice in secondary schools in Isinya Sub-County in Kenya. This information is crucial to teachers, parents and career counsellors in schools in the process of helping students make informed career choices. Findings from the research will enable parents make informed decisions during the career selection process of their children.

### **1.4 Objectives of the Study**

This study will seek to address the following specific objectives;

- i) To establish the influence of parents' levels of education in the career choices of secondary school students in Isinya Sub-County, Kajiado County in Kenya.
- ii) To explore the influence of parents' occupation/s in the career choices of secondary school students in Isinya Sub-County, Kajiado County in Kenya.
- iii) To investigate the influence of parental expectations in the career choices of secondary school students in Isinya Sub-County, Kajiado County in Kenya.

- iv) To determine the influence of parent-child relationship in the career choices of secondary school students in Isinya Sub-County, Kajiado County in Kenya.

### **1.5 Research Hypotheses**

**H<sub>0</sub>:** There is no significant relationship between parents' levels of education and the career choice of secondary school students in Isinya Sub-county in Kenya.

**H<sub>0</sub>:** There is no significant relationship between parents' occupations and the career choice of secondary school students in Isinya Sub-county in Kenya

**H<sub>0</sub>:** There is no significant relationship between parental expectations, and the career choice of secondary school students in Isinya Sub-county in Kenya

**H<sub>0</sub>:** There is no significant relationship between the parent-child relationship and the career choice of secondary school students in Isinya Sub-county in Kenya.

### **1.6: Justification of the Study**

Isinya Sub-county has an approximately 572 form four public school students, of which majority of the students focus on enrolling to a particular career in line with their parents perception or career path. The major subject discussed by teachers, parents and the student is about the student's career path and mentorship on how to meet requirements of the career of their dream. The report given by most of their teachers and head teachers indicates that most of the student decisions to focus on a certain career path is due to the influence and notion given by their parents that after completion of the career, they will get jobs for them or they will get jobs easily. However, there is lack of evidence of assessment of the main parental factors that influence public school students on their career choice. This study finding provides useful

information regarding the main parental factors that have influence on student career choice. Thus, this study was carried out to evaluate the influence of parental factors on the student career choice in Isinya sub-County, Kajiando County in Kenya.

### **1.7 Significance of the Study**

The main purpose of this study was to find out how selected parental variables influence occupational career choice of students in secondary schools. This information is crucial to teachers, parents and career counsellors in schools in the process of helping students make informed career decisions. Findings from the research enables parents make informed decisions during the career choices and process of their children.

### **1.8 Assumptions of the Study**

The study was based on the following assumptions;

- i) When conducting the survey for this project, it was assumed that all children were able to identify and describe their parents' careers.
- ii) Further it was assumed that the parents described in the research had stable and consistent careers while raising their children.
- iii) Students had already arrived at a final future career choice.
- iv) The respondents gave honest, accurate, and truthful responses to the items in the questionnaires and the focus group discussions.

### **1.9: Scope of the Study**

The study was conducted only in Isinya sub-county in Kenya. The subjects of this study will be form four students in public secondary schools.

### **1.10 Limitations of the Study**

In conducting the research, the following limitations were taken into account. The study did not include all parental variables, such as gender, cultural differences, gender socialization and sexual orientation. In addition, parental expectations were presented as an intervening variable. The subjects of this study were form four students in public secondary schools. It was limited to career choice among form students who sat for their exam in 2017.

The study was carried out on form four students in Isinya sub-county secondary schools in Kenya as the respondents. This was taken to be representative of students' career choices across the entire Isinya County in Kenya. The findings may not be generalized bearing in mind the community is pastoralist. May be generalization can be to other counties that share the same characteristics

### **1.11 Delimitation of the study**

The study excluded private schools since they operate in different environmental settings that may influence the students' career choice differently compared to those from public schools, hence it might not reflect the whole picture of the influence of parental factors on all secondary school student career choice in Isinya-Sub County in Kenya.

### **1.11 Definitions of Significant Terms**

In this research paper, the following operational terms will be taken to have the meanings defined below;

**Career:** This refers to the broad opportunities that exist for lifelong vocations. It is a profession for which one trains and which is undertaken as a permanent calling.

**Parent level of education:** This refer to the highest level of education attended by the parents the pupil.

**Parent Occupation:** Refers to career path taken by the parents

**Parent's child relationship-**Refers to the unique and enduring bond between a caregiver and his or her child and can be determined both by biological parents, parents who share genetic material with their kids, and adoptive parents, legal agreements that form a permanent parent-Child relationship.

**Career Development:** The process that forms a person's work identity which is a significant part of human development and spans over the individual's entire lifetime, beginning when the individual first becomes aware of how people make a living.

**Career Choice-** The selection of a vocation based on various factors such as ability, parental influence, counselling for careers, part time jobs.

**Parents Expectations-**Refers to the assessment of the child's academic capabilities as well as the available resources for supporting a given level of achievement

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provides Empirical review, Theoretical review, conceptual framework and chapter summary which gives a clearer understanding of how some selected parental factors influence their children's career choices.

#### **2.1 Empirical Review**

This section discussed past studies done on the parental factors that influence the career choices of students.

##### **2.1.1 Parents' Highest Level of Education and Career Choice**

In a study of the influences on adolescents' vocational development reported by Mortimer, Dennehy and Lee (1992), the variable that had the most effect on educational plans and occupational aspirations was parental education. According to Mugenda et al (2010), parents with postsecondary education tend to pass along its importance to their children. Such parents are more likely to offer their children an opportunity of a better education by enrolling them in good schools and in disciplines of their own choice. Female students talented in mathematics related careers viewed their career choices as reflective of interests that stemmed from early family influence and educational opportunities.

Roach (2010) explored the influence of parents' education level on college students in the northeast region of the United States by examining the differences in the experiences of students whose parental level of education was high to those students whose parental education level was low. Roach (2010) employed a descriptive survey method in his study. Significant



differences were found between the two groups on anticipated highest level of education to be achieved, entrance examination score, non-academic experiences, and educational aspirations. In other words, parental education appears to have an effect on the academic and social development of students. As suggested by the study, is a research gap exists to determine the level of influence of the parental level of education on a student's career choice.

Udoh and Sanni (2012) investigated the influence of parental background variables on the career choice of secondary school student in Uyo Local Government Area of Nigeria. They used a descriptive survey research methodology in their study. Their findings implied that parents' level of formal education exert a significant influence on the career choices of secondary school students. This finding is supported by that of Kitivo (1989) in an investigation to study of the relationship between Kenyan secondary school pupils' achievement motivation and the educational/occupational levels of their parents. Results from the study showed a significant relationship between parental level of education and achievement motivation of the students. The results further indicated that the father's occupation was insignificantly correlated with the pupils' need for achievement while that of the mothers was both positively and significantly correlated. This implies that parental level of education significantly influences their children achievement in school and consequently their future careers.

In a study to investigate the environmental factors that influence educational and occupational aspirations of standard eight pupils, Aswani (2012) noted that parental level of education had significant positive influence on the pupils' educational and occupational aspirations. The findings conform to that of Mugenda *et al.* (2010) whose study established that the mother's level of education contributes more to girls' aspirations for higher education than boys. From the results of a study to determine career selection self-efficacy among college students in the

northeast region of the United States, Roach (2010) concluded that the parental highest level of education did not have an impact on the career selection self-efficacy of college students. This implies that a high parental academic achievement did not necessarily influence the career aspirations of college students (Daniel, 2011). This could be due to other factors including college career counsellors and peer influence. This could also be attributed to higher independence of college students as compared to secondary school students who still look at their parents as good role models.

According to Zahedani, Rezaee, Yazdani, Bagheri and Nabeiei, (2016) the family is the basic and significant structure of the society that has a crucial role in one's life and in the society. The importance of the circle of relatives as a social form can never be overlooked because they play a significant role in mentoring the children. The influence of the circle of relatives on a child and its roles within the power, cultural, social, and moral parts are critical and essential. Accurate and balanced qualitative analysis between oldsters and their children is one amongst the factors influencing their bodily and intellectual fitness (Ebyan, 2011). Well-tried analysis have revealed that interaction among children and adults means parents communicate with children regarding a variety of essential factors that have a sway on kids' decisions especially in relation to their education.

### **2.1.2 Parents Occupation and Career Choice**

According to Williams (2016), a parent's occupation influences children's career choices both intentionally and inadvertently. By the time children move into adolescence, they begin seriously considering their futures, often looking to their parents either as role models or for career advice. A parent's approach to this can either inspire teenagers to explore a diverse set of potential occupations or to stick to a path they think their parents will approve of. The

parents' occupations almost always influence the careers their children will take up in the future. This is best captured by Williams (2016), who noted that many people are the third or fourth generations of their families to work in the same profession. They have an insider's glimpse into their parents' occupations, making it easier for them to break in to the industry. If their parents' jobs give them great satisfaction or provide a comfortable lifestyle, children see the perks earlier on, and may favour these careers over others.

In contrast, if parents complain about their jobs or struggle to support the family on the income their jobs provide, children are more likely to seek more fulfilling or higher-paid roles (Williams, 2016). The above observation is in line with the findings of Udoh and Sanni (2012). In their investigation, they established that parents' attitudes towards occupations exerted a significant influence on the career choices of secondary school students in Uyo region of Nigeria. Kisulu et al. (2012) investigated the factors influencing occupational aspirations among girls in secondary schools in Nairobi region, Kenya. Results from their study indicated that family members especially the parents and older siblings affect the occupational and career choices of students with 57.5 % of the respondents stating that they would choose different occupations from those of their siblings and parents. The remaining 42.5% indicated that they would prefer same occupations as their parents and older siblings. Majority of the respondents (75.8%) affirmed that girls' occupational choice was more influenced by their mothers and older sisters than their fathers and older brothers.

From a study to investigate how parents influence African American students' decisions to prepare for vocational teaching careers, Hewitt (2010) noted that respondents with parent educators were strongly influenced to enter teaching. Hence their parents helped them to gain an understanding of the field through direct, frequent, and early exposure to the profession. At

a young age, respondents developed an understanding of the duties, responsibilities, and lifestyles of a teacher and eventually began to consider teaching. It would seem that early discussion about a certain career choice was one of the most influential factors affecting career choice since the more familiar an individual is with the requirements and rewards of the work world, the better equipped they are to make a career choice.

The above findings are supported by those of Udoh and Sanni (2012), who noted, in his case study, that parents' occupations exerted a significant influence on the career choice of secondary school students in Uyo region of Nigeria. This finding is similar to that of Aswani (2012) who found out that parents' occupation and especially that of the mother had a significant positive influence on standard eight pupils' educational and occupational aspirations in Kenya. On the other hand, Mugenda et al. (2010) casual study found out that boys were more likely to follow on the footsteps of their fathers and older brothers.

### **2.1.3 Parental Expectations**

Expression of parental values and expectations can be in the form of parental support and guidance on specific career or educational suggestions as well as experiences that indirectly support career choice, such as family vacations, provision of resources such as books, and modelling of paid and nonpaid work roles. Based on her literature search, Clutter (2010) noted that parental values and expectations can play large role in the career path that children choose to follow. She further notes that while many believe that children, particularly adolescents, pay no attention to the values of their parents, research has shown otherwise. Therefore, it seems that children and adolescents pay much attention to what their parents expect of them, particularly when it comes to choosing a career.

Jungen, (2008) maintains that without parental approval, children are often reluctant to pursue, or even explore, certain careers. Adolescents were found to share their parents' values on major issues and even dismissed certain career options if they didn't have parental approval. This is contrary to popular belief that adolescence is a time of defiance, particularly against authority figures such as parents (Clutter, 2010). Parents demonstrate their expectations by showing heightened support for particular careers. Based on a study that looked at the factors that influenced the career choices of adolescents in rural Pennsylvania, Hewitt (2010) reported that parents, followed by other family members, provided valuable learning experiences through their own role models and supporting activities that assisted in exploring career interests. Hence by showing support for particular activities, parents demonstrated their preference for certain career options over others. This is supported by Kniveton (2004), who observed that parents tended to show additional support for occupational choices that mirrored their own.

In addition to demonstrating a preference for certain activities, most parental values and expectations can be seen in the norms they model at home (Clutter, 2010). The way in which parents influence their children's values is most often accomplished through socializing norms, rather than enforcing specific expectations or modelling behaviours. Therefore, instead of rewarding children for conforming to parental expectations, children simply internalize the norms of their parents and then pursue careers that fall in line with those norms (Khasawneh, 2010). This was demonstrated in a study by Jungen, (2008), who asked a cross-sectional group of juniors from six high schools in India how closely their ideas matched their parents' ideas about which occupations to pursue. In the results, 46 % said their ideas were “mostly similar” to their parents and 36% said "very similar". This shows that by the time children reached adolescence, they had adopted their parents' norms and expectations as their own. The adoption

of these norms and expectations occurs covertly, without parents even realizing that it is taking place (Clutter, 2010). Parents do this by demonstrating nonverbal responses to particular comments or by showing little interest in particular activities. Therefore, even indirect responses, such as body language, gestures, or tone of voice, will be important in shaping children's perceptions of certain careers.

Avugla (2011) notes that in Tongu district, Ghana, parents' career aspirations aid their children in selecting occupational goals, influence their knowledge of occupations, and familiarize them with occupational roles and requirements. Whether the child internalizes those aspirations is greatly determined by numerous values found within the home. Another parental factor that influences adolescents' career choice is the desire to imitate parents' noble behaviour and role as community contributors. In his report, Avugla (2011) observed that in Ghana, adolescents who took up vocation in teaching revealed that their parents' roles as community contributors influenced their desires to give to others through the general career of teaching, as well as through the specific teaching concentration in vocational education. Like their parents, respondents were eager to make notable contributions to the Tongu community by becoming vocational teachers. Parents also communicate their expectations by urging their children to aim at high academic qualifications for a successful career.

Avugla (2011) reports that respondents involved in his study consistently recalled their parents pushing them to earn outstanding grades as opposed to being content with average grades. Furthermore, expectations of outstanding grades made respondents set high personal expectations. Parental expectations may also be communicated through the support they offer their children in academic and occupational endeavours.

Children in Tongu district in Ghana indicated that their career choice apprehensions were eased when parents approved of their decisions to prepare for a certain career (Avugla, 2011). Furthermore, parental support indicated career choice approval and elicited expressions of pride and satisfaction among students. Clutter (2010) noted that by sharing workplace stories, expressing concern for children's future, and modelling work behaviours, parents serve as a context for interpreting the realities of work and future careers. Furthermore, the young adult's understanding of his or her parent's expectations will influence their own career decisions, depending on whether the adolescent feels the need to go along with their parent's views or to rebel against them (Clutter, 2010). However, it has been observed that over-involvement of parents in their children's educational or career plans and unusual concern by the parents may negatively affect the career selection process for the child.

The pressure for career success or the support for only a narrow range of occupations could inhibit the adolescent's ability to explore alternative careers that would be of greater fit to the individual (Macharia & Doris, 2011). For instance, if parents state they will only pay for college if the child goes into a certain majors (for example law, engineering, or medicine), if they overly tell the child that he or she is expected to graduate with a specific degree and take a position at a bank or law firm, or if they subtly reinforce the value of certain jobs while discounting other occupations are examples in which a parent can negatively narrow their son's or daughter's career choices from an early age (Kochung & Migunde, 2011). The parent's financial concerns and expectations therefore play a part in their direct or indirect influence on their children's career choice by adding their own biases and attitudes into particular occupational fields (Macharia & Doris, 2011).

Taylor, Harris and Taylor (2004) suggest studies have shifted their focus from evaluating how family demographics influence the career choices of students. They argue that the career aspirations of adolescents are primarily influenced by the expectations their parents have. Hence, when students believe that their parents have a lot of expectations on them regarding their education and careers, they are more likely to strive to attain the high expectations. Equally, a study conducted in 1998 by the Sylvan Learning Center divulged that the career dreams of students and parents are compatible. Hence, parents remain influential figures in their homes. Therefore, students become aware of and become exposed to career opportunities and implied expectations (Muraguri, 2011). Furthermore, some studies have gone a step ahead how each of the parents influence their sons or daughters on matters career. Similarly, their findings reveal that female students are inclined to go for careers held by their mothers while their male counterparts will opt for professions practiced by their fathers (Nalianya, 2011). However, majority of the students were comfortable discussing their career aspirations with their mothers as opposed to their fathers. Nevertheless, the findings of study were congruent with what other researchers have found regarding the role of parents when it comes to settling for a career.

Profession preference is one amongst of the various crucial factors in life that affects nearly every aspect of human lifestyles. Within the theories of career want, students have expectations that the course they studied will help them to choose the right career which also bring them personal pride and growth (Obura & Odongo, 2012). The implications of the design at confirmed that there was a decent sized among self-idea and job satisfaction, additionally to career self-idea and job satisfaction.

Alemayehu and Jian-zhong (2018) tested the association between parenting styles, creativeness and academic success of the scholars in grade three and confirmed that there has



been a considerably positive association between the emotional settings of the family that influences creativeness. The educational fulfilment theory suggests that the fulfilment of expected level of schooling, associated with a schooling enterprise processes and its present dreams. Traditionally, profession fulfilment is represented in the attainment of higher positions in organizations. Those who occupy high positions have additional favourable obligations, motivation, adequate distinction, and development (Weibell, 2011). The workers and executives alike are expected to possess managerial skills and show they are dedicated leaders. It is believed that if the personnel have acceptable jobs that they will be loyal to, the management provides them the rewards along with promotions, fringe advantages, job protection and additional admire and even paintings authority. Thus, the exertions force of the organization can make employees they are dignified. Therefore, higher career positions seem to attract professions and students.

#### **2.1.4 Parent-Child Relationship and Career Choice**

Clutter (2010) observes that, while it is likely that parental values and expectations are conveyed within each household, the strength of their influence may be reliant upon the parent-child relationship. This includes parental attachment over time and daily interactions in the home. Both of these factors plays role in children's identity development and their career aspirations. Using a secure parenting style, proactive parent's help children learn to be autonomous and successful in shaping their own lives. They also transmit values about work and teach important lessons in decision making, work habits, conflict resolution, and communication skills, which are the foundation of career success.

Parents' influence on career choice stems from the continuous process of relationship with their children (Gathigia, 2011). Analysing career-related conversations between adolescents and

their parents found a reconstruction of the relationship between the parent and the adolescent through some aspect of career exploration. Their research demonstrates how relationships and family functioning are embedded in career conversations and how the construction of career occurs in families. This finding is similar to that of Korir and Wafula (2012) who noted that secure parent-child relationships are associated with progress in career decision making, affirmative career self-efficacy beliefs, and career selection in Eldoret, Uasin Gishu. Their study found that students who have secure attachments to parents engage in greater levels of environmental and self-exploratory activity enabling them to take the risks necessary in exploring new settings and roles. In a related study, Avugla (2011) reported that parenting behaviours seemed to be very important to middle school students. The study results showed that perceived parenting behaviours discriminate between adolescents with high and low career maturity and decision making self-efficacy scores.

Avugla (2011) noted that middle school students and their parents have significantly different views about family relationships and parent behaviours. Furthermore, the results revealed that students whose views about family relationships were very dissimilar from their parents' views had low levels of career decision-making self-efficacy. This implies that when the students and their parents agree on family issues, the students have more confidence in their ability to make good career decisions. Therefore, support, love, communication and honesty between young adolescents and their parents may be important for the career choices of the adolescents.

Parenting designs may be delineated as a set or a convenience of behaviours that describes or tell apart a kid interactions over an enormous vary of things and creates an appropriate interaction system. The parenting style may be a decision associated with an effective approach that plays an important aspect in youngsters' psychopathology and

increases desirable behaviour. The common parenting styles take into account, parenting goals, physical presence of adults at home, i.e. the time they spend with the youngsters and cultural values of the family are taken into consideration

Studies have proven that parents have an imperative impact on children career selection. They have also found that the career of a parent, level of income, and their understanding about the available professions determines the career their children will settle on. Parents who have exposure to the international labour market tend to encourage their children to go for developing careers. On other hand, some parents have the final say when it comes to deciding which career a child would pursue. Besides, majority of the children depend on their parents for finances and therefore would only go for the profession their parents would advise them to undertake. Also, the socio-economic status of the parents directly influences the profession that a student would end up pursuing. For instance, the educational level attained by a parent strongly influences the careers their children would go for. Parents who attain high education levels would prefer their children to go for the conventional careers that have been praised in the society especially after the exposure they acquire (Udoh & Sanni, 2012)

However, parents could have different expectations from their children despite achieving highly in education. Some would want their children to emulate them, which also causes pressure to the children, while others would want not to pursue their careers because of the negative aspects of the job they might have experienced. On the contrary, many children idealize their parents and therefore would want to emulate their achievements. This important factor influences the careers they would want to pursue, especially, when they are undecided. Additionally, parents sometime supervise and give children confidence that they are capable of attaining what they desire in their careers. Besides, they determine the exposure their children have and organize

for them training sessions in some cases. Such actions may motivate the students to settle for a particular career. Hence, some researchers hold the position that parents play an imperative role in influencing the careers their children would opt for by educating them. This trend is common among the adolescent because majority of them are unable to make independent decisions.

Kaiser (2005) offers a differing opinion on the way each of the parents influences their children. The researcher suggests that female students would tend to align themselves with careers held by their mothers. The author bases the argument on the findings of a study conducted by Bright, Pryor, Wilkenfeld and Earl (2005), targeting 651 undergraduates in University. The findings revealed that the family structure, teachers and the media significantly determine which careers students would pursue. The study also divulged that most students would want to select the career path taken by their fathers.

Parents shape the personality of their children by influencing the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have to working; and the motivation they have to succeed. According to Roach (2010), the key parental influencers to a student's career choice include; the attitudes and behaviour the parents reward or punish, approve or disapprove of, the expectations parents have for their children's education and career, the examples they set for their children, the values they show to their family, friends and to society, the opportunities they offer their children to learn and develop themselves, and the kind of parent-child relationship they develop. According to Clutter (2010) the major parental variables which influence children's career choices include; parental values and expectations, the parent-child relationship, gender socialization or gender stereotypes and the mothers influence.

## **2.2 Theoretical Review**

The theories relevant to the study are the Social cognitive theory and Super's career development theory. The social cognitive theory will explain the theory behind origins and cognitive processes of human thought and action while the Super's career development theory will explain consumer behaviour.

### **2.2.1 Social Learning Theory**

This study will be based on the Social Learning Theory developed from the work done by Bandura (1977). The social aspect of the theory acknowledges the social origins of much of human thought and action; the cognitive aspect on the other hand recognizes the influential contribution of cognitive processes to human motivation and action. It is a learning theory based on the idea that people learn by watching what others do, and that human thought processes are central to understanding personality. In his research leading up to the definition of social cognitive theory, Bandura provided empirical evidence that children do, in fact, imitate adult models (Bandura, 1977).

Social learning theory, used in psychology, education, and communication, holds that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences. The theory states that when people observe a model performing behaviour and the consequences of that behaviour, they remember the sequence of events and use this information to guide subsequent behaviours. Bandura (1977) asserts that observing a model can also prompt the viewer to engage in behaviour they already learned. In other words, people do not learn new behaviours solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Depending on whether people are rewarded or

punished for their behaviour and the outcome of the behaviour, the observer may choose to replicate behaviour modelled. Media provides models for a vast array of people in many different environmental settings. His recent work, published May 2011, focuses on how SLT impacts areas of both health and population effects in relation to climate change.

This theory will form the basis of this study as students are perceived to watch and replicate the actions of their parents. As a result of this, parents play an important role not only in the career choice of their children, but also behavioural shaping of their children. The Social Learning Theory is therefore relevant to this study since it revolves around the notion that learning correlates to the observation of good role models, especially those who are close to them; such as parent or guardian level of education, occupation or their value and expectation.

### **2.2.2 Super's Career Development Theory**

Donald E. Super's career development theory is perhaps the most widely known life-span view of career development. Developmental theories recognize the changes that people go through as they mature, and they emphasize a life-span approach to career choice and adaptation. These theories usually partition working life into stages, and they try to specify the typical vocational behaviours at each stage.

In the 1950s, when Super began to formulate his theoretical conceptions, differential psychology and the trait-and-factor theory permeated vocational counselling. The dominant assumption was that differing abilities and interests were crucial in determining occupational choice and success. For this reason, vocational counselling was seen primarily as a process of helping individuals match their abilities and other traits with those required by accessible occupations. By applying the matching model, practitioners of vocational guidance assisted

their clients in choosing the right vocation, that is, the one that is well matched or congruent with an individual's abilities, interests, and personality traits.

Super recognized the valuable contribution of the trait-and-factor theory and the matching model to vocational theory and guidance practice. But he also believed that they were too static and insufficient in explaining the complexities of vocational behaviour. Super proclaimed that occupational choice should be seen as an unfolding process, not a point-in-the-time decision. Therefore, he proceeded to supplement the trait-and-factor approach by constructing a comprehensive career theory in which (a) career development is seen as a lifelong process unfolding in a series of developmental stages and (b) career selection is not a one-shot decision but the cumulative outcome of a series of decisions.

In his attempts to shape a comprehensive career theory in the 1950s through the mid-1990s, Super complemented the traditional individual-difference approach to vocational guidance with three additional perspectives: 1) developmental perspective focusing on the life course of vocational behaviour and stressing continuity in career development, 2) phenomenological perspective emphasizing the role of self-concept in the development of an individual's career, and 3) contextual perspective bringing forward the importance of multiple social roles and their interaction across the life span.

While traditional vocational guidance focused on occupational choice and the prediction of occupational success at some later point in time, super stressed the need to understand and predict a career. He defined a career as a sequence of occupations, jobs, and positions held during the course of a lifetime, including also prevocational and post vocational activities. Super asserted that what was actually needed in vocational guidance was a career model, which

takes into account the sequence of positions that an individual occupies during her or his working life. Interest in understanding careers led Super to look into peoples' career patterns, which portray one aspect of vocational development—the sequence of changes in occupational level and field over a period of time. Although initially set out by the individual's parental socioeconomic level, levels of income and parental expectations, patterns are also determined by individuals' abilities, personality traits, and the opportunities to which they are exposed. The analysis of career patterns supported the view that the life cycle imposes different vocational tasks on people at various times of their lives.

This theory is relevant to this study as it recognises the important role played by parental factors in the early stages of an individual's career choice and development. Super recognised that some parental factors (that is, parental socioeconomic level, levels of income and parental expectations) influence the career choice the children initially makes. This theory is important to this research in such that it reveals when the students and their parents agree on family issues, the students have more confidence in their ability to make good career choices. Therefore, it indicates that the relationship created between parents and their children plays an important role for the student career choice and development.

Different aspects have also been introduced into the study in an attempt to understand how the independent variable influences the dependent variable. Maharaj (2008) studies the variables that influences the profession of choice among medical students. The students are drawn from different fields in medicine that includes psychotherapy, chiropractic among several other careers. The findings revealed that parents were the many parties involved in determining the career choice of the students at 68.1%. The media influenced about 20 percent of the students, while a significant proportion of those that were involved acknowledged that they relied on the



information they got from professions who came to speak in their schools during their career day (56.5%). Those who thought career guidance and counselling influenced their decisions accounted for 52.2 percent of the participants. Nevertheless, an overwhelming body of empirical evidence indicates that parents influence the careers their children pursue by influencing and motivating them on important career matters.

People depend on various channels of communication to receive information concerning careers. They include the television, social media sites and newspapers among many others. Generally, youths overwhelmingly depend on these channels of communications to receive information concerning careers, labor market trends, and to have an understanding of the worldview. The televisions plays an imperative role in exposing children to the available career occupations since they regularly depict fictional characters engaging in work-related careers. In a study conducted targeting 132 youths from low income households, it was revealed that the salaries and educations status of the participants were positively correlated with the traits exhibited by TV characters. Hence, the television remains a major source of incidental learning for most youths when it comes to career selection. Besides, majority of the youths were swayed by the stenotypes associated with some careers usually propelled by the television.

A study conducted by Jeffries-Fox in 1978 as quoted by Saleem et al., (2014), investigated the primary source of information among adolescent regarding six job occupations. They include; law enforcement agencies, paramedics, advocates, magistrates, and psychiatrists. The results revealed that the television was the major source of information among the adolescents when it came to determining which career they should pursue. Hence, the television remains the most widely used medium of communication when seeking information relating to a certain career. However, students only questioned the credibility of the information relayed by the television

regarding certain careers when the information differed with that produced from another source. Hence, it is plausible to make a conclusion that the media not only creates awareness, but also influences the decision of the target audience regarding the careers they would wish to pursue.

It is imperative that students should select the careers they desire to join for the purpose of job satisfaction and personal fulfilment. However, picking on a specific career can be a daunting task. There are several factors that influences the decision an individual will end up making regarding their career choice which includes guidance and counselling. However, the most imperative factors that significantly influences this choice include; personal choice, parent's profession and mass media which exert equal level of pressure to individuals on which careers they should pursue.

However, another viewpoint was introduced by Taylor et al., (2004) who suggest that family interactions is a matter that cannot be overlooked when it comes to selecting a career. They argue that the interactions could have more influence on the career selection of students compared to any other factor. Hence, parental support and encouragement are imperative factors that help students when it comes to making a decision about which career they should go for. For example, the attitudes, opinions and perceptions children have regarding certain careers may be as a result of what they could have heard from their parents. Therefore, parents influence their children on careers based on the conversations they have and this directly influence what they think or say regarding certain careers. Therefore, it is important to acknowledge that family interactions determines the career a student would end pursuing.

Harackiewicz, Rozek, Hulleman, and Hyde (2012) opt to focus on another aspect of the study by investigating the role parents play to influence students select careers aligned to science,

technology, engineering, and ,mathematics, commonly abbreviated as STEM. The authors divulge that some students develop negative attitude towards careers that require the subjects with a majority of them opting not pursue those that need one to have an understanding of advanced mathematics and sciences courses. The researchers noted that only 12 percent of American students were willing to take calculus, while the figure for those who wanted to major in chemistry stood at 56%. On the other hand, only 29% of the students were willing to take physics. It is important to note that the courses high school students take directly influence their career trajectories because majority of the professions require individuals to have basic knowledge in some subjects. Hence, those who fail to take the subjects are normally locked out from pursuing a career because they lack the pre-requisite knowledge for one to successfully pursue a career. Therefore, it is important for parents to start motivating their children to take subjects that will enable them to meet the required threshold for one to go for a certain career, otherwise, the career ambition of a student may not be achieved because of being locked from pursuing a career.

Harackiewicz et al., (2012) suggest that parents play a critical role when it comes to motivating students opt for STEM professions. However, in some cases they may lack the knowledge required to motivate a student to go for the STEM career. Nevertheless, the researchers opine that one of the primary ways that parents can encourage students go for STEM careers is by changing their attitudes towards the subjects and helping them see the value associated with the courses. They cite the expectancy-value theory to reinforce their suggestion which argues that individuals opt to handle complex tasks if they expect they will succeed. Also, they will be willing to go for the daunting task if the outcomes are valuable. Consequently, the same can be applied when it comes to picking careers associated with what are considered difficult subjects.

Parents should encourage adolescents to go for STEM careers by illustrating to them the value of doing the subjects. For instance, they can point out to the renowned and successfully scientists, mathematicians, engineers and technology gurus whose work have transformed the society. This would help them change their perception about STEM careers by making them perceive the careers to be valuable.

Harackiewicz et al., (2012) points out that expectations and the value for a task are critical in determining career choices. The task value has been defined as the intrinsic benefits that an individual gets from a task or alternatively the enjoyment they have. Therefore, Harackiewicz et al., (2012) opine that most parents generally have beliefs and behaviours that can influence their children's career choices. For instance, if the parents of a student believe that math and science would help their kid's future then it is likely that they would encourage their child to for STEM careers. In addition, their conversations about the subjects are might play a significant role in shaping the perceptions and attitudes of a child regarding the STEM careers which are regarded difficult because of the commonly held stereotypes.

Harackiewicz et al., (2012) say that even though sometimes parents might fail in convincing a child that science is an interesting subjects, they can opt to discuss with them the usefulness of the subject when it comes to pursuing a course in engineering. However, studies that have investigated the various factors that influence students to study STEM causes have revealed that the education status of the mother, surrounding environment at home, quality of junior school and the socio-economic class of the family directly influences the chances of a student going for STEM careers. Hence, parents play an imperative role in influencing the student's performance in mathematics and sciences.

In their study, Harackiewicz et al., (2012), suggested that parents should increase communication between themselves and adolescents regarding the utility value of STEM courses. Interestingly, it was revealed that mothers were more influential in assisting adolescents develop interest in mathematics and sciences compared to fathers. The researchers opine that it is imperative for parents to encourage their children to go for STEM careers because the subjects serve as a gateway to college majors in STEM professions. Hence, they argue that adding the number of STEM subjects that high school students take is imperative to increasing the population of college students are admissible and interested to pursue careers in STEM disciplines.

The study conducted by Harackiewicz et al., (2012) therefore revealed that there was a strong correlation between the parent's education level and the course their children opted to pursue. Children who came from families where the parents who were highly educated parents tended to go for math and sciences in high school. Furthermore, mothers not only influence adolescents to go for science and mathematics courses but also provided their children the necessary materials they needed. Such efforts provided an enabling environment for children who wanted to pursue subjects that have been stereotypically branded as difficult.

The provision of the required materials was also considered an important step in creating a friendly environment where a parent would openly discuss with a child issues related to STEM subjects and careers. In addition, there are several intervention measures available that parents can use to help students pursue STEM careers which have been traditionally considered difficult. For instance, Harackiewicz et al., (2012) suggest that providing parents who are uneducated with brochures and other materials that discusses the value off maths and sciences and their application in daily lives would help encourage their children to follow the career

paths. Besides, real examples of applications of mathematics and science tend to have significant influence on the children and therefore parents should consider using them more often.

Also, some studies have focused on what teachers can do to motivate students to teach subjects that prepare them adequately for their future careers. Harackiewicz et al., (2012) note that contemporary research works have come with several effective intervention measures that can influence or motivate students to enrol for STEM classes. Nevertheless, some of these studies contend that most of the critical decisions concerning the educational and career development of a student are made outside the classroom. Hence, they argue that although teachers can play an imperative role in influencing students go for STEM courses, parents have the final say in most cases. Hence, Harackiewicz et al., (2012) encourage that a family-level intervention measure is likely to encourage a student go for STEM subjects in preparation for a career in the same field. Nevertheless, the researchers believe that parents have done little to motivate adolescents go for STEM careers. Therefore, they remain the untapped resource for encouraging students to pursue STEM professions. Consequently, they propose that future research work should focus on finding effective intervention measures that would help parents become a source of motivation when it comes to encouraging adolescents opt for STEM careers.

Similarly, Scarpello (2007) conducted a study in America regarding how students enrolled for advanced mathematics. The researcher noted that nearly 75 percent of US students ceased learning mathematics prior to completing the basic requirement for their career. Equally, the National Research Council notes that the anxiety associated with studying mathematics sometimes causes significant concern for secondary school career and technical education, otherwise known as CTE. The council argues that the majority of students develop math anxiety

lack the confidence to enrol for mathematical courses something that subsequently limits the options they have when it comes to selecting a career. In fact, numerous pieces of empirical evidences have shown that students who tend to have high levels of anxiety in mathematics or alternative record lower scores in the subject would rarely opt for math-related professions. Consequently, the amount of mathematics learnt in secondary school sometimes influence's the number of careers a student can choose. For instance, if students opt not to learn algebra while in secondary school, their options become limited when it comes to selecting mathematics and science courses. In most cases, when they fail to fulfil the requirement they will be barred from enrolling for science and mathematics-related careers in college or university. This is because algebra is a basic requirement for a majority of math and science-related courses. Given that a majority of CTE students hate subjects like math, most of them happen to be unprepared in terms of the number of math courses taken compared to college-bound students.

In 2003, the ministry enforced the trial "Technique Arts Education program in secondary Schools"; in 2001, it enacted the technical arts coaching policy by means of the letter of "Technique Arts Education Reform Plan", which required parents and teachers to guide students with lower overall performance so that they could have equal employment opportunities in the labour market. It was believed that if students were given technical arts education such as software development in line with their pursuits and temperament it would assist them in deed basic talents and give them a sensible understanding of career factors that concern them.

Other researchers have indicated that issues relating to professions decisions include: private, environmental, organizational, college issue and social factors. Therefore, this research should also attempt to investigate the personal, organizational, and career issues that secondary

school students of who undertake arts program that help in profession decision-making, and this can be extended to ascertain factors that motivates them. In the current years, studies of the contents in arts have been conducted: they have collected data on motivation, enjoyment, and maturity. However, there are a few researches on show student participation helps them make desired career choices.

In another study, Saleem et al., (2014) argued that parents are not the only people who influence the career choices that their children make. The researchers argued that the media plays a significant role in influencing and educating students on which career to pursue. Besides, they contend that students also have personal choice. In fact, they suggest that personal choice ranks higher when it comes to deciding which profession to pursue. According to them the career choices students makes directly influences the profession they would prefer to follow. Hence, they believe that three major factors equally influence the career choices students would want to follow. They include the media, personal choice, and the profession occupation of their parents. They argue that career selection is a complicated process especially during the 21<sup>st</sup> Century because majority of the people depend on the mass media to determine the career they would wish to undertake.

The media would hype certain careers and make them attract to the public and in the process students would start liking them. They proceed to argue that the current generation of youths largely depend on social media to make most of the decisions. The media gives them exposure at the same influence them to start thinking of settling on a specific career. Hence, although parents play a significant role in influencing which careers their children would pursue, media channels such as the televisions is a trusted source of authentic occupational information (Shumba & Naong, 2012). Nevertheless, parents also play a critical role in this area. The



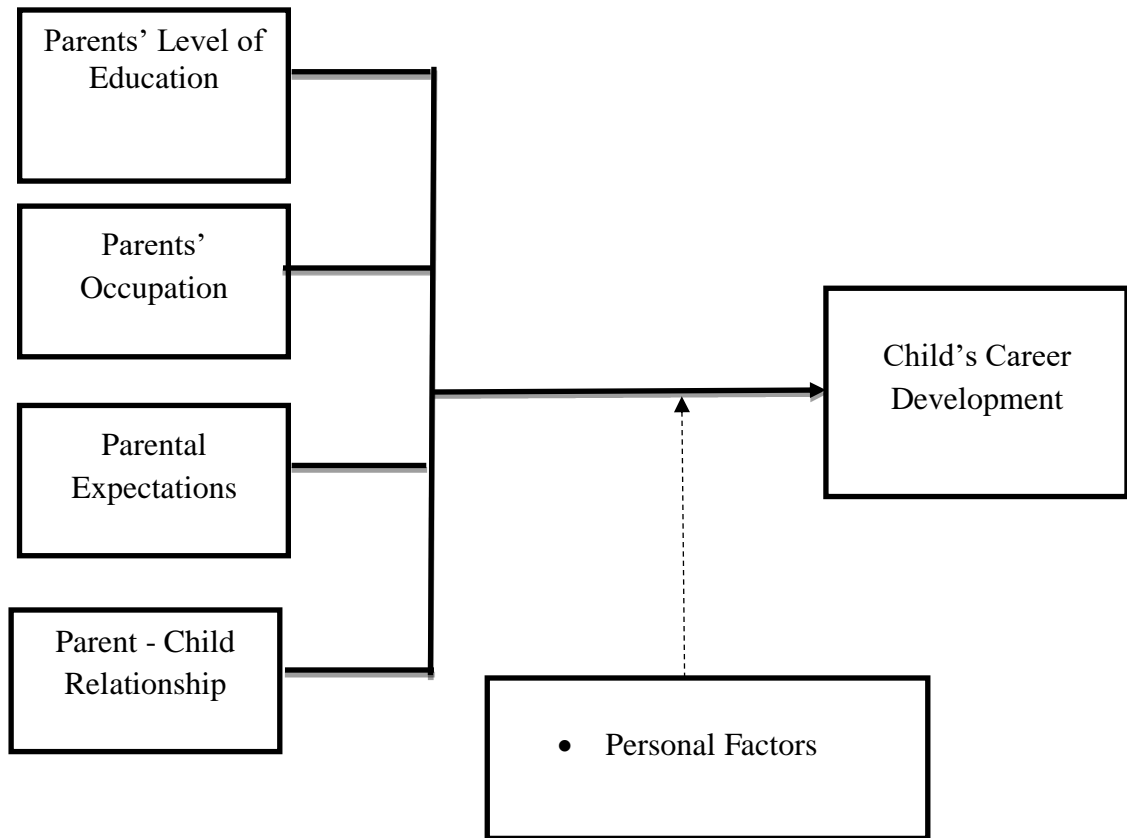
professional skills, knowledge, education, and cultural background influence their children on which careers they should pursue. Also, parents offer the required financial and moral support required for their children to successfully complete a course required for a certain career. Hence, without their financial and moral support it becomes difficult for them to fulfil their career dreams.

Additional, other pieces of empirical evidence offer a slightly different perspective regarding the research question, which cannot be ignored because of its validity. They argue that sometimes students follow certain career paths because of personal interest. It is plausible to argue that some parents may be unconcerned over the careers their children would want to pursue. Hence, their children could start developing personal interest towards specific careers because of lack of mentorship or guidance from the parents. Beside, in some cases the parents could be uneducated and therefore may not be aware of the available professional choices. In such cases, the students may be forced to develop personal liking to some careers.

### **2.3 Conceptual Framework.**

Conceptual framework is a research tool which is used to help a researcher develop a better understanding of the variables under investigation (Mugenda & Mugenda, 2003) which depicts the relationship between the variables in the study. Figure 2-1 gives the relationship between the various variables that influence the career choice of students. These include the independent variables, the dependent variable, and the intervening variables. The conceptual framework is as presented in figure 2.1:

#### **Figure 2.1: Influence of parental factors on students career choice**



**Source; Author (2019)**

The independent variables are the parental factors which include; parents' level of education, parental occupation, parental expectations, and the parent–child relationship. The dependent variable is the career choice of the children. The intervening variables include environmental and opportunity factors (such as teachers and parents and siblings, curriculum offered and guidance and counselling services), and students personality factors such as (ability to adapt to new situations, assertiveness, believes and attitudes towards work).

## **2.4 Chapter summary**

This chapter identifies theoretical framework in relation to extent to which parental factors influence the career choices of students at secondary school level .It also gives an overview of similar study findings. Finally, a conceptual framework of the study is also presented.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter considers the relevant methodology which will be used in carrying out the study. It highlights the research design, study area, target population, sampling techniques and sample size, research instruments, data analysis techniques and ethical considerations.

#### **3.1 Research Design**

The study used descriptive design approach. According to Orodho (2012), descriptive survey design is effective and easy to conduct and it also ensures ease in accessing information. The descriptive survey design allows the researcher to gather information summarize and interpret data for purposes of clarification. The descriptive survey design is useful in collecting information about people's attitudes, opinions, habits or perceptions about issues under investigation (Orodho, 2012). The descriptive survey design was the most appropriate design for this study helped in collecting data on students' opinions and perceptions about how the selected parental factors influence the career choice process.

#### **3.2 The Study Location**

This study was conducted in public secondary schools in Isinya Sub-county in Kajiado County. It is one of the five sub-counties of Kajiado County. Isinya town is the capital of the sub-county. Isinya sub-county is 58 km south of Nairobi along the Nairobi-Arusha highway. The sub-county has a population of 8,178 and covers an approximated area of 3256.2 square kilometres. There

are a total of 9 public secondary schools in Isinya Sub-county (County Government of Kajiado, 2019).

### **3.3 Target Population**

The target population for this study comprised of all the 572 form four candidates from public secondary schools in Isinya Sub-county. This will be taken to be the target population.

### **3.4 Sampling of Students and Sampling Techniques**

Sampling is the act, process or technique of selecting a suitable smaller size of a population of a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Kombo & Tromp, 2006).

Proportional random sampling technique was used to sample the respondents from the targeted population. Kothari (2008) defines proportional random sampling technique as a probability sampling method in which an equal percentage from each stratum is selected regardless of their size. Each school sampled represented a stratum. The main advantage of this technique is that it gives equal representation of each school to participate in the study.

Out of the total of 572 form four students targeted by the study, the researcher sampled 114 of them. This constituted 20% of the total targeted population. Gay (2006) suggested that 10-30% of the accessible population is adequate to serve as a study sample. The researcher therefore considered 20% of the targeted population as a representative sample.

A simple random sampling was employed to sample the teachers who participated in the interview. The sample of 3 teachers was obtained from a population of all the teachers that taught the form four students in each of the targeted schools.

The table shows the population and the sample selection from each school.

**Table 3.1: Sampling Frame for Students**

<b>School</b>	<b>Population</b>	<b>Sample Size (20%)</b>
Kaputiei Secondary School	57	11
Noonkopir Girls Secondary School	82	16
Olturoto Secondary School	43	9
Moi Girls Isinya	96	19
Ereteti Mixed Secondary School	38	8
OloosirkonSecondary School Mixed	54	11
Ipolosat Secondary School	62	12
Olooltepes Secondary School	51	10
Isinya Boys' Secondary School	89	18
<b>Total</b>	<b>572</b>	<b>114</b>

**Source; Author 2019**

The sampling frame for the teacher from respective schools is indicated as show in the table 3.2 below

**Table 3.2: Sampling Frame for Teachers**

<b>School</b>	<b>Population</b>	<b>Sample Size</b>
Kaputiei Secondary School	6	3
Noonkopir Girls Secondary School	8	3
Olturoto Secondary School	7	3
Moi Girls Isinya	9	3
Ereteti Mixed Secondary School	7	3
Oloosirkon Secondary School Mixed	8	3
Iipolosat Secondary School	9	3
Olooltepes Secondary School	7	3
Isinya Boys' Secondary School	9	3
<b>Total</b>	<b>70</b>	<b>27</b>

**Source; Author 2019**

### **3.5 Research Instruments**

The study utilised both questionnaire and a semi-structured interview guide as the instruments of data collection.

### **3.5.1 Questionnaires**

Questionnaires were used as the instrument of collecting data. According to Mugenda and Mugenda (1999), questionnaires are commonly used to obtain data about a population within a short span of time and are easy to administer. The questionnaires were distributed to the schools by the researcher and left with the deputy head-teacher for administering to the students. The questionnaires were designed using simple language so that students will give their responses to the survey questions with ease.

### **3.5.2 Interview Guide**

An interview guide is a list of questions asked to the participants during the interview. The order of the questions and the level of degree to which the interviewer diverge from the defined list of questions varies based on the type of interview being conducted (Kothari, 2004). The researcher utilised a semi-structured interview guide to collect more in-depth data from teaching staff from the target schools.

### **3.6 Pilot study**

A pilot study is done to check the validity of the questionnaires before collection the real data for the study. According to Saunders, Lewis and Thornhill (2003), establishing the appropriateness and accuracy of the research design and instrumentation was the main purpose of pretesting. Newing (2011) argues that in most cases you will find that the respondents is stuck in one question and cannot proceed to the next due to lack of clarity. Therefore, pre-test ensures that questionnaire is made clear and understandable. Validity of a study and reliability of instruments can also be tested through pilot testing (Sekaran & bougie, 2010).



### 3.6.1 Reliability of the Research Instrument

Reliability of an instrument concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2012). In other words, it is the degree to which a measurement technique can be relied upon to secure consistent results upon repeated application. To establish the reliability of the instrument, the split-half method will be used. In the split-half method, the total number of items were divided into two halves (odd and even), and a correlation taken between the two halves using the Spearman - Brown correlation coefficient. Reliability coefficient was calculated using the Spearman-Brown prophecy formula as below: -

$$\text{Reliability of scores on total test} = \frac{2 \times \text{Corr. Between the Halves}}{1 + \text{Corr. Between the Halves}}$$

$$r = \frac{2r}{r+1}$$

Where r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. According to Orodho (2003), a correlation co-efficient of about 0.8 is judged high enough for the instrument to be assumed reliable. The study found out reliability coefficients of 0.78, 0.81, 0.92 and 0.84 for Parents occupation, Parental expectation, parent-child relationship and parents' level of education respectively.

### 3.6.2 Validity of Research Instrument

Kothari (2004) defines validity as the degree to which an instrument measures what it is supposed to measure. He further says that its determination is purely judgmental and can be done by using a panel of persons who shall judge how well the instrument meets the standard.

In this study, validity was tested by having the instrument reviewed by the university supervisors whose recommendations were used to review the instrument. Kasomo (2007) further says that validity applies to how representative of the total defined domain that instrument is and whether it contains adequate traits expected to measure that domain

Theoretically to ensure face and content validity, a measure should contain all possible items used in measuring the content (Orodho, 2012). Content validity is concerned with establishing whether the content in the instrument is measuring what it is supposed to measure. In this study, all the four research questions were included in the research instrument.

The researcher conducted a pilot study in one of the schools in the area of study to test the content validity and relevance of the initial questionnaires constructed. This enhanced both face and content validity of the instruments to measure what they were intended to measure in relation to the research questions. Necessary corrections and adjustments were made to the instruments before they are used in the actual collection of data in the field

### **3.7 Data Collection Procedures**

A total of 114 questionnaires were distributed in 9 schools within Isinya Sub-county. The questionnaires were administered to the students by the researcher for the respondents to self-complete. The questionnaires were hand delivered to the schools by the researcher. Once completed, the researcher collected the filled questionnaires for analysis.

The researcher conducted face interviews to teachers on the same day she was collecting the filled questionnaires. The responses from the interviews were recorded on the interview guide.

### 3.8 Data Analysis and Presentation

The data from the field was analysed quantitatively using the Statistical Package for Social Sciences (SPSS) version 21 software. All questionnaires were coded before analysis. Data was coded by identifying themes that relates to the research questions and analysed using descriptive statistics to obtain frequencies and percentages. Pearson's correlation coefficient was used to test relationships between variables and their significance. Correlations between the study variable (parents' level of education, parental occupation, parental expectations, and the parent-child relationship) and career choice of child were tested at the 0.05 confidence level (2-tailed). The results were presented in tables and pie-charts.

Data from the semi-structured interview guides were coded and analysed using content analysis and presented in verbatim. Data from the Questionnaires were coded and analysed using descriptive and inferential statistics. The findings were presented using tables and graphs.

Multivariate regression model was used in the study to examine the association between predictor variables and the outcome. The model of regression approximate helps in the construction of linear equation through coefficient which also involves the predictor variables. Correlation analysis was done and this indicated the independent and dependent variable relationship. The regression model was as follows:

Model;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Career Choice

$\beta_1, \beta_2$  and  $\beta_3, \beta_4$  = Beta coefficients

$\beta_0$  = Constant Term

$X_1$  = Parents level of education

$X_2$  = parents' occupation

$X_3$  = parental value and expectations

$X_4$  = Parent child relationship

$\varepsilon$  = Error term

To examine the causal association between the predictor and outcome variables, the following was determined

$R^2$  statistic,

F statistic,

Regression/beta coefficients

These were applied to check for significance using p values.

p critical value= 0.05.

### **3.9 Ethical Considerations**

According to Resnik (2011) ethics/morals are norms that distinguish between acceptable and unacceptable behaviours. Resnik adds that they are methods, procedures or perspectives for deciding how to act or behave in a particular event.

Before collecting data, the researcher acquired a clearance letter issued from the Kenya Methodist University and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI)

Cultural values were considered and observed with respect since the school has a variety of cultures from diverse ethnic groups. Equally religious values were given utmost respect because the schools have a mixture of both Christians and Muslims. All the respondents' were assured that the information gathered was to be used for academic purposes only. Besides, they were assured that the information they would provide will be kept confidential. In addition, they were informed that it was not mandatory for them to reveal their identity. Lastly, the researcher informed them that they would proceed answering the questionnaire after they had consented.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND DISCUSSION OF THE FINDINGS**

#### **4.0 Introduction**

This chapter presents data analysis, and discussions of the findings. The purpose of this was to investigate influence of parental factors and children's career choice. The chapter is divided into the following sections based on the demographic information, as well as the study objectives which were; -

- i. To establish the influence of parents' levels of education on children's career choice in public secondary schools in Isinya sub-county, Kajiado in Kenya.
- ii. To explore the influence of parents' occupation/s on children's career choice in public secondary schools in Isinya sub-county, Kajiado in Kenya.
- iii. To investigate the influence of parental expectations on children's career choice in public secondary schools in Isinya sub-county, Kajiado in Kenya.
- iv. To determine the influence of parent-child relationship on children's career choice in public secondary schools in Isinya sub-county, Kajiado in Kenya.

#### **4.1 Response Rate**

A total of 27 and 114 questionnaires were distributed to teachers and students and the response rate was as shown.

**Table 4.3: Return rate**

<b>Return rate</b>	<b>Sample size</b>	<b>Response</b>	<b>Return rate ( percent)</b>
Teachers	27	19	70
Student	114	96	84.2

The response rates were 70 % and 84.2 % for the teachers and student respectively. According to Mugenda and Mugenda (2003) of 70%-80% return rate is adequate hence the higher return rates further satisfied this study.

### **4.3 Demographic Findings**

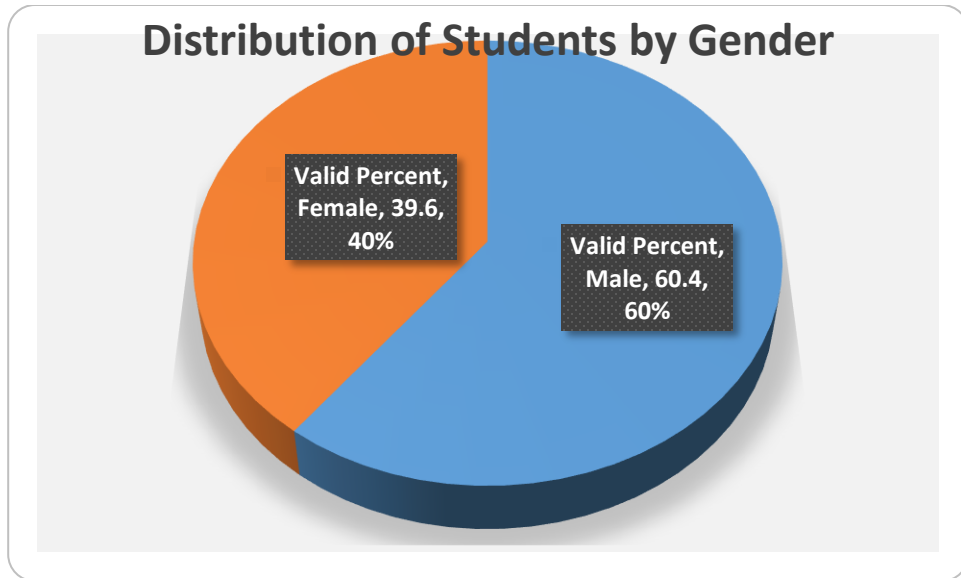
The demographic variables under the study were gender, and family income.

#### **4.3.1 Gender of the respondents**

The gender of respondents was crucial in this study as it helps us understand how career choice may be influenced by gender.

#### **Figure 4.2: Distribution of students Gender**

The genders of the respondents were presented in Figure 4.2 and table 4.2 as shown below;



**Figure 4.2: Distribution of students by gender**

Based on the results presented in Figure 4.3, most of the respondents were male (60 %). There were (40%) female respondents from the study. Both genders were well represented to carry the study out. Some careers are male dominated, while others are dominated by women and therefore it was imperative to consider the aspect.

**Table 4.4: Teachers gender**

Teachers Gender	Frequency	Valid Percent
Male	8	42.1
Female	11	57.9
Total	19	100

The findings indicate that majority (57.9%) of the teachers were females while 42.1% were males. This implies that both genders were well represented to carry out the study.



### 4.3.2 Subject Choices

The students were asked about their subject choices based on whether they were science or art based. Science subjects are directly connected with technical careers while art based are based on non-technical careers. The responses were as in table 4.5:

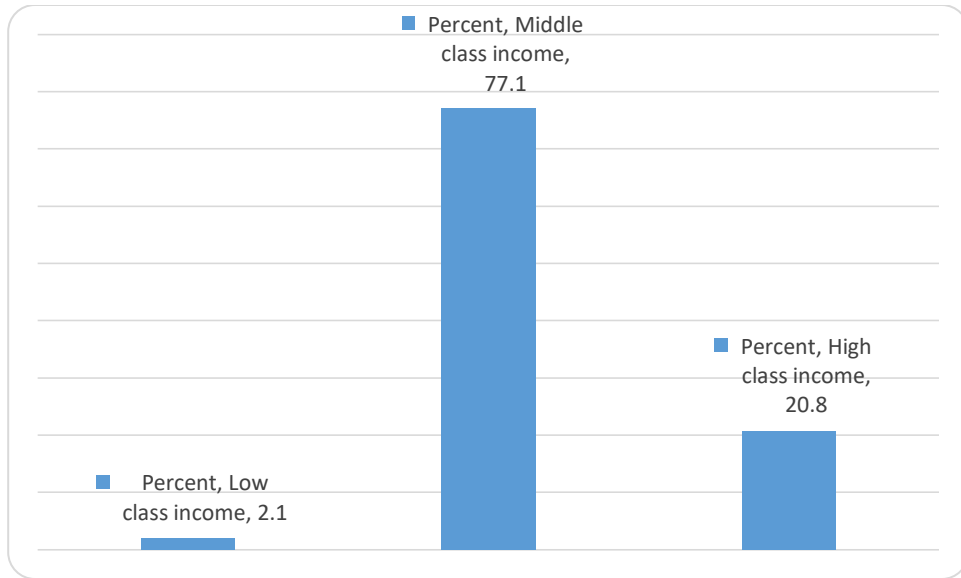
**Table 4.5: Subject choices in form four**

Subject Choice	Frequency	Percent
Science	43	44.8
Arts based	53	55.2
Total	96	100.0

The findings indicate that majority (55.2 %) were pursuing art based courses while 44.8 % pursued science based courses. This shows that most of the students are opting for art based courses as opposed to science based courses.

### 4.3.3 Family economic status

The family economic status is crucial in the study as it may influence the student career choice. The responses were as shown in Figure 4.3:

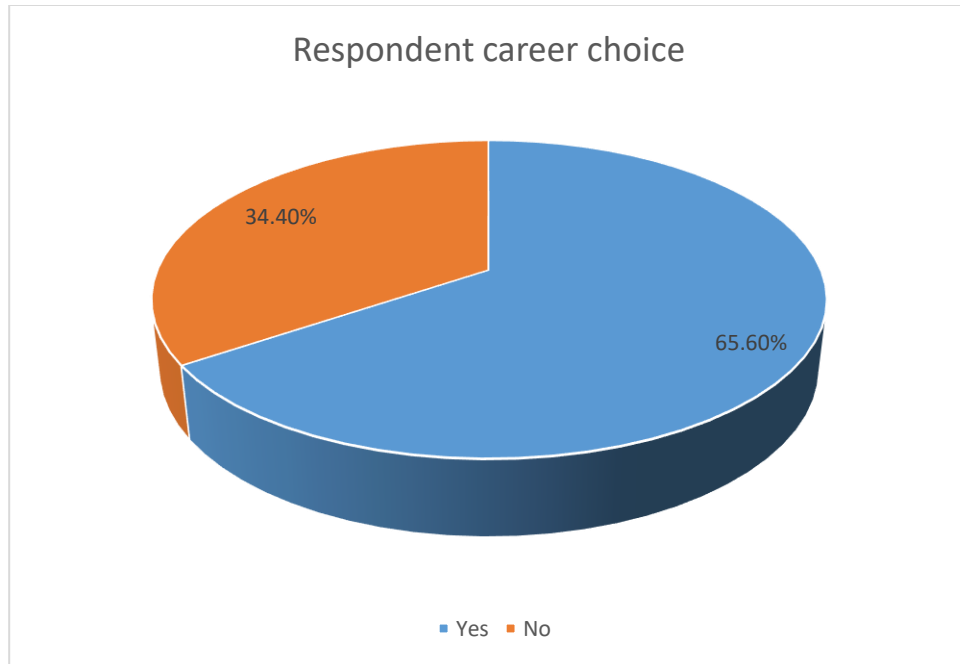


**Figure 4.3: Family economic status**

The study sought to establish the economic status of the respondents families where there were three categories ranging from low class income to high class income. The finding shows that majority 77.1% of student families were middle income families, 20.8% high class income and 2.1% low class income. This implies that parents are more likely to encourage their children to perform and select suitable and lucrative career choice.

#### **4.3.4: Respondents Career Choice**

The students were asked to indicate whether they had reached a career choice as indicated in the figure 4.3 below.



**Figure 4.3: Respondents Career Choice**

Majority 65.6% had chosen a career to pursue while 34.4% had not chosen a career. This indicates that most of the student had proper guidance from their parents on what to focus on in their studies.

The study also wanted to establish student careers choice. The students were asked choices of careers they preferred. Table 4.6 shows the preferences of student's careers.

**Table 4.6: Students career of choice**

	Frequency	Valid Percent
Doctor	8	13.3
Accountant	6	8.2
Banker	6	7.2
Engineer	5	10.2
Hotelier	5	6.2
Airhostess	4	4.1
Lecturer	4	8.1
Businessman	4	4.1
Financial analyst	4	7.1
HR officer	4	6.1
Marketer	3	3.1
Dental surgeon	3	8.5
Artist – musician	2	2.0
Clinical officer	2	5.0
Soldier	1	4.0
Sociologist	1	1.0
Public relation officer	1	1.0
<b>Total</b>	<b>96</b>	<b>100.0</b>

The findings illustrate that majority of the respondent 13.3% choose medicine, 10.2% Engineering, 8.5 % dental surgeon, 8.2% accountant, 8.1% lecturer, 7.2% banker, 7.1% financial analyst, 6.2% hotelier, 6.1% HR officer, 5.0% clinical officer, 4.1% airhostess and businessmen, 4.0% soldier, 3.1% marketer, 2.0% artist-musician while 1.0% socialist and public relation officers as their career of their choice. This shows that science course based

causes are not liked by most of the students. Many students opt for art based causes which are generally taken to be easier.

#### 4.4 Influence of parents' levels of education on career choice

The students were asked about the influence of their parent's level of education in their career choices. The responses were summarised as in table 4.7:

**Table 4.7: Highest level of education**

	Father		Mother		Guardian	
	Frequency	%	Frequency	%	Frequency	%
Primary	3	3.1	-	-	-	-
Secondary	5	5.2	2	2.4	1	1.01
College Diploma	31	32.2	34	35.4	4	4.16
University degree	39	40.6	47	48.9	8	8.3
Not applicable	18	18.75	13	13.5	83	86.4
Total	96		96		96	
Mean		4.06		4.32		4.24
Standard deviation		.243		.533		.432

Table 4.7 shows that majority of fathers 40.6% had university degree, 32.2% college diploma, 18.75% not applicable, 5.2% secondary and 3.1% primary with a mean of 4.06 and a standard deviation of .243. Majority of the mothers 48.9% had university degree, 35.4% college diploma, 13.5% not applicable, 2.4% secondary and none had primary level. This had a mean of 4.32 and a standard deviation of .533 while majority of guardians 86.4% not applicable, 8.3% university degree, 4.16% college diploma, 1.01% secondary and none had primary school level

with a mean of 4.24 and a standard deviation of .432. A high parental education level may imply the parents are likely to be engaged in professional and better paying jobs. This is in line with research carried out by Roach (2010) who found out that parental education appears to have an effect on the academic and social development of the students also concurs with Mugenda (2010) who stated that parents with post-secondary education tend to pass along its importance to their children. Such parents are more likely to offer their children an opportunity of a better education by enrolling them in good schools and in disciplines of their own choice. One of the parent shared;

The study also sought to find out the relationship between parents' highest level of education and the career choice of the students. This was achieved by carrying out a correlation between students career choice and parents educational level. Results of this correlation were as presented in table 4:8:

**Table 4.8: Relationship between student career choice and parents highest educational level**

		Parents highest level of education
Student career choice	Pearson Correlation	0.67
	Sig. (2-tailed)	**0.04
	N	96

Correlation is significant at the 0.05 level (2-tailed).

The parents education level is significant and positively correlated with the students career choice ( $r = 0.67$ ,  $p = 0.04$ ). Parental education level significantly influences student's career

choice. The more educated the parents are the more the student are likely to get good career development.

This finding is consistent with that of Aswani (2012) who noted that parental level of education had significant influence on pupils' educational and occupational aspirations. Kitivo (1989) also found out that a high parental level of education significantly influenced their children's achievement in school and consequently their future careers. Hence, parents significantly influence the students' career choice. Therefore, we can reject the null hypothesis and accept alternative which which means parent's education level significantly influences their children's' career choice. One of the respondents shared;

In our set up you mostly see parents who are more educated taking their children to better schools and ensuring that they get the best as opposed to parents with lower level of education. These parents with lower level of education mostly don't mind about the type of education their children get

#### **4.5 Influence of parents' occupation/s**

The students were asked about the significance of their parent's occupation and their career choices. The responses were as summarised in table 4.9:

**Key: (5) -Strongly Agree (4) – Agree (3) - Neutral (2) – Disagree (1)-Strongly disagree.**

**Table 4.9: Influence of parents' occupation/s on student career choices**

Statements	1	2	3	4	5	Mean	STD
My parents chose my secondary school subjects	70.6	29.4	-	-	-	4.05	.354
My career choice has been influenced by the occupation of my parents / close relatives	75.3	20.7	5.0	-	-	3.76	.454
I have access to employment in a family business	67.5	33.5	-	-	-	4.46	.543
I would not like to take after my father's / my mother's occupation, instead I will go for a better one	78.7	21.3	-	-	-	3.18	.398
I would like to take after my father's / mothers occupation because I admire it	80.5	19.5	-	-	-	2.87	.419
I developed an early understanding and desire of my career choice through observation of my father/mother	85.4	10.6	-	5.0	-	3.49	.467

The findings indicate that majority (70.6%) of students strongly agree that their parents influenced them to choose their secondary school subjects, 29.4% agree on the same with a mean of 4.05 and a standard deviation of .354. Additionally, majority 75.3% strongly agree that their career choice has been influenced by the occupation of their parents / close relatives with a mean of 3.76 and a standard deviation of .454. Moreover, majority, 67.5%, students strongly agree that they have access to employment in a family business, 33.5% agreed on the same with a mean of 4.46 and a standard deviation of .543. On the other hand, 78.7% of the respondent strongly agreed that they would not like to take after their father's / my mother's occupation, instead they will go for a better one with a mean of 3.18 and a standard deviation of .398. 80.5% of the respondent strongly agreed that would like to take after their father's / mothers occupation



because they admire them with a mean of 2.87 and a standard deviation of .419. Finally, it's evident that the majority of the students 85.4% strongly agreed that they developed an early understanding and desire of their career choice through observation of their father/mother. This was indicated with a mean of 3.49 and a standard deviation of .467. This concurs with Kisulu et al. (2012) who found out that family members, especially the parents and older siblings affect the occupational and career choices of students with 57.5 % of the respondents stating that they would choose different occupations from those of their siblings and parents. Hence their career choice is mainly influenced by external environment, like the school, the evolving job opportunities, and their peers among other influences.

The study further tested the hypothesis on whether parents' occupation influences students' career choice. The results were as presented in table 4.10:

**Table 4.10: Relationship between students career choice and parent occupation**

		Parent occupation
Students career choice	Pearson Correlation	0.231
	Sig. (2-tailed)	**0.421
	N	96

Correlation is significant at the 0.05 level (2-tailed).

The results in table 4.10 show that there was no significant relationship between parent's occupation and their children's career choice  $r=0.231$ ,  $p=0.421$ . This means parent's occupation does not influence student's career choice. One teacher Responded by saying;

Most of the students come to school for advice on career choice, Majority also get information from their peers and other on evolving job opportunities around. These are some of the factors that contribute to choices of career among students.

One parent stated that;

I believe parents occupation have an impact on our children career. You get most people in employment would wish to have their children do courses related to what they do. For instance if a parent is an accountant he/she would wish their children to do accounting.

This concurs with Kisulu et al. (2012) who found out that family members, especially the parents and older siblings affect the occupational and career choices of students with 57.5 % of the respondents stating that they would choose different occupations from those of their siblings and parents. Hence their career choice is mainly influenced by external environment, like the school, the evolving job opportunities, and their peers among other influences.

#### **4.6 Influence of parental expectations on students career choice**

The respondents were asked about the significance of their parental value and expectation and their career choices. The responses were as summarised in table 4.11:

**Key: (5) -Strongly Agree (4) – Agree (3) - Neutral (2) – Disagree (1)-Strongly disagree.**

Table 4.11: Influence of parental value and expectations on student’s career choice

Statements	5	4	3	2	1	Mean	STD
My parents tell me they have high expectations for my career.	73.5	25.5	2.0	-	-	4.22	.427
My parents have encouraged me to be involved in extracurricular activities.	76.2	20.8	4.0	-	-	3.82	.387
My parents have given me written material about specific careers.	92.8	8.2	-	-	-	4.12	.431
My parents ask me what careers I am considering for my future.	89.9	10.1	-	-	-	4.21	.514
My parents tell me about specific careers.	67.8	32.2	-	-	-	4.35	.542
My parents encourage me to consider many different educational and career options	69.8	21.9	8.3	-	-	3.96	.392
My parents always warned me never to choose certain careers and that is why I am careful not to pick the one they won’t like	70.8	29.2	-	-	-	3.73	.506
I have chosen the career to pursue because my parents always speak favourably of it	54.2	40.8	3.0	2.0	-	4.07	.479

The findings shows that majority 73.5% of students strongly agreed that their parents tell them that they have high expectations for their career. 25.5% agreed on the same with a mean of 4.22 and a standard deviation of 4.27. Moreover, Majority of the respondent (76.2%), strongly agreed that their parents have encouraged them to be involved in extracurricular activities with a mean of 3.82 and a standard deviation of .387. Also, majority 92.8% strongly agreed that parents have given them written materials about specific careers with a mean of 4.12 and a standard deviation of .431. 89.9% of students strongly agreed that parents ask them what careers they are considering for the future. This was indicated with a mean of 4.21 and a standard

deviation of .514. It is also evident from the findings that majority 67.8% of the respondent strongly agreed that parents tell them about specific careers, 32.2% also agreed with a mean of 4.35 and a standard deviation of .542. Furthermore, 69.8% of the respondent strongly agreed that parents encourage them to consider many different educational and career options with a mean of 3.96 and a standard deviation of .392. 70.8% of the respondent also strongly agreed that parents always warned them never to choose certain careers and that is why they are careful not to pick the one they won't like. This was indicated with a mean of 3.73 and a standard deviation of .506 while 54.2% of the respondent strongly agreed that they chose the career to pursue because their parents always speak favourably of it. This was shown with a mean of 4.07 and a standard deviation of .479. This concurs with Clutter (2010) who noted that parental values and expectations can play large role in the career path that children choose to follow. Therefore, it seems that children and adolescents pay much attention to what their parents expect of them, particularly when it comes to choosing a career. It also concurs with study by Avugla (2011) who indicated that respondents involved in his study consistently recalled their parents pushing them to earn outstanding grades as opposed to being content with average grades. Furthermore, expectations of outstanding grades made respondents set high personal expectations. Parental expectations may also be communicated through the support they offer their children in academic and occupational endeavours.

The study also sought to determine the relationship between parental values and expectations and students career choice. Results were shown in Table 4.12:

Table 4.12 below shows the relationship between parental values and expectations and students career choice.

**Table 4. 12: Relationship between Parental Values and Expectations and Student career choice**

		Parent Value expectation
Students career choice	Pearson Correlation	0.71
	Sig. (2-tailed)	**0.00
	N	96

Correlation is significant at the 0.05 level (2-tailed).

The study found a strong positive correlation of 0.71 at 0.00 level of significance between student career choice and parental value expectation. The study concluded that parent's expectation has a high impact on student career choice. Therefore, we reject the null hypothesis and accept the alternative hypothesis which states that there is a significant relationship between parental expectation and student's career choice. This concurs with Avugla (2011) who noted that parents' career aspirations aid their children in selecting occupational goals, influence their knowledge of occupations, and familiarize them with occupational roles and requirements. Whether the child internalizes those aspirations is greatly determined by numerous values found within the home.

#### **4.7 Influence of parent-child relationship on career choice**

The students were asked about the significance of their parent-child relationship in relation to career choices. The responses were as summarised in table 4.13:

**Key: (5) -Strongly Agree (4) – Agree (3) - Neutral (2) – Disagree (1)-Strongly disagree.**

**Table 4. 1: Influence of parent-child relationship on career choices**

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>	<b>STD</b>
My parents tells me he or she is proud of me	64.6	21.9	13.5	-	-	2.83	.298
My parents encourage me to ask questions about different careers.	71.7	28.3	-	-	-	3.85	.327
My parents have encouraged me to be involved in extracurricular activities	83.3	-	-	-	-	4.61	.377
My parents express interest in various school issues that are important to me	69.8	21.9	8.3	-	-	3.87	.415
My parents encourage me to make my own decisions	69.9	30.1	8.3	-	-	4.24	.537
My parents encourage me to try new things	70.0	30.0	-	-	-	3.58	.433
My parents encourage me to choose whatever career I want	75.9	24.1	-	-	-	4.65	.417
My parents support me when I tell them that I am interested in a specific career	93.8	6.2	-	-	-	4.44	.453
My parents help me feel better when I tell him or her I am worried or concerned about choosing a career	77.3	20.7	-	2.0	-	3.75	.402
My parents tell me about the steps involved in making difficult decisions	60.5	30.5	7.5	1.5	-	4.08	.381
My parents understand my thoughts, feelings, and opinions about various topics	69.8	30.2	-	-	-	4.39	.449
My parents encourage me to talk to him or her about my career plans	78.4	21.6	-	-	-	4.48	.526

From table 4.12, majority 64.6% of the respondent strongly agreed that their parents tell them that they are proud of them, 21.9% agreed on the same with a mean of 2.83 and a standard deviation of .298. Majority 71.7% of the respondent strongly agreed that parents encourage them to ask questions about different careers with a mean of 3.85 and a standard deviation of .327 while 83.3% of the respondent strongly agreed that parents encourage them to be involved in extracurricular activities with a mean of 4.61 and a standard deviation of .377. Moreover, 69.8% of students strongly agreed that their parents express interest in various school issues that are important to them with a mean of 3.87 and a standard deviation of .415 while 69.9% of the respondent strongly agreed that their parents encourage them to make their own decisions with a mean of 4.24 and a standard deviation of .537. Majority 70% of the respondent strongly agreed that their parents encourage them to try new things with a mean of 3.58 and a standard deviation of .433 while 75.9% of the respondent strongly agreed that their parents encourage me to choose whatever career they want with a mean of 4.65 and a standard deviation of .417.

Majority 93.8% of the respondent strongly agreed that their parents support them when they tell them that they interested in a specific career. This was indicated with a mean of 4.44 and a standard deviation of .453. 77.3% of the respondent strongly agreed that their parents help them feel better when they tell them that they are worried or concerned about choosing a career. This had a mean of 3.75 and a standard deviation of .403. In addition, parents tell them about the steps involved in making difficult decisions as sighted by the majority 60.5% of the respondent with a mean of 4.08 and a standard deviation of .381. Concerning thought and feelings majority of the respondent 69.8% strongly agreed that parents understood their thoughts, feelings, and opinions about various topics with a mean of 4.39 and a standard deviation of .449. Finally, 78.4% of the respondent strongly agreed that their parents encourage them to talk to them about

their career plans. This was indicated with a mean of 4.48 and a standard deviation of .526. This concurs with Clutter (2010) who observed that, while it is likely that parental values and expectations are conveyed within each household, the strength of their influence may be reliant upon the parent-child relationship. If they have a good relationship with their children, they would easily buy the ideas of the career choices they would advise them.

Table 4.14 shows the results of hypothesis test of Relationship between Parent child relationship and student career choice

**Table 4. 2: Relationship between Parent child relationship and student career choice**

		Parent child relationship
Students career choice	Pearson Correlation	0.785
	Sig. (2-tailed)	**0.00
	N	96

Correlation is significant at the 0.05 level (2-tailed).

Based on the findings; parent student relationship and the student career choice are strongly positively correlated with a 0.00 level of significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis that states there is a significant relationship between parent-child relationship and student's career choice. Therefore parent-child relationship is crucial in determining students' career choice.

Speaking as a parent, I would wish to say that the relationship between parents and children using affect their career choices. Sometimes parents want their children to talk a career path that they know they would be comfortable with. Also parents understand their children strengths and weaknesses. So they would shape them to take careers that suit them.



This concurs with Korir (2012) who noted that secure parent-child relationships are associated with progress in career decision making, affirmative career self-efficacy beliefs, and career selection.

#### 4.8 Career Choice

The study established the extent in which career choice is influenced by parental factors in Isinya Sub-county in Kenya. The results were recorded in table 4.15: below.

**Key: (5) -Strongly Agree (4) – Agree (3) - Neutral (2) – Disagree (1)-Strongly disagree.**

**Table 4.15: Career Choice**

<b>SERVICE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>	<b>S.D</b>
My parent advices have enabled me to focus on the rightful career	86.7%	13.3%	-	-	-	4.13	.341
I have been able to evaluate various career due to guidance I get from my parent	89.4%	10.6%	-	-	-	4.18	.308
I got understanding of the existing differences between various careers from my parents	86.7%	13.3%	-	-	-	4.13	.341
I feel motivated with what my parents does which makes me focus on the same profession	90.2%	9.8%		-	-	4.28	.298
My parents and close relatives are very successful which makes me focus on the same career	85.1%	12.9%	1.2%	0.8%	-	4.02	.466

*Source: (Researcher, 2019)*

It is shown in Table 4.13 that most of the participants (86.7%) had a strong agreement that their parent advices have enabled them to focus on the rightful career. This had a standard deviation of .341 and a mean of 4.13. Ability to evaluate various career due to guidance they get from their parent was considered by majority of the respondents (89.4%) with a standard deviation of .341 and a mean of 4.18. Getting understanding of the existing differences between various careers from their parents was considered by 86.7% of the respondents as they strongly agreed on the same with a standard deviation of .341 and a mean of 4.13. 90.2% of the respondents strongly agreed that they feel motivated with what their parents does which makes them focus on the same profession with a standard deviation of .298 and a mean of 4.28. The findings also found out that their parents and close relatives are very successful which makes them focus on the same career. This was shown by an 85.1% of the respondents who were interviewed. Only 0.8 % disagreed. This is indicated by a standard deviation of .466 and a mean of 4.02.

#### **4.9 Multiple Regression Analysis**

The study sought to investigate influence of parental factors on students' career choice in public secondary schools in Kenya. The factors investigated were: parents' occupation/s, parental expectations, parent education and parent-child relationship

The regression model was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Whereby Y represent the career choices,  $X_1$  parents' occupation/s,  $X_2$  is parental expectations, and  $X_3$  is parent-child relationship and  $X_4$  is parent level of education.  $B_0$  is the model's constant, and  $\beta_1 - \beta_4$  are the regression coefficients while  $\epsilon$  is the model's significance from f-significance results obtained from analysis of variance (ANOVA).

**Table 4.16: Model's Goodness of Fit Statistics**

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>
.957 <sup>a</sup>	.917	.914	.15476	0.774

a. Predictors: (Constant), parent's level of education, parents' occupation/s, parental expectations and parent-child relationship

Source: (Researcher, 2018)

Table 4.16 shows that there is a good linear association between the dependent and independent variables used in the study. This is shown by a correlation (R) coefficient of 0.957. The determination coefficient as measured by the adjusted R-square presents a strong relationship between dependent and independent variables given a value of .914. This depicts that the model accounts for 91.4% of the total observations while 8.6% remains unexplained by the regression model.

**Table 4.17: Analysis of Variance (ANOVA)**

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	28.187	4	7.046	294.204	.000 <sup>b</sup>
	Residual	2.563	107	.024		
	Total	30.748	111			

a. Predictors: (Constant), Parents level of education, parents' occupation/s, parental expectations and parent-child relationship

b. Dependent Variable: students career choice.

Source: (Researcher, 2019)

The ANOVA statistics presented in Table 4.16 was used to present the regression model significance. The significance value of  $p= 0.000$  was established and since the  $p$ -value was less than 0.05, the model was considered significant for the study.

**Table 4.18: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.511	.209		7.229	.000
parents' occupation	.364	.067	.219	5.432	.062
parental expectations	.177	.106	.117	1.669	.018
parent-child relationship	.469	.078	.380	6.012	.000
Parents level of education	.330	.052	.352	6.346	.000

a. Dependent Variable: Student career choice.

*Source: (Author), 2018*

The following regression result was obtained:

$$Y = -1.511 + 0.364X_1 + 0.177X_2 + 0.469X_3 + 0.330X_4$$

From the model, when other factors (parents' occupation/s, parental expectations and parent-child relationship) are at zero, the student career choice will be 1.511. Holding other factors constant, a unit increase in parent's occupation would lead to 0.364 increase in student career choice. On the other hand, holding other factors constant, a unit increase in parental expectation would lead to a 0.177 increase in student career choices.

Table 4.16 also shows that holding other factors constant, a unit increase in parent child relationship would lead to a 0.469 increase in student's career choices. All the variable under study had a p-value of  $< 0.05$  which means they were all significant and positively influenced student career choices except parental occupation which did not influence the student career choices.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The purpose of this was to investigate the influence of parental factors on students' career choices in secondary schools in Isinya Sub-county. This chapter highlights the summary of findings, conclusions and recommendations of the study.

#### **5.1 Summary of the study**

This section gives the summary of the results on the influence of parental factors on the career choice of form four students.

##### **5.1.1 Parents levels of education and students career choice**

Parents of students attending Isinya Kajiado county schools have on average, a university degree or college diploma. Additionally, results indicate that the father's education level was significant and negatively correlated with the students career choice ( $r = -.067$ ,  $p = 0.0445$ ) at 0.05 significance level. The study also found out that majority of pupil's fathers had university degree, while others had college diploma. Majority of the pupil's mothers had university degree while a good number of them also had college diploma. The study also found out that Majority of the pupils guardians university degree a high parental education level may imply the parents are likely to be engaged in professional and better paying jobs. The study hypothesis indicated that there was a relationship between parents level of education and students career choice. These results were further supported by a regression model that showed a positive relationship between parents level of education and students career choice.

### **5.1.2 Parents occupation/sand students career choice**

Majority of students were not influenced by their relatives or parents on their career choice. Additionally, majority had no access to family business employment. The findings indicated that majority of students strongly agree that their parents influenced them to choose their secondary school subjects. Moreover, majority of the students strongly agree that they have access to employment in a family business. On the other hand findings indicated that majority of the respondent strongly agreed that they would not like to take after their father's / my mother's occupation, instead they will go for a better one. Majority of the pupils indicated that they would like to take after their father's / mothers occupation because they admire. Finally, it's evident that the majority of the students strongly agreed that they developed an early understanding and desire of their career choice through observation of their father/mother. These findings were supported by an hypothesis that stated that parents occupation does not influence students career choice.

### **5.1.3 Parental expectation and students career choice**

The results show most parents conveyed to their children that they have high expectations for their career. Also, most parents encouraged their students to be involved in extracurricular activities. Moreover, most parents had given students written materials about specific careers.

In contrast, many parents did not ask the students what careers they are considering for the future. The findings indicate that majority of students were not influenced by their relatives or parents on their career choice while a high percentage of the respondents disagreed strongly/disagreed that parents did not choose the secondary school subjects. Additionally, majority disagreed strongly/disagreed that they don't have access to employment to the family

business. Moreover, most of the students agreed strongly/agreed that they wouldn't like to take after their father's career but would prefer to look for a better one. On the other hand, only small number said they would like to take on after their father's / mothers occupation because they admitted it. Further it's evident that the most students had not developed an early understanding and desire of their career choice through observation of their father/mother.

#### **5.1.4 Parent child relationship and career choice**

Parent child relationship is of paramount importance as it reinforces positive affirmations on the students that help them excel in life. Thus, most parents / guardians of told the students that they are proud of them. Majority of the parents encouraged students to ask questions about different careers. Moreover, most parents expressed interest in various school issues that are important to students. Majority of students agreed that their parents tell them that they are proud of them. Majority of students agreed - strongly/agreed that parents encourage them to ask questions about different careers while a majority of students agreed that parents encourage them to be involved in extracurricular activities. Moreover, most of the students strongly agreed that parents express interest in various school issues that are important to them while of parents encourage the children to make their own decisions.

#### **5.2 Conclusions**

It was established that parental factors influence the career choice of form four students.

The study realized that parental factors influenced the career choice of students in Isinya, Kajiado County. The guardian education had a positive correlation with student career choice. Therefore, the higher the father's education the less the impact it had on student's career choice hence the educated fathers should be concerned of their children education.



Findings showed that parents or relative's occupation did not directly influence students' career choice. Students' career choice was not influenced by the opportunity to work in family business either. Hence their career choice was mainly influenced by external environment, like the school, the evolving job opportunities, and their peers.

Parental expectations influenced students career choice to a great extent hence students were more likely to choose lucrative careers in the market like doctors, engineers, lecturers, accountants, human resource and procurement professional among other careers.

Finally, parent child relationship was of paramount importance as it reinforces positive affirmations on the students that help them excel in life. Parent child relationships influences students attitude positively and gives them confidence in their career choice.

It is also important to note that in most scenarios the phobia for mathematics can begin as early as from primary school and continue to high school. Sometimes it arises to prior learning experiences in the classroom setting, influences from parents, and because of the thought of scoring poorly in previous mathematics papers. Consequently, majority of high school students may end up finishing school feeling less confident even when it comes to handling simple mathematics. Hence, majority of the students who reach their final year in secondary school become shy when it comes to discussing math-related topics. Nevertheless, math happens to be a major requirement for several college and university courses. Besides, the subject is a basic requirement in most of the available careers. Therefore, the anxiety majority of the students have when it comes to doing mathematics can directly influence the career option students may choose to pursue. In this case, the researcher offers a contrasting view built on the tenets that the attitudes students develop towards mathematics significantly influences the career they

finally choose in high school. However, parents can intervene in influencing the students change their attitudes towards the subject and therefore it is plausible to claim that parents do not directly determine which career adolescents would pursue once they are in college.

Teachers need to be aware that majority of KCSE students could be having math anxiety. Consequently, they should consider adopting teaching styles to minimize the level of math anxiety among the students. Teachers play an imperative role in reducing the level of math anxiety because they interact with the students almost on a daily basis and should therefore encourage them to pursue courses they perceive to be complicated. In fact, teachers who fail effective teaching approaches do little to encourage their students like mathematics especially when a student is a slow learner. In addition, they must note that during the adolescent stage students make decisions on which careers they would pursue. Therefore, this should be considered a critical stage in the lives of students. This therefore requires a combination of parental and teacher's efforts to encourage students settle for career they desire.

### **5.3 Recommendations**

The following were recommendation from the study.

- i. Parents shouldn't coerce students to pick a certain career, but rather aid them in decision making. By providing relevant information to the students, and giving them information on what to expect from a certain career.
- ii. The school head teacher and teachers need to embrace the parents' expectations by motivating their students, organizing career seminars and workshops for their students. It's through this interaction that students are inspired to achieve greatness.

- iii. The school administration should incorporate parents in their student's career choice programs since the influence of parents is critical.
- iv. Communication is crucial in any relationship; hence parents should effectively and regularly communicate with the students about careers, counsel them and help them make hard decisions.
- v. In light of this, the school administration and teachers should take this into cognizance when advising students on their future career choices.

#### **5.4 Suggestions for further research.**

Overwhelming pieces of empirical evidence have shown that keeping schooling records and supporting every scholar with self-image at some stage within the coaching will give students the logical standards to make appropriate decisions regarding their career. Parents who assess the performance of their child before advising on which careers they should take keep majority of the records. This is often one thing contrary to what should be definitely meted out because when it comes to the high-quality profession route, a sort of evolution of self-focus and independence is required. Sometimes students have to make independent choices regarding their careers. Hence, they should be aware of their competencies, abilities, skills, and precise options available to them because of the very fact this self-consciousness may be a cycle that leads the character toward a fine task. Therefore, selecting a career proportionate to an individual's pursuits and competencies is one in every of the most crucial levels of existence for anybody.

The study suggests the following areas for further reserach , given the scope and limitations of this study:

- i. The study should be carried again in some other counties for comparative purposes.

- ii. A study should be carried out to Investigate the influence of school career training on students career choice.
- iii. A longitudinal study should be carried out to investigate the influence of parental factors on their children's' career choice.

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## APPENDICES

### Appendix I: Introduction Letter

Esther Mwende Njenga,  
Kenya Methodist University,  
P.O Box 45240-00100,  
Nairobi, Kenya.

25<sup>th</sup> March 2017

### **RE: REQUEST TO CONDUCT A RESEARCH STUDY**

I am a Postgraduate student at The Kenya Methodist University pursuing a Masters of Arts degree in counselling. As part of the requirements for the award of the degree, I am carrying out a research study on “**Relationship between parental factors and children’s career choice: A case of public secondary schools in Isinya sub-county, Kajiado.**”

I am in the process of collecting data from form four students in Isinya Sub-county secondary Schools. I am requesting your assistance in administering the questionnaires to form four students in your school. Your assistance will be highly appreciated.

Attached please find the letter from the Kenya Methodist University for your perusal.

Thanking you in Advance.

Yours sincerely,

Esther Njenga,

**0723726680**

**Appendix II: Informed Consent for Minors**

I understand that the purpose of this study is to investigate the parental variables influencing career choices for secondary school students in Isinya Sub-county. I understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice. I further understand that any information about me that is collected during this study will be anonymously processed and that the results and interpretations of the study will be used only for the purpose of the study.

**Signature of student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Careers Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Appendix III: Research Questionnaire**

### **Preamble**

Please do not write your name on the survey questionnaire. Your participation is strictly voluntary and you may discontinue it at any time without prejudice. Please indicate your responses by ticking [√] as appropriate.

### **A. Student Particulars**

1. Gender: a) Male [ ]

b) Female [ ]

2. Which subject choices are you pursuing at form four?

a) Science based [ ]

b) Arts based [ ]

3. Have you arrived at a career choice so far?

a) Yes [ ]

b) No [ ]

4. If your answer to Qn. 3 above is yes, please indicate the career you wish to pursue below.

Career chosen \_\_\_\_\_

### **B. Parents Education level**

1. What is your parents' highest education level? (*Tick as appropriate*).

- a) Father: Primary [ ] Secondary [ ] College Diploma [ ] university Degree [ ]
- b) Mother: Primary [ ] Secondary [ ] College Diploma [ ] university Degree [ ]
- c) Guardian: Primary [ ] Secondary [ ] College Diploma [ ] university Degree [ ]

2. Please indicate the occupation of your parents (e.g. engineer, accountant, doctor, professor, teacher, lawyer, etc.).

a) Father: \_\_\_\_\_

b) Mother: \_\_\_\_\_

3. How would you rate your family's economic status?

- a) Low class income [ ]      b) Middle class income [ ]      c) High class income [ ]

For each statement given in parts **C**, **D** and **E** below, please read each carefully and indicate the degree to which you agree with the statement by placing a tick [√] in the appropriate space using a rating scale of 1-5 where;

1=Strongly Agree, 2=Agree, 3=Not sure, 4=Disagree, 5=Strongly Disagree

**C. Parents Occupation**

To what extent did each of the following factors influence your choice of career?

- 1. Strongly Agree    2. Agree      3. Not sure    4. Disagree    5. Strongly Disagree

Statements	1	2	3	4	5
1. My parents chose my secondary school subjects					

2. My career choice has been influenced by the occupation of my parents / close relatives					
3. I have access to employment in a family business					
4. I would not like to take after my father's / my mother's occupation, instead I will go for a better one					
5. I would like to take after my father's / mothers occupation because I admire it					
6. I developed an early understanding and desire of my career choice through observation of my father/mother					

#### **D. Parental Expectations**

To what extent did each of the following factors influence your choice of career?

1. Strongly Agree    2. Agree    3. Not sure    4. Disagree    5. Strongly Disagree

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. My parents tell me they have high expectations for my career					
2. My parents have encouraged me to be involved in extracurricular activities					
3. My parents have given me written material about specific careers					
4. My parents ask me what careers I am considering for my future					
5. My parents tell me about specific careers					

6. My parents encourage me to consider many different educational and career options					
7. My parents always warned me never to choose certain careers and that is why I am careful not to pick the one they won't like					
8. I have chosen the career to pursue because my parents always speak favourably of it					

### E. Parent-Child Relationships

To what extent did each of the following factors influence your choice of career?

1. Strongly Agree    2. Agree    3. Not sure    4. Disagree    5. Strongly Disagree

Statements	1	2	3	4	5
1. My parent tells me he or she is proud of me					
2. My parents encourage me to ask questions about different careers.					
3. My parents have encouraged me to be involved in extracurricular activities					
4. My parents express interest in various school issues that are important to me					
5. My parents encourage me to make my own decisions					
6. My parents encourage me to try new things					
7. My parents encourage me to choose whatever career I want					



8. My parents support me when I tell them that I am interested in a specific career					
9. My parents help me feel better when I tell him or her I am worried or concerned about choosing a career					
10. My parents tell me about the steps involved in making difficult decisions					
11. My parents understand my thoughts, feelings, and opinions about various topics					
12. My parents encourage me to talk to him or her about my career plans					

## F. Student career choice

This Section is concerned with student's career choice. Please tick (√) in the box which best describes your agreement or disagreement on each of the following statements. ? In each case, please tick your response using the scale 1-5 where; 1- strongly disagree, 2-disagree,3- neutral, 4- agree, 5- strongly agree

1. Strongly Agree      2. Agree      3. Not sure      4. Disagree

5. Strongly Disagree

Statements	1	2	3	4	5
1. My parent advices have enabled me to focus on the rightful career					
2. I have been able to evaluate various career due to guidance I get from my parent					
3. I got understanding of the existing differences between various careers from my parents					
4. I feel motivated with what my parents do which makes me focus on the same profession					
5. My parents and close relatives are very successful which makes me focus on the same career					

**Thank You for Your Cooperation**

**Appendix IV: Teaching Staff Interview Guide**

Q1. What are the parental factors that greatly influence career choice of student in your school?

---

Q2. How does parents' level of education influence career choice of student in your school?

---

Q3. Does parents' occupation influence career choice of student in your school?

---

Q4. Does parental expectations influence career choice of student in your school?

---

Q5. How does parent-child relationship influence career choice of student in your school?

---

**Thank you for your time.**

**Appendix IV: Parents Interview Guide**

Q1. From your own opinion do you think that parental factors that greatly influence career choice of a student?

---

Q2. How does parents' level of education influence career choice of student in school?

---

Q3. How does parents' occupation influence career choice of student in school?

---

Q4. How does parental values and expectations influence career choice of student in school?

---

Q5. Why do you think parent-child relationship influence career choice of student in school?

---

**Thank you for your time.**

**Appendix V: List of Schools Selected for Survey**

<b>School Name</b>	<b>Gender</b>	<b>Day/Boarding</b>
Kaputiei Secondary School	Mixed	Boarding
Noonkopir Girls Secondary School	Girls	Boarding
Olturoto Secondary School	Mixed	Boarding
Moi Girls Isinya	Girls	Boarding
Ereteti Mixed Secondary School	Mixed	Day
Oloosirkon Secondary School Mixed	Mixed	Day
Ilpolosat Secondary School	Mixed	Boarding
Olooltepes Secondary School	Mixed	Day
Isinya Boys' Secondary School	Boys	Day

**Source; Author 2017**

**Appendix VI: Research Permit**

**THIS IS TO CERTIFY THAT:  
MS. ESTHER MWENDE NJENGA  
of KENYA METHODIST UNIVERSITY,  
5213-506 Nairobi, has been permitted to  
conduct research in *Kajiado County***

**Permit No : NACOSTI/P/18/17717/20717  
Date Of Issue : 17th January,2018  
Fee Received :Ksh 1000**

**on the topic: *RELATIONSHIP BETWEEN  
PARENTAL FACTORS AND CHILDREN'S  
CAREER DEVELOPMENT: A CASE OF  
PUBLIC SECONDARY SCHOOLS IN ISINYA  
SUB-COUNTY, KAJIADO.***

**for the period ending:  
17th January,2019**



*Esther Mwende Njenga*  
.....  
**Applicant's  
Signature**

*Sammuti*  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

## Appendix VII: Ethical Clearance



# KENYA METHODIST UNIVERSITY

P. O. BOX 267 MERU - 60200, KENYA  
TEL: 254-064-30301/31229/30367/31171

FAX: 254-64-30162  
EMAIL: [INFO@KEMU.AC.KE](mailto:INFO@KEMU.AC.KE)

---

4<sup>TH</sup> DECEMBER, 2017

Esther M. Njenga  
MCO-3-2689-2/2016

Dear Esther,

**SUBJECT: ETHICAL CLEARANCE OF A MASTERS' RESEARCH THESIS**

Your request for ethical clearance for your Masters' Research Thesis titled **“Relationship between Parental Factors and Children’s Career Development: A Case of Public Secondary Schools in Isinya Sub-County, Kajiado”** has been granted to you in accordance with the content of your Thesis proposal.

As Principal Investigator, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the Thesis.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the SERC for re-review and approval **prior** to the activation of the changes. The Proposal number assigned to the Thesis should be cited in any correspondence.
3. Adverse events should be reported to the SERC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for SERC review. The SERC and outside agencies must review the information to determine if the protocol should be modified, discontinued, or continued as originally approved.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The SERC may conduct audits of all study records, and consent documentation may be part of such audits.