PARENTAL AND PEER INFLUENCE ON CAREER CHOICE AMONG SECONDARY SCHOOL STUDENTS. A CASE STUDY OF MOMBASA SUB-COUNTY

KALA NZAMBALI JOYCE

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DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.

Kala Nzambali Joyce
Date

E55/MSA/CE/24053/2011

This research project has been submitted with our approval as university supervisors.

Dr. George A. Onyango
Date
Lecturer
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

Dr. Jackline K. Nyerere
Date
Senior Lecturer
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University
DEDICATION

I dedicate this work to my mother who was and still is my pillar, and has survived to witness the completion of this course, my husband Mr. Sebastian Mbullo, who supported me during the difficult times of the research, My Children Arthur, Magdaline and Consolata for their encouragement all through the course. Finally, I dedicate the work to my grandson Tovi Wema who is destined to be a great scholar. May the Lord’s blessings be upon you all.
ACKNOWLEDGEMENT

To the Almighty God for giving me life and ability to read and interpret issues accordingly. To my supervisors Dr. George Onyango and Dr. Jackline Nyerere for their commitment and patience to ensure that my research work was rightfully done. To the Masters class of 2012 – 2013 Mombasa Campus for their Co-operation, Friendship and encouragement during the course work and the research work. Surely they made me feel able to achieve more than just being in a graduate School. To the Progressive Women Group of Mombasa for their consistent Prayers towards this achievement. To Janet Kemunto for making the analysis work easier for me and assuring me that I can. Thank you Janet. To my sister – in-law, Juliana Kala, for the hospitality she accorded me every time I needed to be in Nairobi. May the Lord increase your potential. To the Kenyatta University Staff in Mombasa and Nairobi for ensuring that my research work reached the intended persons in time. Receive abundant blessings.
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The purpose of the study was to investigate parental and peer influence on career choice among secondary school students in Mombasa sub-county. The study objectives were: to find out the influence of parental occupation on career choice among public secondary school students in Mombasa sub-County; to explore the influence of parental social-economic status on career choice among public secondary school students in Mombasa sub-County; to determine the influence of parental support on career choice among public secondary school students in Mombasa sub-County; to investigate how peer pressure influences career choice among secondary school students in Mombasa sub-County and to identify ways of influencing positive career choice among public secondary school students in Mombasa sub-County. This study used the theory of Self Determination Theory. Descriptive survey design was employed. The target population in this study included form II students and parents who had schooled or were schooling children in secondary schools in Mombasa sub-County. Total respondents of 210 were used in the study. The study used the questionnaire and the interview guide as the major instruments for data collection. Data was analyzed descriptively with the use of Statistical package for Social Sciences (SPSS) version 18.0. The study found that parents who encouraged their children to follow their career path were major players in career selection of the student. This was recorded with a mean of 3.8 (1.2). The study found that the least influence of parental support was joining higher learning institutions. Means of influencing positive career choice include field exposure to careers via education tours (76%) provision of professional role models (82.14%), proper career guidance (78.42%) at school and non-discrimination (88.73%) of students. The study findings will benefit the student in understanding the importance of making a decisive non-biased career choice so as to avoid future regrets. The findings will help parents in comprehending their role in guiding students to select life careers.
CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter entails; background of the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, delimitation of the study, limitation of the study, basic assumptions, conceptual framework and operational definition of terms.

1.2 Background of the Study

Young people should be given tools and knowledge to plan their future realistically. The modern era has made career choice a complex science, this is coupled with the advent of the information technology, expansion post industrial revolution and increased job competition. In the ancient times apprentice was a common practice in a family that is family business were handed over to the younger generation. Thus, from a tender age a child was exposed to family business with the aim of taking over in the coming years. For instance a son of blacksmith was destined to become a blacksmith. Wattles (20090 asserts that it is common for a person to be richer as long as she or he has dues skills and knowledge this is because of industrialization and post industrialization effects.

It is important for young people to make a good career plan in the modern world this can be done by carrying out an exhaustive career research before making a final career choice (Wattles, 2009). According to Bandura (2001) each person selecting a career path is influenced by a myriad of factors such environmental features, personal beliefs, social-economic issues and educational achievement. Hewitt (2010)
notes that factors that affect the type of career chosen by a student are either intrinsically of extrinsically propelled or both. Many students are fueled to make career choice by their parents, friend, and race background, level in school, science subject’s selection or even available job opportunities.

In the recent years research studies (Sebald, 2009, Gadassi & Gati, 2009) have examined parental expectations and career selection of students. There is a regular research finding that indicates that the aspirations of the adolescent is influenced by the aspirations that the parents have for them. Sebald (2009) notes that the conscious of subconscious influence of the parents determines the career path of a student extensively. This happens with regard to the careers that the students are exposed to and the implications that the parents have from such exposures. Studies of Figler & Bogler (2007) indicate that mothers are more influential than fathers with regard to career decisions and aspirations of their children.

Hakim (2006) carried out a study and found out that mothers were major influential people with whom daughters looked up to in career prospecting. The study used the questionnaire to collect data and some of the questions that were structured to the respondents were opinion related whereby respondents were required to agree or disagree with statement such as “my parents encourage me to make own personal career choice. Both the parents and the students gave similar answers. Majority of the students discussed career planning with their mothers than their fathers. Conclusively, the research supported that parents expectations and aspirations influenced the career decisions and aspirations of the students.
According to McQuerrey (2007), students require guidance to make the right career choice. A positive or negative parental influence shapes the career of the student. There are many students who idealize the career of their parents as they grow up. One can look up to a father who is a doctor and get influenced to pursue a similar course. Parents at times may intentionally or unintentionally push a child towards a certain career path. This happens most of the time in family owned businesses where parents expect their children to take over the company. Others apply pressure to strive for particular high profile careers. Fisher & Griggs identifies six factors that were likely to influence the career of a student; parents, peers, teachers, ethnic gender expectations, high school academic experiences and self-efficacy and negative social events.

Career Choice is gaining new importance for employment in a new knowledge. According to Dondo (2005) most Kenyan schools do not have careers guidance programs/ departments. It is not clear what factors determine career choice decisions for students but such career choice are left to students. Dondo further asserts that in most Kenyan secondary schools the careers guidance and counseling teachers are not only ill equipped for career guidance for lack of relevant training but also have other pressing duties to attend to.

The parents and the peers are the closest people that students may confide in regarding careers. Some student’s may influence others to follow their career path. Also parents, especially those in high end careers may influence their children to follow a particular career because they have “links’ and are well conversant with the market needs. Limited studies have been done regarding the parents and peer influence on career choice of students in the public secondary schools. This study
found it necessary to investigate how the parents and peers influence career choice among public secondary students in Mombasa sub-County.

1.3 Statement of the Problem

The student’s level of career decisiveness is an issue of concern to many education stakeholders. Maingi (2007) carried out a study on Certainty career choices among Kenyatta University students and found that 63% of students who joined public universities via the Joint Admissions Board (JAB) were hardly admitted to pursue degree programs of their choices. This is disturbing considering the existence of Guidance and Counseling for over two decades. Mwangi’s (2002) work on Education and Career Aspirations in Secondary Schools, noted that 65% of students in secondary schools appeared not to have had specific orientation to careers, though, about 50%- career indecisiveness notwithstanding, dreamt of joining universities.

Decisions related to career choice ought to be carefully made with the help of career coach professionals as it affects the life every students. Taking early career decisions in life helps young adolescents to derive satisfactions and fulfillment in life. This contributes positively to the society and national development. Students who fail to make the right career choice suffer from unhappiness, society disapproval and hard tasks in coping with life challenges. A study by Weinger (2000) and Hakim (2006) indicated that parents who are involved in the career development of their children impact them positively. Enlightened peers also contribute to effective career choice among students. The young ones should be guided into better career choices that match their capabilities. With such findings from other studies it is effective to examine how parents and peers influence the choice of careers. This is because there
are limited studies on how the parents and peers influence career choice among public secondary students in Mombasa sub-County.

1.4  **Purpose of Study**

The intent of this study was to investigate the influence of parental and peer influence on career choice among public secondary school students. A Case study of Mombasa sub-County.

1.5  **Study Objectives**

1. To find out how parental occupation influence career choice among public secondary school students in Mombasa sub-County.

2. To explore the influence of parental social-economic status on career choice among public secondary school students in Mombasa sub-County.

3. To determine the influence of parental support on career choice among public secondary school students in Mombasa sub-County.

4. To determine how peers pressure influences career choice public among secondary school students in Mombasa sub-County.

5. To identify measures to be put to influencing positive career choice among public secondary school students in Mombasa sub-County.

1.6  **Study Questions**

1. How does parental occupation influence career choice among public secondary school students in Mombasa sub-county?

2. How does parental social-economic status influence career choice among public secondary school students in Mombasa sub-county?
3. To what extent does parental support influence career choice among public secondary school students in Mombasa sub-county?

4. How does peer pressure influence career choice among public secondary school students in Mombasa sub-county?

5. Which measures can be put to influence positive career choice among public secondary school students in Mombasa sub-County

1.7 Significance of the Study

The findings of this study will be of significance to the following

i. The students

The study findings will benefit the student in understanding the importance of making a decisive non-biased career choice so as to avoid future regrets. The students will understand how both the parents and their peers may willingly or unwillingly subject them to right or wrong career choice.

ii. The Teachers

The teachers will benefit from the study findings as they will understand the role played by both peers and parents in career selection. Thus they will gain an insight on how to handle peer pressure influence as well as to advocate the importance of student autonomy in career selecting.

iii. The Parents

The findings will help parents in comprehending their role in guiding students to select life careers. The parents may understand the impact of their actions whether done consciously or unconsciously on student career choice. The findings may thus motivate parents to encourage student autonomy with clear guidance on career selection.
iv. Education policy Makers

The Joint Admission Board is responsible for putting students in various careers in public university at times they consider the academic grades as opposed to the ability and passion of the student in career matters. The study findings may thus assist them and other education policy makers in placing students in their respective careers.

v. The scholars

Scholars who may be interested in career related studies may find the findings beneficially with regard to reference. Study gaps may also be explored further by future scholars.

1.8 Limitation of the Study

The study was limited to only eleven public secondary schools in Mombasa district. Some students were not in a position to answer and return filled questionnaires. Some parents were also not easily accessible during the data collection period however the researcher tried to maximize the academic clinics in schools as well as the annual general meetings.

1.9 Delimitation of the Study

Career choice of secondary school students is influenced by many factors some of them include, career counselors, level of exposure among other factors. The study was delimited to; parents and influence on career selection among secondary school students in Mombasa sub-County. The study will also be delimited to public secondary school students in Mombasa sub-County.
1.10 Assumptions of the Study

The study’s assumptions included:

i. The sampled respondents were easily accessible during data collection.

ii. Information given by the respondents was taken to be true without bias.

iii. Parents and peers influenced the career choice of students in public secondary schools.

1.11 Theoretical Framework

This study used the Self-Determination Theory developed by Edward L. Deci and Richard M. Ryan in 1970. The tenets of the theory indicate that the nature of human beings indicates persistent positive aspects that often show effort, agency and commitment in their respective lives. These features are termed as inherent growth tendencies. Human innate psychological needs are basis for self-motivation and integration of personalities; these are competence, relatedness and autonomy. When the three innate needs are satisfied they allow optimal function and growth.

Research on Self-determination Theory by psychologists Richard Ryan and Edward Deci indicate that intrinsically motivated activities and higher learning quality flourishes contextually to satisfy human basic needs for competence, autonomy and relatedness. Student’s competence experience comes from being challenged and getting prompt feedback. When students feel supported to explore, take initiatives and develop implement solutions for their problems they gain autonomy. While relatedness is gained by students when they are perceived well and responded to by others. Meeting these three needs intrinsically motivate students and actively engage their learning abilities positively.
Findings from studies by Chirkov & Kaplan (2003) show that students should get involved in setting personal educational goals to enhance actual achievement of them. Students who perceive that the primary purpose of learning is to obtain external rewards like good examination grades perceive themselves to be less competent and report high anxiety by believing that exams are simply a process for monitoring their own learning. Ryan & Dcei (2000) posited that motivation decreases by the use of external rewards to students who were initially motivated. A study conducted by Drs. Deci and Ryan and Richard Koestner, PhD in 1999 investigating the effects of external rewards on intrinsic motivation found that rewards have a substantial negative effects on intrinsic motivation. This is because rewards tend to undermine people's taking responsibility for self-motivation/self-regulation (Hill, Ramirez & Dumka, 2003).

The self-determination theory processes are important for students selecting life careers in secondary schools. Evidently the careers that students choose should be self-satisfactory because it is what they will do for the rest of their lives. Researcher Michael Wehmeyer found that students who chose careers because of self-drive were more competent in their work than those who were influenced by either peers or parents. Mostly work absenteeism is influenced by workers who are in the wrong careers and hence are not motivated by the nature of the work they do.

Research by Natalie (2006) also shows that career selection does not end after enrolling in college rather it is a life time process. Career competence is a highly regarded issue in advancement and promotion at work place. Relatedness involves connection and caring experience for other co-workers while autonomy involves self-branding of an individual at work place. Therefore, it is essential to explore the
positive and negative aspects of parental and peer influence on career choice among students.

1.12 Conceptual Framework

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
</tr>
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<tbody>
<tr>
<td><strong>Parent’s influence</strong></td>
<td><strong>Career choice decision</strong></td>
</tr>
<tr>
<td>✓ Parent’s level of education</td>
<td>✓ Appropriate career choice</td>
</tr>
<tr>
<td>✓ Role models (mentors)</td>
<td>✓ Lack of career choice</td>
</tr>
<tr>
<td>✓ Parent’s occupation</td>
<td>✓ Motivation</td>
</tr>
<tr>
<td>✓ Inheritance</td>
<td>✓ Personal satisfaction</td>
</tr>
<tr>
<td>✓ Family tradition</td>
<td>✓ Career growth</td>
</tr>
<tr>
<td>✓ Family status/social economic status</td>
<td>✓ Permanence in pursued career</td>
</tr>
<tr>
<td>✓ Critical self-evaluation</td>
<td>✓ Understanding the nature of world work</td>
</tr>
<tr>
<td>✓ Self-assessment and self-analysis</td>
<td>✓ Easy access to the world of work</td>
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<table>
<thead>
<tr>
<th>Peer’s influence</th>
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</thead>
<tbody>
<tr>
<td>✓ Peer’s interests</td>
<td>• Type of school</td>
</tr>
<tr>
<td>✓ Peers temperament</td>
<td>• School curriculum</td>
</tr>
<tr>
<td>✓ Peer’s traits</td>
<td>• Careers guidance department</td>
</tr>
<tr>
<td>✓ Peer’s abilities</td>
<td>• Co-curricular activities</td>
</tr>
<tr>
<td>✓ Peer’s attitude towards specific career</td>
<td></td>
</tr>
<tr>
<td>✓ Sex of the peer</td>
<td></td>
</tr>
<tr>
<td>✓ Peer’s intellect</td>
<td></td>
</tr>
</tbody>
</table>

Intervening variables

Source researcher (2014)

Figure 1.1: Parental and Peer Influence on Career Choice among Students

The dependent variable is career selection among students in public secondary schools while the independent variables are peers and parental influence. Both the parents and the peers influence the career choice of students. Parents level of
education, inheritance, family culture, social economic and occupation may catalyze a student in selecting a particular career. An individual who finds himself/herself with unique individual interest, temperament, traits, attitudes, abilities, intellect is likely to influence another student to choose a unique career compared to his/hers. Intervening factors like guidance on career choice, type of school attended and access to information on careers determine one way or another the career choices made.

1.13 Definition of Key Terms

**Academic skills:** the ability to comprehend knowledge taught in schools

**Blue collar jobs:** work involving manual labor

**Career guidance:** directing students on the right career paths

**Career modeling:** shaping students to fit into a specific career choice

**Extracurricular activities:** non-academic work which student participate while in school

**Homogeneity:** selecting careers uniformly

**Parental pressure:** forceful influence of parents on students’ career selection

**Parental Support:** parents who support the career decision of their children without influencing them

**Parental Economic status:** the social economic level of the parents in the society with the ability to access all major basic needs

**Peer pressure:** forceful influence on students’ career selection by peers/friends

**Sex discrimination:** treating students unfairly in regard to career because of their sex

**Socioeconomic status:** a family’s current income, the parent’s current occupation

**White collar jobs:** formal careers in a forma set up
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter discusses the four objectives analytically taking into account the contributions of various scholars across the world, regional and even local scholars. The chapter entails; influence of parental occupations, social-economic status of the parents, peer influence, parental support and summary of the literature reviewed.

2.3 Influence of Parental Occupations

Choosing a career is among one of the many choices that students make in effective future planning. This is because the decision that they make determine the course of their life in their entire life in this planet. A study by Creed and Patton (2003) which interviewed the assistant director of admissions in Wisconsin’s university indicated that students take the least resistance path in joining the university. However, some parent’s exerted enough pressure on the student to select a particular career path because of the parent’s ambitions and aspirations. Kroll et al (2000) notes that throughout a career an individual tends to seek environmental issues with one’s goal in life while at the same time get incorporated into the environment he/she seeks.

For effective career development there should be a balance in the recognition and meeting the needs of a particular person and at the same time respond effectively to the outer forces and realities of life. Two factors that involve career decisions are the self and world of work. The person in a particular career constantly balances one’s aspirations and fits into the reality of the workplace. It is through the occupation of man that one is able to determine the kind of person they become since through the
waking hours, cognitions about self, wants and goals and interpersonal response traits get molded (Keller, 2008). Kroll asserts that current informal and formal knowledge provided via the society and environment focuses on the acquisition, retention and information utilization pertaining the world. Observably, self and the world emerge as important issues in the constructs that are achieved. This is because they become important aspects in the acquisition, retention and translation of information on self (Keller, 2008).

In career position of a student the environment plays a significant role. This is because it nurtures decisions in career selections. For instance gender is affected by the environment, in a press statement released on thirtieth anniversary of the Title IX which barred the sex discrimination, Marcia Greenberger (2002) indicated that boys are still being geared towards the native "male" jobs which are well paying. Girls on the other hand are clustered to the traditional career paths such as childcare, cosmetology among others. This is supported by the fact that ninety nine percent of cosmetology students in Florida are females while 100% of plumbing course students are male who majority contribute to the occupation of their fathers” (Greenberger, 2002).

Yee & Eccless (2008) posit that disciplined engaged by the parents have an impact on the career selection of their children. Children’s intellectual development could be impressed by the career molding from parents. For mothers who get engaged in jobs like hair dressing, sewing, catering and petty trading there is less contact hours with children. Such parents tend to prefer their children to take after their trade and thus seem to be less bothered to lay more emphasis on early intellectual growth of their children.
According to Amidele (2007) the aspirations of the parents for the child affects his/her achievement in school. Morish (2005) observes that parents with good education background provide good learning conditions for their children so as to reap the benefits they have reaped from good schooling. Ezewe (2003) in expressing the terms of high social-economic status stated that families maintain their social class in the society by ensuring that their children attend the best nursery and primary schools which guarantees admission to highly ranked secondary schools. As a result the highly ranked secondary schools offer adequate routes to good university education and guarantees access to prestigious occupation and high level of income for their children.

Children developmental abilities with regard to the kind of mental challenges they are exposed to at various periods. Parents can take positive steps to help their children these include; encouraging students to pursue advanced course work, investing significant amount of time in their class work assignments and devoting more time to reading as opposed to watching television (Mulis, 2002). To foster an interest in reading and learning parents can read aloud to their children, hold family discussions about reading literature get involved in school activities and current events and encourage more trips to the library for information gathering on interesting topics. Unfortunately working class parents or parents from low social-economic status lack adequate time to be with their children as they are busy supporting the financial income of the family. Such students tend to rely more on their peers on issue about career choice (Penick & Jepsen, 2002).
2.4 Social Economic Status of the Parents

Social-economic status is termed as the income that the family generates and the occupation of the parents in the society. Most of the times the status is positively correlated to the parent’s educational level (Brown, 2004). According to Brown (2004) social class influences occupational choices by the provision of tangible resources like money, mode of transport and higher quality schools and values and expectations of the social class level of the children’s career choice. Penick & Jepsen (2002) assert that the social economic status of an individual’s family of orientation predicts his/her occupational status. Parents from various social classes generate their own social values and cultural aspects based on their immediate social class. Subsequently, the parents pass the social class values to their children to prepare them for a similar occupational role contextualized to a particular class structure (Ferry, 2006).

The middle class parents emphasize initiative and autonomy while the parents from the lower economic classes encourage conformity. Bryant, Zvonkovi & Reynolds (2006) asserts that the lessons offered early stages of life translate into work experiences the youth may have, skills that may be developed and final career path. Cook, Heppner & O’Brien (2002) carried out a study and found out that social class white collar workers aspired for and maintained white collar jobs. Also those who had blue collar jobs (manual labor) sought to maintain their blue collar jobs.

Conger et al (2004) noted that the additional variable that emerges due to family social-economic status is the financial burden. Parents from working class to lower-class environment have more conflicts about careers between adults and adolescents. Weinger (2004) analyzed the responses of 5-14 year old students from families that
were categorized as middle class or poor. He found that middle class valued the income of their parents and perceived that it would help their professional career. The children saw themselves in similar careers as their parents. Findings from the low income students indicated that they did not regard their parent’s income to naturally finance their education; they also lacked high-level professional career images which they could model themselves into.

Ireh (2000) noted that those students who hailed from low socio-economic status often selected field of higher study where they can complete studies earlier and start earning immediately. Those students who came from high and middle social-economic status selected a field of higher study that allowed them to get progress in study and good job. The social-economic status of the parents as well as the intelligence can either facilitate or inhibit the child depending on the traits inherited from the environment of upbringing (Wattles, 2009). Parents who are well educated guide their children about different career selections and students get adequate information at home and any higher education study. Ireh (2000) affirms that parents who are economically sound can manage for required amount of money for higher education for their children.

Wattles (2009) notes that children from low social-economic status perceive education and occupation as a gateway to better status and economic conditions. On the other hand children from high social-economic status perceive education as an avenue of entering into a profession similar to their parents. At times career occupational are rooted in the traditions and expectations of the family. Majority of the jobs that the younger generation wants is not in comparison with what they eventually get. Super (2009) notes that it is acceptable to perceive it as the
discrepancy between aspirations and final achievement. Parents who are semi-skilled and unskilled tend to try to influence their children to get better jobs and live better lives than they have.

2.5 Peer Influence

Many education authorities have put in place career guidance counselors to help the adolescents select an appropriate career in line with their capabilities. Career choice is influenced by peer and parental support. Adolescents who have close and involving relationships with their parents are less influenced by their peers. Middleton & Loughead (2003) asserts that peers only influence the adolescents when there is a negative parental relationship or deficient support in career choice from the parents.

However, Palinscar, Stevens, & Gavelek (2009) observe that knowledge is acquired effectively through social or group interactions where students get engaged in knowledge construction. Peer interaction therefore affects the subject matter acquisition knowledge and academic skills. The institution's social or relational environment and students' interaction with other students affects the acquisition of knowledge and academic skills. A study by Kuh, Pace & Vesper (2007) indicate that relationships with peers which are friendly, approachable and helpful have positive effects on students self-report of gains in educational skills, arts understanding and literature and humanities comprehension. Studies of collaborative learning by Bandura (2001), Pummel et al (2008) and Taylor et al (2004) indicate that participation in collaborative learning impacts positively on the student. It enhances problem solving, design skills and understanding of science, arts and humanities.
Student development of cognitive skills and intellectual growth is influenced by the quality of involvement in in-class or out-of-class activities related to interaction with peers. Karabenick & Colline Eaglin (2006) indicate that via collaborative learning students may develop the general cognitive skills and intellectual development during college as students like to use higher order learning strategies of elaborating, comprehending and critical thinking. Qin & Johnson (2005) conducted a meta-analysis that revealed that cooperative learning give a greater advantage over individualistic or competitive learning on matters of problem solving skills requiring cognitive representation.

Peers have greater impacts than in class experience in cognitive and intellectual development. Galambos & Silbereisen (2007) analyzed data from National Study of Student Learning. They found that out-of-class interaction with peers, including out-of-class discussion with peers and college clubs involvement, participation in organizations, and diversity activities positively influence standardized measures of critical thinking skills during college. The self-report of the students of their cognitive skills or intellectual abilities are significantly positively affected by the interaction with peers outside of class.

Wattles (2009) notes that the interaction of students with peers plays a crucial role in the manner of which the students think about themselves. It is the dominant force generally on personal development occurs. Berdicket al (2004) posits that students who interact with peers of diversified interests, races and backgrounds have the potential to arouse reflection on students’ knowledge and critique of the beliefs and values they hold. This leads to new ways of thinking about and understanding the world, other people and themselves better. McCabe & Trevino (2003) found that
students were less likely to admit to academic dishonesty if they observed that close peers would disapprove the cheating behavior. The behavior of the peers created a normative context for cheating. According to Baker (2009), teaching basic skills of moral reasoning first impacts moral problem solving with peers with a powerful incentive to growth in principled thinking.

Pascarella, Wolniak & Pierson (2003) suggested peers educational aspirations significantly affected persistence behavior of students. Students who live in campus residence hall facilitate social involvement with peers and increase the likelihood of persistence in completing courses enrolled in. However, Arbona et al (2001) found that peer’s perceptions on racial-ethnic prejudice, discrimination or tension impact significantly negatively on minority student attainment and persistence. To counterbalance such negative influences it is important to integrate living-learning community and ethnic racial organizations, groups or theme houses.

Some studies (Arthur, 2005 & Baker, 2009) found that the career choice of the student may be influenced by the direction of the dominant peer groups in college. A study by Arthur (2005) indicated that certain dimension of extra-curricular involvement may contribute to career choice in law and business while other may hinder that choice. Classroom cooperative learning significantly influences senior’s career choices enhancing the likelihood of selecting a business or engineering but hindered the choice of a career in law or college teaching. A study by baker (2009) showed that being a fraternity or sorority member exposed one to choose a career in business or law however the involvement in diversity activities negatively impacted senior’s choice of business career.
Astin (2003) and Kezar & Moriarty (2000) found that students who got involved in student's clubs and organizations and group class projects during college got exposed to career relevant skills like leadership skills, public speaking abilities and personal charisma. Related evidence from Bandura (2001) show that cooperative collaborative learning experiences have a net positive impact on ability to work efficiently in groups. Peers who interact with others from different racial and ethnic groups positively impact student's growth in job-related skills. Whitt et al (1999) cited that students who did not interact with peers in group discussions with religiously, politically, nationally and philosophically diverse students had a positive effect on self-reported gains with regard to career preparations. Conclusively, students who interact with peers in various in and out of class activities are influenced in the career selection as well as career related skills.

2.6 Parental Support

The most significant role for an adolescent is the ability to maintain own sense of self while remaining emotionally connected to the family. Alderfer (2004) notes that adolescents who are not able to separate effectively from their families are tied to making choices based on information given rather than their desires. Kracke (2007) notes that the child must feel they have a safe and secure relationship with his/her family and from a tender age develop the necessary curiosity and ability to explore the world of careers freely. This will enable the child to venture further away from his or her secure region and explore and expanded world connecting with a wider variety of people including foreigners. It is a significant part of any adolescent career development as it enables them to talk to teachers, employers, college
officials and other adults to gain a broader perspective of available occupations coupled with strong interest.

The children’s careers are influenced by the parents intentionally and inadvertently. Wattles (2009) notes that as children move to the adolescent’s stage they search for career cues by looking to their parents for career advice or as role models. An effective parental approach to this is to inspire the student to explore a diverse set of potential career paths or remain with what they think the parents will approve of as a good career. Pummel et al (2004) notes that many people are third or fourth generations of their families’ career heritage. This is because they have an insider’s glimpse into their parent’s occupations making it better for their breakthrough into the industry. Parents whose jobs offer great satisfaction or provide a comfortable lifestyle attract their children to take after their careers easily. Contrastively, parents whose jobs is displeasing and full of complaints and struggle repel their children from taking after their careers thus seek more fulfilling roles (Ferry, 2006).

Parents who support the extracurricular activities of their children like music or dance tend to encourage them to take on the activities full time and eventually turn them to careers. Introducing a child to an interest area strengthens their skills. Hakim (2006) notes that some people choose a career because of the intense and natural understanding they have of it from prior involvement in it for a long time thus it feels natural to them. An activity that parents select for their children influences their career path. Disciplined children understand better their strengths and weakness and quickly learn what they like or dislike and what they envision themselves doing for the rest of their lives (Wattles, 2009).
Data from the Longitudinal Study of American Youth show that students from families that did not encourage them to attend college had a lower tendency of pursuing higher education (Wattles, 2009). Students from families that encouraged and emphasized to them the importance of attending college had higher chances (41%) of pursuing further education. Figler & Bolles, (2007) noted that the ideas that parents have on gender, race, socio-economic background and other characteristics significantly influenced the teen’s career decisions. Thus parents who suggested for instance that the family origins are too humble for prestigious careers like law and politics influenced their children to select less prestigious occupations.

Natalies (2006) observed that the high standards set by parents influenced children to pursue career activities they thought will win the parent’s approval. Creed & Patton (2003) noted that some parents punished their children for not attaining straight A’s or criticized them for pursuing art courses instead of prestigious courses like law or medicine. Such students felt obligated to choose a prestigious or high earning occupation to earn the approval, support and respect of parents. Parents who do not limit their children to specific expectations with regard to career offers them freedom to explore a greater variety of professions and eventually choose one based on personal preference instead of the parent’s.

2.7 Summary of the Literature Reviewed

There are few studies done focused more on career aspirations of secondary students in Kenya. The most recent studies on students and career choice were Maingi (2007) who carried out a study in Kenyatta University and Karihe (2006) who carried a study at Jomo Kenyatta University. Others are Mwangi (2002) who indicated that students need assistance in career issues. Most students choose subject
combinations at form two and such choices become the foundation upon which to build careers. This move is majorly influenced by peers who may want to attend the same class and parents. This is because of lack of guidance and counseling departments in secondary schools. There are no documented studies that have been done regarding the parents and peers influence on career choice among public secondary students in Mombasa sub-County. The study sought to fill this gap.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses research methods which were used in the research. This included the research design, target population, sampling procedure, methods of data collection, validity and reliability and finally the methods of data analysis.

3.2 Research Methodology

Research design is about the type of data that is needed to be collected so as to appropriately address the research questions (Kothari, 2009). In this study, descriptive survey design was employed. This design is suitable for collecting information that describes the existing phenomenon (Mugenda, 1999). Descriptive survey has a value based in that the problems can be solved and practices adjusted via the objective and through observation, analysis of the data and description. The information collected through this method can be used for various purposes by various practitioners. Studies that are concerned with what people think and what they do, and different types of educational fact finding, have been noted as appropriate in utilizing this research design. Thus, the study preferred this method because to collect information on influence of parental and peer on career choice among secondary students in the adjacent regions.

3.3 Locale of the study

Mombasa sub-County is in Mombasa County. The major economic activity is tourism as the area has many historical sites and boarders the Indian Ocean. The port of Mombasa is central to the economics of East and Central countries. The
environmental factors that may affect the student's career selection include; tourism, mining, fishing among other commercial activities. The researcher chose the area because it is cosmopolitan and thus may give adequate and diverse views. The researcher is also familiar with the area; few students who have studied in Mombasa move out of the area, majority of the students get absorbed in the family business (Swahili and Asian students). Therefore, the researcher found this intriguing as it provided fertile ground for the study.

3.4 Target Population

The target population is the group that offers field information to the researcher during the data collection period. The target population in this study included form II students and parents who had schooled or were schooling children in secondary schools in Mombasa sub-County. According to Mombasa County Education office (2013), there are 35 public secondary schools in Mombasa sub-County. The total form II student population is 2700. The researcher chose the form two students because this is the level where students select subjects possibly related to their future careers.

3.5 Sampling Design

Sampling involves selecting of appropriate number of subjects from a particular population. Gay (2009) asserts that 10-30% of the target population is an appropriate sample size for a study for researchers in the social sciences. The study sampled 30% of the 35 schools in the region thus a total of 11 schools were used. A total number of 100 parents were sampled at random for the study. From each school 10 students were sampled from each form.
### Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual Population</th>
<th>Sample Population</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>2700</td>
<td>110</td>
<td>52.38</td>
</tr>
<tr>
<td>Parents</td>
<td>Not definite</td>
<td>100</td>
<td>47.62</td>
</tr>
<tr>
<td>Total</td>
<td>2700</td>
<td>210</td>
<td>100</td>
</tr>
</tbody>
</table>

#### 3.6 Research Instruments

The study used the questionnaire and the interview guide as the major instruments for data collection. These tools will be assumed to be adequate in providing a good depth of response and consequently greater understanding of the study issues. According to Darlington & Scott (2002) asserts that a thorough understanding could be gained from combining a number data collection approaches qualitatively as well as quantitatively.

#### 3.6.1 Students Questionnaire

This questionnaire was designated for the students in the sampled public secondary schools in Mombasa sub-County. Kothari (2007) observes that questionnaires are good instruments for gathering data from a large sample. It was attached as appendix 2. This questionnaire collected information on peer’s influence, parent’s financial support in education and parents’ occupational influence.

#### 3.6.2 Semi Structured Interview Schedule

This was designated for the sampled parents in Mombasa district. It was attached as appendix 3. This interview schedule was used to collect information on the parent’s role in student’s career guidance and preference and also the social economic status.
To collect data from the parents the researcher used the annual general meeting to collect data from the parents.

3.7 Piloting

The pilot study is also called pre-testing the questionnaire. Pre-testing is part of the research process where the researcher pilots an already prepared research instrument using selected subjects in the population. A pilot study was carried in three schools within Mombasa sub-county. This is because same locality is likely to yield similar findings as the actual study because of the uniform features the area has. Sampled form two students and their career guidance and counseling teachers were involved in the piloting exercise. Procedures which were used in pre-testing the questionnaires were identical to those which were used during the actual study. Piloting helped refine the study questionnaires. It guided the researcher on the time required to complete the questionnaire. Piloting enhanced validity of the questionnaires and revealed the appropriateness of the anticipated analytical techniques.

3.7.1 Validity

Validity aims to establish if the research instrument content is measuring what it is required to measure. Content validity concerns the extent to which the test items represent the domain of indicators or content of a specific objective being measured (Mugenda & Mugenda, 2003). The study used content validity as a non-statistical method used to make enhance validity of the content used in the questionnaires. The items of the questionnaires to be tested were written down and the questions were checked against the items to make sure that all the items are adequately represented. A panel of three judges (experts in research methodology and instrumentation and
competent in the area being studied) were consulted to assess the significance of the content written in the questionnaires developed for the study. The researcher selected lecturers Dr. Onyango and Dr. Nyerere from the department to examine the questionnaires. Each approved the research instruments with edifications in the removal of the teacher’s questionnaire as it was not considered relevant for the study. Their recommendation was then added in the final field questionnaires for the actual study.

3.7.2 Reliability

Reliability of the research instruments is a measure of the extent to which a research tool offers consistent findings or data after the trials are repeated. Scores obtained by each respondent on the first and second test should be close as observed by Orodho (2003). In conducting the test re-test technique to test the reliability of the questionnaires for this study, the researcher followed these procedures; first, the developed questionnaires were given to the sampled form II students and their careers guidance and counseling teachers in the pilot schools. The answered questionnaires were tabulated and scores recorded. The same questionnaires were administered to the same group of respondents after a month. That after interviewing the parents in one school the researcher requested for a formal meeting with the same parents again. Students who had filled questionnaires filled them again during school hours. The questionnaires responses were scored manually on pre-tests and post-test scores. The Pearson Product-moment Correlation between the pre-test of the research instrument and post-test scores was calculated to establish the relationship on continuous data. The test gave a correlation coefficient of 0.74 this was considered good enough to judge the research tools as reliable for the study.
3.8 Data Collection Procedure

The researcher got an introductory letter from Kenyatta University. She applied for a research permit from the National Commission for Science, Technology & Innovation (NACOSTI) and obtained it. She then informed the County Director of Education in Mombasa on her intent to carry out research in the region. The researcher sought permission from heads of sampled secondary school to collect data from the samples teachers and students prior the actual study. The interview for parents was done at an agreed location of both the parents and the researcher. Questionnaires were administered with the help from the research assistants. Filled questionnaires were collected a week later from the sampled schools.

3.9 Data Analysis and Presentation

Analysis of data involves the inspection, cleaning, transforming and modeling collected information with the purpose of highlighting useful data, suggestions offered, conclusions and recommendations. The process consolidated the collected data into an orderly structure. Data was first edited and that which had little or no rélation ignored. Data was analyzed descriptively with the use of Statistical package for Social Sciences (SPSS) version 18.0. Content analysis was divided data into themes and subthemes in relation to the study objectives. The researcher used Pearson correlation coefficient in analyzing likert scales questions. Information which was analyzed was presented in form of bar graphs, pie charts and frequency tables.
3.10 Ethical Consideration

It is very important to be ethical when conducting a research. Considering the fact that other researchers and audience may benefit from a researcher’s contribution, it is pivotal to be as honest as possible in presenting reliable data and findings. Mason (2002:41) states that researchers ought to produce an ethical research design which is intellectually coherent and compelling. This implies that data generation and analysis should be done morally and research questions framed ethically. This being a field research and not a covert one the researcher revealed her true identity to the respondents to avoid deception. Information disclosed by the respondents was treated with confidentiality whereby only data analysis experts had access to it.
CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter discussed the findings of the study in relation to the questionnaires, which the researcher had set. They were presented in forms of tables, pie charts and graphs. The first questionnaire, which was analyzed, was the teachers’ and then the students and finally parents.

4.2 Returns

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>210</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100</td>
</tr>
</tbody>
</table>

As indicated in Table 4.1, 83.02% of the questionnaires given out were returned successfully. According to Mugenda (2003) 60% response rate is considered good while 70% is considered as very good. With regard to the study’s response, the response can be termed as excellent.
4.3 Demographic Data Analysis

4.3.1 Age of the Students

Table 4.2: Ages of the Students

<table>
<thead>
<tr>
<th>Age</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>17</td>
<td>13</td>
<td>17.6</td>
</tr>
<tr>
<td>18</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>24</td>
<td>26.7</td>
</tr>
<tr>
<td>20</td>
<td>7</td>
<td>7.8</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

As indicated in Table 4.3, majority of the students (40%) were aged 18 years the rest were aged 19 years (26.7%), 17 years (17.6%), 20 years (7.8%), 16 years (6.7%). 15 years (3.3%) and 23 years (1.1%) respectively.

4.3.2 Gender of the Students

Figure 4.1: Gender of the Students
The study as indicated in figure 4.1 found that majority of the students (66%) were females while the rest (34%) were males.

4.3.3 Number of Student’s Siblings

![Number of siblings](chart)

Figure 4.2: Number of Siblings of the Students

The study as indicated in Figure 4.2 found that majority of the students (97%) had more than 2 siblings while 7% had only one more sibling.

4.3.4 Age of the Parents

Table 4.3: Age of the Parents

<table>
<thead>
<tr>
<th>Age group in years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-35</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>36-45</td>
<td>43</td>
<td>47.8</td>
</tr>
<tr>
<td>46-55</td>
<td>37</td>
<td>41.1</td>
</tr>
<tr>
<td>56-65</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>66-70</td>
<td>1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

As indicated in Table 4.3, majority of the parents (47.8%) were aged between 36-45 years, 41.1% were aged between 26-55 years, 5.3% were aged between 56-65 years, 4.4% were aged between 26-35 years and 0.9% were aged 66-70 years.
4.3.5 Gender of the Parents

As shown in Figure 4.3, majority of the parents (60%) were females while the rest 40% were males.

4.3.6 Number of Children by Parents

As shown in Figure 4.4 majority of the parents (47%) had more than 2 children the rest had 5 children (36%) and 1 child (27%) respectively.
4.3.7 Schooling Status of the Children

As shown in Figure 4.5, majority of the parents (87%) had their other children schooling while only 13% had their other children having finished schooling.

4.4 Influence of parental occupation on career choice

Table 4.4: Parental Occupation Influence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very great extent</th>
<th>Great extent</th>
<th>Moderate extent</th>
<th>Low extent</th>
<th>Not at all</th>
<th>Mean</th>
<th>Stan. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents encourage students to follow their careers</td>
<td>34</td>
<td>41</td>
<td>20</td>
<td>8</td>
<td>7</td>
<td>3.8</td>
<td>1.2</td>
</tr>
<tr>
<td>Parents facilitate educational tours related to their careers</td>
<td>15</td>
<td>38</td>
<td>40</td>
<td>17</td>
<td>3.5</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>Parents talk positively about their careers in the house</td>
<td>16</td>
<td>33</td>
<td>39</td>
<td>17</td>
<td>5</td>
<td>3.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Parents shun away students from activities not related to their careers</td>
<td>12</td>
<td>19</td>
<td>52</td>
<td>21</td>
<td>6</td>
<td>3.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Average score</td>
<td>19.24</td>
<td>32.75</td>
<td>37.75</td>
<td>15.75</td>
<td>6</td>
<td>3.4</td>
<td>1.1</td>
</tr>
</tbody>
</table>
The study found that the major influence of career choice among students was parental encouragement to follow their career paths as it had the highest mean of 3.8 (1.2). This finding concurred with Baker (2009) who asserted that positive parental support through encouragement builds up confidence among students who are able to make a decisive choice on their career path. Parents who fail to encourage their children in career selection contribute to career failures amongst majority of adults (Brown (2004). The least influence of parental occupation was parents shunning students from activities not related to their careers.

4.5 Influence of Parental Social-Economic Status on Career Choice

4.5.1 Factors Parents Consider in Selecting Careers for their children

Table 4.5: Factors Parents Consider in Selecting Career for their Children

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job prospects</td>
<td>66</td>
<td>73.33</td>
</tr>
<tr>
<td>Financial security</td>
<td>86</td>
<td>95.56</td>
</tr>
<tr>
<td>Career prestige</td>
<td>73</td>
<td>81.11</td>
</tr>
<tr>
<td>Gender</td>
<td>56</td>
<td>62.22</td>
</tr>
<tr>
<td>Religion</td>
<td>51</td>
<td>56.67</td>
</tr>
<tr>
<td>Family career line</td>
<td>49</td>
<td>54.44</td>
</tr>
<tr>
<td>Academic ability</td>
<td>78</td>
<td>86.67</td>
</tr>
<tr>
<td>Failed personal ambition</td>
<td>39</td>
<td>43.33</td>
</tr>
</tbody>
</table>

As shown in Table 4.6 above, the parents cited the following as major factors they considered most when selecting careers for their children, financial security (95.56%), academic ability (86.67%), career prestige (81.11%), job prospects (73%),
gender (62.22%), religion (56.67%), family career line (54.44%), and failed personal ambitions (43.33%).

4.5.2 Analysis of Parents Social Economic Influence on Career Choice

Table 4.6: Parent’s Social Economic Influence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very great extent</th>
<th>Great extent</th>
<th>Moderate extent</th>
<th>Low extent</th>
<th>Not at all</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents income influence the career choice</td>
<td>34</td>
<td>42</td>
<td>29</td>
<td>5</td>
<td>-</td>
<td>4.0</td>
<td>0.8</td>
</tr>
<tr>
<td>Parents position in their work place influence career choice</td>
<td>42</td>
<td>46</td>
<td>8</td>
<td>14</td>
<td>-</td>
<td>4.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Asserts and property investments of the parents influence career choice</td>
<td>21</td>
<td>27</td>
<td>30</td>
<td>23</td>
<td>9</td>
<td>3.3</td>
<td>1.2</td>
</tr>
<tr>
<td>Parents can afford extra learning materials for students</td>
<td>15</td>
<td>29</td>
<td>47</td>
<td>14</td>
<td>5</td>
<td>3.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Average scores</td>
<td>28</td>
<td>36</td>
<td>28.5</td>
<td>14</td>
<td>7</td>
<td>3.6</td>
<td>1</td>
</tr>
</tbody>
</table>

The study found that parents position in their workplace was the major social economic influence in influencing career choice among secondary school students in Mombasa sub-County as it had the highest mean of 4.1 (1.0). This finding contradicts Creed & Patton (2007) who posited that the position of the parent in their respective careers did not influence the career choice of a child. He claimed that children from poor families selected careers totally not dependent on the position of their parent at workplace as some had parents who never worked. However the
finding echoes Ferry (2006) who claimed that parents who were senior employees at their workplace propelled their children to select careers that retain the family’s prestigious level in the society. Thus managers and directors tended to influence their children to choose lucrative careers like medicine, engineering and philosophy (Derryberry & Thomas, 2010).

The least influence career choice with regard to social economic influence of the parents was assets and property management scoring a mean of 3.3 (1.2). This implied that parents who had asserts and other investments least influenced the career choice of students. Again this finding contradicted Figler & Bolles (2009) who posited that parents who had asserts and family business mostly influenced their children to take up careers that will help them manage the family investments in the future.

4.6 Parental Support Influence on Career Choice

4.6.1 Analysis of Parental Support Influence on Career Choice

Table 4.7: Parental Support Influence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very great extent</th>
<th>Great extent</th>
<th>Moderate extent</th>
<th>Low extent</th>
<th>Mean</th>
<th>Stan. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students supported by parents make right career choice</td>
<td>73</td>
<td>25</td>
<td>7</td>
<td>5</td>
<td>4.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Students supported by parents on career choice join higher learning institution</td>
<td>58</td>
<td>33</td>
<td>11</td>
<td>8</td>
<td>4.4</td>
<td>0.9</td>
</tr>
<tr>
<td>Poor parental support in career selection may cause career change</td>
<td>88</td>
<td>12</td>
<td>10</td>
<td>-</td>
<td>4.7</td>
<td>1.0</td>
</tr>
<tr>
<td>Average scores</td>
<td>73</td>
<td>23.33</td>
<td>9.33</td>
<td>6.5</td>
<td>4.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Poor parental support influenced greatly career choice among students as indicated in Table 4.7 as it had the highest mean 4.7 (1.0). This finding asserted (Hewitt, 2010) who posited that parents who did not support the career choice of their children were likely to influence the children career choice. Students who have effective parental support are likely to stick to their career choice despite the challenges that the career may encounter. It was followed by adequate parental support in career choice with a mean of 4.5 (1.0). The least influence of parental support was joining higher learning institution as it had the least mean of 4.4 (0.9). This finding correlate to (2007) who said that student's ambition is a major influence in advancing studies in colleges and universities. Students who were not self ambitious were less likely to join higher learning institutions than those who had higher ambitions for themselves.

4.7 Peer Pressure Influence on Career Choice

4.7.1 Peers Influence Subject Selection

![Figure 4.6: Peer Influence on Subject Selection](image)

39
Majority of the students (44.55%) reported that sometime peers influenced subject selection in secondary schools in Mombasa County. This finding concurs with Hakim (2006) who asserted that peers influenced career choice of each other by positively influencing selection of some subjects and negatively shunning away from the others because of the “group mentality”. This is considered as negative influence as some students may select subjects that may lead them to wrong careers.

4.7.2 Peers Influence Class Selection

![Peer Influence in Class Selection](image)

Figure 4.7: Peer Influence in Class Selection

Majority of the students (46.35%) were sometimes influenced by peers to select a particular class while only 23.63% were never influenced to select a particular class. This finding implies that peers influence each other to join a particular class maybe with particular learning activities. (Hewitt, 2010) notes that when peers influence each other to select a particular class it may go contradictory to what one peer dislikes but maybe influenced to tag along so as to fit in a particular peer group. Eventually, such decision impact career choice because beyond high school learning each individual is expected to make a personal decision in life on what to pursue.
4.7.3 Peers Influence Selection of Library Books

The study found that peers influenced selection of library books by 42.73% sometimes and 32.73% always. The findings indicated that 24.56% were however not influenced by peers to select particular books in the library.

4.7.4 Peers Influence Selection of Co-Curricular Activities

Peers sometimes influenced co-curricular activities by 37.27%. However, 42.72% were not influenced by their peers in co-curricular activities. This finding implied that peers could influence others to follow their career path by suggesting books to
read. However, the influence had no great significant as majority of the students were not at all greatly influenced.

4.7.5 Peers influence my Career Choice

![Pie chart showing the influence of friends on career choice]

**Figure 4.10: Friends Influence on Overall Career Choice**

The study findings indicated that majority of the students (46.67) disagreed that friends influenced their career choice while minority (7.78%) were not sure. However, from the earlier findings of the same study it can be ascertained that students peer influence like library book selection, choice of subject and class selection has unconsciously influenced career selection among students in public secondary schools.

4.8 Regression Analysis Discussions

In looking more specifically at the variables, almost all of the career decision self efficacy variables were significantly associated with parental support. The Pearson’s correlation coefficients ranged from .17 to .55. The strongest correlation was found between parent support with self appraisal and goal setting ($r = .55, p < .01$). In other words, as parent supportive behavior increases, it appears that student’
confidence in assessing and determining their strengths and weaknesses as well as confidence in setting career selection increases.

4.8.1 Parental social economic Status and career choice

A multiple regression analysis was also carried out to better understand whether the relationship between perceived parental economic status influences career selection. Highest level of parental social economic influences explained 20.6% of the variance in career selection scores ($R^2 = .206$). Parental social economic was not found to be significant ($\beta = -.058$, $p = .622$). It seems that high social economic status parents did not have an impact on the overall relationship between perceived parental social economic status influences and career choice.

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>CS</th>
<th>$\beta$</th>
<th>T</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental social economic status</td>
<td>65.148</td>
<td>8.758</td>
<td>7.439</td>
<td>.000</td>
<td></td>
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<tr>
<td></td>
<td>.436</td>
<td>.105</td>
<td>480</td>
<td>4.162</td>
<td>.000</td>
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<tr>
<td></td>
<td>66.986</td>
<td>9.566</td>
<td>7.003</td>
<td>.000</td>
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<tr>
<td></td>
<td>.437</td>
<td>.105</td>
<td>481</td>
<td>4.144</td>
<td>.000</td>
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<tr>
<td></td>
<td>-815</td>
<td>1.644</td>
<td>-058</td>
<td>-0496</td>
<td>.622</td>
</tr>
</tbody>
</table>

Total $R^2$ for the model was .206

4.8.2 Peer Influence on Career Choice

The study found that peers influenced career selection among secondary school students in Mombasa County.
Table 4.9: Peer Influence on Career Choice

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>CS</th>
<th>β</th>
<th>T</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>-476</td>
<td>.504</td>
<td>-206</td>
<td>-944</td>
<td>.351</td>
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<td></td>
<td>5.565</td>
<td>2.514</td>
<td>.420</td>
<td>2.213</td>
<td>.033</td>
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<tr>
<td></td>
<td>90.226</td>
<td>28.085</td>
<td>3.213</td>
<td>.003</td>
<td></td>
</tr>
</tbody>
</table>

Total \( R^2 \) for the model was .206

4.9 Means of Improving Career Choice among Students

4.9.1 Effectiveness of the Parents Influence on Children's Career Choice

Figure 4.11: Effectiveness of Parents Influence on Student Career Choice

Majority of the parents (57%) agreed that it was effective for them to influence the career choice of their children. The rest 43% did not agree with this opinion. Those who agreed cited that they were responsible for paying for their college and university fees hence their influence on the career they will pick mattered.

4.9.2 Student's Opinion

According to the students strategies like field exposure to careers via education tours (76%) provision of professional role models (82.14%), proper career guidance (78.42%) at school and non-discrimination (88.73%) of students assist students in
career choice. Other strategies noted were introduction of apprenticeship programs and early talent identification among students and supporting them.

![Figure 4.12: Means of Improving Career Choice](image)

4.9.3 Parent's Opinion

Table 4.8 showing ways to improve career selection among secondary school students.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career guidance programs in schools</td>
<td>84</td>
<td>93.33</td>
</tr>
<tr>
<td>Parents -teacher cooperation</td>
<td>82</td>
<td>91.11</td>
</tr>
<tr>
<td>Technology orientation among students</td>
<td>77</td>
<td>85.56</td>
</tr>
<tr>
<td>Colleges and universities having forums in schools</td>
<td>74</td>
<td>82.22</td>
</tr>
<tr>
<td>Identification and development of talents</td>
<td>83</td>
<td>92.22</td>
</tr>
</tbody>
</table>

The parents recommended that career selection can be improved by introducing career guidance programs in schools (93.33%), identifying and developing talents (92.22%), enhancing cooperation between teachers and parents (91.11%), orienting students in technology (85.56%) and having colleges and universities forums in secondary schools (82.22%).
CHAPTER FIVE

SUMMARY OF THE STUDY AND FINDINGS

5.1 Introduction

This chapter discussed the summary of the project, implications of the findings, conclusion, recommendations and further research to fill the gaps which the researcher identified during her research.

Chapter one which was the introduction of this project entailed; background of the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study, limitations of the study, delimitation and assumptions of the study. The chapter was concluded by the theoretical and conceptual framework and definition of key terms. The self-determination theory was the key theory used in the study and notably it highlighted that career selection does not end after enrolling in college rather it is a life time process. Career competence is a highly regarded issue in advancement and promotion at work place. Relatedness involves connection and caring experience for other co-workers while autonomy involves self-branding of an individual at work place. Therefore, it was essential to investigate the positive and negative effects of parents and peer on career selection choice among students.

Chapter two was on literature review and it entailed; influence of parental occupations, social-economic status of the parents, peer influence, parental support and summary of the literature reviewed. From the literature reviewed it was found that parents and peers affected the career choice of students in secondary schools. Some parents preferred their children to select certain careers while other students
selected career based on peer influence rather than passion, talent and academic abilities. The study established the need to investigate how parents of the students and peers as well influenced career choice among secondary school students more so in Mombasa sub-County.

Chapter three of the project was on research methodology. The chapter entailed, research design, locale of the study, target population, sample design, research instruments, piloting, validity and reliability, data collection procedures, data analysis and presentation and ethical consideration. During the piloting stage some questionnaires were reframed appropriately and test re-test technique was used in analysing the viability of the research instruments.

Chapter four was based on the data analysis. The chapter highlighted the major findings from the field and how they were related to the objectives of the study. The chapter also indicated the implications of the findings of the study.

Chapter five discussed about the summary of the study and its findings giving conclusions, implications and recommendations.

5.2 Summary of the Findings

Influence of Parental Occupation on Career Choice

The study found that parents who encouraged their children to follow their career path were major players in career selection of the student. This was recorded with a mean of 3.8 (1.2). Such parents tended to entice their children to follow their career paths thus limiting the student’s ability to autonomously select a career for him/herself. Parents who shunned their children from activities not related to their
careers were least players who influenced career selection among students attaining a mean of 3.1 (1.0).

**Influence of Parental Social-Economic Status on Career Choice.**

Social economic factors like financial security and career prestige were important factors to parents when guiding the student in career selection. The position of the parent in his or her workplace greatly influenced the career choice of a student with the highest mean of 4.1 (1.0). However, the parental assets and investment with regard to social economic status least influenced career selection among students in secondary schools.

Highest level of parental social economic influences explained 20.6% of the variance in career selection scores ($R^2 = .206$). Parental social economic was not found to be significant ($\beta = -.058$, $p = .622$). It seems that high social economic status parents did not have an impact on the overall relationship between perceived parental social economic status influences and career choice.

**Influence of Parental Support on Career Choice**

Parents who failed to support the career decision of their children greatly influenced their career choice. The study found that the least influence of parental support was joining higher learning institutions. This is because public universities considered the academic performance of the student as opposed to the parental support of the career selected to pursue.
Peer Pressure Influence on Career Choice

Peers influenced career choice by sometimes influencing subject selection (44.55%), influencing class selection (46.35%) and always influencing selection of library books (32.73%). However majority of the students (46.67%) disagreed that their friends could influence their career selection.

Means of Influencing Positive Career Choice

Means of influencing positive career choice include field exposure to careers via education tours (76%) provision of professional role models (82.14%), proper career guidance (78.42%) at school and non-discrimination (88.73%) of students. According to the parents by introducing career guidance programs in schools (93.33%), identifying and developing talents (92.22%), enhancing cooperation between teachers and parents (91.11%), orienting students in technology (85.56%) and having colleges and universities forums in secondary schools (82.22%) are some strategies that could be adopted.

5.3 Implications of the Findings

Influence of Parental Occupation on Career Choice

The fact that parents who encouraged their children to follow their career paths was the greatest factor that reflected how parental occupation influenced career selection among secondary school students implied that parents who had good careers tended to guide their children on a similar part as a result of job prospects and financial security.
Influence of parental social-economic status on career choice

Parents who were in senior position in their work places tended to influence their children to take a similar path. This finding implies that student’s career was shaped by how the student perceived the position of his or her parent. Thus students who have parents in senior positions may be influenced to select careers similar to their parents.

Influence of Parental Support on Career Choice

The finding that parents who failed to support the career decision may have led to change of career implies that parents not only play a central role in the education of their children but also in their life time decision. Thus, parents who fail to support the careers of their children may negatively contribute to the failure in life afterward.

Peer Pressure Influence on Career Choice

The fact that peers influenced subject and class selection as well as library books and co-curricular activities implies the need to sensitize students to choose friends who are positive in life and those with a clear vision of their life goals. Students who choose bad company may end up ruining the rest of their career life because of the influence of peers.

5.4 Conclusion

The study concluded that parental occupation influenced positively the career choice of the students in that parents whose occupation was prestigious and senior attracted their children to follow in suit similar careers. Parents who also facilitate educational tours related to their careers positively influenced career choice of the children.
The study concluded that parental social-economic status influenced the career choice of the students in that parents in senior position were role models for students who aspired to be like them. This was supported by the fact that the family income significantly contributed to career choice. Parents in senior positions possibly had higher salaries with good income therefore the study concluded that the social economic status of the parent does not only influence career choice of a student but also reflects the ambition of the student.

With regard to peer pressure the study concluded that most peers tended to influence career choice of their fellow students unconsciously. This was reflected in the study findings where majority of the students indicated that their peers could sometimes influence them to select a particular subject, class or get involved in a particular co-curricular activities. Such influence impacted greatly on the career choice of the student.

The study concluded that ways which could be used to influence positive career choice among students included parental encouragement based on academic ability, personality traits regardless of the social economic status as well as parental occupation. There are students who have inborn talents which may not be related to the occupation of the parents (Oyodume, 2009). Also students should be educated on subject combination as well as job market for their respective careers.
5.5 **Recommendations**

The study recommends the following:

1. More schools should employ career counselors to guide students with regard to their abilities and talents.

2. Parents should not force careers on children based on failed ambition.

3. Universities and colleges should orient secondary school students on subject combination and career prospects.

4. Career tours should be encouraged without regarding the academic ability of the students.

5. Natural talents and abilities should be early identified by the school and the student be properly nurtured.

5.6 **Further Research**

The study identified three gaps which the researcher recommends for further review by other scholars.

1. A similar study can be done in other parts of the country for easier comparison.

2. A study on the influence of personality traits of the student and career selection can be carried out by future scholars.

3. A study on the impact of environmental exposure and career choice can also be researched.
REFERENCE


### APPENDICE

### APPENDIX 1

**Secondary School Student’s Questionnaire**

This questionnaire is purely meant for academic purpose in Kenyatta University. The aim of this exercise is to study the effects of parental and peer influence on career choice among secondary school students. Kindly put a tick in the box (√).

1. Age .............................................................................................................

2. Gender Male [ ] Female [ ]

3. Do you have other siblings?
   - Yes [ ]
   - No [ ]
   - If yes how many are they? .................................................................

4. What is the occupation of your parents
   - Employed [ ]
   - Not employed [ ]

5. Where do you mostly get your career guidance from?
   - Parents [ ]
   - Friends [ ]
   - Teachers [ ]
   - Career counselors [ ]

6. Parental occupation influence on career choice

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Very great extent</th>
<th>Great extent</th>
<th>Moderate extent</th>
<th>Low extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents encourage students to follow their careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents facilitate educational tours related to their careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents talk positively about their careers in the house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents shun away students from activities not related to their careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am limited to my career choice by my schooling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is need to introduce effective career guidance programmes in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. The influence of parental social-economic status on career choice

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Very high extent</th>
<th>High extent</th>
<th>Moderate extent</th>
<th>Low extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents income influence the career choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Parents position in their work place influence career choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assets and property investments of the parents influence career choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents can afford extra learning materials for the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. The influence of parental support on career choice

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Very high extent</th>
<th>High extent</th>
<th>Moderate extent</th>
<th>Low extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students supported by parents make right career choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students supported by parents on career choice join higher learning institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor parental support on career choice may cause change in career.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Peer pressure influence on career selection**

9. Peers influence subject selection
   - Always [ ]
   - Sometimes [ ]
   - Not at all [ ]

10. Peers influence class selection
    - Always [ ]
    - Sometimes [ ]
    - Not at all [ ]
11. Peers influence selection of library books
   Always [  ]  Sometimes [  ]  Not at all [  ]

12. Peers influence my co-curricular activities
   Always [  ]  Sometimes [  ]  Not at all [  ]

13. Peers influence my career choice
   Strongly agree [  ]  Agree [  ]  Disagree [  ]
   Strongly Disagree [  ]  Not sure [  ]

14. To identify ways of influencing positive career choice among public secondary school students in Mombasa sub-County.
APPENDIX 2

Parents Semi-Structured Interview Questionnaire

This questionnaire is purely meant for academic purpose in Kenyatta University.

The aim of this exercise is to study the effects of parental and peer influence on career choice among secondary school students. Kindly put a tick in the box (√).

1. Age

2. Gender  Male [ ]  Female [ ]

3. What is your occupation?

4. How many children do you have?

5. Are they all in school? If not where are the rest?

6. Do you think it is effective for you as parents to control the career choice of your children?

7. What do you consider most when selecting career choice for your children?

8. Would you prefer your children to follow your career path?

9. What challenges do you face as parents in guiding students to select careers?

10. Which ways can be used to improve career selection among students in secondary schools?
APPENDIX 3

Research Schedule

TIME PLAN


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<th>Activity</th>
<th>SEP</th>
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<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
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<th>OCT</th>
<th>DEC</th>
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<tr>
<td>Identification or research topic</td>
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<td>Drafting research proposal</td>
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<tr>
<td>Developing research instruments</td>
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<td>Proposal writing</td>
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<tr>
<td>Proposal defence and correction of the proposal</td>
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<td>Data collection</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Data analysis and report writing</td>
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<td>Submission of report</td>
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<td>Graduation</td>
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</tr>
</tbody>
</table>
APPENDIX 4

Informed Consent

Dear Sir/Madam,

I am a post graduate student at Kenyatta University and am conducting a research project for my thesis on: The effects of parental and peer influence on career choice among secondary school students. A case study of Mombasa sub-County.

I need your help in data collection for this study. The questionnaire should only take a few minutes of your time. This is a voluntary participation and you are free to abstain yourself from participating without any discrimination. Kindly participate and return filled questionnaires.

The study considers your response important to its overall success. All information you give will be kept confidential. The study pledges not to disclose your identity to anyone. After data analysis this questionnaires will be destroyed. I recognize the many demands placed on your time but am grateful your faithful participation and thank you in advance for your assistance.

Sincerely,

KALA NZAMBALI JOYCE
Master of Education Management
School of Education
Kenyatta University
Cell. 0722 240 200
APPENDIX 5

Research Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Date: 30th June, 2015

NACOSTI/P/15/7296/5883

Joyce Nzambali Mbullo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of parental and peer influence on career choice among secondary school students. A case study of Mombasa Sub-County” I am pleased to inform you that you have been authorized to undertake research in Mombasa County for a period ending 6th November, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Mombasa County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Mombasa County.

The County Director of Education
Mombasa County.
APPENDIX 6

Research Permit

THIS IS TO CERTIFY THAT:
MS. JOYCE NZAMBALI MBULLO
of KENYATTA UNIVERSITY, 0-80101
Mombasa, has been permitted to
conduct research in Mombasa County
on the topic: INFLUENCE OF PARENTAL
AND PEER INFLUENCE ON CAREER
CHOICE AMONG SECONDARY SCHOOL
STUDENTS. A CASE STUDY OF MOMBASA
SUB-COUNTY

for the period ending:
6th November, 2015

Applicant's Signature

CONDITIONS

1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit.
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two(2) hard
copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

Director General
National Commission for Science,
Technology & Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A

CONITIONS: see back page