

**RELATIONSHIP BETWEEN PARENTAL VARIABLES AND CAREER
CHOICES AMONG STUDENTS IN MIXED DAY SECONDARY SCHOOLS
IN KINANGOP SUB-COUNTY; NYANDARUA COUNTY, KENYA.**

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UNIVERSITY**

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DECLARATION

I confirm that this thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti- plagiarism regulations

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DEDICATION

This thesis is dedicated to Luke Wachira and Jesse Mbochi families. My husband Daniel Mbochi and our son Jessee Ng'ang'a Mbochi.

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LIST OF ABBREVIATIONS

CIP	Cognitive Information Processing theory
G&C	guidance and counselling
GE	Guidance and Counselling
MOEST	Ministry of Education, Science and Technology
SPSS	Statistical Package for the Social Sciences

ABSTRACT

Career choice is a vital decision for students but can be a challenging task for many since the activity is influenced by different factors. However, though efforts have been put in Kenyan education system to improve career choice decision making including integrating guidance and counselling in schools career choice has not improved the situation since many students experience difficulties in choosing a career. Despite research pointing out that parent have a role to play in education process of their children, they are not formally involved in career choice activities in schools. Parents are important stakeholders in career choice decision making process, but parental variables influencing career choice have been studied in isolation. This study guided by Cognitive Information Processing theory sought to establish the relationship between identified parental variables and career choice among high school students in mixed day secondary schools, in Kinangop sub County, Nyandarua County. It aimed at establishing the influence of the parental expectations on students' career choices, examining the influence of parental-child relationship, determining the influence of parent's socio-economic status and determining the influence of parental support on students' career choices. The study adopted a correlation design that gathered both qualitative and quantitative data. The target population included 1730 individuals made up of 980 form three students and their 750 parents in 14 mixed day secondary schools. Both stratified random sampling and random sampling techniques were used to arrive at the sample size of 530 made up of 276 students and 254 parents. The study used questionnaire as the research instrument, and data was analysed using Statistical Package for Social Sciences (SPSS) version 20 computer software. Results were presented in summary form using tables and pie charts. The study revealed parents are detached from their children when it comes to identifying and nurturing their talents and do not encourage them to consider varying educational and career options. The relationship between parents and students is generally not inclusive of making career choices while majority of students cannot ask their parents any questions regarding general life issues. Parents do not understand students' thoughts, feelings, and opinions about various topic and are not able to provide all the resources needed for schooling. Most parents do not financially support the students to attend career related trips conferences and seminars. The study revealed that parents' expectations ($r=0.124$ at $.005 < 0.05$), parent-child relationship ($r = 0.125$ at $.002 < 0.05$), parents social economic status ($r = 0.196$, at $.000 < 0.01$) and parental support ($r= 0.196$ at $.000 < 0.01$) variables, all had a positive and statistically significant influence on students career choice. So all the tested null hypotheses were rejected. The study recommends that parents should take a higher and more active and deliberate role of supporting and guiding their children in making career choices, while seeking more knowledge and awareness of their children career options both in terms of core and co-curricular careers. Counsellor-teacher-parent teamwork must be strengthened in schools to support secondary students when they are making career choices. The findings could be used by schools to initiate programs that will sensitize and enlighten parents on their influence on career issues affecting their children and increasing their involvement in their children's career choice process.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Career choice is an individual-centred process that involves determining a field of learning that requires certain knowledge and skills that are acquired through a specific educational program (McKay, 2017). The career selection process is influenced by factors such as personal and cultural values, parental guidance, training opportunities and vocational counselling (Muraguri, 2011). Other factors that influence individuals undertaking the process include the context they live in, personal aptitudes, preference, identification with figures and role models in one's life and desired educational attainment (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Career choice is important for any individual wishing to start on a profession, since it will determine the individual's success in his or her stages of life (University of Kent Careers and Employability Service, 2017).

Career choices are challenging yet important since the decision an individual makes affect all the aspects of later life (McKay, 2017). To most people, career development is a lifelong process of engaging the world of work through choice made among available employment opportunities (McMahon & Tatham, 2008). The individual plays a key role in their career choice and aspirations expressed through career goals one has set to achieve in the future. Career choice is entangled to both short term and long term individual goals and objectives that are to be achieved along ones' career path planning (Khattab, 2015).

Important information on the career choice calls for proper internalizing and understanding of oneself potentiality in terms of academics, talents, interest's, values, attributes and available resources (Magut, 2008). It is important for young people to start thinking about their careers at a tender age so that when they get to high school they can make a clear objective when choosing their career road map (Jordan's Change for Children Consultancy, 2008). At high school level, their exposure and level of thinking is fit for the choice and are capable of weighing all the influences and factors promoting and influencing their career choice hence make a more relatively stable decision (Ferry, 2006) (Ryan, 2014). Nonetheless, family and community view high school as a mere stage that prepares students for the world of

work yet it is a crucial stage in career choice of adolescents (Tang & Newmeyer, 2008). The career decisions made by students at this stage are of great significance in directing them in the career path that can either open or close opportunities for them (Pummel, Harwood, & Lavallee, 2008).

Education has undergone evolutionary stages with efforts being made to streamline education in Kenya in line with the economic and industrial, social and political needs of the country (Bunyi, 2013). There have been various commissions set up to come up with strategies of improving the efficiency of education sector, among them is the Ominde commission 1964 that recommended that there was a need to establish guidance and counselling (G&C) structure in schools with a specific objective of giving advice on career and employment opportunities. The National Committee on Educational Objectives and Policies report 1976 (The Gachathi Report) further recommended for guidance and counselling to support career development among students (Ojiambo, 2009).

Efforts to enhance careers have been changing from 7-4-2-3 to 8-4-4 curriculum since 7-4-2-3 was challenged to be too academic while 8-4-4 was tailored to adequately prepare and orient students towards self-employment, technical and farm related occupations (Amutabi, 2003). Further, the Ministry of Education has formulated policy document that ensure students have the appropriate and adequate information on issues related to career (Wango, 2006). The policy document points out that career guidance and counselling in Kenya should be part of the guidance and counselling support services provided to the students. To ensure its effectiveness, the Ministry of Education came up with the department of Guidance and counselling in order to help in moulding students morally giving the students a rapport to interact with school teachers on matters outside the planned curriculum. Later through career policy document drafted in 1999, the functions of this department were expanded to handle career matters among students (Wango, 2006).

The Ministry of Education also periodically produces career books meant to support learners in the career development process. Through the Teachers Service Commission (TSC), the Ministry of Education ensures that there are career teachers in schools to help students in career choices by giving them appropriate advice and information on careers (Wango, 2006). The career guidance book for schools was developed in the year 1999 with role to focus on the needs for students to be

equipped with up to date information on the changing job market, careers, professional skills required and training opportunities available. This book has been approved and revised severally to keep it up to date (Orege, 2011).

With all these efforts to enhance career choice process among students, there remains factors outside the planned learning activities which influence their career choice process. Borchert (2002) observes that career choice which adolescents make is a decision that is not influenced only by their development but also by the context they live. Natalie (2006) on a study factors influencing career choice of students found that families that are passive in assisting adolescents in making a career decision negatively impacts adolescent long term occupational outcomes. This is because adolescents end up postponing decisions on career and ultimately not aspiring to challenging vocational choice.

Bandura, Barbaranelli, Caprara and Pastorelli (2001) research on aggression illustrated the extent to which individuals observe and imitate behaviours and also how powerful the influence that leads to imitation can be. While their research dealt with children imitating aggressive behaviours, it has been revealed that influence is most powerful when it comes from people they are exposed to. In a family context, this influence may have an impact on countless decisions of those family members, especially the young adults. The most weighted decision of a young adult is their career choice. Family factors that influence career choice amongst students are parents' occupation, family business, parenting styles, family profession and level of education of parents and the social economic status of the parents (Mwaa, 2016). If a student's family has a business the student will tend to grow up to work in the business and will train in the business field. They will most probably attend business or managerial school or get a degree in a field related to the business requirements. Family education attainment is another determining factor whereby the education the parents acquired could affect the career choice of their children (Williams, 2016). The students will be specifically in love with what their parents do and will want to be like their parents or the close family members. They choose careers that mirror their family members (Qualifax, 2016).

A research done in the United Kingdom and Saudi Arabia to determine the family factors behind career choice shows that parents are involved in the career choice process emotionally, financially and through providing information. However the

involvement was found to be dependent on the gender and also the educational background of the parent as it was evident that learned mothers motivated their daughters more to join a career that will give their daughters time for their families when they marry (Al Yousef, 2009). He further pointed out that parents have a big role to play in the career choice process of their children by being examples and being achievers in their line of work as this will influence too much the choice their children make. Son's education will be more correlated to the father's characteristics and the daughter's education will be correlated to the mother's education characteristics (Al Yousef, 2009).

Ebyan (2011) observed that parents' level of education and social economic status of the family influences the student's aspirations for higher education. This observation by Ebyan suggests that students from low-income families will have low motivation to attain higher education than students from middle and upper-class families. It has been found too that information on career choice by parents is more trusted by their children. Eidimtas and Juceviciene (2004) in their work state that parental discussions in the families motivate their children to pursue higher levels of education. They say that parental educational role has a very strong positive effect on post-secondary education choice of their children. Children who get high level of educational encouragement from their parents have a bigger trust on the information. Inman and Crane (2009) deduce that there exists a relationship between parents' vocation and children's vocational choices through direct imitation.

Family context and factors focusing on parental variables have been acknowledged to play a crucial role in a young adult's career choice process, especially if that influence comes directly from the parents since they are readily exposed to them. A study by Mung'ara (2007) on education aspirations among girls from Thika West found that parent's expectations play a great role in student's career choice. According to the study, 90% of the girls said their parents wanted them to go to the university and 7.5% said their parents wanted them to go to college. The remaining 2.5% were asked to join family business. This indicates that parent's expectations have a bearing on a student ultimate career choice.

Nyandarua County is located in the former central province of Kenya and has 149 high schools serving about 26,000 students and has a as a youthful population with people below age 15 making up 43% of the total population (African Institute for

Development Policy, 2016) (Kenya Information Guide, 2017). This depicts a large part of the population are at a point of choosing their careers and thus there is a need to establish how parents are involved.

1.2 Statement of the Problem

Many countries, Kenya included, spend a lot of resources in education in their annual budget (Kenya Gazette, 2016). This is because there is a link between education and progression into careers and the world of work. Career choice has a bearing in the context of employability demands in a knowledge economy. Choosing a career is a daunting or challenging task and many students are unable to express any choice of career (Mwai, 2011). To curb this, the MOEST has put in place various measures to enhance career choice among them the G & C structures (Orange, 2011) and producing career guidance materials periodically (Peter, Punnet, & Rokeach, 2014). However, research points out that career choice indecisiveness among Kenyan students is also evident in institutions of learning where they keep changing from one career to another.

A major turning point in adolescent's lives is when they make a career choice decision while in high school. Frequently, this stage is viewed by family and community as a mere stage for readying students for work-place. However, this decision plays a major role in establishing youth in a career path that opens or that closes opportunities (Jungen, 2008). Despite the challenges associated with career choice among students in secondary schools and efforts by MOEST to enhance career choice among students, there has been a limited effort to involve parents in career choice of students despite them being scheduled in other school activities.

Despite the pivotal role that parents play in the life of their children, available empirical shows that data on how parental variables influence educational and academic attainment among students in Kenya is either scanty or inconclusive. It is therefore important to investigate the issues regarding adolescent career choice and the role that parents play in this decision. This is an important topic because parents may not realize the major impact their norms, values and gender roles have on career choice, and yet parental influence on students' career selection may present opportunities or obstacles for students during the career exploration process. It is upon this basis that this research aimed at establishing the relationship between

identified parental variables and career choice among high school students in mixed day secondary schools, in Kinangop sub county, Nyandarua County, Kenya.

1.3 Purpose of the Study

This study sought to establish the relationship between identified parental variables and career choice among high school students in mixed day secondary schools, in Kinangop sub county, Nyandarua County, Kenya.

1.4 Objectives of the Study

- i. To establish the influence of the parents' expectations on students' career choices in the mixed day secondary schools in Kinangop Sub County.
- ii. To examine the influence of parent-child relationship on the students' career choice in the mixed day secondary schools in Kinangop Sub County
- iii. To determine the influence of parents socio-economic status on students' career choices in the mixed day secondary schools in Kinangop Sub County
- iv. To determine the influence of parents' support on students' career choices in the mixed day secondary schools .in Kinangop Sub County

1.5 Research Hypotheses

This study tested the following hypotheses;

H₁: Parents' expectations have no statistically significant influence on student's career choices

H₂: Parental-child relationship has no statistically significant influence on student's career choice

H₃: Parent's socio-economic status has no statistically significant influence on students' career choice

H₄: Parental support has no statistically significant influence on student's career choices

1.6 Significance of the Study

The findings of this study are important in helping students to make realistic occupational career choices based on their aspirations. It also provides insights on parents' role in the career choices their children make. This study is worthwhile

because of its importance to families especially parents in understanding and participating positively in the career choice of their children.

The findings of this study could be used by schools to initiate programs that will sensitize and enlighten parents on their influence on career issues affecting their children and increasing their involvement in their children's career choice process. The data obtained may also be used by the Government, particularly the Ministry of Education, Science and Technology and other relevant bodies to formulate policies that target parents' integration in career matters. The data may also be used to contribute to the broad knowledge of career and give insights on how well parental variables influencing career choice can be taken into account in making right career decision. This information is important to teachers who play part in G&C in the high schools. The findings of the study are also important to students, researchers and academicians interested in studies related to career choice for learners.

1.7 Scope of the study

This study will establish relationship between identified parental variables and career choices of students. The parental variables considered include parental expectations, parent socio-economic status, parental support and parent –child relationship.

1.8 Assumptions of the study

When reviewing the literature of this topic, the following assumptions were made

- i. It was assumed that the respondents gave honest, accurate and truthful responses to the items in the questionnaire.
- ii. It was assumed that that at any level of endeavours, students have taken the issue of career choice to be one of the most important facts determining the quality of life.
- iii. It was also assumed that the parents described in the research will have stable and consistent careers while raising their children.

1.9 Limitations of the Study

In addition to the stated assumptions to be made, there are limitations to be addressed. First, parental variables such as gender, cultural differences and sexual orientation were not examined. In addition, the literature review may not have accurately reflected the cultural norms of diverse populations. Moreover, parental

variables of relationship might have been linked to other variables that were not identified in the literature.

1.10 Operational Definition of Terms

- Career** is a possession that involves training or formal education. It is an individual's journey through learning and working
- Career aspirations** are goals one has set to achieve in the future pertaining to a particular profession.
- Career choice** is the selection of a course of study which leads to a specific profession according to one's interests, passion and ability as influenced by factors such as parental factors, peers, role models among others
- Career guidance** is service and activities intended to assist individuals at any point to make educational, training expectation choices and to manage their careers
- Career Teacher** is a person who provides information on career matters to individuals especially students
- Family** is the basic social unit consisting of parent /parents and his /her/ their children
- Parent** is a person who brings up and cares for another
- Parental variable** are prevailing conditions in a family that has an effect on other issues.
- Relationship** it is the way two things are connected
- Student** is an adolescent who is studying at secondary school
- Variable** is a factor that can change in quality, quantity or size; which one has to take into account in a situation

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will examine empirical and theoretical literature on the influence of identified parental variables, parents' expectations, parent-child relationship, parents' socio-economic status and parents' support on the career choices of students. It will also examine the literature relevant to student's career choices.

2.2 Empirical Literature

2.2.1 Parents' Expectations and Students' Career Choices

Parent's expectations that are a factor of beliefs and practices have been a dominant predictor of career choice that students make (Philipson, 2007). Though highly able students could be achieving highly academically, they need the emotional and social support from parents. Parents' expectations and expressions of confidence in their children's ability and talent are paramount in promoting the potential that the children have in academic achievement and consequently career choices they make (Morawska & Sanders, 2008).

A study by Gutman and Ackermann (2007) found that career aspiration could be genetic or acquired through the nurturing process that the upbringing children get from their parents. Furthermore, when young adults learn that their parents have a high expectation for them, they tend to have higher academic expectations for themselves. This was confirmed in a study by Taylor, Harris and Taylor (2004) that revealed that the influence of parents is critical but sometimes parents do not realise that their children grow exposed to occupations and career opportunities in home environment and implied expectations from the exposure. The study done to a group of students who were asked what they would want to do in their life, and that required them to agree or disagree with two statements; 'my mother (or father) encouraged me to make my own career decision', showed that students responded that their parents had told what to do in their career. Most of them said that they would prefer speaking career matters with their mothers. This suggests that parental expectation predicts their children's career choice and maternal expectations are the

most important elements in children's achievement and consequently their career choice.

Kohout and Wicherski (2011) assert that the future career will of a child is largely determined by the day-to-day decisions made by the parents who guide the child's growth. Parents keep on initiating trajectories that are meant to steer their children in a preferred career developmental path based on the parent's preferences. Additionally, parents make decisions on their children's career by observing their characteristics and academic abilities in school. Authors also observed that in developed countries, parents tend to enrol their children in schools that expose them to skills they desire them to acquire as well as exposing them to people and places that shape their future career aspirations.

Parents will raise their children to sustain their progress to the career they think fits them for example by telling them they will make a good doctor, lawyer or pilots (Gordon, 2008). Parents demonstrate their expectations through showing a heightened support on some careers. A study by Ferry (2006) showed that parents as well as other family members provided valuable learning experiences that are career-oriented to young adults through their own role modelling and supporting activities that assist in exploring career interests. Support in some activities shows the parents aspirations on certain careers. Most parents' expectations are demonstrated through norms they model at home. Parents' influence on their children's career aspiration is accomplished through socializing norms rather than enforcing specific expectations or modelling behaviours. Therefore, the young adults internalize the norms and pursue careers that fall in line with the norms set at home (Anne, 2008).

Basing on a study that looked at the factors that influenced the career choices of adolescents in rural Pennsylvania, parents could also demonstrate their expectations (Ferry, 2006). Ferry reported that parents are the leading, followed by other family members in providing resourceful learning experiences through their own role models and supporting activities that assisted in exploring career interests and showing heightened support for particular careers. This therefore proofed that parents played major roles by showing support for their preference for certain career options over others. Kniveton (2004), made similar findings in a study that concluded that parents tend to show additional support for occupational choices that mirrored their own. In the same line of thought, some parent's values and expectations can be seen

in the norms they model at home, through demonstrated preference for certain activities (Jungen, 2008). Therefore, in contrast to 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.

2.2.2 Parent-Child Relationship and Students' Career Choice

Parent child relationship is a variable that could affect a child's career aspirations and ultimately career choice with research showing it has impact from the early formative stages. Roe, an early theorist, proposed that early childhood experiences play an indirect role in shaping later career behaviour (Brown, 1997) and suggested that parent-child relationships influence personality orientations and the development of psychological needs; vocational interests and choices are some of the ways in which individuals try to satisfy those needs. However, Osipow (1997) pointed out the difficulty of demonstrating links between parent-child relationship and vocational choices. According to Spera (2005) the types of parenting styles include authoritarian, permissive and authoritative. Permissive parents find it hard to set clear limits, provide structure and are inconsistent disciplinarians (Neal, 2000). Children in this set up are not pushed to obey guidelines or standards even when they do exist. Authoritarian parents are termed to be low on warmth, strict on discipline, high parent to child relationship and sets high expectation from their children. Parents in such households instruct and order, and rules are non-negotiable because parent is always right (Berger, 2001). Authoritative parenting is high on warmth, moderate on discipline, high in communication and moderate in expectations of maturity. Authoritative parents are warm and nurturing, create a loving home environment, and provide a high degree of emotional support (Barakat & Clark). Children in these households are given alternatives, encouraged to decide and accept responsibility for their actions and decisions.

Parental values and expectations are conveyed within each household and the strength of their influence may be reliant upon the parent-child relationship (Clutter, 2010). When talking about that we think of the parental attachment over time and daily interactions at home. Research carried out by Taylor, Harris and Taylor (2004) shows that from the mid-fifties family interactions are linked to occupational behaviour. The notion of family interaction or functioning, incorporation of parenting style, level of support, guidance, and responsiveness are said to possibly

have more influence on career development than demographics including the educational expectations of parents.

Another finding by Li and Kerpelman (2007) show that young adults who feel connected to their parents tend to be troubled if the parents disagree with their choice and will most likely chose a career that please the parents. Moreover, parents who foster a healthy, balanced connection and separateness by providing challenge and support within the relationship have their children being free to express their personal career choices (Bryant, Zvonkovic, & Reynolds, 2006). In her study, Anne (2008) highlights challenge in form of stimulation, discipline or training directed to the young adults by the parents or other family members. It also includes the expectations a family has on a child and the willingness of the child to fulfil those expectations. Rathunde, Carrol and Huang (2000) in their study explain family support as the parent's response to a child decision and their level of comfort and love within the home. The authors conclude that parent should create a challenging and supportive environment by allowing their children to explore their own interests and listen to their ideas in a non-judgmental way.

A study by Maier (2005), reports that those educational values of children who get challenge and support from their parents are different from those who do not. The children who are not challenged and supported are more likely to form short-term educational values for example getting high grades in school. On the other hand, those who receive high levels of challenge at home are more likely to aspire to long-term educational values, for example aspirations to attend graduate school (Maier, 2005). According to Rathunde, Carrol and Huang (2000) family interaction that best fostered a successful occupational future was the high challenge, high support family. It provides individuality and clear expectations to the young adults.

2.2.3 Parents Socio-Economic Status and Students' Career Choices

Family's socio-economic attainment is linked to education aspirations and achievement. Osa-Edo and Alutu (2011) define socio-economic status as a relative standing in the society based on an individual's income, power, occupation, prestige and education. Family background can be referred to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally. It plays a very big role on a child's life (Muola, 2010).The socio-

economic differences in families are classified into three classes which show the general differences existing; the upper, middle and lower class families. Family's socioeconomic status and parents occupational level affects the vocational goals of young adults by influencing their aspirations to be similar to those held by their parents and by discouraging aspiration to level below the parental occupational status (Osa-Edo & Alutu, 2011). Family socio-economic background, which is a combination of the parent's educational attainment and occupation status scores, has a big effect on the children's career choice.

According to the study by Muola (2010) on determining the relationship between academic achievement motivation and home environment among standard eight pupils, children coming from different family backgrounds are affected differently by such variations and that is why some children have stable family background while the family backgrounds of others are unstable. The background may vary from time to time for the same individuals. The author further stated that because it is parents who are primarily responsible for establishing the family and in exercising control over it they are responsible for the prevalent family background that exists. This means that parental attitudes are very important in promoting healthy family background, which is possible when parents adapt to the culturally defined roles of parents to the needs of the changing young generation.

Empirical studies show a strong link existing between parents' or families' socio-economic status and the young adult's career choice. Geckova, Dijik and Groothloff (2010) said that there is a difference in educational aspirations among adolescents of different social economic backgrounds. Research by Fergusson and Woodward (2000) revealed a strong relationship between family's socio-economic status and occupational choices among adolescents. Osa-Edo and Alutu (2011) in his work found that students differ from one another in career choices with reference to socio-economic status. A study done by Nwanchukwu (2003) in Nigeria observes that parent's occupation has influence on the children's career choice. Nwanchukwu gave findings from students who reported that parents openly expressed their opinion about their occupation choice and a percentage of up to 46.9% said they got occupational information from their parents. For example, if the child's father is a doctor and the mother is a pharmacist, the child's level of occupational preference is likely to be influenced by the parental pressure as both parents will most likely

motivate the child to pursue traditional careers or any other career that is prestigious. The parents will do this so that the child may be as good as themselves or even have a more prestigious career than they do. In case the child chooses a non-prestigious career like unskilled labour, the parents will be in disagreement with the child. For example, children who come from low economic families may go for any course which is mostly the less prestigious one, for example, teaching and nursing. It is hard for parents with a low economic status to motivate their children even if their children have high intellectual ability. These parents introduce their children to low-income careers for they look for a career that they can afford to pay for or choose careers in regard to their class or status.

In their work, Osa-Edo and Alutu (2011) said that the economic situation and occupational level of generations in a family seem to remain like that of the previous generation. Mostly, children of unskilled parents may choose their careers within the level of their parents or rise to higher levels. A report by Nwanchukwu (2003) shows that boys from high-income families are more motivated and have higher career aspirations; they assume early that they will go for higher education and have occupational choice that is restricted to an executive type of profession. On the other hand, boys from low-income families tend to prefer skilled jobs that offer quick economic returns which have shorter periods of training.

Parent education is an important index of socio-economic status. As noted, it predicts children's educational and behavioural outcomes. However, McLoyd (2005) has pointed out that the value of distinguishing among various indices of family socio-economic status, including parental education level, persistent versus transitory poverty, income and parental occupational status because studies show that these factors are stronger predictors in career choice made by students. A study was carried out by Huesmann (2009) to determine the role of parent's education level in shaping their children's future through career aspirations and choices found that parents' education was the strongest of the family socioeconomic status predictors of educational and vocational achievement in adulthood. According to them, parental education predicted both educational and occupational aspirations as well as educational attainment during late adolescent. More educated parents are assumed to create an environment that facilitate or stimulate learning and involve themselves in their children's school experiences and school environment (Mudibo, 2014).

According to Grohol (2013) young adults who chose to study medicine, architecture, economy, pharmacy and business studies come from families where parents have completed high school education. Furthermore, there is a positive relationship between the career chosen by young people and their family members' level of education. This implies that even for young adults who got good grades in their A level exams and could successfully seek admission to higher institutions of learning, the parent's level of education and social class play an important role in their career choice. Educated parents usually show interest in their children's academic performance and career choice (Ozoromba, 2007). The more educated the parents are, the higher the expectations for the children to perform and have better careers. Research shows that young adults with educated parents get good guidance for their career choice which influences their career aspirations (Ghuntla, 2012). If parents have good educational qualification, they would like their children to have high qualifications too. If parents have a low education level, it can retard adolescent's career choice process.

Memon, Joubis and Khurram (2015) stated that the wealth of the family is of paramount importance. The wealth of the family talks about the family income whether it is high or low. When the family is wealthy, children's needs, whether academic or otherwise, will be met easily without much stress but where the family poor, the academic need of the children will not be met easily. This goes a long way to affect the child's performance negatively. There are situations where the parents of students may not have money to pay their children's school fees and children are sent out of school for non-payment of school fee and other necessary fees. In such cases, the child or students may not be allowed take their examination.

Most of the educational researchers argue that low socio-economic status of the family has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they tend to shy away from careers that require a lot of financing (Barry, 2006). Low socio-economic status of families results into low self-esteem among students. Consequently, students from low income and single parents home have significantly less school success than students from high socio-economic status. This is partly because parents in such settings reported lower educational expectations, less monitoring of children's school work

and less overall supervision of social activities compared to students from high socio-economic and intact families (Jacobs & Harvey, 2005).

2.2.4 Parental Support and Students' Career Choices

Parents serve as a major influence in their children's career development and career decision making (Qualifax, 2016). Parents want their children to find happiness and success in life and one factor which influence happiness and success is career choice. Research indicates that when students feel supported and loved by their parents, they have more confidence in their own ability to research for and choose a career that would be interesting and fulfilling to them. This is important because studies show that adolescents who feel competent regarding career decision-making tend to make more satisfying career choices later in life (Keller, 2004).

According to Wattles (2009), majority of the children's careers choices are influenced by the parents intentionally and inadvertently. He noted that children tend to search for career hints by looking to their parents for career advice or as role models especially when they move to the adolescent's stage. 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. It has been proofed that parents whose jobs offer great satisfaction or provide a comfortable lifestyle attract their children to take after their careers easily. Contrastively, a parent whose job is displeasing and full of complains and struggles repel their children from taking after their careers thus seek more fulfilling roles (Ferry, 2006).

Parental support and guidance can include specific career or educational suggestions as well as experiences that indirectly support career development, such as, family vacations, provision of resources, like books and modelling of paid and non-paid work roles. On an everyday basis, the simple sharing of workplace stories and modelling work behaviours allows parents to serve as a context for interpreting the realities of work while the secure and close family environment facilitates risk-taking and exploration all of which are needed in formation of a vocational identity (Batshaw, 2003). He further argued out that parents who are eager to support their children in the best possible way help them acquire endless opportunities to explore career and work situations, both in the formal and informal setting. Encouraging

children to take challenging classes, learning new skills, provide opportunities to instil confidence in family situations and informal contacts for exploration of occupational choices are some of the ways.

Teenagers need to feel comfortable and open to share with parents on virtually anything, aspirations for the future included. A child wanting to follow parents' footsteps, or to go in a completely different direction can be supported by an open relationship with parents and which could a teen to various career options. Parents could introduce a teen to friends, business colleagues or other associates with experience in the career path their teen intends to pursue to explore. Encouraging young adults to have an open communication of their desires to parents help start them towards a network for the future. If a teen wants to be a lawyer, she should be introduced to the neighbour three doors down who happens to be an attorney (Vargas-Benitez, 2017). Chak-keung Wong and Jing Liu (2010) argues how parents are important and have a positive influence in decisions affecting a young person's vocational development. However, over-involvement in the decision making process can undermine parental effects as a positive source of influence. Arguably, excessive parental control regarding adolescents' occupational decision making could lead to negative outcomes.

2.3 Theoretical Framework

The cognitive information processing (CIP) theory by Parrillo provides a theoretical framework which will be used to examine how parental variables influence career choice process especially among young adults. Cognitive psychology sees the individual as a processor of information, in much the same way a computer takes in information and follows a program to produce an output. This theory illustrates how young-adults' decisions on career are influenced by the environment created by their families. The young-adults' perceptions and thoughts on future careers and occupational choices are shaped by their family environment, parents playing pivotal roles. This is because young adults get career and occupational orientations from their parents who they relatively spend most of their times with (Parrillo, 2008).

Moreover, CIP theory points out that these thoughts about careers emerging from the family context have a great effect on career decision-making process. The CIP theory points out family variables are perceived cognitively by young adults as an external

conflict (Peter, Punnet, & Rokeach, 2014). Peter, Punnet and Kecheach point out that these experiences and thoughts from family environment may be maladaptive, hence referring the condition as an external conflict. This is because young adults may experience difficulties in an effort to balance his or her career decision making ideas with those of their family.

It should be noted that family variables have different impact on career choice. The family variables have an impact on the decision making part of the brain. The brain is fed with information from the immediate environment that is mainly made up of family that forms the immediate environment hence providing direct exposure to young adults on careers and career occupations. This CIP theory points out that young adults who experience love, high expectations from parents with parents with high income and educated parents are more likely to have less maladaptive career thoughts on decisions as compared to their counter parts that experience the reverse. This theory is supported by research studies conducted by Dodge (2001) and Van Ecke (2007) with link to CIP supporting the idea that parental variables influences the career decision-making process. This is because young adults are not autonomous in decision-making in their lives especially when making crucial decisions like career choice.

2.4 Conceptual framework

A conceptual framework is a theoretical structure of assumptions, principles and rules that hold together the ideas comprising a broad concept. The conceptual framework is showing the interrelatedness of parental variables and career choice. Figure 1.1 presents the conceptual framework of the study.

The independent variables of this study are; parental expectations, parent level of education, parent socio-economic status, parental occupation and parent- child relationship. These variables influence the career choice of students; which is the dependant variable of the study. The degree of correlation will be measured using regression analysis.

As shown in Fig.1.1 the study argues that career choice of students is strongly influenced by parental variables .It is expected that there exists a strong relationship between parental variables and student career choices.

Independent Variables

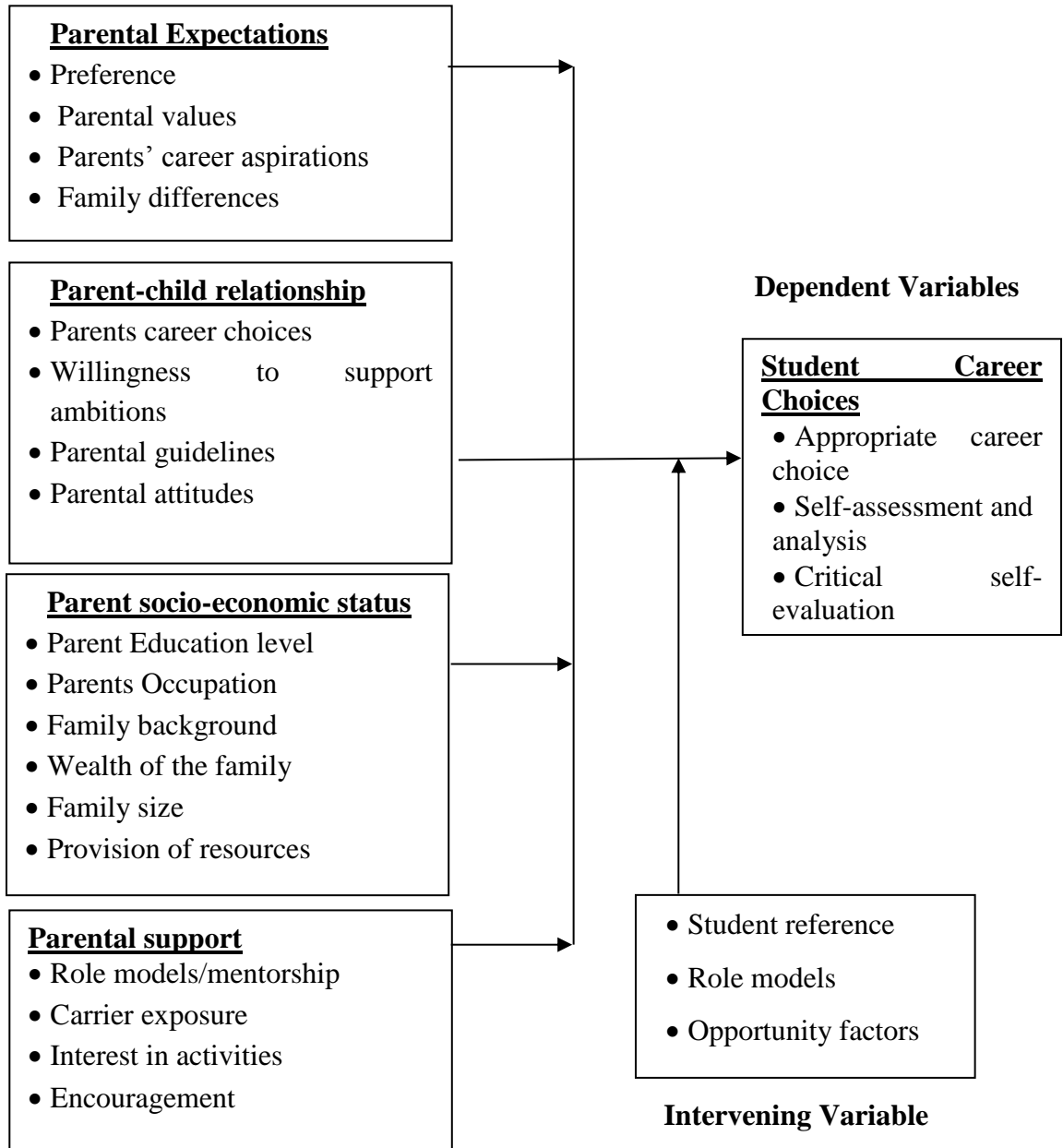


Figure 2.1 Conceptual Framework

Source; Author (2017)

2.5 Summary of Literature

From the above discussion it can be deduced that there exist a strong relationship between identified parental variables and career choices. The various aspects of family which have a direct influence on career life of children give us a green light to propose that parental variables should be taken into consideration in school career programs as a strategy of enhancing career choice process among students in high school.

Though it may seem tasking to integrate parents in existing career programs it would be worthwhile for school to take the initiative to enlighten parents and imparting skills on how they can enhance proper career choice. The related literature acknowledges that parents play a major role in career decision making but most research done investigated the limited variables influence on career choice Literature suggests that schools should increase parent's participation in career matters though schools lack comprehensive programs tailored to enhance parent participation in career matters. This study identified the gap of the interrelatedness of the identified parental variables and student career choice hence sought to investigate the existing relationship between parental variables and student career choice. Through the findings of this study it is expected that schools will find it worthwhile to educate parent on how they can help student to make their career choice and integrate them in career matters of students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter will describe the research design and methodology that were used in this study. It also describes the sample and the sampling procedures, research instruments, and the site of the study, target population and data collection techniques. Other aspects include data analysis, procedures and data management's well as well as ethical consideration.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data (Kothari, 2004). This study used correlation design to establish the relationship between identified parental variables and student career choices. The study captured both qualitative and quantitative data. The correlation design was suitable because it enabled the researcher to establish the relationship between variables and also gave an opportunity to establish the magnitude that exists between the variables.

3.3 Study Locale

This study was conducted in South Kinangop Sub-County of Nyandarua County. Kinangop sub county is one of the five sub counties in Nyandarua county.it lies on latitude 4 30` and longitude 36 39` south of equator. The area is approximately 935 sq.km (Kenya Information Guide, 2015). The accessibility of the area to the researcher ,time factor as well the researcher had served as a professional teacher heightened the need to find out the issues underlying the scenario and possibly come up with intervention measures made Kinangop sub county a compelling choice for the researcher.

This formed an ideal setting for the study because of falling academic standards as the region has continued to post dismal performance for almost a decade cite (Education News, 2018). The research was concerned on lack of involvement of parents in career choice activities in school and low transition to colleges and universities after secondary education in mixed day secondary schools. Therefore the researcher attempted to find out scientifically the issue on relationship between

parental variables and student career choice. Having no existing programmes by the Ministry of Education Science and Technology (MOEST) on inclusion of parents in career activities of students this found to be a critical factor in generalisation of findings to other schools in the country

3.4 Target Population

Target population is defined as a set of elements that the researcher focuses on and to which the results obtained by testing the sample should be generalized (Orodho A.J, 2009). The target population included 5112 individuals who were made up of 2650 students, 2350 parents in 14 mixed days secondary schools found in South Kinangop Sub-county of Nyandarua County. The accessible population were the form three students. The researcher opted to focus on form threes since they had interacted with the curriculum and had done subjects' selection hence had an idea on career they wished to pursue. The total number of form three students was 980 and their 750 parents.

3.5 Sampling Design and Sampling Procedure

According to Orodho (2009) sampling design refers to the part of the research plan that indicates how cases are to be selected for observation. This study used both stratified random sampling and simple random sampling. Under stratified sampling each sub-population is sampled independently. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata and it is done where the population is heterogeneous. In this study the population had two sub-populations; the students and the parents. Simple random sampling was used at determining the exact targeted individuals in which the class list was used as the sampling frame. The number of class students were divided by the sample size value to get n . The researcher targeted those in the n^{th} position to get those who were included in the sample.

The sampling size was determined by Table for Determining Sample Size from a Given Population by Krejcie and Morgan as quoted from Chuan (2006). This is based on the formula

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where:

n = sample size

X² = Chi-Square for the specified confidence level at 1 degree of freedom

N= Population Size

P = Population proportion

ME = Desired Margin of Error (Expressed as a Proportion)

The table is included as Appendix I.

The sample was distributed according to the table below.

Table 3.1 Sample Size

Category	N	n
Students	980	276
Parents	750	254
Total	1730	530

The sample size was 530 which was made up of 254 parents and 276 students.

3.6 Research Instruments

The study employed questionnaire, which included a career choice questionnaire for students and parents. The research instruments were designed by the researcher. Details about instrument are provided below.

3.6.1 Career Choice Questionnaire

Career choice questionnaires were used to collect information from students and parents on how identified parental variables influence career choice of students. The questionnaire had structured questions that obtained both qualitative and quantitative data. The questionnaires had items covering background information and students' career choice in relation to existing identified parental variables. Best and Kahn (2006) noted that questionnaires enable a researcher in administering and explaining

the purpose of the study and the meaning of items that may not be clear. Questionnaires have been used successfully in the past on related studies by (Whiston & Keller, 2008).

3.7 Validity and Reliability of Research Instruments

3.7.1 Instrument Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Drost, 2011). It is the degree to which a test measures what it purports to measure. The validity of an instrument is improved through expert judgment (Borg & Gall, 1989). To attain validity, the researcher sought assistance of research experts, lecturers and the supervisors in order to help improve validity of the instruments.

3.7.2 Instrument Reliability

Reliability is defined as the measure of the degree to which a research tool yields the same results or data after repeated trial. Test retest method was used to determine the reliability of the research instruments in the pilot study. The research tools were administered to a few identical respondents who were not included in the actual study there after they were re-administered after two weeks. Completed questionnaires were scored manually and spearman rank order was done to get correlation of the scores' coefficient of 0.7 was obtained and considered the research tools reliable. According to Orodho (2009) piloting aims at assessing the clarity of the research instruments so that the standards that have not been met are modified.

3.7.3 Piloting

Prior to visiting the schools for data collection, the researcher pre-tested the questionnaires using three schools in Kinangop Sub-County. The results of the pilot study were used to improve the research instruments but the findings were not included in the final study. This pilot study was done to test the validity and reliability of the instruments to help identify any items in the questionnaires that were ambiguous or unclear to the respondents and making significant changes to them. Additionally, it enabled the researcher to familiarize with administration of the instruments.

3.8 Data Collection Procedure

Questionnaires were used in the field to collect data. The researcher started by obtaining a letter of introduction from the department of educational management, policy and curriculum studies, Kenyatta University. Thereafter, a research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Later, the copies of the research permit were presented to the office of the Sub-County education officer, South Kinangop Sub-county. The researcher then made a reconnaissance visit to the schools to create a rapport with the principals and deputy principals. Appointments were made on the appropriate date to conduct data collection. On the appointed date the schools were visited and the questionnaire was administered to the respondents. The researcher supervised the filling of the questionnaires. Confidentiality of the respondents was assured by the researcher and after which they were thanked for their cooperation. Moreover, all other logistical issues pertaining to the research procedures were strictly adhered to.

Response Rate

Out of a sample 530 targeted individuals in the sample, 512 responded as shown in Table 3:2:

Table 3:2 Response Rate

Category	Male	Female	Total
Students	143	124	267
Parents	89	156	245
Total	230	282	512

The response rate was 96.6 %. According to Best and Khan (2006) a response rate of 50% is considered adequate, 60% good and above 70% very good. Therefore, in view of this, the response rate was considered very good and exceeded the threshold postulated by Best and Khan. The researcher on this basis of went ahead to analysed data.

3.9 Data Analysis Plan

The study obtained both quantitative and qualitative data. The responses from the questionnaires were scored accordingly. The choices were 4 for strongly agree, 3 for disagree, 2 for agree and 1 for strongly agree. The total marks obtained per variable were analysed descriptively to determine the relationship between student career choices and identified parental variables. Descriptive statistics including percentages and frequencies were used to analyse the quantitative data obtained. When making the results to be known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over complex statistic (Bell, 1993). Regression analysis was also done to determine the strength of the influence. Qualitative data was used to supplement interpretation of quantitative data. Since the data will be too much for computation, researcher used a computer programme called the statistical package for social sciences (SPSS). Martin and Acuna (2002) observed that SPSS is able to handle large amount of data and with its wide spectrum of statistical procedure purposefully designed for social sciences, it is more efficient. The analysis results were presented in summary form using tables, bar graphs and pie charts.

3.10 Data Management and Ethical Consideration

Before the research activities convened, the researcher obtained a research permit. The researcher sought permission from all relevant authorities to be involved. The researcher informed all respondents the purpose of the research and let the respondents participate voluntarily. The researcher avoided questions that are controversial. Respondents were assured of anonymity and confidentiality on information given.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The results of data analysis are presented in this chapter. The chapter contains discussions and interpretation of descriptive data which was done using descriptive statistics and of inferential statistical analysis. The discussion is done along the objectives of the study. The study aimed at achieving the following research objectives:

- i. To establish the influence of the parents' expectations on students' career choices.
- ii. To examine the influence of parent-child relationship on the students' career choice.
- iii. To determine the influence of parents socio-economic status on students' career choices.
- iv. To determine the influence of parents' support on students' career choices.

4.2 Background Information

The study sought background data from the respondents then the findings are presented in the here below.

4.2.1 Gender Parity

Data on respondents' gender was obtained for purposes of comparing the gender parity among the respondents. Results are presented in **Figure 4.1** below.

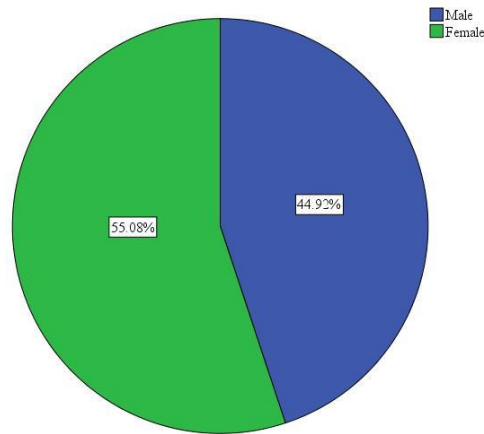


Figure 4.1 Gender Parity

Figure 4.1 shows that majority (55.08%) of respondents were male and 44.92% were female. This indicate that in the schools within the study area are dominated by male students and that more parents who responded were females.

4.2.2 Parent’s Attained level of education

The researcher obtained data on the highest level of education that their parents had attained. Inclusion of parent’s level of education was meant to find out whether there existed relationship between parents education level and student’s career choice. The findings are presented in the table 4.1.

Table 4:1 Parent’s highest level of education

Response	Frequency	Percent
Primary	198	38.7
Secondary	95	18.6
College	87	17.0
University	90	17.6
Never attended school	42	8.2
Total	512	100.0

The finding in table 4.1 shows that majority (38.7%) of the respondent’s parents had primary education as their highest level attained, 18.6% had secondary education, 8.2% had not attended school at all however 17.0% had college as the highest education level while 17.6% had University education. This data reveals that

majority of the respondents' parents lacked basic education. A comparative study by Karshen (2003) as cited by Khan, Iqbal and Tasneem (2015) between students with well-educated and not well-educated parents showed that students with well-educated parents had higher possibility of getting higher positions than those whose parents are not educated. This was linked to educated parents being in good positions to help their children in school work activities which they are familiar with, while parents with no education could not help their children with school work activities. There is likelihood that more educated parents create environments that facilitate learning by getting involved in children's learning activities and probably have an upper hand in helping their children in making informed career choice decision.

4.2.3 Parent's occupation

The researcher sought data from the respondents on the parent's occupation. The findings are presented in the figure 4.2.

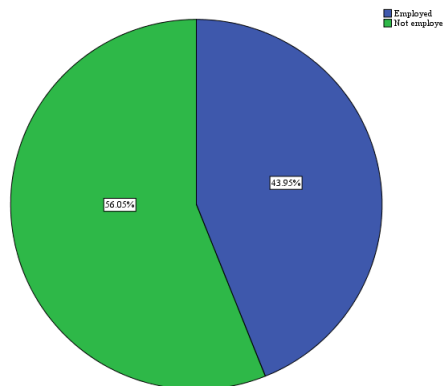


Figure 4.2 Parent's occupation

The finding in figure 4.2 shows that majority (56.05%) of the respondent's parents had not been employed while 43.95% had been employed. This implies that majority of the respondents parents lacked employment in the formal sectors.

4.2.4 Family's economic status

The researcher sought data from the respondents on family's economic status. The findings are presented in the table 4.2.

Table 4:2 Family’s economic status

Responses	Frequency	Percent
Low class income	258	50.4
Middle class income	242	47.3
High class income	12	2.3
Total	512	100.0

The finding in table 4.2 shows that majority (50.4%) of the respondents rated their family as a low class income family, 47.3% rated them middle class income family while 2.3% rated their families as high class income earners. This means that majority of the respondents families were low income earners, which could be attributed by the fact that majority of the respondents’ parents were not employed. According to Okafor (2007), students who come from low-income and single-parent homes have significantly less school success than students from high socio-economic because parents in such settings have lower educational expectations, less monitoring of children’s school work and less overall supervision of social activities compared to students from high socio-economic and intact families.

4.2.5 Already chosen a Career

The researcher sought data from the respondents on whether they had made their choice of the careers they want to pursue. The findings are presented in figure 4.3

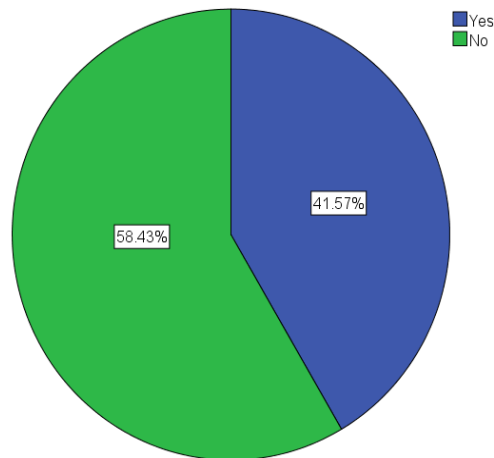


Figure 4.3 Already Career To Pursue Chosen

Figure 4.3 shows that majority (58.43%) of the students had not yet made their choice of the careers they want to pursue while 41.57% had made. This indicates majority of

the respondents were in the process of making their career choices. It suggests this is prime time for intervention on matters of career.

4.2.6 The Most Likely Person To Guide When Making Career Choice

The researcher sought data from the respondents to determine their preferred person most likely to guide them in career making decision. The findings are presented in table 4.3

Table 4:3 Who is the most likely to guide you when making your career choice

Responses	Frequency	Percent
Parents	63	12.3
Friends	102	19.9
Teachers	172	33.6
Career counselors	175	34.2
Total	512	100.0

Table 4.3 shows that majority (34.2%) of the respondents mentioned career counselors as the most likely persons that could guide them when making career choice, 33.6% preferred their teachers, 19.9% friends while 12.3% preferred parents. This findings implies that both career counselors and teachers occupy a high regard among students of people that should guide the students who are making their career choice. The low number of respondents preferring their parents could be attributed to the fact that majority of parents lacked basic education and thus their capacity to advice on career choice may be limited.

4.3 Parents' Expectations and Students' Career Choices

The **first objective** of the study aimed at establishing the influence of the parents' expectations on students' career choices in the mixed day secondary schools in Kinangop Sub County. The study presented the findings in the section below.

4.3.1 Parents confidence and believe in Students' abilities

The researcher sought data from the respondents to determine whether their parents had confidence and believe in their abilities. The findings are presented in table 4.4.

Table 4:4 Parents Have Confidence and Believe In their Children Abilities

Responses	Frequency	Percent
Strongly Agree	64	12.5
Agree	240	46.9
Not Sure	75	14.6
Disagree	86	16.8
Strongly Disagree	47	9.2
Total	512	100.0

According to Table 4.4 majority (59.4%) of the respondents cumulatively agreed that their parents had confidence and believed in their abilities (46.9% agreed and 12.5% strongly agreed) while 26% cumulatively disagreed (16.8% disagreed and 9.2% strongly disagreed). This shows that majority of the respondent's believed that parents had confidence and believed in the abilities of their children. This could imply that the students sought lesser support from their parents when making career choices. The findings by Keller (2004) are in support of this observation noting 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 development of the adolescents

4.3.2 Parents support in Activities that Assist Students Explore Career Interests

The researcher sought data on whether their parents offered supporting activities that assisted students explore career interests. The findings are presented in table 4.5.

Table 4:5 Parents offer supporting activities that assists students in exploring career interests

Responses	Frequency	Percent
Strongly Agree	83	16.2
Agree	189	36.9
Not Sure	63	12.3
Disagree	102	19.9
Strongly Disagree	75	14.6
Total	512	100.0

According to able 4.5, majority (54.7%) of the respondents cumulatively agreed that their parents offered supporting activities that assisted them in exploring career

interests (38.9% agreed and 15.8% strongly agreed) while 30.9% cumulatively disagreed (16.6% disagreed and 14.3% strongly disagreed). This implies that majority of parents offered support and they were conscious of their children career needs and thus offered support through activities that could assist students to explore their career interests.

4.3.3 Parents Expectation on Choosing Certain Career over Others

The study sought to determine whether parents expected students to choose certain careers over others. The findings are presented in table 4.6.

Table 4:6 Parents expect students to choose certain career over others

Responses	Frequency	Percent
Strongly Agree	53	10.4
Agree	205	40.0
Not Sure	75	14.6
Disagree	132	25.8
Strongly Disagree	47	9.2
Total	512	100.0

Table 4.6 shows that majority (50.4%) of the respondents cumulatively agreed that parents expected students to choose certain career over others (40.0% agreed and 10.4% strongly agreed) while 35% cumulatively disagreed (25.8% disagreed and 9.2% strongly disagreed). This shows that majority of parents were oriented to certain careers and would wish their children to choose such. over others.

4.3.4 Parents Assistance in Identifying and Nurturing Students' Talent

The researcher sought data on whether parents assisted them in identifying and nurturing talent. The findings are presented in table 4.7.

Table 4:7. Parents assist in Identifying and Nurturing Students Talent

Response	Frequency	Percent
Strongly Agree	46	9.0
Agree	184	35.9
Not Sure	11	2.1
Disagree	164	32.0
Strongly Disagree	107	20.9
Total	512	100.0

The finding in table 4.7 shows that majority (52.9%) of the respondents cumulatively disagreed that their parents assisted them in identifying and nurturing their talent (32% disagreed and 20.9% strongly disagreed) while 44.9% of the respondents cumulatively agreed that their parents assisted them in identifying and nurturing their talent (35.9% agreed and 9% strongly agreed). This shows that majority parents concern and interest in the talent of their children is low.

4.3.5 Career Choice Made Because Parents Always Speak Favorably About it

The researcher sought data to establish whether students would chose a career because their parents always spoke favorably about it. The findings are presented in table 4.8.

Table 4:8 Career Choice Would be Made Because Parents Always Speak Favorably About it

Response	Frequency	Percent
Strongly Agree	152	29.7
Agree	165	32.2
Not Sure	26	5.1
Disagree	116	22.7
Strongly Disagree	53	10.4
Total	512	100.0

The table 4.8 shows that majority (61.9%) of the respondents cumulatively agreed they chose the career to pursue because their parents always spoke favorably about it (32.2% agreed and 29.7% strongly agreed) while 33.1% of the respondents cumulatively disagreed (22.7% disagreed and 10.4% strongly disagreed). This shows that majority of the respondents would chose a career because parents always spoke favorably about it. These findings corroborate Udoh and Sanni (2012) who say that parent' attitudes towards occupations exerts a significant influence on the career choices of secondary school students in Uyo region of Nigeria.

4.3.6 Parents encourage students to consider varying educational and career options

The researcher sought data to determine whether their parents encouraged them to consider varying educational and career options. The findings are presented in table 4.9.

Table 4:9 Parents encourage students to consider varying educational and career options

Responses	Frequency	Percent
Strongly Agree	68	13.3
Agree	161	31.4
Not Sure	7	1.4
Disagree	190	37.1
Strongly Disagree	86	16.8
Total	512	100.0

Table 4.9 shows that majority (53.9%) of the respondents cumulatively disagreed that parents encouraged students to consider varying educational and career options (37.1% disagreed and 16.8% strongly disagreed) while 44.7% of the respondents cumulatively agreed (37.1% agreed and 16.8% strongly agreed). This shows that majority of the respondent's parents do not encourage their children to consider varying educational and career options.

4.3.7 Parents Role in Deciding On Students' Secondary School Subjects

The researcher sought data to establish the role of parents in decision making concerning secondary school subjects. The findings are presented in table 4.10.

Table 4:10 When choosing my secondary school subjects, my parents decided them for me

Parents	Frequency	Percent
Strongly Agree	77	15.0
Agree	149	29.1
Not Sure	4	.8
Disagree	220	43.0
Strongly Disagree	62	12.1
Total	512	100.0

Table 4.10 shows that majority (55.1%) of the respondents cumulatively disagreed that their parents decided for them when choosing their secondary school subjects (43 % disagreed and 12.1% strongly disagreed) while 44.1% of the respondents cumulatively agreed (29.1% agreed and 15% strongly agreed). This shows that most parents do not play a major role in decision making concerning their children’s secondary school subjects selection.

4.4 Parent-Child Relationship and Students’ Career Choice

The **second objective** of the study aimed at examining the influence of parent-child relationship on the students’ career choice in the mixed day secondary schools in Kinangop Sub County. The study presented the findings in the section below

4.4.1 Students Closeness and Freedom with Parents

The researcher sought data from the respondents to determine whether students are close and free with their parents and presented the findings in table 4.11.

Table 4:11 Students closeness and freedom with Parents

Response	Frequency	Percent
Strongly Agree	64	12.5
Agree	240	46.9
Not Sure	75	14.6
Disagree	86	16.8
Strongly Disagree	47	9.2
Total	512	100.0

Table 4.11 shows that majority (59.4%) of the respondents cumulatively agreed they are close and free with their parents (46.9% agreed and 12.5% strongly agreed) while 26.0% of the respondents cumulatively disagreed (16.8% disagreed and 9.2% strongly disagreed). This implies that majority of the respondents are close and free with their parents. These findings are in agreement with Sheldon and Epstein (2005) who found out that schools become successful when there exists a close, a strong and a positive relationship among students, parents, teachers and the community.

Students who are close to their parents are more likely to experience academic success since majority of their home environments are supportive which is a determinant for success.

4.4.2 Students Can Ask Parents Any Questions about General Life Issues

The researcher sought data on whether students could ask their parents any questions regarding general life issues and presented the findings in table 4.12.

Table 4:12 Student can ask parents any questions regarding general life issues

Response	Frequency	Percent
Strongly Agree	83	16.2
Agree	102	19.9
Not Sure	63	12.3
Disagree	189	36.9
Strongly Disagree	75	14.6
Total	512	100.0

According to Table 4.12 shows that majority (51.5%) of the respondents cumulatively disagreed that they were in a position to ask their parents any questions regarding general life issues (36.9% disagreed and 14.6% strongly disagreed). This shows that majority of students are not able to ask their parents all questions regarding general life issues. This implies that there could be a weak communication between students and parents on matters of life.

4.4.3. Parents' understanding of Students thoughts, feelings, and opinions about various topics

The researcher sought data from the respondents to determine whether their parents understood their thoughts, feelings, and opinions about various topics. The findings are presented in table 4.13.

Table 4:13 Parents Understanding of Thoughts, Feelings and Opinions about Various Topics

Response	Frequency	Percent
Strongly Agree	53	10.4
Agree	132	25.8
Not Sure	47	9.2
Disagree	205	40.0
Strongly Disagree	75	14.6
Total	512	100

The findings in table 4.13 shows that majority (54.6%) of the respondents cumulatively disagreed that their parents understood their thoughts, feelings, and opinions about various topics (40.6% disagreed and 14.6% strongly disagreed) while 36.2% of the respondents cumulatively agreed (25.8% agreed and 10.4% strongly agreed). This suggests that most do not understand thoughts, feelings, and opinions of their children on diverse various topics. It further suggests a weak communication link between parents and their children.

4.4.4 Parent(s) Pride in their Children, Encouraging Them to Ask Questions about Different Careers

The researcher sought data from the respondents to determine whether their parents told them of how proud they are of them and whether they encouraged them to ask questions about different careers. The findings are presented in table 4 .14.

Table 4:14 Parent (s) Pride in their Children, Encouraging Them to Ask Questions about Different Careers

Response	Frequency	Percent
Strongly Agree	107	20.9
Agree	184	35.9
Not Sure	11	2.1
Disagree	164	32.0
Strongly Disagree	46	9.0
Total	512	100.0

Table 4.14 shows that majority (56.8%) of the respondents cumulatively agreed that their parents told them of how proud they are of them and encouraged them to ask questions about different careers (35.9% agreed and 20.9% strongly agreed) while 41% of the respondents cumulatively disagreed (32.0% disagreed and 9% strongly disagreed). This shows that majority of parents told their children that they are proud of them and encouraged them to ask questions about different careers.

4.4.5 Parents concerned and express their interest in various school issues important to the student

The researcher sought to determine whether parents are concerned and express their interest in various school issues important to students. The findings are presented in table 4 .15.

Table 4:15 Parents concerned and express their interest in various school issues important to the student

Response	Frequency	Percent
Strongly Agree	44	8.6
Agree	145	28.3
Not Sure	53	10.4
Disagree	63	12.3
Strongly Disagree	207	40.4
Total	512	100.0

According to table 4.15 majority (52.7%) of the respondents cumulatively disagreed that their parents were concerned and express their interest in various school issues that are important to them as learners (40.4% strongly disagreed and 12.3% disagreed) while 36.9% of the respondents cumulatively agreed (28.3% agreed and 8.6% strongly agreed). This shows that majority of the respondent's parents are neither concerned nor express their interest in various school issues that are important to students. According to Hairston, (2000) notes children often indicated that their career choice apprehensions were eased when parents approved of their decisions to prepare for a certain career and that parental support indicated career choice approval and elicited expressions of pride and satisfaction among students. However, the current situation is a matter of concern since parents do not seem to

have open channels of communication with their children on matters of learning. This could affect their career choice negatively.

4.4.6 Students Frequency of Freely Discussing Career Issues With Parent(S)/ Guardians

The researcher sought data from students on whether they often and freely discussed career issues with their parent(s)/ guardians. The findings are presented in table 4.16.

Table 4:16 Students often discuss career issues freely with parent(s)/ guardians

Response	Frequency	Percent
Strongly Agree	116	22.7
Agree	33	6.4
Not Sure	139	27.1
Disagree	172	33.6
Strongly Disagree	52	10.2
Total	512	100.0

The findings in table 4.16 shows that majority (43.8%) of the respondents cumulatively disagreed that they often do discuss career issues freely with their parent(s)/ guardians. (33.6% disagreed and 10.2% strongly disagreed). This shows that majority of the respondents do not often do discuss career issues freely with their parent(s)/ guardians.

4.4.7 Parents caring and always encourage Students to work harder at school

The researcher sought data from the respondents to determine whether their parents are caring and always encourages them to work harder at school. The findings are presented in table 4.17.

Table 4:17 Parents are caring and always encourage students to work harder at school

Response	Frequency	Percent
Strongly Agree	116	22.7
Agree	139	27.1
Not Sure	33	6.4
Disagree	172	33.6
Strongly Disagree	52	10.2
Total	512	100.0

The findings in table 4.17 shows that majority (49.8%) of the respondents cumulatively agreed their parents are caring and always encourages them to work harder at school (27.1% agreed and 22.7% strongly agreed) while 43.9% of the respondents cumulatively disagreed (3.6% disagreed and 10.2% strongly disagreed). This shows that majority of the respondent's parents are caring and always encourages them to work harder at school.

4.4.8 Students freely talk to my parents about anything related to career since they are more understanding and not harsh

The researcher sought data from the respondents to determine whether they can freely talk to their parents about anything relating to career since they are more understanding and are not harsh to them. The findings are presented in table 4.18.

Table 4:18 Students Freely Talk To Their Parents about Anything Related To Career Since They Are More Understanding and Not Harsh

Response	Frequency	Percent
Strongly Agree	63	12.3
Agree	71	13.9
Not Sure	90	17.6
Disagree	202	39.5
Strongly Disagree	86	16.8
Total	512	100.0

The findings in table 4.18 shows that majority (56.3%) of the respondents cumulatively disagreed that they freely talked to their parents about anything relating to career since they are more understanding and are not harsh to them (39.5% disagreed and 16.8% strongly disagreed) while 26.2% of the respondents cumulatively agreed (13.9% strongly agreed and 12.3% agreed). This shows that majority of the respondent's cannot freely talk to their parents about anything relating to career since they are more understanding and are not harsh to them. This findings further confirms that there is a disjoint between career choosing activity for students

4.5 Parents Socio-Economic Status and Students' Career Choices

The **third objective** of the study aimed at determining the influence of parents' socio-economic statuses on students' career choices in the mixed day secondary schools in Kinangop Sub County. The study presented the findings in the section below

4.5.1 Students Developed an Early Understanding and Desire of Their Career Choice after Observing What Father Does

The researcher sought data from the respondents to determine whether they had developed an early understanding and desire of their career choice after observing what their fathers does. The findings are presented in table 4.19.

Table 4:19 Students Developed an Early Understanding and Desire of Their Career Choice after Observing What Father Does

Response	Frequency	Percent
Strongly Agree	62	23.4
Agree	51	19.2
Not Sure	22	8.3
Disagree	89	33.6
Strongly Disagree	41	15.5
Total	265	100.0

Table 4.19 shows that majority (49.1%) of the respondents cumulatively disagreed that they had developed an early understanding and desire of their career choice after observing what their fathers does (33.6% disagreed and 15.5% strongly disagreed) while 42.6% of the respondents cumulatively agreed (23.4% strongly and agreed 19.2%% agreed). This shows that majority of the respondent's had not developed an early understanding and desire of their career choice after observing what their fathers do. This findings contradict with results from a study done by Williams (2016) who found out that 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.

4.5.2 Students developed an early understanding and desire of my career choice after observing what mother does

The researcher sought data from the respondents to determine whether students had developed an early understanding and desire of their career choice after observing what their mothers does. The findings are presented in table 4.20.

Table 4:20 Students developed an early understanding and desire of career choice after observing what my mother does

Response	Frequency	Percent
Strongly Agree	65	25.5
Agree	31	12.2
Not Sure	25	9.8
Disagree	87	34.1
Strongly Disagree	47	18.4
Total	255	100.0

The table 4.20 shows that majority (52.5%) of the respondents cumulatively disagreed that they had developed an early understanding and desire of their career choice after observing what their mothers do (34.1% disagreed and 18.4% strongly disagreed) while 37.7% of the respondents cumulatively agreed (25.5% strongly agreed and 12.2% agreed). This shows that majority of the respondent's had not developed an early understanding and desire of their career choice after observing what their mothers do. Comparing to findings of the influence of fathers career on the students' choice in 4.6.2, the influence of father's career seem to be slightly stronger on the career choice of their children when compared to that of the mother in the study area.

4.5.3 Students desire in life to do what the father does

The researcher sought data from the students to determine whether in life they will want to do what their father does. The findings are presented in table 4.21

Table 4:21 Students Desire in Life to Do What the Father Does

Response	Frequency	Percent
Strongly Agree	44	17.3
Agree	67	26.3
Not Sure	4	1.6
Disagree	95	37.3
Strongly Disagree	45	17.6
Total	255	100.0

According to table 4.21 majority (54.9%) of the respondents cumulatively disagreed that in their life they will want to do what their father does (37.3% disagreed and 17.6% strongly disagreed) while 43.6% of the respondents cumulatively agreed (26.3% agreed and 17.3% strongly agreed). This shows that majority of the respondent's will not want to do what their father does in their life. This findings are true in that if parents are in jobs that do not satisfy them their children are not likely to take them, however if the jobs are good they will take them up as it was found out in Echebe (2000) who noted that children's development of interest in certain careers would most probably starts from the home. The study further stressed that the occupation of the individual's parents and other key figures in his/her family influences the occupational choice of such an individual.

4.5.4 In life I want to do what my mother does

The researcher sought data with an aim of determining whether in life students will want to do what their mothers do. The findings are presented in table 4.22.

Table 4:22 In life students would want to do what my mother does

Response	Frequency	Percent
Strongly Agree	27	10.6
Agree	49	19.2
Not Sure	10	3.9
Disagree	131	51.4
Strongly Disagree	38	14.9
Total	255	100.0

The table 4.22 shows that majority (66.3%) of the respondents cumulatively disagreed that in their life they will want to do what their mothers does (51.4% disagreed and 14.9% strongly disagreed) while 29.8% of the respondents cumulatively agreed (19.2% agreed and 10.6% strongly agreed). This shows that majority of the respondent's will not want to do what their mothers does in their life. Comparing with findings in 4.6.3, seemingly there is a lower percentage of those who disagreed to be influenced by what their father does (at 54.9% compared to those that could be influenced by what mother does (at 66.3%) which suggests that mother could be having lesser influence on career chosen by children compared to fathers. However, this is a subject for further research.

4.5.5 Parents Provides All Required Learning Opportunities and Resources For Schooling

The researcher sought data from the respondents to determine whether parents provided all the required learning opportunities and resources for their schooling. The findings are presented in table 4.23.

Table 4:23 Parents Provides All Required Learning Opportunities and Resources For Schooling

Response	Frequency	Percent
Strongly Agree	98	19.1
Agree	59	11.5
Not Sure	14	2.7
Disagree	161	31.4
Strongly Disagree	180	35.2
Total	512	100.0

Table 4.23 shows that majority (66.6%) of the respondents cumulatively disagreed that parents provided all the required learning opportunities and resources for their schooling. (31.4% disagreed and 35.2% strongly disagreed) while 30.6% of the respondents cumulatively agreed (19.1% strongly agreed and 11.5% agreed). This shows that majority of the respondent's parents did not provide all the required learning opportunities and resources for their schooling. This finding contradicts with Smith and Cheung (2004) study conducted in the Philippines primary school children

which concluded that the home-support the children got for education from the parents had shaped the school attainment of their children.

4.5.6 Parents Always Claim They Are Not Able To Finance Students’ Siblings’ Schooling

The researcher sought data from the respondents to determine whether parents always claimed that they would not be able to finance their siblings schooling. The findings are presented in table 4.24.

Table 4:24 Parents Always Claim They Are Not Able To Finance Students’ Siblings’ Schooling

Response	Frequency	Percent
Strongly Agree	172	33.6
Agree	174	34.0
Not Sure	4	.8
Disagree	124	24.2
Strongly Disagree	38	7.4
Total	512	100.0

The table 4.24 shows that majority (67.6%) of the respondents cumulatively agreed that parents always claimed they would not be able to finance their siblings schooling. (34.0% agreed and 33.6% strongly agreed) while 31.6% of the respondents cumulatively disagreed (24.2% disagreed and 7.4% strongly disagreed). This shows that majority of the respondent’s parents claimed they are not able to finance students’ siblings schooling which was indicative of resources constraints on the part of the parents. It implies that most parents may not be in a position to comfortably meet the financial demands of their children.

4.5.7 Students plan to finish high school education and look for a job to support educating siblings

The researcher sought data from the respondents on whether students planned to look for a job to support their parents educate their siblings when they finished high school education. The findings are presented in table 4.25.

Table 4:25 Students Plan to Finish High School Education and Look for a Job to Support Educating Siblings

Response	Frequency	Percent
Strongly Agree	56	10.9
Agree	97	18.9
Not Sure	110	21.5
Disagree	201	39.3
Strongly Disagree	48	9.4
Total	512	100.0

The table 4.25 shows that majority (48.7%) of the respondents cumulatively disagreed that students were intending to look for a job to support their parents educate their other siblings when they finish high school education (39.3% disagreed and 9.4% strongly disagreed) while 29.8% of the respondents cumulatively agreed (18.9% agreed and 10.9% strongly agreed). This shows that majority of the respondents will not look for a job to support their parents educate their other siblings when they finish high school education but instead continue with tertiary education. This suggests long term educational plan for the students.

4.6 Influence of Parental Support and Students' Career Choices

The **fourth objective** of the study aimed at determining the influence of parents' support on students' career choices in the mixed day secondary schools in Kinangop Sub County. The study presented the findings in the section below.

4.6.1 Students do Different Careers related trips Through Parents Financial Support

The researcher sought data from the respondents on whether they attend trips to visit places about different careers through financial support of their parents and presented the findings in table 4.26.

Table 4:26 Students do Different Careers related trips Through Parents Financial Support

Response	Frequency	Percent
Strongly Agree	56	10.9
Agree	111	21.7
Not Sure	6	1.2
Disagree	185	36.1
Strongly Disagree	154	30.1
Total	512	100.0

The findings in the table 4.26 showed that majority (66.2%) of the respondents cumulatively disagreed that students attended trips to visit places about different careers through parents financial support (36.1% disagreed and 30.1% strongly disagreed) while 32.6% of the respondents cumulatively agreed (21.7% agreed and 10.9% strongly agreed). This shows that majority of the respondents did not attend trips to visit places about different careers through financial support of their parents. One of the major challenges that the secondary students in many schools are facing in their career choices is lack of exposure. Students are not well exposed to the real world situations and they make ignorant career decisions based on how far the teacher's guide. Information supplied from institutions of higher learning are inadequate and cannot lead a student to make best decision, therefore students owe it to themselves to find out what career opportunities exist and those that are compatible to their talents, interests and academic ability(Mwai, 2011). Lack of visits could compromise their ability to make wise career decisions.

4.6.2 Parents Always Want Students to Be More Successful In Life than Themselves

The researcher sought data from the respondents on whether parents always wanted students to be more successful in life than them and presented the findings in table 4.27.

Table 4:27 Parents always want Students to be more successful in life than themselves

Response	Frequency	Percent
Strongly Agree	131	25.6
Agree	249	48.6
Not Sure	10	2.0
Disagree	4	.8
Strongly Disagree	118	23.0
Total	512	100.0

According to table 4.27 majority (74.2%) of the respondents cumulatively agreed their parents always wanted their children to be more successful in life than them (48.6% agreed and 25.6% strongly agreed) while 23.8% of the respondents cumulatively disagreed (23.0% strongly disagreed and 0.8% disagreed). This suggest that majority of parents have a desire to see their children live better and being more successful in life than themselves. This findings corroborates Fan and Chen (2001) who noted that parental academic aspirations for their children had greater effect on students' academic growth while communication and volunteering in school had lesser effects, and contact with schools had negative effect.

4.6.3 Parents Encourage Students to Get Involved In Extracurricular Activities

The researcher sought data from the respondents on whether their parents have encouraged them to get involved in extracurricular activities and presented the findings in table 4.28.

Table 4:28 Parents encourage Students to get involved in extracurricular activities

Response	Frequency	Percent
Strongly Agree	54	10.5
Agree	123	24.0
Not Sure	9	1.8
Disagree	163	31.8
Strongly Disagree	163	31.8
Total	512	100.0

The findings in table 4.28 shows that majority (63.6%) of the respondents cumulatively disagreed their parents had encouraged them to get involved in extracurricular activities (38.1% disagreed and 38.1% strongly disagreed) while 34.5% of the respondents cumulatively agreed (24% strongly agreed and 10.5% agreed). This shows that majority of the respondent's parents do not encourage the students to get involved in extracurricular activities. This could imply that parents' emphasis academic excellence compared to nurturing talents and abilities.

4.6.4 Parents support Students in handling curricular tasks

The researcher sought data from the respondents on whether parents supported their children in handling curricular tasks and presented the findings in Table 4.29.

Table 4:29 Parents support Students in handling curricular tasks

Response	Frequency	Percent
Strongly Agree	8	1.6
Agree	111	21.7
Not Sure	98	19.1
Disagree	209	40.8
Strongly Disagree	86	16.8
Total	512	100.0

Table 4.29 shows that majority (57.6%) of the respondents cumulatively disagreed their parents supported them in handling curricular tasks (40.8% disagreed and

16.8% strongly disagreed). This shows that majority of the respondent's parents had not supported them in handling curricular tasks.

4.6.5 Parents support Students when making difficult decisions

The researcher sought data from the respondents on whether their parents supported them when making difficult decisions. The findings are presented in Table 4.30.

Table 4:30 Parents support Students when making difficult decisions

Response	Frequency	Percent
Strongly Agree	95	18.6
Agree	188	36.7
Not Sure	7	1.4
Disagree	109	21.3
Strongly Disagree	113	22.1
Total	512	100.0

Table 4.30 shows that majority (55.3%) of the respondents cumulatively agreed parents supported their children when making difficult decisions (36.7% agreed and 18.6% strongly agreed) while a good number 43.4% of the respondents cumulatively disagreed (21.3% disagreed and 22.1% strongly disagreed). This shows that majority of the parents got involved in the lives of their children when it came to making difficult decisions. Parental involvement with their children activities and help in decision making has been reported to be of great significance as it is related to fewer behavior problems in school, better attendance and class preparation, better course completion and lower dropout rates (Domina, 2005).

4.6.6 Parents introduced Students to their Professional Friends, Business Colleagues and other Associates

The researcher sought data from the respondents on whether parents had introduced their children to their professional friends, business colleagues or other associates. The findings are presented in Table 4.31.

Table 4:31 Parents introduced Students to their Professional Friends, Business Colleagues and other Associates

Response	Frequency	Percent
Strongly Agree	93	18.2
Agree	121	23.6
Not Sure	57	11.1
Disagree	147	28.7
Strongly Disagree	94	18.4
Total	512	100.0

Table 4.31 shows that majority (47.1%) of the respondents cumulatively disagreed parents had introduced their children to their professional friends, business colleagues or other associates (28.7% disagreed and 18.4% strongly disagreed) while a good number 41.8% of the respondents cumulatively agreed (18.2% strongly agreed and 23.6% agreed). This shows that majority of the respondent's parents had not introduced them to their professional friends, business colleagues or other associates. This finding is supported by Yongo, (2011) who did a study on the factors influencing career choices by girls in public schools in Migori. The findings indicated that role models are increasingly seen as important for determining career choice. Parents should let their children have a chance to meet or interact with their role models if possible as it was found out that that there is limited awareness of credible role models.

4.6.7 Parents have taken student to several conferences and seminars

The researcher sought data from the respondents on whether parents had taken students to several conferences and seminars. The findings are presented in Table 4.32.

Table 4:32 Parents have taken their children to several conferences and seminars as a student

Response	Frequency	Percent
Strongly Agree	52	10.2
Agree	115	22.5
Not Sure	29	5.7
Disagree	161	31.4
Strongly Disagree	155	30.3
Total	512	100.0

Table 4.32 shows that majority (61.7%) of the respondents cumulatively disagreed parents had taken their children to several conferences and seminars as students (31.4% disagreed and 30.3% strongly disagreed) while a good number 32.7% of the respondents cumulatively agreed (10.2% strongly agreed and 22.5% agreed). This shows that majority of the respondent's parents do not take their students to conferences and seminars as a student.

4.7 Statistical Analysis

The study did statistical analysis along the objectives of the study and presented along the objectives of the study.

4.7.1 Parents' Expectations and Students' Career Choices

The study did a correlational analysis between parents' expectations and students' career choices and then presented the findings in Table 4:33.

Table 4:33 Parents' Expectations and Students' Career Choices

Variable	Statistic	Students' Career Choices
Parents' Expectations and Students' Career Choices	Pearson Correlation	.124**
	Sig. (2-tailed)	.005
	N	512

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4:33 shows that Parents' Expectations has a positive effect on Students' Career Choices. The r value at 2-tailed test is 0.124 at a significance of .005 that is below 0.05. This shows that parents' expectations has a positive effect on students' career choices.

4.7.2 Parent-Child Relationship and Students' Career Choice

The study determined the correlation between parent-child relationships and presented the results in the Table 4:34.

Table 4:34 Parent-Child Relationship and Students' Career Choice

Variable	Statistic	Students career choice
Parent –child relationship	Pearson Correlation	.125**
	Sig. (1-tailed)	.002
	N	512

** . Correlation is significant at the 0.01 level (1-tailed).

Table 4:34 shows that Parent-Child Relationship has a positive effect on Students' Career Choices. The r value at 1-tailed test is 0.125 at a significance of .002 that is below 0.05. This shows that Parent-Child Relationship has a positive effect on Students' Career Choices.

4.7.3 Parents Socio-Economic Status and Students' Career Choices

The study did a correlational analysis between parents socio-economic statuses and students' career choices then presented the findings in Table 4:35.

Table 4:35 Correlation Between Parents Socio-Economic Status and Students' Career Choices

Variable	Statistic	Parents Socio-Economic Status
	Pearson Correlation	.196**
Students' Career Choices	Sig. (1-tailed)	.000
	N	512

** . Correlation is significant at the 0.01 level (1-tailed).

Table 4:35 shows that Parents Socio-Economic Status has a positive effect on Students' Career Choices. The r value at 1-tailed test is 0.196 at a significance of .000 that is below 0.01. This shows that Parents Socio-Economic Status has a positive effect on Students' Career Choices.

4.7.4 Influence of Parental Support and Students' Career Choices

The study did correlation analysis between parental support and the students' career choices. The results are presented in Table 4:36.

Table 4:36 Influence of Parental Support and Students' Career Choices

Variable	Statistic	Parental Support
	Pearson Correlation	.126**
Students' Career Choices	Sig. (1-tailed)	.002
	N	512

** . Correlation is significant at the 0.01 level (1-tailed).

Table 4:36 shows that parental support has a positive effect on students' career choices. the r value at 1-tailed test is 0.196 at a significance of .000 that is below 0.01. this shows that parental support has a positive effect on students' career choices.

4.8 Students Career Choices

The **dependent variable** of the study was students' career choices in the mixed day secondary schools in Kinangop Sub County. The study presented the findings in the section below

4.8.1 Students Best Preferred Career Choice

The researcher sought data from the students on whether they had their best preferred career choice. The findings are presented in Table 4.37.

Table 4:37 I have my best preferred career choice

Response	Frequency	Percent
Strongly Agree	40	15.1
Agree	99	37.4
Not Sure	36	13.6
Disagree	78	29.4
Strongly Disagree	12	4.5
Total	265	100.0

According to table 4.38 majority (52.5%) of the students cumulatively agreed that they had their best preferred career choice (37.4% agreed and 15.1% strongly agreed) while a good number 33.9% of the respondents cumulatively disagreed (29.4% disagreed and 4.5% strongly disagreed) however it was found out that also a good number of the respondents 13.6% were not sure. These findings corroborate Gichohi (2005) who found out that many schools rely on outdated information handbooks whose information has become obsolete, which shows lack of seriousness in helping students make right career choices. The study further found that there is high indication that many students due to ignorance are likely to end up in a career not because that was what was ideal for them, but because they were not aware of any other options.

4.8.2 Students make critical self-assessment and self-analysis on matters regarding career choice

The researcher sought data from the students on whether they can make critical self-assessment and self-analysis on matters regarding career choice. The findings are presented in Table 4.38.

Table 4:38 Students make critical self-assessment and self-analysis on matters regarding career choice

Response	Frequency	Percent
Strongly Agree	62	23.4
Agree	51	19.2
Not Sure	16	6.0
Disagree	110	41.5
Strongly Disagree	26	9.8
Total	265	100.0

Table 4.38 shows that majority (51.3%) of the respondents cumulatively disagreed that they can make critical self-assessment and self-analysis on matters regarding career choice (41.5% disagreed and 9.8% strongly disagreed) while a good number 42.6% of the respondents cumulatively agreed (23.4% strongly agreed and 19.2% agreed). This implies that majority of the respondents cannot make critical self-assessment and self-analysis on matters regarding career choice and thus strengthening the argument that they need support. Arguably therefore teachers and parents should be present and offer support to the students when they are making a career choice.

4.8.3 Students understanding of the nature of work world for various careers and specifically the preferred career

The researcher sought data from the respondents on whether students understood the nature of work world for various careers and specifically their preferred career choice. The findings are presented in Table 4.39.

Table 4:39 Students understanding of the nature of work world for various careers and specifically preferred career

Response	Frequency	Percent
Strongly Agree	36	14.1
Agree	57	22.4
Not Sure	16	6.3
Disagree	127	49.8
Strongly Disagree	19	7.5
Total	255	100.0

The table 4.39 shows that majority (56.0%) of the students cumulatively disagreed that they understood the nature of world work for various careers and specifically their preferred career choice (52.3% disagreed and 3.7% strongly disagreed) while a good number 40.2% of the respondents cumulatively agreed (23.2% agreed and 17.0% strongly agreed). This implies that majority of the students do not understand the nature of world work for various careers and specifically their preferred career choice

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summaries of the results gathered in the course of the study in line with the specific objectives. It also draws conclusions and recommendations in line with the study objectives. The chapter finally suggests topics for further studies.

5.2. Summary of Results

The section below presents the summary of findings.

5.2.1 Background Information

The study revealed that majority 55.09% of the respondents was male and 44.92% were female and in which case there were more male students than female students but more female parents responded when compared to males. This findings indicate that in schools in the study area there are more male students compared to the female students while more female parents are involved with the education of their children at secondary level. The researcher went ahead to inquire on respondent's parents highest education level and found out that majority (38.7%) of the respondent's parents had primary as their highest level of education, 18.6% of the respondent's parents had secondary education, 8.2% had not attended school at all however 17.0% had college as the highest education level while 17.6% had University education implying that majority of the respondents parents had basic education.. It further revealed majority (56.01%) of parents were not employed while 43.95% were employed meaning there is high unemployment and which could be attributed to the fact that majority (50.4%) of the respondents responded rated their families as low class income family, 47.3% as middle class income families and 2.3% as high class income earners. On career choice the study revealed that majority (58.43%) of the students had not yet made a choice of the careers they would want to pursue while 41.57% had already made it. Furthermore, that majority (33.6%) of the respondents cited career counselors as the most likely to be guide students when making career choices, 33.6% preferred their teachers, 19.9% parents and meagre 12.3% friends. The low number of respondents that cited their parents suggests that majority of

parents did not participate in the career choice and they could have in mind that they could not be having basic knowledge to choose the better career.

5.2.2 Parents' Expectations and Students' Career Choices

The study revealed that majority of parents had confidence and believed in the abilities of their children meaning they had a positive outlook on their children. In addition, majority of their parents offered support for activities that assisted students in exploring career interests while majority of parents expected their children to choose certain career over others. This means the parents had preferred careers for their children while majority assisted their children in identifying and nurturing their children's talent. It also revealed that most parents assisted their children to identify and nurture their talent and majority were of the view that would choose to pursue career because their parents spoke favorably about it. This suggests that parents' opinion about certain careers could be the chance of their children taking that career. The study revealed that parents encouraged their children to consider varying educational and career options but majority could not for the students when they choose secondary school subjects. These findings show that parents got expectation of the choice of careers for their children. Correlational analysis showed that parents' expectations has a positive effect on students' career choices ($r=0.124$ at, at $.005 < 0.05$)

5.2.3 Parent-Child Relationship and Students' Career Choice

The second objective of the study aimed at examining the influence of parent-child relationship on the students' career choice. The study found revealed that majority of parents would think that they are close and free with their children even though in majority of situations, children could not ask their parents any questions regarding general life issues. However, most parents are proud of their children and they told them so though they did not encourage them to ask questions about different careers. Furthermore, most students do not think that their parents understood their thoughts, feelings, and opinions about various topics that they covered in school. Furthermore, most parents in the study area are not concerned and neither do they express their interest in various school issues that are important to the students. The study further found out that majority of students do not often discuss career issues freely with their parent(s) or guardians. In addition, most parents are caring and always encourages their children to work harder at school and though parents are more understanding

and are not harsh to their children not many students can freely talk to their parents about anything relating to career. These findings indicates that thought parents and students got good relationship, they relationship rarely touches on matters of curriculum. Nonetheless, this relationship is important to the career choice made by students and was statistically supported by an r value at 1-tailed test that was 0.125 at a significance of .002 that is below 0.05. This shows that parent-child relationship has a positive effect on students' career choices.

5.2.4 Parents Socio-Economic Status and Students' Career Choices

The third objective of the study aimed at determining the influence of parent's socio-economic status on students' career choices. The study revealed that majority of the students did not develop an early understanding and desire of a career by observing what their fathers does. Equally, most students did not to desire a career after observing what their mothers does. These findings means there is a little link between what parents are doing and the liking of a career. This was supported by the view that majority of the students never thought they would in their lives do what their father do, situation that was similar even for mothers. To most of students, parents could not provide all the required learning opportunities and resources for their schooling. This shows that majority of the respondent's parents had not provided all the required learning opportunities and resources for schooling of their children. The study further revealed that majority of the students are not eager to finish school so that they go look for a job to support their parents and educate their other siblings. This implies the urge to get a job as a means of supporting the family is not so high in the area. The findings indicates that social economic status issues have an important bearing on the career choice of students in the study area. This was statistically supported by the statistical operation that showed that parents' socio-economic status has a positive effect on students' career choices with an r value at 1-tailed test of 0.196 at a significance of .000 that is below 0.01.

5.2.5 Parental Support and Students' Career Choices

The fourth objective of the study aimed at determining the influence of parents' support on students' career choices. The study revealed that majority of students do not get financial support of their parents to attend trips and visit places related to

different careers. However majority of parents want their children to be more successful in life than them while most parents do not want them to get involved in extracurricular activities. In addition, most parents do not support their children in handling curricular tasks though they support their children when they are making difficult decisions. Most parents have also not introduced children to their professional friends, business colleagues or other. Majority of parents had not taken their children to conferences and seminars as a student. These findings show that parental support is there but it is not sufficiently directed to career choice. This was supported by correlational analysis that showed that parental support has a positive effect on students' career choices with an r value at 1-tailed test of 0.196 at a significance of .000 that is below 0.01.

5.3 Conclusions

Most parents in the study area have confidence and believe in their children's abilities and are willing to offer support in activities that they believe are of career interests, but could be influenced by the careers they expect their children to choose. This is evidenced by the fact that students are most likely to choose a career that is spoken of favorably by their parents, though in practice most parents do not decide for them as evidenced by the fact that they do not decide for them when choosing their subjects. Parents are detached from their children when it comes to identifying and nurturing their talents and they do not encourage them to consider varying educational and career options. This suggests that though parents got the right attitude on matters of career choice for their children, their knowledge and awareness on how they could support their children in choosing careers is limited.

Furthermore, despite majority of the students being close and free with their parents, majority are not in position to ask their parents any questions regarding general life issues since most parents do not understand their thoughts, feelings, and opinions about various topics. In addition, most parents are not concerned and do not express their interest in various school issues that are important to students, even though most parents would tell their children that they are proud of them and even encourage them to ask questions about different careers. Most parents are caring and always encourage their children to work harder at school but they are not able to provide all the resources needed for schooling. Most students are not in a hurry to

finish schooling to go and look for a job to support their parents educate their other siblings but instead continue with further education. This means that parents got cordial relationship with their children but their relationship is generally not inclusive of making career choice. However, that students are willing to pursue studies beyond secondary school education means they are ready and will to pursue their career goals.

Most students are not exposed since their parents do not financially support their children to attend trips and visit places related to different careers or even to attend relevant conferences and seminars. Most also do not think they can get a career out of extracurricular activities since their parents do not encourage them to be involved in these activities. They also do not get linked to professional friends, business colleagues or other associates of their parents thus lacking a point of motivation towards certain careers. Majority of the respondent's parents had not introduced them to their and majority of the respondent's parents had not taken them to several conferences and seminars as a student.

All the tested hypotheses were rejected.

5.4 Recommendations

The study would like to make the following recommendations regarding the findings:

- i) Parents should take a higher and more active and deliberate role of supporting and guiding their children in making career choices.
- ii) Parents should seek more knowledge and awareness of their children career options both in terms of core and co-curricular careers
- iii) Counsellor-teacher-parent teamwork must be strengthened in schools to support secondary students while making career choices.
- iv) Policy formulators should consider economic empowerment as a way of boosting informed careers for their children
- v) Parents should be more involved with school career programs.
- vi) Schools in partnership with parents should organize more career related trips and seminars.

5.5 Suggestions for Further Research

The study proposes the following areas for further studies:

- i) A study into parental variables and career choices among students boarding secondary conducted in the tertiary educational institutions.
- ii) A study into parental variables and careers choice among students in universities and colleges
- iii) A study should be done on the influence of families social economic statuses on the career choice of students.

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APPENDIX I: QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to gather information from you on the relationship between identified parental variables and your career choice .The responses you give will be treated with utmost confidentiality .Please don't write your name or that of your school anywhere in this questionnaire.

SECTION A: Background information

1. Your gender
 - a. Male [] b. Female []
2. What is your parent's highest level of education?
 - a. Primary [] b. Secondary [] c. college [] d. University []
 - e. Never attended school []
3. What is the occupation of your parents
 - a. Employed [] b. Not employed []
4. How would you rate your family's economic status?
 - a. Low class income [] b. Middle class income []
 - c. High class income []
5. Have you made choice of the career you want to pursue yet?
 - a. Yes [] b. No []
6. Among the following, who is the most likely to guide you when making your career choice?
 - a. Parents [] b. Friends [] c. Teachers []
 - d. Career counsellors []

SECTION B: Parents' Expectations

Kindly consider the statements that follow regarding parent's expectations and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
My parents have confidence and believe in my academic abilities					
My parents offer supporting activities that assists me in					

exploring career interests					
My parents expect me to choose certain career over others					
My parents assist me in identifying and nurturing my talent					
I have chosen the career to pursue because my parents always speak favourably about it					
My parents encourage me to consider varying educational and career options					
When choosing my secondary school subjects, my parents decided them for me					

SECTION C: Parent-Child Relationship

Kindly consider the statements that follow regarding parent-child relationship and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
I am so close and freely relate with my parents					
I can ask my parents any questions regarding general life issues					
My parents are much aware of whatever happens in any step of my academic progression					
My parents understand my thoughts, feelings, and opinions about my future career aspirations					
My parent (s) tells me he or she is proud of me and encourages me to ask questions about different careers					
My parents are concerned and express their interest in various school issues that are important to me as a learner					
I often do discuss career issues freely with my parent(s)/ guardians					

My parents are caring and always encourages me to work harder at school					
I can freely talk to my parents about anything relating to career since they are more understanding and are not harsh to me					

SECTION D: Parent’s Socio-Economic Status

Kindly consider the statements that follow regarding parent’s socio-economic status and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
I have developed an early understanding and desire of my career choice after observing what my father does					
I have developed an early understanding and desire of my career choice after observing what my mother does					
In life I want to do what my father does					
In life I want to do what my mother does					
My parents have provided all the required learning opportunities and resources for my schooling					
My parents always tell me that they will not be able to finance my siblings schooling					
When I finish my high school education I will look for a job to support my parents educate my other siblings					

2. How would you describe the area that your family lives

- i. rural area [] ii. Urban area [] iii. Peri-urban area []

3. How many members are in your family?

- i. 1-3 ii. 4-6 iii. 6 and above

4. Who is the head of your family?

i. Father

ii. Mother

SECTION E: Parents' Support

Kindly consider the statements that follow regarding influence of parents' support on students' career choices and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
I attend trips to visit places about different careers through financial support of my parents					
My parents always want me to be more successful in life than them					
My parents have encouraged me to get involved in extracurricular activities					
My parents support me in handling curricular tasks					
My parents support me when making difficult decisions					
My Parents have introduced me to their professional friends, business colleagues or other associates					
My parents have taken to several conferences and seminars as a student to help me nurture my career					

SECTION F: Students career choices

Kindly consider the statements that follow regarding students career choices and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
I have my best preferred career choice					
I can make critical self-assessment and self-analysis on matters regarding career choice					
I understand the nature of world work for various careers and specifically my preferred career choice					

APPENDIX II: QUESTIONNAIRE FOR PARENTS

SECTION A: Background information

1. What is your gender?
 Male [] Female []
2. What is your highest level of education?
 Primary [] Secondary [] college [] University []
 Never attended school []
3. What is your occupation?
 Employed [] Not employed []
4. How would you rate your family’s economic status?
 Low class income [] Middle class income []
 High class income []
5. Has your child chose a career choice so far?
 Yes [] No []
6. Where does your child mostly get career guidance from?
 Parents [] Friends [] Teachers []
 Career counsellors []

SECTION B: Parents’ Expectations

Kindly consider the statements that follow regarding influence of the parent’s expectations on students’ career choices and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
I have confidence and I believe in the academic abilities of my child to choose career					
I offer supporting activities that assists my child in exploring career interests					
I expect my child to choose certain career over the other					
I expect my child to choose certain career over others					

I assist my child in identifying and nurturing his/her talent					
I believe my child will choose his/her career because I always speak favourably of it					
I encourage my child to consider different educational and career options					
When my child is choosing the secondary school subjects, I discuss with them					

SECTION C: Parent-Child Relationship

Kindly consider the statements that follow regarding parent-child relationship and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
I relate freely with my child					
My child can ask any questions regarding general life issues					
I am much aware of whatever happens in any step of my child's academic progression					
I understand my child's thoughts, feelings, and opinions about his or her future career choice aspirations					
I tell my children that I am proud of them and encourage them to ask questions about different careers					
I am so concerned with my children and I express my interest on school issues that are important to them as learners					
I often do discuss career issues freely with my children					
I always encourages my child to work harder in school					

I can discuss anything related to the future career with my child					
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SECTION D: Parent’s Socio-Economic Status

Kindly consider the statements that follow regarding parent’s socio-economic statuses and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
In encourage my child to develop an early understanding and desire of his/her career choice through observing me					
I believe my child will do what he/she sees me doing					
I do provide all the required learning opportunities and resources for my child’s schooling					
I am not able to provide financial support for my child who is in secondary school because he has other equally demanding siblings					
I have provided the relevant educational opportunities and resources for my career development to my child					

SECTION E: Parents’ Support

Kindly consider the statements that follow regarding parents’ support and tick the box which indicates how much you agree or disagree with them.

KEY: 1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

STATEMENT	1	2	3	4	5
I financially support my child to attend activities about different careers through financial support					
I want my child to be more successful in life than me					
I have encouraged my child to get involved in extracurricular activities					
I always guide child when they are making difficult					

decisions					
I have introduced my child to friends, business colleagues or other associates that have followed the career path that he/she want to explore					
My child has attended several conferences and seminars as a student that could support him/her make a good career choice					

APPENDIX III: KREJCIE AND MORGAN'S SAMPLE SIZE TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

APPENDIX IV: AUTHORIZATION LETTER



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: E55/CE/24312/13

DATE: 18th April, 2015

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR DORCAS WANGARI WACHIRA
REG. NO. E55/CE/24312/13

I write to introduce Ms. Dorcas Wangari Wachira who is a Postgraduate Student of this University. She is registered for M.ED. Degree programme in the Department of Educational Management, Policy and Curriculum Studies.

Ms. Wachira intends to conduct research for a M.ED. Proposal entitled, "Relationship between Identified Parental Variables and Career Choices Among Students in Mixed Day Secondary Schools, in Kinangop, Nyandarua County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

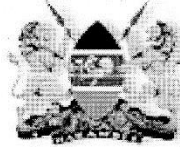
MRS. LUCY N. MBAABU

FOR: DEAN, GRADUATE SCHOOL

APPENDIX V: MINISTRY OF EDUCATION AUTHORIZATION LETTER

**MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
State Department of Education**

E-mail;kinangopedu@gmail.com
Telephone 051-8003724



SUB COUNTY EDUCATION OFFICE
KINANGOP SUB COUNTY
P.O BOX 92
SOUTH KINANGOP

24TH JULY 2015

REF:-KIN/ED/GEN/09/168

TO
ALL PRINCIPALS
MIXED DAY SECONDARY SCHOOLS
KINANGOP SUB COUNTY

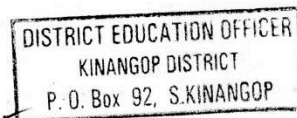
**RE:-AUTHORITY TO CONDUCT ACADEMIC RESEARCH – DORCAS
WACHIRA WANGARI ID NO.27326745**

This is to inform you that the above named student from Kenyatta University has been granted permission to carry out an academic research entitled, "*Relationship between identified parental variables and career choice among students in mixed day secondary schools in Kinangop Sub County*", for a period ending 6th November 2015.

Attached, please find research authorization letter from national commission for science and technology and innovation.

Please accord her the necessary assistance.

A handwritten signature in cursive script, appearing to read "Mundia Geoffrey".



**MUNDIA GEOFFREY
SUB-COUNTY DIRECTOR OF EDUCATION
KINANGOP SUB-COUNTY**

APPENDIX VI: RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

30th June, 2015

NACOSTI/P/15/1966/6210

Dorcas Wachira Wangari
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Relationship between identified parental variables and career choice among students in mixed day secondary schools in Kinangop, Nyandarua County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nyandarua County** for a period ending **6th November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyandarua 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
Nyandarua County.

The County Director of Education
Nyandarua County.

