



[library@chuka.ac.ke](mailto:library@chuka.ac.ke); [www.chuka.ac.ke](http://www.chuka.ac.ke)

## FAMILY DETERMINANTS AND CAREER AWARENESS AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MERU SOUTH SUB-COUNTY, THARAKA NITHI COUNTY, KENYA

*Mbaka, E. K.\*<sup>1</sup> Mwanzia, R. M.<sup>1</sup> and Murungi, J. M.  
<sup>1</sup> Chuka University, P.O. Box 109-60400, Chuka Kenya.  
 \*kainyuellyjoy@gmail.com, jmwenda@chuka.ac.ke*

### Citation:

Mbaka, E. K., Mwanzia, R. M., & Murungi, J. M. (2024). Family determinants of career awareness among students in public secondary schools in Meru South Sub-County, Tharaka Nithi County, Kenya. In: Mutembe Henry, Nduru Gilbert, Munyiri Shelmith, Gathungu Geoffrey, Kiboro Christopher, Otiso Wycliffe, Rithaa Jafford, Miriti Gilbert, Gichumbi Joel, Mwathi David, Gitonga Lucy, Nanua Jackin, Kahindi Roseline, Jonathan Kathenge & Muthui Zipporah (Eds.). *Proceedings of the Chuka University Tenth Annual International Research Conference held in Chuka University, Chuka, Kenya from 5th to 6th October, 2023. 42-46 pp*

### ABSTRACT

Career awareness is an indicator of the degree of achieving democracy and individual freedom that an individual has in determining his or her professional growth and ultimately future plans. Career awareness equips learners with a holistic understanding of their talents, personality, interest and capability in preparation for their future endeavours. Uncertainty and lack of clarity drive most students towards making wrong career choices and as result, feel frustrated and live their entire life struggling at a job they had never wished for. These observations have raised concerns on career awareness and whether the efforts put by the schools, parents and government agencies in creating awareness on careers are effective. The study sought to determine the influence of family determinants on career awareness among students in public secondary schools in Meru South Sub County. The study adopted labelling and structural functionalism theories. Descriptive survey research design was adopted for the study. A sample size of 368 respondents comprising of 12 deans of studies, 12 guidance and counselling teachers, 12 form three and 12 form four parents' representatives, 8 principals and 312 form three and four students participated in the study. Data collection was done using questionnaire for students and teachers and interview for principals and parents' representatives. Descriptive statistics was used to analyse quantitative data. The study established that family determinants had an influence on the students' career awareness, especially on the career information issues. The family social economic status, family career path, parental advice and elder siblings were found to have a great influence on career awareness. Parents and guardians should be sensitized on the importance of career awareness to their children.

**Keywords:** Career, career awareness, family determinants, attitude, labeling, structural functionalism

### INTRODUCTION

Career awareness is crucial for students because it enables them to effectively prepare for their careers and realize the options that are available to them now and in the future. The awareness on careers equips learners with a holistic understanding of their surrounding environment and how it affects their day-to-day endeavours (Carpi, Ronan, Falconer & Lents, 2017). Awareness on careers also equips learners with enough knowledge of the environment and skills required before engaging and responding to the challenges in career selection. Learners are therefore able to appreciate the world they live in and adopt best practices regarding careers (Akosah-Twumasi, Emeto, Lindsay, Tsey & Malau-Aduli, 2018). Professional career has been changing rapidly with the growth of technology and individuals have turned out to be more awake on the need to focus on career development with the appearance of data technology, the emergence of post historic period and job competition (Gati, Levin & Landman-Tal, 2019). As a result, career awareness emphasizes on individual's special skills, guides personal perspectives, measures democracy and the level of individual choice in selecting one's profession and, ultimately, one's destiny.

Wambu, Hutchison and Pietrantoni's (2017) research in Ethiopia found that student perceptions of their job alternatives were influenced by familial factors as they had an external source of control. Students are reluctant to pursue numerous careers without parental support or approval. Mau and Li (2018) found that students cite parents as crucial influence in their selection of career.

In their study (2017) predicting career indecision in college students, Marcionetti and Rossier discovered that the family is crucial to a child's professional development. Teenagers' opinions of their potential career opportunities are influenced by a number of variables, including their family social economic status and parents' educational backgrounds. Due to the significant influence that parents, families and guardians have on their children's development of their professional goals and occupational aspirations, this study established the importance of parental factors in influencing career awareness among secondary school students in Meru South Sub County, Tharaka Nithi County.

In Zambian colleges, parents encourage career awareness in the belief that these occupations will give better employment prospects than their own (Sinkombo, 2016). Through conversation about the workplace and professional knowledge, parents, particularly the more educated ones, provide career guidance to children. In a study of career awareness among Nigerian youths, Waring (2018) established that majority of the youths had erroneous information on careers due to peer pressure, ignorance and inexperience. Waring further established that peer pressure, advice from friends, parents and prestige attached to certain jobs are some of the guiding factors towards career awareness. Amani and Mkumbo (2018) study in Tanzania depicted that parental factors may negatively influence career awareness among secondary school graduates since most parents force their preferences to their children.

According to Amani and Mkumbo (2018) parents can purposefully or unintentionally affect their children's awareness of career options. This was because children thought of their future very early in life and often looked to their parents either as peers or career advisers. Teenagers will either follow a career path they believe their parents are in favour of or be inspired by a parent's attitude to seek other options. Therefore, it is not surprising to see members of the same family from various generations employed in the same field. Children may favour certain careers over others if their parents have fulfilling careers or comfortable lifestyles. In contrast, if their parents complain about their professions or struggle to support the family, children are more inclined to pursue jobs that are more fulfilling or pay more (Amani & Mkumbo, 2018). Inadequate guidance and career counselling from more experienced career guides and young scholars would result to poor career awareness and overly rising cases of unemployment among the youths hence the study investigated the social determinants on career awareness among the students in public secondary schools Meru South, Tharaka Nithi County.

Career awareness is regarded as a sign of one's level of democracy and personal freedom in determining their professional development and, eventually, their future. In order to prepare for their future endeavours, learners are given a comprehensive understanding of their talents, personalities, interests, and capabilities through career awareness. Despite the schools having career teachers and Kenya Universities and Colleges Central Placement Service (KUCCPS) through the ministry of education providing career guidance to students, most of them portray unawareness on matters pertaining careers. Based on their aptitude, success in cluster subjects, and academic standing, students struggle to connect their choice of subjects with their future careers. Students as a result are enrolling in courses that are not relevant to their job goals. Graduates land jobs in fields that fit neither their professional training nor their career goals. This leads to high absenteeism and turnover rates, workplace unhappiness, a lack of enthusiasm, inadequate performance, and a negative attitude on work. These observations raised concerns on career awareness and whether the efforts put by the schools, parents and government agencies in creating awareness on careers were effective. This study hence investigated the family determinants on career awareness among the secondary school students in public secondary schools in Meru South Sub County, Tharaka Nithi County.

### **Family Determinants and Career Awareness among Students**

Family determinants that influence career awareness among students includes; parental aspirations, family economic status, cultural orientation, parents level of education among others. Parents and other relatives have an impact on the choices regarding careers that children make (Tillman, 2015). Parents' hopes, expectations, and intentions for their children's education and careers (Boonk, Gijsselaers, Ritzen, and Brand-Gruwel 2018) are important motivators for students to choose their career options. However, it has been discovered that some parents have a misunderstanding of what they want in terms of their children's job knowledge.

A successful education plan for children must be developed by parents who are involved in their education both at home and in school and who talk to them about careers (Wachira, 2018). According to a study by Pascual (2014) conducted in the Philippines, parents have a significant impact on the careers that their kids choose, while others choose the high-paying jobs that their educational choices have made available to them. As a result, career knowledge studies are an essential component of the educational system. Awang, Kutty, and Ahmad (2014) stated that there are more information sources available and that students are interacting with classmates from all backgrounds. Students begin formal schooling, but the learning environment is dominated by experiences gained in the informal sector, particularly in families. The influence of informal education, which is outside of the jurisdiction of teachers, has placed young students at a crossroads in terms of their understanding of potential careers. They will either receive rewards for their efforts from "positive" learner encounters or setbacks from "negative" ones.

According to a Watson and McMahon (2016) study conducted in Australia, high school students who talk to their parents about their career targets report having higher expectations to follow those targets. Ngussa and Rehema (2019) claim that parental participation is a construct that can be used to determine whether a student chooses a vocation that is appropriate for them or not. The discussion above indicates that parental involvement in a school environment can be summed up as the act of parents being involved with their children in activities related to school, transferring

academic expertise, participating in school and out of school learning endeavours, getting involved with the learning process, providing opportunities for learning, and delivering suitable learning experiences (Slovacek, Jacob & Flenou, 2015).

A study by Ngesi (2013) in South Africa on systematic processes influencing educational change found that poor monetary base of scholars from deprived families deter their selections of applicable instructional programs and careers. In contrast to students from higher socioeconomic homes, students from lower socioeconomic strata were less likely to enroll in school, according to Watson, Vernon, Seddon, Andrews, and Wang (2016). Muyalo (2017) presents three explanations of this hypothetical situation. In contrast to their peers from greater socioeconomic circumstances, Muyalo claims that children from such impoverished families frequently lack the resources to complete their secondary education. Second, parents of students from underprivileged circumstances rarely support them in keeping up decent grades that would enable them to attend college. Because parents from social strata have less time to spend with their children than parents from higher social classes do, the subject of career awareness is also rarely brought up. Mothers were cited as having a special influence because they offer comfort to children who are worried about their future occupations (Shumba & Naong, 2012). According to the Mbanjwa study mentioned by Shumba and Naong (2012), moms are thought to have a big impact on their children's understanding of career options. The educational and social contexts from the studies discussed above are different from Meru South Sub County hence the study on social determinants on career awareness among students in public secondary schools in Meru South Sub County, Tharaka Nithi County, Kenya.

Studies on the factors influencing secondary school students' awareness of careers by Salami (2008) in Nigeria and Mutekwe, Modiba and Maphosa (2011) in Zimbabwe found that parental aspiration was the most important predictor of future career awareness in gender-dominated occupations. Family and community have a significant impact on professional awareness in a social environment, according to Kaneez and Medha (2018), Mutekwe et al. (2011), and Slovacek et al. (2015). High parental educational attainment and a family's capacity to support their children's education were also found to have an impact on students' academic success by giving them a greater opportunity to select suitable career options (Muyalo, 2017). Tan (2017) made a similar conclusion, stating that high educationally successful parents had high expectations and ambitions for their children's academic success and actively placed them in awareness-raising courses.

Wambu, Hutchison and Pietrantoni's (2017) research in Ethiopia found that student perceptions of their job alternatives were influenced by a range of factors, including familial and cultural influences, and that they had an external source of control. Students are reluctant to pursue numerous careers without parental support or approval. Mau and Li (2018) found that students cite parents as crucial influence in their selection of career. In their study (2017) predicting career indecision in college students, Marcionetti and Rossier discovered that the family is crucial to a child's professional development. Teenagers' opinions of their potential career opportunities are influenced by a number of variables, including their family, parents' educational backgrounds, schools, friends, their personality, and their social circumstances. Due to the significant influence that parents, families, and guardians have on their children's development of their professional goals and occupational aspirations, this study established the importance of parental factors in influencing career awareness among secondary school students in Meru South Sub County, Tharaka Nithi County.

Many students in Kenya experience difficulties when choosing careers Koech, Bitok, Rutto, Koech, Okoth, Korir and Ngala (2016). As cultures get more urbanized and children become more interested in pursuing occupations, parents' influence over them diminishes and their responsibilities are no longer the most obvious objects of identification (Martin, 2016). Choosing the proper topic combination that leads to the ideal employment is usually what separates future enjoyment of the work from future dread. KUCCPS advises parents to support their children, assist them in making decisions, motivate them to establish and accomplish academic goals, and foster in them a culpable mind-set and a positive outlook on life rather than compelling them to follow their (parents') career objectives. Parents should motivate their children to perform more effectively in high school, accomplish a career readiness self-assessment test, and plan potential career paths that they can pursue in institutions of higher learning in order to increase the likelihood that their children will get admitted to colleges and universities and be able to enrol in courses that will help them pursue their chosen career path (Niles, Jacob and Nichols, 2010).

## **THEORETICAL FRAMEWORK**

The structural functionalism theory, founded by French sociologist Durkheim in 1893 and improved by Merto (1910) and Parsons (1975 served as the foundation for this work.

### Structural Functionalism Theory

This study was guided by Structural functionalism theory developed by Durkheim (1893) a French sociologist and refined by Merto (1910) and Parsons (1975). According to this theory, society is a well-functioning system whose majority of participants share a set of fundamental principles. The idea contends that interdependence among societal components imposes structure on institutional behaviour and that of its constituents. Institutions, teams, and roles form a cohesive whole. According to the hypothesis, which serves as the study's model, society works because shared morals and standards foster widespread social cohesion. Schools are essential in this process since they impart moral values to youngsters, preparing them to become productive members of society as adults. A strong society requires a stable social environment, and a stable social environment necessitates sufficient socialization and social integration. Institutions throughout society serve crucial roles in promoting societal stability. In contrast to quick social change, which jeopardizes social order, slow change in society is preferable. Establishing goals and objectives is the first step in the conventional and recognizable decision-making process, which is followed by feedback and assessment to guide future decisions. The fact that various society institutions are geared towards the stability of the learner career wise, they are all willing to work together to ensure there is stability.

According to structural-functionalist theory, education is beneficial since it serves society's and its sectors' integrative needs. Through career awareness of the society and its sectors, this function promotes a student's sense of belonging (Cheung & Hue, 2017). So that it may perform the integrative function, education must be a structural component of society. The upkeep of societal functioning depends critically on students' career understanding (Kuah-Pearce & Fong, 2010). According to David (2014), through career awareness, education empowers people and consequently individualizes and dissolves social ties in society and its sectors, allowing learners to feel a part of society. Students' personal growth may be significantly impacted by their awareness of their career options. Students were socialized at schools. Prior to entering school, families typically socialize children at home, yet the values established in the child at home are unique to the family.

A descriptive survey study design was used by the researcher. The description, recording, analysis, and reporting of current or past situations are the primary focuses of descriptive survey research, according to Kothari (2004). According to Kombo and Tromp (2006), descriptive survey methods are frequently employed to collect data that may be utilized to assess current practices and serve as a foundation for decisions. The study regarded descriptive survey research because it describes data and analyses the connection between social variables and secondary school students' career awareness. Due to the fact that no variables were altered during data collection and reporting, the study complies with the requirements of the descriptive survey research design.

The target population was 7,330 subjects consisting of all the 39 principals, 39 deans of studies, 39 guidance and counselling teachers, 78 parents' representatives and 7,135 form three and four students and in Meru South Sub County. The principals, dean of studies and guidance and counselling teachers were selected because they are the career awareness implementers at secondary school level. The dean of studies and guidance and counselling teachers are also involved in students' subject selection and guidance is critical in career awareness and decision making. Parents monitor the academic progress of the learners as well as financing their education and career placement. A population denotes a larger group from which a sample group is selected. The target population consists of all elements-individual items, or an object whose characteristics are being studied (Kombo & Tromp, 2006).

### RESULTS AND DISCUSSIONS Response Rate

The questionnaires and interviews used to gather the data for this study were given to teachers of guidance and counselling, the dean of studies, students in forms three and four, principals, and parents' representatives in Meru South Sub County, Tharaka Nithi County, Kenya. A total of 336 questionnaires and 32 interviews were administered making a total of 368 responses. Table 1 displays the response rate.

Table 1: Response Rate

Category	es		Questionnaire	Interviews
	Frequency	Percentage		
Number of respondents	325	96.7	28	87.5
Number Un-responded	11	3.3	4	12.5
Number targeted	336	100	32	100

According to the findings in Table 1, a total of 336 questionnaires were issued, and 325 replies were obtained. For the purpose of this study, a response rate of 96.7% was sufficient. Due to the research instruments being self-administered by the researcher, a high response rate was attained. The results further indicate 28 respondents from the interviews forming 87.5% of the targeted

respondents. Fincham (2008) noted that a response rate of over 80% is satisfactory for a descriptive data analysis and 70% for inferential analysis.

### **Influence of Family Determinants on Career Awareness among Students**

The study sought to establish the influence of family determinants on career awareness among students in public secondary schools in Meru South Sub County. The students were asked to provide their opinions on how family factors affected their decision to pursue a particular career. The data were presented using a five-point Likert scale, as follows: Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD); Weighted average - WA. The results are presented in Table 2.

Table 2: Influence of Family Determinants on Career Awareness among Students

Statement	Respondent	SD	D	N	A	SA	WA
		1	2	3	4	5	
The socioeconomic status of the parents affects the student's awareness of careers	Students	11.5	14.7	1	56.9	15.	3.51
	Teachers	0	5	0	70	9	4.15
The student's awareness of a career is determined by the parent's level of education	Students	56.6	25.9	1.1	9.2	25	1.84
	Teachers	5	65	0	10	7.2	5
The career path of a family influences the awareness of a career by the students	Students	8	13.3	5.7	65.9	20	2.75
	Teachers	10	10	0	55	8.1	3.55
Parental advice influences the awareness of career that a student chooses	Students	6.6	8.2	2.7	63	25	3.75
	Teachers	5	5	0	80	19.	3.80
Elder siblings in a family have an influence on the awareness of a career by a student.	Students	5.9	9.8	2.5	71	10	6
	Teachers	0	10	0	75	10.	3.85
						8	3.71
						15	3.95

A weighted average score range from 4.2 to 5.0 meant that respondents strongly agreed with the statement, a weighted average of 3.40 to 4.19 meant that respondents agreed. A weighted average score ranging from 2.60 to 3.39 meant that the respondents were undecided about the statement. A weighted average score ranging from 1.8 to 2.59 meant that respondents disagreed with the statements while a weighted average of 1.0 to 1.79 meant that respondents strongly disagreed with the statement.

Majority of the students (56.9%) agreed with the statement that the socioeconomic status of the parents affects the students' awareness of careers with a weighted average of 3.51. Additionally, according to the study, 70% of teachers concurred with the statement. These results are in accordance with those of Amani and Mkumbo (2018), who discovered children are more likely to pursue fulfilling or profitable occupations if their parents are having financial difficulties or are not happy in their jobs. The findings, however, are in conflict with a study by Mwaa (2016), which found that socioeconomic factors have no impact on students' awareness of careers since parents can motivate their children to pursue the careers of their preference by providing appropriate educational resources and opportunities for their career growth.

Students from less affluent homes have a lower likelihood of enrolling in school than those from more affluent backgrounds, according to Watson, Vernon, Seddon, Andrews, and Wang (2016). According to Muyalo (2017), in contrast to their peers from higher socioeconomic situations, students from disadvantaged origins frequently lack the resources to pursue postsecondary education. Parents from lower socioeconomic levels had less time to spend with their children than parents from higher socioeconomic levels, according to Muyalo, which explains why the topic of career awareness was rarely broached. The findings were a confirmation by Wachira (2018) that the socio-economic background and parental aspirations influenced learners' career awareness of secondary school students in Meru County.

Akosah-Twumasi et al. (2018) study in the USA found that parental variables have an impact on young adults' job exploration and decision-making. Akosah asserts that the students that were much attached to parents and sought

career guidance ended up doing courses that were satisfying. The study further recognised that the student's awareness of a career was not determined by the parent's level of education, as was indicated by 56.6% of the students who strongly disagreed and 65% of the teachers who disagreed with a low weighted average of 1.845 for the students and

2.75 for the teachers respectively. The findings were a contrast by Wachira (2018) who asserted that the level of education of parents influenced learners' career awareness of secondary school students in Meru County.

The study established that the career path of a family influenced the awareness of a career by the students, as was agreed by 65.9% and 55% of the students and teachers respectively. The findings were also supported by a high weighted average of 3.558 for the students and 3.75 for the teacher that was obtained. According to a Watson and McMahon (2016) study conducted in Australia, high school students who talk to their parents about their career objectives report having higher expectations to follow those objectives. Parental involvement as a construct according to Ngussa and Rehema (2019) can be considered as a key feature in determining student's poor career or proper career selection. The act of parents getting involved with children in school-related activities, teaching academic skills, taking part in both in- and outside-of-school educational endeavors, and giving children the resources they need to learn can all be categorized as parental involvement in educational settings, as was demonstrated above. This result is consistent with Obot, Apebende, Okon, and Bekomson's (2020) conclusion that parents' educational backgrounds had little effect on their children's career choices. This implies parental level education does not determine the student career awareness.

The majority of the students (63.0%) and teachers (80%) agreed that parental advice influenced their career awareness. The findings were further supported by a high weighted average of 3.806 for the students and 3.85 for the teachers obtained. According to a 2017 study by Muyalo, parental engagement in their children's education had a favorable influence on their academic performance, which in turn affected their awareness of various career paths. Similar conclusions were reached by Mundi (2017), who observed that 56% of year one nursing students at Consolata Nkubu School of Nursing were motivated to pursue careers as nurses by interactions with nurses, 23% because of relatives and parents, 17% because of social media, and 7% through teacher advice.

According to Table 2, the majority of students (71.0%) and teachers (75%) agreed that having older siblings in the household had an impact on how they perceived their future careers. The results are also confirmed by a weighted average of 3.71 for students and 3.95 for teachers. This result is consistent with that of Gabay, Nitsche, and Grieger (2022), who found that girls preferred STEM majors if they were raised in smaller sibling groups, in male-dominant sibling groups, and if they had an older sister who excelled in arithmetic. According to the research of Gabay et al. (2022), sibling-level socialization experiences are extremely important in determining whether females are interested in and choose to pursue "gender-atypical" academic careers. The finding is also supported by Mberia and Midigo (2018) who indicated that siblings were the primary reason why some students opted for some career decisions and thus students are likely to seek for career advice from their siblings.

From the interviews, the researcher sought to establish what the parents and principals thought on family determinants affecting the career awareness among Students. From the excerpts;

### **Excerpt 1**

Researcher: *What do you think are the family determinants affecting the career awareness among Students?*

Respondent 1: *In most cases, parents don't discuss careers with their children and are only concerned with fees payment and other school requirements.*

Respondent 6: *Some of the parents are illiterate and thus do not know the viable careers hence no career awareness discussion with children. Other parents are just concerned in finding fees for their students and less concerned with careers.*

Respondent 18: *Some families have a bad perception about some of the courses and careers, thus discouraging their children from taking the said careers.*

Researcher: *Suggest measures that families can use to improve on the career awareness among students*

Respondent 10: *Sponsoring the children to go for career awareness seminars so that can get guidance from professionals.*

Respondent 7: *Encouraging the students to identify the potential mentors and organizing meetings for mentorship.*

Respondent 17: *Guiding the students on getting the right role models and encouraging them to follow the footsteps of the role models*

Respondent 4: *Supporting the students to follow their career line and not being dictated.*

From the interviews results in excerpt 1, it was evident that family determinants influence student's career awareness, where parents' failure to guide the students while at home, illiteracy of the parents, lack of knowledge by the parents and negative

perception of some families towards some careers influenced students' choices. The respondents suggested that the parents should organize for mentors and role models for the students to engage on career awareness discussions. The respondents further suggested that the parents should sponsor their children to go for career awareness seminars and in order for them to learn more about the careers awareness, choices and alternatives available. Amani and Mkumbo (2018) study in Tanzania depicted that parental factors may negatively influence career awareness among secondary school graduates since most parents force their preferences to their children. According to Amani and Mkumbo (2018), parents can purposefully or unintentionally affect their children's understanding of career options. This is because children visualize their future early in life and often look to their parents as their career advisors.

Children may follow a job path they believe their parents agree with or they may be inspired by a parent's attitude to seek other options. It is therefore not a surprise to find different generations in the same family working in the same profession. Wambu, Hutchison, and Pietrantoni's (2017) research in Ethiopia found that students had a secondary source of control and thought that a variety of variables, like family and societal influences, influenced their career knowledge. Students are reluctant to pursue numerous careers without parental support or approval. Mau and Li (2018) found that students cite parents as crucial influence in their selection of career. The results of Excerpt 1 are in line with Marcionetti and Rossier's (2017) study, "Mediating the Effect of Parental Support on the Relationship between Personality and Career Uncertainty in Adolescents," which found that family is important for a child's growth as a worker.

### **SUMMARY AND CONCLUSION**

The purpose of this study was to establish the influence of family determinants on career awareness among students in public secondary schools. The study established that the socio-economic status of the parents affected the student's awareness of careers. The study further established that the student's career awareness was not determined by the parent's level of education. The study also established that the career path of the family influence career awareness of the students. The majority of the respondents indicated that parental advice influenced career awareness. The study also showed that most students believed their family's older siblings had an impact on their career awareness.

The researcher came to the subsequent conclusions in light of the study's findings; Family determinants had an influence on the student's career awareness, especially on the career information issues. It has been discovered that professional awareness is significantly influenced by the family's socioeconomic level, career path, parental guidance, and older siblings. However, parental level of education was not linked to student's career awareness among the students in secondary schools.

### **RECOMMENDATIONS OF THE STUDY**

Based on the conclusions of the study, the researcher makes the following recommendations;

- i. The school administration should sensitize parents during the school parents' day on the importance of career counselling to their children. The school administration should also hire career counsellors to guide the parents on how to do career counselling to their children, as soon as they enrol in secondary schools.
- ii. The Ministry of Education should revise the policies concerning guidance and counselling and have a provision for career counsellors in schools to ensure that all the students are sensitized on careers matters upon enrolment in secondary schools. This will enable students set their career goals and focus on achieving their careers.
- iii. The school administration to set mentorship days and career week where students can be advised on the emerging issues in the career world, and be given the options available in accordance to their academic performance and achievement. This will help the students to identify the careers they qualify for and the options available for them.
- iv. The schools' guidance and counselling department should invite old boys and girls to act as peers to the students on careers matters. This will enhance their knowledge on what to choose and various course requirements and alternatives. It will also motivate the students to work hard knowing what awaits them in the career world.

### **REFERENCES**

- Akosah-Twumasi, P., Emeto, T., Lindsay, D., Tsey, K., & Malau-Aduli, B. (2018, July). A systematic review of factors that influence youths career choices—the role of culture. In *Frontiers in Education* (Vol. 3, p. 58). Frontiers Media SA.
- Amani, J., & Mkumbo, K. (2018). The influence of family background on career choice among undergraduate students in Tanzania. *Papers in Education and Development*, (32).

- Awang, M. M., Kutty, F. M., & Ahmad, A. R. (2014). Perceived social support and well being: First-year student experience in university. *International Education Studies*, 7(13), 261-270.
- Boonk, L., Gijsselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30.
- Carpi, A., Ronan, D., Falconer, H., & Lents, N. (2017). Cultivating minority scientists: Undergraduate research increases self-efficacy and career ambitions for underrepresented students in STEM. *Journal of Research in Science Teaching*, 54(2), 169-194.
- Cheung, C., Cheung, H., & Hue, M. (2017). Educational contributions to students' belongingness to the society, neighbourhood, school and family. *International Journal of Adolescence and Youth*, 22(2), 226-237.
- David, B. (2014). Introduction: Making the move to peer learning. In *Peer learning in higher education* (pp. 1-17). Routledge.
- Fincham, J. E. (2008). Response rates and responsiveness for surveys, standards, and the Journal. *American journal of pharmaceutical education*, 72(2).
- Gabay-Egozi, L., Nitsche, N., & Grieger, L. (2022). In Their footsteps or shadow? gender differences in choosing a STEM major as a function of sibling configuration and older sibling's gender and math ability. *Sex Roles*, 86(1-2), 106126.
- Gati, I., Levin, N., & Landman-Tal, S. (2019). Decision-making models and career guidance. In *International handbook of career guidance* (pp. 115-145). Springer, Cham.
- Kaneez, B., & Medha, K. (2018). Factors influencing grade 10 students' career choice in Mauritius. *Development*, 7(2), 10-6007.
- Koech, J., Bitok, J., Rutto, D., Koech, S., Okoth, J., Korir, B., & Ngala, H. (2016). Factors influencing career choices among undergraduate students in public universities in Kenya: A case study of university of Eldoret. *International Journal of Contemporary Applied Sciences*, 3(2), 50-63.
- Kombo, D., & Tromp, D. (2006). Proposal and thesis writing: An introduction. *Nairobi: Pauline's Publications Africa*, 5(1), 814-30.
- Kothari, C. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kuah-Pearce, K., & Fong, Y. (2010). Identity and sense of belonging in post-colonial education in Hong Kong. *Asia Pacific Journal of Education*, 30(4), 433-448.
- Martin, L. (2016). Doctoral students in music education: Occupational identity, career intent and commitment, and confidence for teaching in higher education. *Journal of Music Teacher Education*, 26(1), 13-27.
- Marcionetti, J., & Rossier, J. (2017). The mediating impact of parental support on the relationship between personality and career indecision in adolescents. *Journal of Career Assessment*, 25(4), 601-615.
- Mau, W., & Li, J. (2018). Factors influencing STEM career aspirations of underrepresented high school students. *The Career Development Quarterly*, 66(3), 246-258.
- Mberia, A., & Midigo, R. (2018). Understanding career choice dilemma in Kenya: Issues of informed choices and course availability. *Journal of Education and Practice*, 9(9), 35-42.
- Mundi, C. (2017). Factors associated with the choice of nursing profession among first year students at Consolata Nkubu School of nursing, Meru-Kenya. *Texila International Journal of Nursing*, 3 (2), 1-13.
- Mutekwe, E., Modiba, M., & Maphosa, C. (2011). Factors affecting female students' career choices and aspirations: A Zimbabwean example. *Journal of Social Sciences*, 29(2), 133-141.
- Muyalo, J. (2017). *Parent Related Factors Influencing Learners' Academic Performance in Kenya Certificate of Secondary Education in Igembe North Sub-county, Meru, Kenya* (Doctoral dissertation, University of Nairobi).
- Mwaa, A. (2016). *Parental factors influencing career choice among high school students in Nairobi county* (Doctoral dissertation, University of Nairobi).
- Ngesi, S. (2013). Collective leadership during Thabo Mbeki's presidency: a rhetorical perspective. *African Yearbook of Rhetoric*, 4(1), 40-50.
- Ngussa, B., & Rehema, C. (2019). Perception of students regarding the role of teachers and parents on career choice preparedness: A case of secondary schools in Meru District, Tanzania. *Integrity Journal of Education and Training*, 3(4), 60-72.
- Niles, S. G., Jacob, C. J., & Nichols, L. M. (2010). Career development and self-esteem.
- Obot, I., Apebende, J., Okon, A., & Bekomson, A. (2020). Parental level of education and students' career aspiration: Philosophical contributions for education towards learners' skills for autonomy in decision making. *Eur. J. Sci. Res*, 156, 40-49.
- Pascual, N. (2014). Factors affecting high school students' career preference: A basis for career planning program. *International Journal of Sciences: Basic and Applied Research*, 16(1), 1-14.
- Salami, S. O. (2008). Roles of personality, vocational interests, academic achievement and socio cultural factors in- educational aspirations of secondary school adolescents in southwestern Nigeria. *Career Development International*, 13(7), 630-647.
- Shumba, A., & Naong, M. (2012). Factors influencing students' career choice and aspirations in South Africa. *Journal of Social Sciences*, 33(2), 169-178.

- Sinkombo, C. (2016). *Influence of Parents on Career Choice of their Children at the University of Zambia* (Doctoral dissertation, The University of Zambia).
- Slovacek, S., Jacob, S., & Flenoury, L. (2015). Dynamic influence of family on college and career choices of underrepresented minorities in the biomedical sciences. *Journal of Education and Human Development*, 4(4), 63-76.
- Tan, C. (2017). Do parental attitudes toward and expectations for their children's education and future jobs matter for their children's school achievement? *British Educational Research Journal*, 43(6), 1111-1130.
- Tillman, K. A., & Barner, D. (2015). Learning the language of time: Children's acquisition of duration words. *Cognitive psychology*, 78, 57-77.
- Wachira, D. (2018). Relationship between parental variables and career choices among students in mixed day secondary schools in Kinangop sub-county; Nyandarua County, Kenya. *Nyandarua County, Kenya*.
- Wambu, G., Hutchison, B., & Pietrantoni, Z. (2017). Career decision-making and college and career access among recent African immigrant students. *Journal of College Access*, 3(2), 6.
- Waring, M. (2018). *Social pressures and curriculum innovation: A study of the Nuffield Foundation Science Teaching Project*. Routledge.
- Watson, S., Vernon, L., Seddon, S., Andrews, Y., & Wang, A. (2016). Parents influencing secondary students' university aspirations: A multilevel approach using school-SES. *Issues in Educational Research*, 26(4), 673- 693.