

**SCHOOL BASED AND PARENTAL FACTORS INFLUENCING CAREER
DECISION MAKING SELF-EFFICACY AMONG STUDENTS IN PUBLIC
SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Conferment of the Degree of Doctor of Philosophy in
Guidance and Counseling of Laikipia University**

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been submitted for examination in any other university.

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DEDICATION

This thesis is dedicated to my late Dear parents, Elijah Nderitu and Jemimah Wanjiku, my Dear Loving wife, Netter Wanjiku, our Dear children Joy Wanjiku, Joreen Wanini, Aurelia Wanja and Frank Nderitu who have all been a source of great inspiration in my life.

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May God Bless you all abundantly

ABSTRACT

Education is widely valued across the world as a central factor in economic, political and social development of any nation. Career decision making is crucial among people all over the world and choosing a career is challenging to those who do not have a wide life experience. Students who make irrational career choices run the risk of experiencing severe consequences, such as low job performance, stress and anxiety relating to the job, and a lack of job satisfaction and happiness. The purpose of this study was to determine the school based and parental factors influencing students' career decision making self-efficacy among public secondary schools in Kiambu County, Kenya. The objectives of the study were to establish the school based and parental factors influencing students' career decision making self-efficacy among public secondary schools in Kiambu County, Kenya. The study was guided by the Social Cognitive Career theory and Systems theory. The study used cross sectional survey research design. The data were collected using self-administered questionnaires. The target population consisted of 29,682 form three students in Kiambu County. The sample size consisted of 380 form three students who were selected using stratified sampling techniques from the 285 secondary schools in Kiambu County, Kenya. Questionnaires were used for data collection. The questionnaires were pilot tested with 30 students from three secondary schools (a boys' school, girls' school and a mixed school), comprising 10 students from each category in Nairobi County, Kenya. Reliability was enhanced by test- retest method where a Cronbach coefficient alpha of 0.79 was established. Content validity of the instruments was guided by the objectives and the experts in the Department of Psychology, Counselling and Educational Foundations of Laikipia University. Data analysis was aided by SPSS (Version 26). The data were analyzed using descriptive statistics which include percentages, means, and frequencies. Hypotheses were tested using t-test, Simple Regression and Analysis of Variance at .05 level of significance. The research found out that Gender ($t=60.295, p=0000$), Career teacher perception ($F=34.45, p=000$), Peer pressure ($F=2.116, p=0.001$), Parents level of education ($F=11.663, p=000$), parents occupation ($F=44.227, p=.000$), The school type ($F=61.788, p=000$), House hold income ($F=3995, p=.000$) and parents child relationship ($F=4025.17, p=.000$) has statistically significant influence on students' career decision making self-efficacy of students in public secondary schools in Kiambu County, Kenya. Findings from the study might inform the Ministry of Education, policy makers, guidance and counseling teachers and also parents on school-based and parental factors that could be limiting students' capacity to make the right career decisions. Based on the findings of the study, it was concluded that school-based factors had statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya. The study recommends that the Government of Kenya could carefully consider gender factor when deploying career teachers to various secondary schools in Kenya because the gender of the career teachers' does statistically influence career decision making self-efficacy. Career teachers should take precaution while undertaking career guidance and counseling to students since their perception has influence on career decision making self-efficacy.

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LIST OF ACRONYMS AND ABBREVIATIONS

CDMSE:	Career decision making Self Efficacy
CDSES:	Career Decision Self-Efficacy Scale
CP:	Career Preference
CPQ:	Career Preference Questionnaire
GoK:	Government of Kenya
JAB:	Joint Admission Board
KCSE:	Kenya Certificate of Secondary Education
KIE:	Kenya Institute of Education
KPHC:	Kenya Population and Housing Census
KUCCPS:	Kenya Universities and Colleges Central Placement Service
PSCQ:	Personal Self-Concept Questionnaire
RIASEC:	Realistic, Investigative, Artistic, Social, Enterprising and Conventional
RSPS:	Reader Self-Perception Scale
SCCT:	Social Cognitive Career Theory
SES:	Self-Efficacy Scale
TCSSE:	Teacher Career-related Support Self- Efficacy

OPERATIONAL DEFINITION OF TERMS

The following terms were defined in the context of this study:

Career choice: With regard to the current study **career choice** refers to the selection of a course of study which leads to a specific profession with regards to one's interest, desire and capability.

Career Decision Self-efficacy: According to this study, **career decision self-efficacy** indicates the extent to which a person thinks they can effectively finish the tasks required to make important career decisions.

Career teacher: this term refers to a professionally qualified instructor who is tasked with helping pupils in a public secondary school with career guidance and counseling in regard to this study.

Career: With regard to this study **career** refers to an individual 's course or progress through life and usually comprises formal education and also considered to pertain to remunerative work.

Counseling: this term refers to the process by which one individual, the counsellor, assists another individual, the client, to face, understand, and accept information about the self and the interaction with others, so that he can make effective decisions about various life choices.

Contextual factors: this term refers to social, cultural, economic, political, or environmental factors, among others, and may vary depending on the specific situation or setting.

Gender: With regard to the current study gender refers to the socially based roles performed by men and women in their everyday lives that differentiate between male and female.

The household income: in this study the term the household income is used to mean the total gross income for all people living in a home who are age 18 or older. That means the household income is the sum of all salaries, wages, profits and other forms of income before subtracting any taxes or deductions. The term the household income generally refers to the combined gross income of all members of a household above a specified age. The household income includes every member of a family who lives under the same roof,

including spouses and their dependents. The incomes of everyone count even if they aren't all used to support the household. The household income also includes anyone living in that home even if they're not related. The household income is thus, the combined gross cash income of all members of a household who are over 17 years of age. Further, the Census Bureau defines a household as a group of people living under the same roof whether they're related or not. is the total gross income for all people living in a home who are 18 years of age or older

The parent-child relationship: in this study the term the parent-child relationship is a recognition that the most important relationship to a child is the one they develop with their parent or caregiver. Children learn about the world around them through a positive the parent-child relationship. As they are growing and changing, children look to their parents to determine whether or not they are safe, secure, and loved

The parents' level of education: In this study the term denotes the highest academic level attained as demonstrated by the issued certificated. Parent's education reflects the highest level of education attained by any parent residing in the same household as the child

The parents' occupation: This term refers to the form of engagement undertaken by the parent to earn a living be it formal employment, non-formal, business.

Peer Pressure: Peer pressure is the process by which members of the same social group influence other members to do things that they may be resistant to, or might not otherwise choose to do. Peers are people who are part of the same social group, so the term "peer pressure" refers to the influence that peers can have on each other. In this study, peer pressure refers to the influence from friends to decide in regard to a particular career.

Perception: This term refers to the student ability to see, hear, or become aware of something through the senses. Perception can be defined as a combination of knowledge and idea has gained as a result of having an experience in relation to a topic

School based factors: These are characteristics that are thought to affect students' self-efficacy in making career decisions are referred to in this study. Included in them are peer pressure, the school type, gender, and career instructors' perspectives.

The school type: Refers to a public secondary school classified as either Boys only, Girls only or Mixed school.

Self-concept: The term self/concept refers to the general sense of self-worth and self-image among the students.

Self-efficacy: This study uses the term self-efficacy as a reflection of the opinions of the students regarding their capacity to organize and execute tasks, in this case choosing a career.

Self-management: With regard to the study the term self-management refers to ability to regulate one's behavior, thoughts, and emotions in a productive way. This means excelling in both personal and professional responsibilities for the benefit of oneself and others.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Formal education is the one of prime driver of the development process in a nation. This is because education is not only key to human capital formation but also inculcates development-oriented values and attitudes among citizens (Republic of Kenya, 2012). This largely explains why the Constitution of Kenya, article 53 stipulates that education is a basic human right in the country (Constitution of Kenya, 20210). The right to education presupposes that once an individual joins the schooling system, they will not only acquire knowledge and skills but also the capacity to make the right career decision on their future occupation so as to be useful to themselves and the society. This observation implies that inability to make the right career decision is not only a waste of resources extended on an individual but has also the potential to frustrate the affected individual during their career life (Inkule, 2004). A good career choice as has been explained by Bernes (2007), enhances individual productivity in their working place including happiness, a feeling of fulfillment, high morale and job satisfaction.

An interesting exception is the study by Heijke et al., (2003), who linked generic and vocational skills to mismatches and training participation. They found that generic competencies positively influence the probability of both working outside the own domain and being trained. Oppositely, vocational competencies negatively influence the probability of working outside the own domain and have no significant impact on training participation. In a related paper (Paradnik, 2018), showed that general academic skills have no direct pay-off, but enhance the selection into careers that require more management competencies. These findings support the theory that students weigh a variety of characteristics, from generic competencies to occupational competencies, while deciding on a career.

According to Chapman (2010), precise knowledge about potential careers and skills may assist high school students make informed career choices by enabling them to develop the appropriate kind of choices. Woolfolk (2006) notes that self-efficacy is an important

agent of self-development especially among children as they grow since each child is unique in the development of their career. Hormuth (2010) relates self-efficacy to self-assessment which largely represents the extent to which an individual's belief in their own characteristics may influence their career decision. For instance, in the United States, studies regarding the professional growth of African American teenagers has attracted more attention despite the challenges that affect their goals, education, and career development (Grier-Reed & Ganuza, 2011; Parris, et.al. 2010; Rogers & Creed, 2011). Therefore, it's essential to determine whether contextual factors may potentially have an influence on students' self-efficacy in deciding on career choices.

In Malaysia, Rohany and Lee (2013) examined the relationship between career knowledge and self-efficacy among secondary school students. Students' self efficacy and career awareness were considerably positively associated, according to the study's findings. Furthermore, the study showed that career awareness was highly correlated with students' employment preferences and was highest in those with higher levels of self efficacy and a more optimistic outlook. According to Parris et al. (2010), poor career choices are frequently linked to elements like low socioeconomic position inclination towards a career. Previously referred to as career decision making self efficacy describes a person's credibility with regard to their capacity to carry out the tasks required to make judgements about their professions (Gushue et al,2006: Austin,2010).

In Pakistan, Zainab and Omama (2016) examined associations among career decisions, self-efficacy and self-esteem in 100 male and 100 female students of government and private educational institutions. The findings revealed that students of government academic institutions had greater career-decision making difficulties than students from private institutions and that female students had more career-decision making difficulties compared with males. The self-efficacy for female students was similarly found to be lower than that of male students; however, there was not a significant disparity in self-esteem between the genders. The study's results suggest that there is a gender difference in career decision self-efficacy, with male students having greater levels and female students having lower levels. Significant negative relationships were identified between

self-esteem and difficulty making career decisions; these relationships also held true for its subscales measuring readiness, informational gaps, and inconsistent information. Self-efficacy significantly correlated negatively with one aspect of the challenges associated with making career decisions, such as informational deficits. This study's main objective is to ascertain if factors associated with students' educational experiences have an impact on their self-efficacy in making career decisions, with a focus on gender-specific student populations in public schools. Availability of information on Career choice and knowledge is a necessity at the senior secondary school level if misplacement of talents, poor academic performance, unemployment and workers' frustrations will be nipped in the bud. One of the personal attributes that may influence career preference is one's self-efficacy. In analyzing the psychology of self-efficacy, one of the most important aspects to consider is the relationship of self-efficacy to productive work and, more broadly, to the growth and exercise of a person's mental abilities (Kisilu et al., 2012). Teachers, administrators, and parents commonly voice concerns about students' self-efficacy issues whose significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and high self-efficacy as the cause of all good (Manning et al., 2006). In order to better understand career decision self-efficacy as a trait of career preference, Salawu and Bagudo (2016) examined the relationship between career decision self-efficacy and career choice of students in post-secondary institutions in Sokoto state, Ghana. The primary findings of the study indicated a significant, positive link between students' self-efficacy in selecting a career and their decision-making choice.

Academic achievement has been found to be correlated with a variety of psychological attributes, notably students' self-efficacy in making career decisions and occupational aspirations. Some studies, have shown that poor career knowledge, poor academic performance and high school dropout are rampant in secondary schools and are largely influenced by self-efficacy (Salawu & Bagudo, 2016). Secondary school students are future workers who are at the peak of the stage that entails conceptualization of mental images; hence they therefore need to pursue academic and career issues with sincerity and impartiality. Failure to make the right career decision may affect the physical and social well-being of an individual and equally negatively affect individual's happiness for life as a result of vocational maladjustment (Oyediran, 2012).

Sun (2019) carried out research on the effect of design thinking on students' professional self-efficacy in career guidance courses. According to the study, students' career decisions are impacted by their career self-efficacy in both direct and indirect ways. This affects the job search process as well. For this reason, it is critical that students have an elevated sense of career self-efficacy in order to raise their chances of obtaining a satisfying job that is appropriate finding employment. Nevertheless, the study was unable to determine the variables affecting students' self-efficacy in selecting profession decisions in public secondary schools; this research void will be addressed by the current investigation. The influence of career courses on result expectations and self-efficacy in making professional decisions were investigated by Spier (2020). The findings showed that self-efficacy in making occupational choices or outcome expectations were not influenced by the career courses. This study aims to close the research gap created by the previous study's failure to pinpoint the factors influencing students' self-efficacy when making career options in public secondary schools.

Ma (2022) conducted research on the use of social cognitive theory to characterize the self-efficacy model for students' online decision-making and learning abilities. The findings of the study characterize students as a dimensional decision trajectory that may be used to assess students aspiring to be flight attendants' professional cognitive ability. The process of self-evaluation, information collection, goal selection, plan construction, and issue solving—the last of which is managed by the particle swarm optimization algorithm—are the components that go into creating the self-efficacy model of students' professional decision making. By failing to identify the factors influencing students' self-efficacy in making career options while enrolled in guidance and counseling programmes in public secondary schools, the prior study created a research gap that the current study aims to close.

Numerous researches on students' career decision-making have been carried out in Kenya. Joel (2017) conducted research on how peer pressure, academic self-concept, and self-efficacy affect secondary school students' decisions on their careers in Busia County, Kenya. According to the study, secondary school students' decisions on their careers were influenced by peer pressure, academic self-concept, and self-efficacy. In Migori Sub

County, Kenya, secondary school students participated in a study by Owino (2017) investigating the mediation function of professional self-efficacy belief in the association between self-esteem and career choice behavior. According to the study, pupils in the Migori sub-county had high levels of self-efficacy belief, high career choice behavior, and high self-esteem. It also shown how self-esteem influences career choice behavior and how professional self-efficacy belief functions as a mediating factor in the relationship between occupation selection behavior and self-esteem. In order to forecast students' job goals, Mwaura et al. (2019) looked at the relationship between academic achievement and academic self-efficacy in public secondary schools in Nairobi County, Kenya. The study found a significant positive relationship between students' academic self-efficacy and achievement. The present study endeavors to bridge the gap by investigating the influence of contextual variables on students' self-efficacy in choosing career decisions, which was not explored in previous studies.

Ibrahim et al. (2014) used a target group of 2,259 students and nine guidance and counseling teachers to examine the state of career knowledge and preference among public secondary school students in Marsabit Central Sub County, Kenya. The results showed a strong correlation between students' career decisions and their awareness of their profession options. That is to say, students who had preferences for particular vocations were able to make those decisions, whereas students who had no preferences found it difficult to make similar decisions. The new study will fill the gap left by the previous study's inability to determine whether the students' background elements affected their self-efficacy in selecting career decisions. For high school pupils, exploring their job preferences should therefore be a crucial practice. A meaningful, successful, and satisfying career is probably what results from a carefully thought-out competent decision-making process. Making life decisions based on experimental processes may not be as effective as following an occupation choice process or guidelines (Kisilu et al., 2012).

Under the recently implemented National Education Management Information System (Nemis), Kiambu County recorded the greatest number of learners enrolled in public secondary schools, with 447,664; Nairobi recorded 447,370 (Daily Nation, April, 2018).

In addition to Kiambu County's high secondary school enrollment rates, there has been a discernible trend that most of these students find it challenging to choose a career after high school (Gitonga, 2013). Gitonga claims that the majority of Kiambu County students' ability to make informed career decisions has been severely hampered by their lack of vocational knowledge, their poor self-awareness, and the inadequate resources for career education provided by the schools. In contrast, inadequately prepared teachers and inadequate career resources in secondary schools had a very small impact on students' ability to make career decisions in Kiambu County secondary schools. The background variables of pupils are a significant aspect that may not have been taken into account throughout time when picking vocations among Kiambu secondary school students.

1.2 Statement of the Problem

Choosing the right career can be difficult, but having a defined career direction will help someone excel in their profession. The degree to which an individual believes they can effectively complete the activities necessary to make significant career selections is known as their self-efficacy. The self-efficacy of students in selecting their careers has a significant impact on successful career outcomes. As a result, students who have a high degree of self-efficacy in their capacity to make a career decision can make informed choices that lead to a fulfilling career. Many parties involved in education have always expressed concern about students' lack of decisiveness while making decisions for their careers. Cognizant of this, the Government of Kenya intervened by establishing career guidance and counselling in secondary schools which has been on-going for over two decades and also established the Kenya Universities and Colleges Central Placement Service (KUCCPS) whose mandate includes offering career guidance materials. All this is meant to help students in their career journey. In spite of these initiatives, students continue to get accepted into universities to study subjects they are uninterested in because they are unsure of the careers they want to pursue. It therefore calls for the need to find out why students are not able to make career decisions effectively. There is a knowledge gap because, while research has been done to identify the factors that affect students' self-efficacy in choosing a career, none of it has looked at background variables like parental education, career teachers' gender, peer pressure, or the career teachers'

perceptions of students' self-efficacy in choosing a career, especially in the context of public secondary schools in Kiambu County, Kenya. Therefore, the purpose of the current study was to determine how much parental and school-based factors influence students' self-efficacy in making career decision in public secondary schools in Kiambu County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the school based and parental factors influencing students' career decision making self-efficacy among public secondary schools in Kiambu County, Kenya.

1.4 Objectives of the Study

Specifically, the study aimed at achieving the following objectives:

- i. To establish whether the gender of the career teachers has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- ii. To determine whether the career teachers' perception on student's career decision making self-efficacy has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- iii. To establish whether peer pressure has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- iv. To determine whether the parent's level of education has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- v. To examine whether the parent's occupation has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

- vi. To establish whether the school type has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- vii. To find out whether the household income has influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- viii. To explore whether the parent-child relationship has influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

1.5 Research Hypotheses

The following research hypotheses guided the study and were tested at .05 level of significance.

H₀1: The gender of the career teachers has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀2: Perception of the career teacher on student's career decision making has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀3: Peer pressure has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀4: The parents' level of education has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀5: The parents' occupation has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀₆: The school type has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀₇: The household income of the student's family has no statistically significant influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀₈: The parent-child relationship has no statistically significant influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

1.6 Significance of the Study

The findings of this study bridges the body of knowledge as it provides a model of predicting the students career decision making self-efficacy given the parental factors and the school based factors. The findings of this study are helpful to students, curriculum developers, school administrators, career teachers, and the Ministry of Education in improving career decision making for students who may have challenges in identifying their careers.

The study findings may also provide information to Kenya Institute of Curriculum Development (KICD) on their responsibility in providing adequate curriculum resources for career guidance in order for students to receive quality career guidance services.

The study findings are helpful to the Ministry of Education and State Department for Youth Affairs and Creative Economy to develop policies that can improve career decision making in education and youth development respectively. The results of the research serve as an impetus for further research on the influence of peers, academic self-concept, career placement, career guidance, and appropriate self-efficacy on secondary school students' career decision-making.

1.7 Assumptions of the Study

The study was based on the following assumptions:

- i. The students and the career teachers gave honest responses that reflect their actual career decision making self-efficacy.
- ii. That all public secondary schools have career teachers charged with the responsibility of providing career guidance and counselling to students.
- iii. That all public secondary schools have a career guidance programme.

1.8 Scope of the Study

The study sought to establish the influence of the parental and school based factors on career decision making self-efficacy of public secondary school students in Kiambu County. The independent variables were the parental factors and school based factors with career decision making self-efficacy being the dependent variable. The study population consisted of all the form three students in public secondary schools in Kiambu County. The public secondary schools in Kiambu County were the purposeful focus of the investigation.

1.9 Limitations of the Study.

Social desirability bias could have influenced the results. The respondents could have given a 'wrong' answer to the questions in what they consider socially desirable and which could have presented them positively. This was addressed by the researcher collecting data using a questionnaire to reduce social pressure and taking time to make respondents comfortable in revealing of their experiences. The researcher was able to build rapport with the respondents, identifying himself as a scholar and reminding them that there was no 'right' or 'wrong' answers. The researcher also assured them that the information they were to provide was only to be used for purposes of this study.

Another limitation of the study was that it was not experimental. Thus, the study did not determine causality but only examined the relationships between variables. Additionally, another limitation was that the study used only the current form three leaving all the other grades who are also facing the same problem. This was on the basis of the assumption this group of the respondents were representative of the entire population.

The researcher encountered a difficulty when some respondents refused to answer some questions out of concern that it would reveal their weaknesses. In order to address this constraint, the researcher applied the principles of confidentiality, informed consent, and anonymity, thereby obtaining the participants' voluntary participation in the research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the related literature pertaining to the school based and parental factors influencing students' career decision making self-efficacy in guidance and counselling programme among public secondary schools in Kiambu County, Kenya. This chapter focuses on the ways that peer pressure, parental characteristics, gender, the school type, and peer pressure affect students' self-efficacy in making career choices. The studies that have been evaluated specifically concentrate on the parental and school-based factors that influence students' self-efficacy in identifying career decisions when participating in guidance and counseling programmes across the globe, especially in Kenya. The goal of the criticism of the local empirical investigations aims to identify potential areas for further research. In addition, emphasized are the theoretical and conceptual framework.

2.2 The Concept of Career decision making Self-efficacy

The study conducted by Brown and Brooks (1990, cited by Patton & McMahon, 2014) is the source of the concept of career decision making. Based on this study, choosing a career is a lifelong process that involves preparing oneself to make decisions in the many various occupations that are available in the labour market. A study conducted by Crisan and Turda (2015) provided evidence in favour of gender disparities in self-efficacy in making career choices. The study's weakness is the cultural influence on gender differences. As in this case, most of the medical students in the sample were born in United States of America and had already made their career decision. The implication of the findings from these studies is that gender has influence in some cases but not in

others. Making a career choice is a difficult task to many people and if this choice is not carefully made, it can negatively affect the future of an individual.

Egunjobi *et al.*, (2013) notes that many career paths pose a challenge to many people. The choice of a career can therefore be influenced by a variety of factors which are either internal or external. Factors which influence an individual's career choice are; ignorance, gender, passion, parental/relative influence, advice from friends, school's curriculum, religion, child's upbringing, teacher's counsel, family values, prestige and societal perception. In other words, self-efficacy makes it possible to multiply or even destroy students' potential in learning (Akhsania *et al.*, 2021). Furthermore, efficacy beliefs are not only related to the ability to control oneself in changing the environment, but also involve self-regulation about thought processes, motivation, and affective and psychological atmosphere (Akhsania *et al.*, 2021). Thus, having self-efficacy becomes very important for every student in the learning process (Abdullah, 2019).

The findings of this research imply that social persuasion is a way to strengthen students' beliefs. However, to be an effective persuader, according to Bandura you must know the right conditions, because if not, the result will be reduced self-efficacy (Akhsania *et al.*, 2021). For example, what persuaders express must be facts, acceptable to common sense, not empty praise. According to Inkson (2007) career decision making concept introduced varied employment policies in many countries that led people to seek better career opportunities. In recent years, career decision-making is regarded as interaction between a person and the career field influenced by forces in the career field within which decisions are made with regard to career progression.

According to Olamide and Olawaiye (2013), secondary school students in Nigeria are influenced by certain criteria when choosing their career path. A notable disparity was discovered in both the students' opportunity progress and personality development. Using a gender split calculation, 52percent of men and 46percent of women concurred that opportunities have an impact on one's career, whereas 42percent of men and 42percent of women disagreed. Further, while 42percent and 45percent of men and women disagreed, 51percent of men and 51percent of women agreed that personality

does influence career choice. Also, 50percent of male and 54percent of female agreed that environment does affect career choice but 41percent and 49percent of male and female does not agree. In conclusion, all the factors namely environment, influence opportunity and personality affect the students in determining their career. This study investigated how gender affected Kenyan public secondary school students' perceptions of their own ability to choose a career. A study by Ogwari et al. (2015) examined the influence of gender on career choice by secondary school students. According to the study's findings, gender had a significant impact on career decisions. According to the findings of the study, men and women had comparable levels of self-efficacy when it came to choosing a career.

A key idea that characterizes a person's fundamental ability to complete a task is self-efficacy (Lent & Brown, 2008; Austin, 2010; Adika et al., 2013). According to Bandura (2001), self-efficacy is the conviction that one can successfully do a task from a specific angle. Prior studies show that students who demonstrate greater senses of self-efficacy are more likely to confront stressful academic situations compared with individuals who have lower levels of self-efficacy (Tang et al, 2008; Yuhsuan & Jodie (2014). People's confidence in their capacity to engage in activities connected to choosing an appropriate career choice is referred to as self-efficacy in making choices for careers, according to Crisan and Turda (2015). Research indicates a positive correlation between, for example, vocational identity and self-efficacy in making career decisions (Crisan & Turda, 2015). Nonetheless, some research has indicated a negative correlation between self-efficacy and vocational decision-making (Crisan & Turda, 2015). Yuhsuan & Jodie (2014), for instance, examined the relationships between self-efficacy, coping, and job satisfaction on a sample of Taiwanese nurses using a Structural Equation Modeling (SEM) study. The purpose of this research was to investigate whether coping skills have an influence on self-efficacy and job satisfaction. The findings indicated a connection between higher levels of self-efficacy and job satisfaction. The study concluded that higher levels of self-efficacy foster confidence, which enables more adept problem-solving. This study looked at work happiness among employed nurses, whereas the current study concentrated on the career decision-making of students.

A person's confidence in their ability to complete the activities necessary to make career decisions is referred to as "career decision-making self-efficacy" (CDMSE) (Betz et al., 1996). According to research by Sidiripoulou-Dimakakou et al. (2012), students' self-assurance is crucial to their capacity for decision-making because it influences their choice of career route and helps them get over challenges. Making professional selections can be challenging for a number of reasons, including internal or external conflicts, inadequate information, a negative attitude about one's profession, and low self-efficacy (Baldon et al., 2023).

Career growth is significantly influenced by an individual's ability to make decisions about their career, particularly for students. According to Korean studies, CDMSE is positively correlated with career exploration, professional decision-making, and academic achievement (Kim & Park, 2019). Academic achievement and Korean college students' self-efficacy in making a career choice were found to be favourably connected. Students who had a strong sense of confidence in their ability to make professional decisions were also more likely to look into multiple career possibilities and develop a well-defined career plan, according to research by Kim and Lee (2014). Individuals who struggle with career decision-making may end up making poor choices or impeding their ability to make decisions, as career decision-making is vital to students' academic and professional development (Kırdok & Harman, 2018). However, more research is needed to comprehend how parental career conduct affects the nation's self-efficacy in making career choices.

The relationship between parental career behavior and Filipino high school students' self-efficacy in making career decisions was investigated in a study by Anas et al. (2020). The study's conclusion showed that parents play an important role in influencing how their children develop as professionals. Although there is an increasing body of research on parent career conduct and self-efficacy in the Philippines, more empirical study—specifically on Samal Island—is needed on the subject. The researchers, especially at UM Peñaplata College, were inspired by this to carry out this study. This research examines

two traits in Grade 12 students—parent career behavior and self-efficacy in choosing a career—in order to address the emerging issues.

Career decision-making self-efficacy (CDMSE) is a person's belief in their capacity to perform the tasks necessary to make decisions about their careers (Bez & Hackett, 2006). A different study by (Bozgeyikli & Erolu, 2009 & Anas et al., 2020) defined CDMSE as the capacity to plan, coordinate, and complete the tasks necessary to satisfy a certain set of performance goals. Individuals' choices and options throughout vital decision-making times are largely shaped by their self-efficacy, which ultimately determines their life trajectory and impacts future results (Bandura, 2012). According to a study by Hamzah et al. (2021), CDMSE has an influence on career choices, accomplishments, and adjustment behaviors—all of which are critical for fostering career adaptability. The way that teenagers view their own competence as decision-makers shapes the expectations they have for these outcomes, which in turn shapes their academic performance and career aspirations (Lent, 2010). This concept is essential to understanding an individual's career actions, according to Betz (2007). According to Lent et al., (2000), those with high CDMSE are more likely to pursue a career, set reasonable goals, endure through hardship, and have successful professional results.

The relationship between professional results and career decision-making self-efficacy (CDMSE) has been the subject of numerous studies. According to these studies, those who score higher on the CDMSE are more likely to be actively involved in career-related activities and to be more committed to and satisfied in their chosen fields of work (Hackett & Betz, 2012). However, those with lower CDMSE scores—a measure of one's ability and personal interests—may find it more difficult to make decisions and are less likely to select a professional path that fits with their skills and interests (Lent et al., 2002). These people often avoid the kind of actions that require a higher degree of self-efficacy in order to do, such as choosing a major and setting specific goals. Moreover, research has shown that professional knowledge, self-awareness, decision-making skills, and social support are critical determinants of CDMSE (Lent et al., 2000). Self-knowledge is the ability to comprehend one's own interests, values, personality, and

talents; it is necessary for making wise professional decisions (Gati et al., 2014). Occupational knowledge includes information on the labour market, available career paths, and the prerequisites for a particular position.

Decision-making skills, such as problem-solving and goal-setting, are necessary for making sensible career decisions (Osipow, 2000). Parents, instructors, and classmates are examples of significant persons whose social support can provide the motivation, guidance, and information needed to make career decisions (Gushue et al., 2006). Finally, strategies for increasing CDMSE have been created. Studies have indicated that CDMSE can be considerably improved by career counseling and guidance programmes emphasizing professional knowledge, self-awareness, and decision-making skills (Gati et al., 2014). Using online tools like career examinations and informational websites, people can get the knowledge they need to make wise career decisions (Brown & Lent, 2013).

The 8-4-4 system of education is used in Kenya, where students complete eight years of elementary school, four years of secondary school, and at least four years of university study. There is only one common curriculum available to elementary school students. However, students have the option to pursue science- or art-based courses at the secondary school level. This is the first time a student has to make a decision on their future job path. Performance on the Kenya Certificate of Secondary Education (KCSE) further validates this decision. The results of the KCSE exams determine a student's eligibility for a variety of university degrees. Outstanding performers go on to pursue careers in engineering, medicine, law, architecture, finance, accounting, and many others. Conversely, students who do poorly are enrolled in general degree courses that are not intended for professionals. From the aforementioned, it can be inferred that a Kenyan student's secondary school course selection and KCSE performance level influence their future profession. This is partially accurate, and as a result, a large number of Kenyan students pursue careers that they had not initially desired. Students' interests are never considered when determining their entrance to university courses, which leads to the majority of them following occupations they happened to stumble into. For this reason, exploring job options should be a significant assignment for high school pupils. A well-planned strategy for choosing a career will lead to a fulfilling, fruitful, and meaningful

profession. Making life decisions based on untested processes may not be as effective as following a job choice process or blueprint (Kisilu et al., 2012).

One of the many crucial decisions students will make while figuring out their future plans is choosing a career, and this choice will affect them for the rest of their lives (Borchert, 2002). According to Borchert's research report, a number of factors influenced high school students' job choices. By recognizing these characteristics, parents, educators, and business professionals can gain insight into where students place the greatest trust in their career selection process. The aforementioned factors comprise the student's immediate surroundings, the options accessible to him or her, and lastly, the student's personality. According to him, every student has a unique past that influences the way they perceive the world. Students choose job decisions based in part on this past, which is shaped by their upbringing, personality, and opportunities. The decisions a student makes about their career are therefore also influenced by how they view their surroundings, personalities, and opportunities. Students' perceptions of their surroundings, personalities, and opportunities are never the same, according to Splaver (2011), which helps to explain why they choose diverse careers. A student's choice of career might be significantly influenced by their childhood experiences. The most significant environmental component may be the student's support network, which consists of parents, relatives, siblings, peers, teachers, and counselors. In Kenya, there are numerous instances of well-known individuals whose offspring have pursued their parents' professions. Some of the occupations that might originate in families are lawyers, doctors, teachers, accountants, and engineers, as offspring follow in their parents' footsteps in these fields. Students who have lived in a hospital setting, for instance, could decide to pursue a career in medicine. However, they can detest working in healthcare facilities, in which case they would avoid any employment related to the medical field. Students who live next to airports can decide to become pilots because they find it fascinating to watch planes fly overhead. In certain instances, a student's career decision is the outcome of a major influence or imprint that they had made on their lives. The educational background of parents can have an impact on students' decisions on whether or not to pursue further education. It's possible that the student was motivated by something they saw on television, or because

their parents required them to take over the family business. These are a few examples of the several contextual elements that could influence a student's profession choice (the Kenyan educational system).

According to Ogutu et al., (2017), young people in Kenya are most frequently prevented from advancing in their careers by their incapacity to make well-informed choice. The bulk of high school students also experience a strong desire for self-actualization upon obtaining a university degree, as opposed to pursuing careers that foster the development of talents and skills that are driven by the labour market. In addition, the employed experience job frustration due to deficiency in career self-efficacy. Thus, their career productivity is affected. Additional study in Kenya by Ochieng (2015) on self-efficacy and academic achievement among secondary school students revealed that Kenyan secondary school's students lack sufficient sense of self-efficacy necessary to demonstrate persistence on tasks when faced with the career challenges. Thus they do not adequately engage in self-regulating processes. However, since secondary school students in Busia County, Kenya prepare to enter the workforce upon completion of their secondary education, it was necessary to investigate the impact of self-efficacy on career decision making.

Ogutu et al. (2017) also established that Kenyan secondary schools continue to face challenges in career decision making, despite the government's emphasis on career guidance and counseling programme in schools. Thousands of school-leavers miss out on suitable careers, because of distorted career choices. More often students make career choices in less regard to ability or talent. Existing reports reveal that most people are employed in areas that are neither in line with their professional training nor with their career interests. On the other hand, Mutua (2009) conducted a study on relative impact of some predictor variables on career aspirations of high school students in Nairobi County, Kenya. The study aimed at finding out which predictor variable(s) had the greatest influence on high school students' career aspirations. The study found out that academic achievement had the greatest impact on occupational aspirations while differences in gender in relation to choose of occupations and self-esteem was not significant. A

limitation of the study was that the sample consisted of college students who were mainly women (76.1percent women versus 23.9percent men). Further exploration in the research is needed through the current study on how these results would be applicable for public high school students based on their gender in Kiambu County, in order to fill this research gap.

Bell (2002) carried out a study on a gender role-focused self-efficacy approach to an undergraduate career decision-making course. No significant differences were discovered on the basis of biological gender. Results suggest that interventions attending to sociological variables and utilizing relevant theoretical constructs may be more effective in assisting college women with the major and career decision-making process than general approaches. A study on college students' self-efficacy in deciding on career decisions was conducted by Arjanggih et al. (2020). The study discovered that self-efficacy in making career decisions varied by gender. Male students were more confident than female students in their ability to choose a job, according to the study.

In a study conducted by Amani (2016) on the self-efficacy of higher education students in Tanzania in making career decisions, the majority of respondents shown high levels of self-efficacy in selecting goals, learning about occupations, planning, problem-solving, and self-appraisal. In addition, the results showed substantial differences in career self-efficacy between first- and final-year students, as well as between male and female students, aside from age. The findings help to clarify how students' gender, age, and academic year in sub-Saharan Africa relate to the development of their self-efficacy in selecting career decisions. Bolat and Odacı (2017) conducted research on the gender role orientations, attachment styles, and self-efficacy of senior high school students when it came to selecting career decisions. The findings demonstrated a substantial relationship between career decision making efficacy and attachment patterns, both scared and secure, as well as differences in self-efficacy based on gender roles. Individuals who identified as androgynous had higher career making self-efficacy than those who identified as masculine or feminine, while those who identified as ambiguous had lower self-efficacy in making professional decisions.

The development of advanced technology in today's world has made it more difficult than ever to match educational needs with career choices (Onoyase & Onoyase, 2009). Across the globe, 75.8 million younger people were unemployed in 2012, primarily as a result of career mismatch (United Nations, 2012). This trend suggests that the world is entering the age of unparalleled talent inadequacy which may put a brake on economic growth and ultimately change the approach to workforce challenges. Several studies show that secondary school students all over the world face dilemma in making career decisions' (Issa & Nwalo 2008; Macgregor, 2007; Watson, et al. 2010). Every person considering a career decision is impacted by a variety of elements, including their educational background, personal aptitudes, and the environment in which they reside (Watson et al., 2010).

Previous research has shown that secondary school students are typically anxious about making career choices in the absence of career assistance (Despina et al., 2012; Jamali et al., 2015; Ikediashi, 2010; Austin, 2010). For instance, the International Labour Organization (ILO) (2011) blames school curricula that fail to address students' early career preparation for the lack of knowledge that young people have about the working world and making career decisions. The International Labour Organization (ILO, 2011) issues additional warnings, stating that the dehumanizing job market conditions that young people in African countries face lead to desperation, which in turn fuels intolerable social behaviors (such as drug trafficking, robbery, and insecurity) and socio-political conflict in their communities. Students' career decisions might be influenced by extrinsic, intrinsic, or a combination of factors. Parental expectations, the parents' occupation and educational attainment, gender, socioeconomic class, and race all have an impact on a person's career aspirations (Domenico & Jones, 2016).

Bartik et al., (2018) state that the relationship between earnings inequality and returns to education has also led to speculation among many policymakers and economists that increasing educational attainment, particularly among the poor, could help equalize economic opportunity, if not outcomes. Although an increase in the share of the

population that is more highly educated would presumably decrease the returns to education through supply-side factors, possibly stopping or reversing its growth over the past few decades, it is certainly conceivable that providing more education to the poor might improve their relative earnings outcomes if not appreciably diminish overall inequality. Career is a lifetime process that entails decision making that is linked to an individual's general experience. A career is a series of connected vocational knowledge and activities that are extend over an individual's life (Dobson, et al., 2014). According to Kaur (2016), making a career selection is a process that involves an individual's choice. Making a career decision is a difficult and delicate process that everyone must go through in life. One could recognize a smart career selection as one that was made following a careful examination of all career inclinations and individual competencies required to succeed in a chosen field (Kaur, 2016). Making a career decision has recently developed into an extremely complex science; bearing in mind that many aspects in life affect this. However, choosing the correct career is essential in leading a satisfying life, and accomplish outstanding vocational output that sets the platform for organizational growth and development (Sovet et al., 2018). further, career interest is the process through which individuals investigate, explore and examine. Accordingly, researchers examine such factors to determine their role in career behaviour and how they affect individuals' career decisions (Basler & Kriesi, 2019).

Self-efficacy is a key idea that characterizes a person's underlying ability to succeed (Lent & Brown, 2008; Austin, 2010; Adika et al., 2013). Self-efficacy, according to Bandura (2001), is the conviction that one can successfully complete a task from a specific standpoint. Based on earlier research, students who exhibit higher levels of self-efficacy are more likely to deal with demanding academic environments than those who have lower levels (Tang et al., 2008; Yuhsuan & Jodie, 2014). According to Crisan and Turda (2015), self-efficacy in professional decision-making refers to people's confidence in their ability to participate in activities related to selecting a suitable career path. Studies, for instance, have discovered a favourable association between professional identity and self-efficacy in making career decisions (Crisan & Turda, 2015). In contrast, some research has indicated a negative relationship between one's ability to make career

decisions and one's level of self-efficacy (Crisan & Turda, 2015). Yuhsuan and Jodie (2014), for example, used a structural equation modeling (SEM) study to look at the links between self-efficacy, coping, and job satisfaction on a sample of Taiwanese nurses. Examining whether coping influences the association between self-efficacy and job satisfaction was the aim of the study. The results showed a correlation between increased job satisfaction and self-efficacy. The study concluded that greater self-efficacy increases confidence, which helps one deal with issues more skillfully. Whereas the present study focused on students' career decision-making, this one examined job satisfaction among working nurses.

According to Austin (2010) and Byars- Winston & Fouad (2008), there is a substantial correlation between math and science self-efficacy and interests and career decision self-efficacy on the former. These factors also influence goal intentions and career-related actions in the latter domain. The present study centered on the impact of students' self-efficacy and career decision-making, in contrast to previous research that investigated career behavior and self-efficacy. On the other hand, research using empirical data has shown that self-efficacy influences career choices. For example, Bounds (2013) looked at the differences between high- and low-achieving African American high school students' academic self-concept and self-efficacy in making career decisions. The quantitative research design used in the study was non-experimental. The researcher theorized that students with better academic success levels would also have higher levels of career decision self-efficacy, based on data from 104 respondents in the sample. The study's conclusions showed no correlation between academic success and self-efficacy in job decisions. This study's shortcoming was that it relied on a meagre sample of 104 respondents, which was insufficient to validate the hypothesis. Nevertheless, using a sizable sample size of 364 respondents, the current study used a correlational research strategy that allowed for adequate generalization to the intended audience.

Ortega et al. (2009) examined the relationship between players' degrees of self-efficacy during a basketball game in Spain. A questionnaire was administered to 187 players under the age of sixteen in order to assess their levels of self-efficacy. The results

revealed that players with high levels of self-efficacy presented higher values in different performance and participation variables than the players with low levels of self-efficacy. Whereas this study was on self-efficacy in basketball game as a specialty, the current study focused on career decision making as a broad spectrum in education. Kolo et al. (2017) examined the relationship between final-year students' academic performance at Nigerian colleges of education and their self-efficacy beliefs. Questionnaire with 5-level. The study recommended need to expose students to self-efficacy intervention programme in order to develop high level of confidence on academic performance. The current study targeted on students in secondary school with age range of 14-20 years. A study on the influence of achievement motivation and academic self-efficacy on Ethiopian university students' academic achievement was carried out by Abesha (2012). Self-report questionnaires were used to gather information on academic self-efficacy and achievement motivation from a sample of 2116 first-year undergraduate students (763 females and 1353 males), who were chosen using a multi-stage cluster random sampling procedure.

Odanga et al. (2015) found no statistically significant relationship between gender and teachers' self-efficacy in their Kenyan study. Using stratified random sampling, a sample size of 327 teachers was selected for the study, which used a mixed method approach. Data were gathered via interview schedules and questionnaires. In addition, Ochieng (2015) conducted research in Nyakach Sub-County, Kenya, to ascertain the association between academic achievement and self-efficacy in both male and female secondary school students.

A study on the gender disparities in the predictors of secondary school students' career indecision in Kenya was conducted by Migunde et al. (2015). The results showed that for female students, professional readiness and vocational identity were the strongest predictors of career indecision, whereas for male students, external locus of control, career readiness, and vocational identity were the strongest predictors. The results demonstrate the importance of providing students with adequate career information,

encouraging them to explore and engage in activities related to career decision making and helping students come up with clear career goals.

In a study conducted by Ogutu et al. (2017), self-efficacy was found to have a substantial positive correlation with students' professional decision-making among secondary school students in Busia County, Kenya, as a predictor of job choice. This suggested that the connection between self-efficacy and making professional decisions was considerably influenced by elements inside the self-efficacy variable. Career counselors should better prepare to work with students who may arrive with poor career decision self-efficacy by understanding how background characteristics, particularly gender, may influence students' self-efficacy in making career decisions. This is supported by the current study.

2.3 The career teachers' perception and its influence on Students' Career decision making Self-Efficacy

The relationship between career exploration and decision-making self-efficacy, teacher motivation, and early field experience was examined in a study conducted by Wolf et al., (2021), on the decision-making process of German student teachers. The findings demonstrated the interaction between emotional support, field experience, career exploration and decision-making self-efficacy, and teacher motivation to determine teaching career decisiveness and future teacher self-efficacy. Barni et al. (2019) carried out a study on teachers' self-efficacy, the role of personal values and motivations for teaching. The results indicated that teachers' self-efficacy has been repeatedly demonstrated to be a relevant factor for the effectiveness of the teaching activity, as it is a powerful drive influencing the behavior of teachers in the classroom and the effort put in the endeavor. Improved teacher self-efficacy can therefore lead to better teacher recruiting and experience, which will impact career instructors' perceptions and ultimately impact students' self-efficacy when making career decisions (Barni et al., 2019).

McCain, (2017) carried out a study on career teacher, perceptions of the impact of self-efficacy on classroom management style: A case study. Liberty University. Four themes emerged from the data analysis process: build relationships, be flexible, convey

expectations, and make a difference. The themes were consistent with the relevant literature regarding teacher self-efficacy and classroom management and provided answers to the three research questions proposed in the study Miller et al. (2017) carried out a study on the the influence of teachers' self-efficacy on perceptions: Perceived teacher competence and respect and student effort and achievement. The study found that teaching self-efficacy and course level were significantly associated with students' perceived teacher competence and perceived teacher respect as well as teachers' ratings of student characteristics. Notwithstanding the increasing attention being paid to the role that educators play in helping students advance their careers, there isn't a single assessment tool in the literature that gauges how well teachers believe they are doing this. Focusing on teacher support in preparing adolescents for career transitions is crucial because teachers have a key role in fostering them. Overall, results indicated that the TCSSE is a valid measure for assessing teacher career-related support self-efficacy. Findings support a six-factor structure of TCSSE—Get Ready, Empower Self, Get Curious, Empower Skills, Emotional Support and Instrumental Support. The good psychometric properties make the TCSSE a reliable measure for both educational and research settings. Therefore, career practitioners and researchers are encouraged to consider using the TCSSE in their practical and research activities (Wong et al., 2021). This study aimed to fill this research gap by developing a new measure of teacher career-related support self-efficacy.

Ruttoh (2015), argues that guidance and Counseling programme in Kenya has become increasingly important in recent years because the country is faced with new psychological and social challenges that require guidance and counseling. It is a comprehensive, developmental programme designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling programme develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning. In providing career information services in schools, BK teachers must have the ability to provide an optimal career guidance service process consistently and be able to develop a curriculum that is suitable for students (Lestari & Supriyono, 2016). The process of providing optimal

career guidance services can be realized if it is carried out by professional teachers (Albisri, 2017). In addition, career information service as one of the guidance and counseling services whose activities are student-centered. To find out the success of career guidance service activities, it can be seen from students' perceptions of career guidance services (Sadewi et al. 2019). Through perception, humans are constantly in touch with their environment. This relationship is done through the senses, namely the senses of sight, hearing, touch, smell.

Students' perceptions of the career information service need to be known with the consideration that students are the main target of the guidance and counseling programme provided by the school. Thus, some appropriate adjustments can be made so that this career guidance gets an interesting appreciation by students. Regarding guidance and counseling, there are many perceptions that develop among students, including that guidance and counseling are very boring, unattractive, and make you sleepy. And providing career guidance is expected that students' perceptions of guidance and counseling, especially career guidance, are not scary anymore (Asfarina et al., 2016).

The results of a preliminary survey conducted by researchers on 60 vocational students in the city of Semarang showed that 60percent of their career aspirations wanted to be entrepreneurs, work in companies and 20percent still wanted to be successful people. This shows that their mindset about the types of careers is still narrow, even though there are so many career options available. Meanwhile, on the Sinar Harapan Daily (2019), 2018 Susenas data showed 61percent of vocational students did not understand where they should take further education. In a state of urgency like this, adolescents make decisions to choose majors influenced by parents and peer groups (peers), where the advice is subjective. The results of interviews conducted by the author on 10 vocational students in the city of Semarang show that most students do not understand their talents, interests and various kinds of information about careers. This can be seen from their answers, from 10 students, eight (8) of them are still unsure about the career choice to be taken, even though they have chosen majors that should have been adjusted to their career interests. Rohmawati (2019) argues that the condition of career interest is inversely

proportional to the career development process and thus children need to develop an understanding of the time perspective in seeing their future. Children need to have an understanding of the future by involving decisions that will now be implemented such as choosing a secondary school that will affect their career choices later. Career awareness children will have broad insight into the types of work that exist in the world, setting goals professionally and achieving goals (Yasmiri et al., 2017).

Effective future planning is based on this foundation, which is also crucial for decision-making, success, and resilience in facing challenges in life and the workplace (Chan, 2020; Glessner et al., 2017). This research is based on the notion that self-efficacy regarding one's ability to make career decisions is directly associated to effective career decision making (Bisri et al., 2018). According to Khumaeroh et al. (2019) and Wright et al. (2020), low self-efficacy in career decision making is associated with an individual's ignorance of their strengths and weaknesses, lack of knowledge about career plans, inability to set goals, inability to make career plans, and inability to solve career-related problems. Meanwhile, students who have high self-efficacy in career decisions means that individuals can successfully perform tasks related to career decisions (Marcionetti & Rossier, 2019). The low understanding of students' careers at SMK Semarang is certainly inseparable from various problems, so it is interesting to study based on supporting literature references, as research by Oktavia, (2018) which reported that 90percent of high school students in Bandung Regency expressed doubts in choosing their careers.

Fadli et al. (2019) revealed that individuals should be encouraged to explore career dilemmas and allow them to maintain and improve their potential, continuously by adapting. Career information services are very useful, both for students and their parents in choosing further study majors, or in trying to choose the right job. This makes the basis for the need for assistance, so that students can make realistic and appropriate choices. Through career information services, it is hoped that it can help students, especially vocational students in Semarang City, to receive and understand various information that is used as consideration in making career decisions. The purpose of this study is to examine how students' views of career information services affect their confidence in

their ability to make career decisions. In order to boost counselors' self-efficacy in making career decisions, this research is anticipated to offer insights into career information service activities.

Valverde (2022) conducted a study on teacher's perception of college and career education exposure on middle school students. According to the study properly preparing middle school students for their transition to high school and postsecondary endeavors requires early exposure to college and career information and resources. Pearman *et.al.*, (2021) carried out a study on teacher educator perceptions of characteristics of self-efficacy. The study found that modeling, individual and class discussions, and reflections on real-life teaching are the most common methods employed to develop self-efficacy in teacher candidates. Nevertheless, a thorough examination of the connection between students' self-efficacy in choosing professional decisions and career instructors' perceptions was lacking. Therefore, the purpose of the current study was to determine whether the career teachers' perceptions influence students' self-efficacy in making career decisions at public secondary schools in Kiambu County Kenya.

2.4 Peer Pressure and its Influence on Students' Career decision making Self-Efficacy

In contemporary society, peer group influence has become increasingly pronounced and studies have shown that adolescents were more likely to increase behaviour that receives peer group approval. Changes in the family roles and structures have greatly reduced the quality of time families spend together thus making peer groups a viable alternative for the youth interaction (Clark & Loheac, 2007). Study by Schneider (2010) found out that peer groups affect adolescent decisions on many issues including career decision making. A study by You (2011) on peer pressure influence on student academic engagement indicated that peers have an important influence on the behaviour and development of adolescents.

In the modern society, most teenagers are unaware of the peer pressure they can experience together with their peers; most especially when they already feel that they

belong in the group. Teenagers need to be guided and must have the knowledge to critically deal with the matter of peer pressure (Rubin et al., (2006). Instead of watching teenagers suffer from peer pressure, this paper may help us to have consideration and idea on guiding them with the right path. This paper focuses on the effects brought by peer pressure on teenagers in building their personality. Peer pressure is commonly applied to younger people, especially to those teenagers. Responding to peer pressure is a part of human nature that some teenagers are more likely to give in, and others are better able to resist and stand on their own ground. Peer pressure is defined as how the people of the same social group can influence another individual to adopt certain values, take into a certain action or otherwise conform to be accepted. People may find it difficult or easy to choose what they really want in their lives. Teenagers are very vulnerable when it comes to decision making. They are often being persuaded by their group of friends. Making a decision is very hard, especially when other people are involved. Young people who are in adolescent stage have their classmates, and peers. Peers will try to influence how a teenager will act and is called peer pressure (Lynes, 2019). Spunout (2010), says that peer pressure is also common when people are younger because it takes time to build up confidence and to learn to say no. Confidence is something many people struggle with in their younger years, and it tends to get better with time.

In the global setting, there are 75.8 million youth who were unemployed due to career mismatch. (United Nations 2012). This tendency suggest that the world is headed to the age of unparalleled talent inadequacy which may adversely affect the economic growth. Every person going through the process of choosing a career is impacted by relationships, their own abilities, and their level of schooling (Watson, 2010). In local setting, the study shows the data that the experiences of the Ramon Memorial Colleges showed the dynamics of peer pressure. Thus, they have left insights in coping with it by blending in with their peer and camouflaging with the norm. Opting to social support and emotional support on their friends helped them develop good academic life. Students' interactions with its peers could help enhance their capability and increase their academic performance in school because they could seek help from their peers that could serve as a motivation than working alone (Sotinis, 2013). Interaction on students ' between its peer

are likely to influence the students and can be crucial for the student to determine their choice and could affect student performance (De Giorgi, 2015).

In the study of Lyness (2019), some kids give in to peer pressure because they want to be liked, to fit in, or because they worry that other kids might make fun of them if they don't go along with the group. Others go along because they are curious to idea that " everyone's doing it " can influence some kids to leave their better judgment, or their common sense. The peer group may on one hand, serve as a model and influence behaviors and attitudes, at the same time it may provide easy access, encouragement and an appropriate social setting for consumption (Glaser, 2010). In conducting this study, the researchers want to know the importance of this problem in the society.

Claurand et al. (2020) argues that the high-profile result of the indicators of peer pressure is the curiosity of the adolescents in socializing or having friends. The indicators of career decision making which affects an adolescent once they are involve in a peer group. Among the Senior High School students who took Tech-Voc livelihood track under front office strand chose the most productive way to division. Therefore, most of our samples think that peer stress does not trigger emotional or wellness illnesses such as anxiety and nerves but is also beneficial to peer stress. The study has revealed that senior high school students today tend to depend more on their friends because of the sense of belongingness. Peer pressure to keep up with their acquaintances ultimately led to this, which affects how they make decisions. In addition, this study showed that career decision-making and peer pressure are significantly correlated. The study's conclusion did not align with the hypothesis, and the anticipated outcome was also disproved (Mosqueda et al. 2020). The students may apply different way of coping peer pressure to relieve their stress. It may be in the form of regular sleep, daily exercise, listening to music, eating a balanced diet, always thinking positively, meditation, and praying.

Many of the students take control of stress, but with all of these activities, responsibility will take place. Parents should be aware of what their children is doing. Parents must be open minded when it comes to their children's needs, remind them for what is good and bad and how to value life. For this, teachers may help students by understanding how this could affect learning and should help the students in job decision making which could

greatly affect their decisions as professionals in the future. It may be in the form of building students' emotional resilience that activates their level of cognition. Friends could also help when someone is struggling in choosing a career. It is important to know what's their strength and weaknesses. Training managers may assist them to recognize the staff demands needed to satisfy the socio-economic ambitions of all industries of the economy (Mosqueda et al., 2020).

A study by Kiran (2012) on the association between levels of peer pressure and expectations for self-efficacy in making career decisions among teenagers revealed notable negative relationships between peer pressure and these expectations. In addition, the results showed that teenagers with lower levels of peer pressure also had higher expectations for their academic self-efficacy. In contrast to the previous study, which investigated the relationship between adolescent expectations of self-efficacy regarding career decisions and peer pressure, the current research examines at the influence of peer pressure on students in public secondary schools in developing countries when it comes to self-efficacy regarding career decisions. Adolescent academic achievement is significantly influenced by peer groups. Peers have a significant impact on one another, especially when it comes to attitudes toward education and goals in the classroom (Gara & Davis, 2006). The study findings agree with Farmer's (2010) who alluded that young people learn to evaluate themselves through judgment by their peers and learn to control their aggressive reactions in the interest of fitting with others. In contrast, Palmer (2008) argue that peer pressure helps to establish norms of behaviour and culture that manifests itself in aspects like language, dress, hairstyle, sports, and career choice.

According to Tutamwebwa (2006) peer pressure leads one to be like other peers, while at the same time strive to be independent and hence strongly influencing peers career decision self-efficacy. Conversely, Kram and Lynn (2011) assert that peer relationships offer a degree of mutuality that enables both individuals to experience being givers as well as the receivers of these functions. In a peer relationship both assume similar kinds of roles. This mutuality appears to be critical in helping individuals during their careers to develop a continuing sense of competence, responsibility, and identity as experts.

A qualitative study by Slaten and Baskin (2013) investigated the influence of family sense of belonging and peers on young adults' career decision-making issues in the United States. According to the research, students who disclosed their preferred career path felt more a part of their peers' interests than those who did not. On the other hand, peer pressure can help someone make an improved career choice, while being a part of a different peer group may impede this ability (Padilla-Walker & Bean, 2008). This finding is contrary to previous research that indicated peer relationships have a significant impact on emotional distress (Newman *et al.*, 2007). The current study aims to ascertain the impact of peer pressure on the self-efficacy of secondary school students from diverse cultural orientations in choosing careers. Therefore, it is anticipated that the outcomes will reflect a modern Kenyan skilled context.

Nawaz and Gilan (2011) studied the relationship between adolescents' and post-adolescents' self-efficacy in making career choices and their attachment relationships with their parents and peers in Pakistan. Peer attachment relationships were found to have a significant favourable relationship with self-efficacy in making career choices. There was no difference reported when the relationship among male and female self-efficacy in making career choices and peer attachment bonds was examined separately. The study revealed that, while parental impact appears to be higher than peer influence, peer attachment relationships do play a role in predicting career choices self-efficacy. In this study, attachment and parental relations will not be investigated. However, peer pressure and self-efficacy in choosing a vocation will be highlighted.

Choi *et al.* (2012) found a statistically significant positive association between the two elements in their investigation of the relationship between vocational decision-making and peer support. The findings also indicated that personality qualities can be significant factors to consider while selecting a career. This study gave peer support a lot of weight, even though the current study would only look at social influence and how it affects self-efficacy in choosing a career.

Another study carried out in Pakistan by Arab *et al.* (2014) indicated that friends and peers play a more significant part in an individual's decision-making process when it comes to their job prospects. The study found that friends and peers have an important

effect on students' decision-making regarding their academic programmes and careers. The study's findings illustrate the beneficial effects that friends and peers can have when selecting a class, subjects, lab, library, and literature. In addition, that their friends and peers have a big influence on how well they facilitate their homework and co-curricular activities. The statistics regarding career decision making show that peers and friends help in career decision making, selection of job and employment opportunities. While the current study sample public secondary school students, the earlier study sampled university students. However, a study of career choice of Nigerian youth by Salami (2006) found that many youths make wrong career choices due to peer pressure and advice from friends. Furthermore, Shumba and Naong (2012); Oak (2009) discovered that teenagers were susceptible to peer pressure since they go to their friends for advice on professional choices. In a peer group, most peers would pick occupations that resembled those of their friends.

According to a study by Adeniyi and Kolawole (2015) investigating how peer pressure affects teenagers' social conduct in Lagos State, Nigeria, peer pressure has no discernible effect on social behavior, gender, or self-concept. This result was consistent with a previous study by (Kiran, 2012) on the connections between teenagers and their peers. A study by Bankole and Ogunsakin (2015) examined the influence of peer group on Nigerian secondary school students' academic achievement. The results demonstrated that students' academic performance in secondary school is significantly influenced by their peers' age cohort and gender. Peers' relationships and socialization patterns also have little bearing on secondary school students' academic achievement. Lastly, peers' religion membership has no bearing on young people's academic achievement in secondary school.

In a study involving one hundred Pakistani university students, Arab et al. (2014) claimed that friends and peers have a more significant role in how an individual makes choices when it comes to their career. According to the study, friends and peers have a significant influence on students' academic and occupational decision-making processes. The research indicates that peer groups provide a beneficial influence in helping students choose their courses, classes, labs, libraries, and books. They also have a big impact on

helping them with their homework and co-curricular activities. The statistics regarding career decision making show that peers and friends help in career decision making, selection of job and employment opportunities. While the current study sample secondary school students, prior study sampled university students. However, Salami (2006) discovered that many young people make poor career decisions as a result of peer pressure and friend recommendations in his study on career choices of Nigerian youth. Furthermore, Shumba & Naong (2012); Oak (2009) discovered that teenagers were susceptible to peer pressure since they go to their friends for advice on career decisions.

In Nigerian schools, Adesoji (2010) examined peer group pressure as a factor influencing teenagers' social adjustment. A descriptive survey design was utilized in the investigation. The study's sample, 120 students between the ages of 13 and 19, was representative of the senior secondary school student population. The study used stratified sampling technique and self-designed questionnaire. The results of the analysis showed that peer group pressure among adolescents was related to their social 46 adjustments. This notwithstanding, the present study made use of correlational research design. Student respondents were selected through stratified and simple random sampling technique that reduced biasness and gave every participant equal opportunity to participate in the study.

Some research findings have been inconsistent with the peer influence on career decision making. For instance, a descriptive research design study by Natalie (2006) in North Africa, the results showed that adolescents' career choices were influenced by their parents' aspirations and expectations. Similarly, Olando (2010) found out that undergraduate students in Liberia chose careers because of their parents' influence. Hewitt (2008) asserts that some students, rather than submitting to peer pressure, made career choices based on their passions. The current study investigated the relationship between peer pressure and professional decision-making in secondary school students using a correlational research approach.

Adeniyi and Kolawole (2015) conducted a descriptive study to investigate the impact of peer pressure on the social behavior of adolescents in secondary school pupils in the Amuwo-Odofin local education district of Lagos State, Nigeria. A sample of 100

participants (50 male and 50 female) was randomly selected from five co-education secondary schools. They were aged between 12 and 18 years with a mean age of 15 years. Peer pressure on adolescents' behaviour questionnaire (PPABQ) with a 20-item questionnaire on a four point Likert-type scale was used to collect data. The test retest reliability was applied on the instrument. The findings of the study confirmed the hypothesis being tested that there is no significant influence of peer pressure on social behavior, self-concept and gender. This finding concurred with an earlier study on peer influence relationships in adolescents conducted by (Kiran, 2012). In the present study, data were collected using scales that were modified to suit the study population and sample size was large enough to reduce sampling errors that characterize small samples.

According to Golestan & Haslinda (2015), peer pressure is the urge for an individual to participate in the activities and behavior of a group (age, class) in order to conform to the group norms. As a result of peer pressure, adolescents experience the urge to demonstrate both negative and positive behaviour, one of which is self-efficacy. Irma (2015) asserted that peers create networks which lead to over estimating the effects of the group on the traditional model and this causes them to change the objectives in the academic achievements. Furthermore, the adolescents have an increased social motivation which leads to a decrease of academic motivation. Kiran (2012) analyzed the relationship between levels of peer pressure and self- efficacy expectations among adolescents. Data obtained from 546 high school students using the self-efficacy expectation scale and peer pressure scale showed significantly negative relationships between peer pressure and academic self-efficacy among adolescents. In addition, compared with teens with moderate and high levels of self-efficacy, teens with low levels of peer pressure had higher expectations for their academic self-efficacy. The purpose of this study was to ascertain how self-efficacy and peer pressure affected the choice of a career.

Shkullaku (2013) conducted a study on Albanian students from two prominent universities in Tirana, Albania, to investigate gender disparities in self-efficacy and academic achievement. 180 students—102 girls and 78 boys—were surveyed to gather secondary data. Participants were chosen at random, as were universities. Data analysis was done with the t-test and Pearson correlation coefficient. The Pearson correlation

coefficient was employed to examine the levels of academic performance and self-efficacy among male and female participants. Although there was a small difference in self-efficacy between the sexes, the research data showed that there was no statistically significant difference in academic achievement between males and girls. The academic success of the pupils and their perceptions of their own efficacy were also found to be significantly correlated. These outcomes were in line with a study by Yan et al. (2013), which postulated that while higher levels of self-efficacy led to reduced rates of peer pressure, lower levels of self-efficacy lead to higher rates of responding to bullying. These results revealed that characteristics like age, gender, or religious affiliation have no bearing on students' academic achievement in secondary school. The outcome suggests that school relationships and socializing are important factors in predicting secondary school students' academic success. Unlike socialization and academic achievement, the current study will simply examine how self-efficacy during vocational decision-making is impacted by peer pressure.

In a study of secondary school students in the Mombasa Sub-County, Kala (2015) discovered that peer pressure had an effect on career choices. Finding out how peers affect students' job decisions is the aim of this research. at a study on the issue of career choice, Kimiti and Mwova (2012) found that only 14.4percent of females at girl schools chose their careers based on peer pressure, whereas 35.6percent of them did so because they were interested in the fields. The students were from Kitui and Machakos counties. In boys' schools, 20percent of boys were influenced by their friends, whereas 30percent of boys made career decisions based only on their own interests.

In a study conducted by Gitonga (2013) on the decisiveness of secondary school students in Kiambu County, Kenya when making career decisions, the results showed that approximately half of the students (56percent) said their parents and guardians had influenced them, 10percent said their school teachers had, and 10percent said other family members, like siblings, had influenced them. Only 8percent of the students who responded said they had been influenced by individuals in the social forum, such as professions, clergy, and well-known media figures. Peer group and academic performance were shown to be statistically significantly correlated in a different study

conducted by Misanya (2013) to determine the impact of peer group on students' academic performances in the Kanduyi constituency of Bungoma County. Therefore, the purpose of this study is to investigate how peer pressure might affect secondary school students in Kiambu County's self-efficacy in developing career choices.

In contemporary society, peer group influences have become increasingly pronounced and studies have shown that adolescents were more likely to increase behaviour that receives peer group approval (Clark & Loheac, 2007). Changes in the family roles and structures have greatly reduced the quality of time families spend together thus making peer groups a viable alternative for the youth interaction (Clark & Loheac, 2007). Study by Schneider (2010) found out that peer groups affect adolescent decisions on many issues including career decision making. A study by You (2011) on peer influence on student academic engagement indicated an excellent fit with the sample data of ($Z^2 = 89.052$, $df = 9$, $NNFI = .99$, $RMSEA = .018$). The suggested structural links between the latent variables were evaluated using structural equation modeling (SEM). The study's findings suggested that adolescents' behavior and development are significantly influenced by their friends. Data analysis in the current study was done using multinomial logistic regression and Spearman's correlation.

Study on the relationship between levels of peer pressure and self-efficacy expectations among adolescents by Kiran (2012) with 546 high school students showed significantly negative relationships between peer pressure and academic self-efficacy expectations in adolescents. Moreover, findings also revealed that adolescents who were experiencing low levels of peer pressure had higher academic self-efficacy expectations. This study focused on the influence of peer pressure on professional selections made by secondary school students in developing countries, whereas the other study investigated the connection between peer pressure levels and expectations of self-efficacy among teens in wealthy countries. Peers have a big influence on how well teenagers do academically. Peers have a significant impact on one another, especially when it comes to attitudes toward education and goals in the classroom (Gara & Davis, 2006).

Palmer (2008) argue that peer pressure helps to establish norms of behaviour and culture that manifests itself in aspects like language, dress, hairstyle, sports, and career choice.

More over Liu et al., (2021) allude that young people learn to evaluate themselves through judgment by their peers and learn to control their aggressive reactions in the interest of fitting with others. Establishing safe emotional connections with peers also enhances adolescents' ability to regulate emotions and curb aggressive behavior. Peers can meet adolescents' emotional needs during the adolescent developmental period, enabling them to receive peer support and help when they suffer setbacks or pressure, as well as providing them with an avenue to share positive emotions. In addition, Liu et al., (2021) suggested that young people learn to evaluate themselves through judgment by their peers and learn to control their aggressive reactions in the interest of fitting with others. Thus, the ability to establish stable and safe peer attachment relationships is conducive to the formation of positive regulatory emotional self-efficacy among adolescents. Numerous studies have confirmed that regulatory emotional self-efficacy can alleviate impulsive problem behaviors caused by negative emotions that result from encountering bad situations

According to Tutamwebwa (2006) peer pressure leads one to be like other peers, while at the same time strive to be independent. Conversely, Kram & Lynn (2011) asserts that peer relationships offer a degree of mutuality that enables both individuals to experience being givers as well as the receivers of these functions. In a peer relationship both assume similar kinds of roles. This mutuality appears to be critical in helping individuals during their careers to develop a continuing sense of competence, responsibility, and identity as experts. A qualitative study by Slaten & Baskin (2013) investigated the influence of family belonging and peers on young adults' career decision-making challenges in the United States. This study examined a theoretical model that predicted the links between peer and family belonging and career decision-making issues. 436 undergraduate students from Midwestern University participated in the study, completing questionnaires about their sense of academic motivation, anxiety, and difficulties making career decisions. The researchers postulated that difficulties making career decisions were inversely related to belonging to peers and family. Significant differences were found between an expert choice making difficulties ($F=67.03, p<.01$) and peer belonging ($F=19.43, p<.01$).

Significant differences between peers and family belongingness suggested that students who had declared their preferred career path experienced greater sense of belongingness to their peers than their non-declared counterparts. Descriptive and inferential statistics were applied in the current study. This was expected to yield different results as compared with the previous study. Peer belonging, on the other hand, improves one's capacity for making career decisions, whereas being a member of a different peer group may have the opposite effect (Padilla-Walker & Bean, 2008). This finding is contrary to previous research that indicated peer relationships have a significant impact on emotional distress (Newman et al. 2007). In this study, secondary school students from varied cultural backgrounds in Kenya were asked to determine the impact of peer pressure on their career decision-making. It follows that their findings most likely represent Kenya's present employment social status.

Nawaz & Gilan (2011) investigated the association between Pakistani adolescents' and post-adolescents' attachment ties to parents and peers and their self-efficacy in making career choices. A sample of 300 men and 250 women were selected from several government colleges and universities in Islamabad, Pakistan, for the study. The degree of parental and peer attachment connections was assessed using the Inventory of Parent and Peer Attachment-R (IPPA-R), and the degree of career choice making self-efficacy was measured using the Career Choice Making Self-Efficacy Scale-Short Form (CDMSE-SF). Peer attachment relationships were found to have a significant favourable relationship with self-efficacy in making professional decisions. There was no difference observed when the association between male and female self-efficacy in making professional decisions and peer attachment bonds was examined separately. The study found that, while parental impact appears to be higher than peer influence, peer attachment relationships do play a role in predicting professional decision-making self-efficacy. Parental and attachment relationships were not examined in this study. But the main topics of discussion were career decision-making and peer pressure. The questionnaire was created using an altered version of the peer pressure assessment. However, a study carried out in 2012 by Choi et al. attempted to determine the connection between peer support and career decision-making. The findings revealed a statistically significant relationship between vocational decision-making and peer

support. The results also showed that personality traits can be important considerations when choosing a career. The current study was restricted to peer pressure, whereas the previous study focused on peer support.

Koech and Bitok (2016), on the other hand, studied the variables influencing undergraduate students at University of Eldoret, Kenya, while choosing their careers. A cross-sectional study approach was used for this research. Undergraduate students from several University of Eldoret schools made up the target group. The study employed simple random sampling technique to obtain 72 students selected from second year, 70 students from third year and 68 students from fourth year respectively to have a total sample size of 210. The questionnaires were assigned randomly to the respondents so as to reduce biasness. The correlational results between peer influence and 49 career choice revealed significantly positive correlation at ($r=0.464$, $P<0.01$). The current study employed correlational and causal comparative research designs with a sample population of 364 secondary school students and 28 career guidance teachers sampled from 28 schools, unlike the prior study that consisted of 210 respondents.

In another study conducted by Gitonga (2013) in Kiambu County, Kenya on decisiveness in career choices among secondary school students revealed that about half of the students (56percent) were influenced by their parents and guardians in manners of career decisions while 10percent indicated they were influenced by teachers in schools while influence from other family members such as siblings accounted for (10percent). A small fraction of student respondents (eight percent) indicated to be influenced by persons in the social forum (professionals, clergy and media personalities). A survey was carried out by Misanya (2013) using 95participants to establish the influence of peer group on students' academic performances in Kanduyi constituency, Bungoma County. Questionnaire was used to collect data. The data collected was analyzed using the chi-square statistical technique. The findings showed statistically significant relationship between peer group and academic performance. The current study tested the hypothesis to determine the level of significance using inferential statistical analysis unlike descriptive statistical methods employed by Gitonga (2013); Misanya (2013). The current

study's goal was to investigate how peer pressure affects secondary school students in Kiambu County when making career decisions.

Chepkoech et al, (2021) in her study on impact of peer counselling on the learners' self-efficacy in boarding secondary schools in Kericho County, Kenya revealed that there was a positive impact of peer counselling on learners' self-efficacy. The study concludes that peer counselling has a positive impact on learners' self-efficacy. This study looks at how peer pressure affects students from varied cultural orientations attending Kenyan public secondary schools' self-efficacy in selecting career decisions. It follows that the results should accurately represent the current state of career decision-making among Kenyan secondary school students attending public schools.

2.5 Parental Level of Education and its Influence on Students' Career decision making Self-Efficacy

Parents greatly impact their children's ability to make decisions. Roach (2010) reported on the effects of students' perceived parental influences on their career self-efficacy. However, the author also observed that students' job choice was not influenced by this parental personal feature in terms of schooling. This suggests that students' career goals were not always influenced by their sense of self-efficacy. Peer pressure and career counselors in schools could be other causes of this. But he also makes the point that young people's job prospects may be hampered by parents' lesser educational attainment. He adds that having parents with low or no income and education lowers a child's chances of attending college or reaching a professional occupational goal, so virtually predetermining the child's likely career. In order to determine whether parents' educational attainment influences public secondary school students in Kiambu County, Kenya, while making career decisions, the current study intends to consider parents' educational attainment as a background factor for the students.

Ajayi et al. (2022) conducted research on Grade 12 students' career decision-making and parental education level in South Africa. The study's conclusions demonstrate that learners' decisions about their careers and their parents' educational attainment are significantly correlated. In comparison to students whose parents just completed

secondary and primary school, those whose parents had a university education scored considerably higher on the professional decision-making mean score. Thus, whether the results of this earlier study accurately reflect the situation now facing Kenyan public secondary school students will be determined by the current investigation.

College students' development may also be influenced by the educational status of their parents. By comparing the experiences of first-generation and non-generational students, Hahs-Vaughn (2004) investigated the impact of parents' educational attainment on college students. Regarding anticipated highest level of education, entrance exam score, nonacademic experiences, and educational aspirations, there were notable differences between the two groups (Hahs-Vaughn, 2004). In other words, parental education appears to have an effect on the academic and social development of students. Parental regulation may also be crucial to investigate when thinking of student development.

The parent-child relationships are crucial because they reinforce positive affirmations on students that help them succeed in life. Njenga et al. (2018) investigated the extent to which some parental factors influence career development among form four students in Isinya Sub-County, Kenya. The study's findings showed that the father's education level was significant and that it negatively correlated with the students' career choice. The current study will ascertain whether parents' educational attainment has any bearing on students' self-efficacy in making career decisions in public secondary schools in Kiambu County, Kenya.

Njenga et al. noted that student's choice of career might be significantly influenced by their upbringing. The most significant environmental component may be the student's support network, which consists of parents, relatives, siblings, peers, teachers, and counselors. In Kenya, there are numerous instances of well-known individuals whose offspring have pursued their parents' professions. Some of the professions that may run in families are lawyers, doctors, teachers, accountants, and engineers, as offspring follow in their parents' footsteps in these fields. For instance, students who have lived in a hospital setting might decide to pursue a career in medicine. Conversely, individuals may detest the hospital setting and, as a result, avoid pursuing a career related to healthcare. People

who live close to airports can decide to become pilots because they find it fascinating to watch planes fly overhead. In some cases, the career chosen is as a result of significant impact or impression made in the student's life, leading to a definite career choice. Parents' educational background may influence student views on whether or not to continue their education. Someone they saw on television may have influenced the student, or parents may have demanded that they assume a family business.

2.6 The parents' occupation and its Influence on Students' Career decision making Self-Efficacy

The careers that parents choose to pursue are almost always influenced by their occupations; this is best illustrated by Williams (2016), who noted that many people are the third or fourth generations of their families to work in the same profession. This gives them an insider's glimpse into the parents' occupations, making it easier for them to break in to the industry. By the time children move into adolescence, they begin seriously considering their futures, often looking to their parents either as role models or for career advice. From an early age, children who observe that their parents have comfortable careers or are highly satisfied with their jobs may grow to favour particular professions over others. Conversely, if parents moan about their jobs or struggle to provide for the family with the money they earn, kids are more inclined to search for more fulfilling or lucrative careers. The aforementioned remark aligns with the research findings of Udoh and Sanni (2012), who found that secondary school students in the Uyo region of Nigeria were significantly influenced by their parents' attitudes about occupations.

Kisulu et al. (2012) looked at the variables influencing the career and professional goals of females enrolled in secondary schools in the Nairobi region of Kenya. Research findings indicate that parents and elder siblings, in particular, have a big influence on children' career and professional choices. Of the participants, 42.5percent wanted to follow their parents' and siblings' career path, while 57.5percent stated they would pick a new one. Regarding the influence of elder sisters and parents on older siblings vs older fathers and brothers, the majority of respondents (13)75.8percent agreed.

The majority of parents think that they should have no say in how their child develops professionally. According to studies, parents, not even professors, have a bigger impact on students' career decisions (Kniveton, 2004). Selecting a vocation is frequently regarded as a significant turning moment in a young adult's life, as observed by Jungen (2008) in a research report. By itself, this choice has the power to either close or open doors to opportunity. Despite the fact that careers are sometimes thought of as personal choices, research indicates that a number of factors, including those related to family, education, community, and the economy, may have an impact. Parents are the factor that students say has the biggest impact on their profession choice out of all of these (Kniveton, 2004). Parents may not be aware of the enormous influence they may have on their children's career choices by modeling positive work habits, even though they can still have a big influence by providing them with specific professional advice. Even before they can pronounce their parents' jobs, children can relate to them (Jungen, 2008).

The number of college graduates in China is continuously increasing, and considering the difficult job market in the nation, the ongoing pandemic, and environmental factors, the question of whether recent graduates can find satisfying employment after graduation has long since assumed national significance (Marinoni et al., 2020). Every day, there are more and more people graduating from college. Statistics indicate that in 2023, there will be 11.58 million college graduates, the highest number in history (Wang, 2022). The Covid-19 outbreak and the trade spat between China and the United States have resulted in a rise in the number of underperforming companies in recent years. This has caused businesses to dissolve and lay off employees, which has had a mixed impact on the job market. The outcome is a more competitive labour market, which further reduces the employability of Chinese university graduates' credentials (Guobing, 2020).

The Guangdong-Hong Kong-Macao Greater Bay Area is located in a desired area, hence talent is essential (Zeng, 2018). Given the terrible employment situation and the normalization of the new crown pneumonia pandemic, hiring graduates from higher education institutions is a first priority (Zhou & Hua, 2023). An important issue that the government, society, and educational institutions all share is the employment of college students (Hu, 2019). Higher vocational students' employment dilemma is mostly caused

by their lack of employability (Du, 2019). Enhancing higher education students' employability is crucial to easing the challenges faced by college graduates finding work, as higher education institutions primarily focus on developing advanced abilities and application talents (Cassidy, 2006). Employability and intrinsic variables have been the subject of extensive research recently. Based on Qiu (2016) and Wang et al. (2022) research, emotional intelligence and self-efficacy are two of these factors that significantly affect college students' employability, either directly or indirectly. Consequently, it is important and relevant to research how intrinsic qualities affect college students' employability. Studies have shown that self-efficacy in making professional decisions has a major impact on employability (Hu, 2019; Peng & Yue, 2022).

Making career decisions Self-efficacy refers to the decision maker's evaluation of their own abilities or level of confidence in their capacity to carry out different tasks during the career decision-making process. Strong emotional intelligence allows one to quickly adjust to changes in one's life, career, and learning environment and to take appropriate action when faced with obstacles (Darvishmotevali et al., 2018). According to Lent et al. (2017), people with high career self-efficacy are more likely to succeed in their career decisions, have a wider range of professional possibilities, and exhibit more advantageous job search behaviors. Thus, studying how competent college students feel about their capacity to make professional decisions would help them become more employable. Emotional intelligence plays a critical role in improving the caliber of careers and employability of contemporary college students, in addition to self-efficacy in making professional selections. Fall et al. (2013) state that increasing emotional intelligence can assist college students in becoming more career literate and successful in their careers.

Ojonugwa et al. (2015) found that students' self-concept, confidence and competence, and acceptance of complexities and challenging assignments are all impacted by their self-efficacy beliefs. It has been demonstrated that these elements are crucial for enhancing employability (Gbadamosi et al., 2015). College students' self-efficacy can be raised by applying Bandura's theory of self-efficacy to the vocational and occupational

fields. This will raise the students' employability (Bandura, 1983; Shin & Oh, 2018). Prior studies have indicated a beneficial relationship between college students' self-efficacy in choosing profession decisions and employability (Wang, 2016; Zheng and Wang, 2018). High self-efficacy students can encourage intrinsic drive and provide challenges for themselves to actively manage.

Scholars have presently undertaken a comprehensive and in-depth examination of career decision-making self-efficacy, emotional intelligence, and employability; on the other hand, little research has been done on the intricate relationship that exists between these elements and the employability of college students (He, 2017). This study aimed to examine the relationship between college students' employability and self-efficacy in making career decisions. Specifically, it investigated the mediating role of emotional intelligence in this relationship. The ultimate goal was to improve the educational guidance of college students' employment and address their employment problems. Ultimately, it hoped to pinpoint the workings and impacting elements that enhance college students' employability. Therefore, upper vocational students from the Guangdong-Hong Kong-Macao Greater Bay Area make up the study's sample. Putting self-reflection on career decision-making as the independent variable, employability as the dependent variable, and emotional intelligence as the mediating variable. Discussing how the three aspects of employability—emotional intelligence, self-reliance in choosing a vocation, and employability—interact with one another it presents a novel viewpoint on how to reduce the burden of employment on students and improve the standard of work for higher vocational students. And help talented people with disabilities build a creative nation.

Family, as the main social support system, can have a big impact on how adolescents make decisions and build their careers. Keller and Whiston, 2004). Parents, who serve as significant role models for their children, are crucial to the academic and professional development of teenagers. For instance, academic goal orientations, intrinsic motivation, academic accomplishment, and career development were all found to be predicted by supportive relationships (Howard, 2009). Xue et al. (2018) looked at the impact of families on Chinese secondary vocational students' self-efficacy in selecting career

decisions. The study looked at how certain family characteristics predicted the self-efficacy of 587 Chinese secondary vocational students in choosing career decisions. Family process-oriented factors, particularly parental career-related behaviors, and family structural variables that represented the socioeconomic level of family members were investigated. The results showed that parental general psychosocial support, which explained 38.3percent of the variance in this construct, was a strong predictor of professional decision-making self-efficacy for Chinese secondary vocational students. By looking at additional factors, like the influence of the parents' occupation, which was not the subject of the last study, this research will fill a research gap. Investigating any connections that might exist between children's confidence in their ability to make professional decisions and their parents' line of work is therefore crucial.

Career decision-making self-efficacy is a key idea for understanding people's activities on the job (Betz, 2007). Wendy and Peter (2007) conducted research on the aspirations and objectives of Australian teenagers with reference to their future careers. The results showed a range of hopes and professional objectives. Academic success, self-esteem, and career maturity were found to be connected with one's career status aspirations. Wealthy students shown maturity in their profession choice and higher levels of self-efficacy in their work decision-making. Despite the study's encouraging results, the current investigation attempts to fill a research gap by looking at the influence of the parents' occupation on kids' self-efficacy in making career options.

Wachira (2018) looked on how parents' characteristics and students' job choices in mixed-day secondary schools in Kinangop Sub-County, Nyandarua County, related to each other. The findings showed that parents are unable to give all the resources required for education and do not comprehend the ideas, feelings, and attitudes of their children on a variety of subjects. The majority of parents do not provide financial support for their children to attend conferences and seminars linked to careers. Students may have low self-efficacy in making professional decisions as a result. However, the study was unable to determine how parents' jobs affected the children' confidence in their ability to make professional decisions. This research gap will be addressed by the current study. Mwaa (2016) investigated how parental variables affected high school students' decisions on

their careers in Nairobi County. The study's findings demonstrated how family influences affect pupils in Nairobi County's career decisions. Parent-child connections, parental beliefs and expectations, parental occupation, and the greatest degree of education attained by the parents were among these influences. The findings also showed that 92.4percent of Nairobi County children' parents made at least a middle-class living. Consequently, it was discovered that students' job choices were unaffected by their family's socioeconomic standing. This finding is in line with that of Aswani (2012), who discovered that the parents' occupations, particularly the mother's, had a significant positive influence on standard eight pupils' aspirations for their education and careers in Kenya. In contrast, Although Mugenda et al. (2010) found that boys and girls were more likely to follow in their parents' footsteps, they were unable to ascertain how the parents' occupations affected the students' self-efficacy when it came to choosing a career among public secondary school students in Kiambu County, Kenya.

Numerous studies have demonstrated that parents' career behavior has a significant impact on their children's professional growth (Betz & Voyten, 1997; Fouad & Brown, 2000; Lent et al., 2010). Haskett et al. (2012) defined parent career conduct as parents' beliefs, attitudes, and actions about their children's professional development. This includes offering career advice, serving as a role model, and exposing students to a variety of professions. Studies reveal that parental guidance and support have a positive effect on children's job development (Fouad & Brown, 2000). Parental support, which includes guidance, resources, and emotional support, is positively correlated with teenage career self-efficacy (Lent et al., 2000). Parental involvement is also associated with better career exploration and decision-making, per Gushue et al. (2006). In addition, it has been demonstrated to enhance teenagers' job development results (Lent et al., 2000). Parents that support and encourage their children's objectives in the job can enhance their children's self-efficacy regarding their careers (Carr, 2004). Teens are more likely to actively pursue a career path and have better confidence in their ability to make such decisions if they believe their parents support their professional choices (Whiston & Keller, 2004).

According to research, a parent's capacity for having productive conversations with their child about careers plays a major role in influencing the career aspirations and decision-making of teenagers (Vondracek, 1993). When parents actively involve their children in career talks and impart knowledge about various professions, their children's self-efficacy in making career selections and the outcomes of professional growth are boosted (Lent et al., 2000). According to Splaver (2011), students never view their surroundings, personalities, or opportunities in the same way, which explains why they choose diverse careers. In this sense, the study looks into additional characteristics, such as the parents' occupation, which may help explain the students' career decision-making.

Moreover, teenagers' job goals and decisions are greatly influenced by the professional behavior models that their parents provide (Guan, 2013). According to Gottfredson and Lapan's (1997) research, parents' job-related actions—like talking about their own professional experiences and providing labour market knowledge—have a big influence on their kids' career goals. On the other hand, children who have low job goals are more likely to have parents who lack occupational knowledge and career adaptability (Hirschi & Läge, 2007). On the other hand, Lent et al. (2010) suggest that parental involvement and pressure may be harmful to their children's professional development. Children's confidence in their own ability to make sensible professional decisions may be weakened by parents who, for example, discourage their kids from looking into alternative work options or push them to pursue particular fields (Fouad & Brown, 2000). According to Betz and Vuyten (1997), this may lead individuals to feel uncertain about their career path and in their ability to make informed judgments.

2.7 The school type and its Influence on Students' Career decision making Self-Efficacy

The school type is an environmental or situational variable that can impact on the cognition of the student to influence behaviour. According to Knigge and Hannover (2011), students in Germany are tracked according to schools' social status or reputation leading to different collective school identities for their students in terms of career choices, without putting into consideration students' personal academic self-concepts.

According to two cross-sectional studies, motivational differences (outcomes) between two schools in Berlin, the findings indicated large differences in collective the school type identity between students of different school tracks and the career choices. The study also pointed out that, these differences can explain motivational differences between school tracks. According to Knigge and Hannover (2011), collective the school type identity predicts increased motivational power for scholastic achievement more than the influence of academic self-concept which in turn influence the career choice ability

In a study published in 2012, Sabitu examined the associations between students' academic achievement and their self-efficacy in selecting career decisions in Ondo State, Nigeria, taking into account the facilities and types of schools. The goal of the investigation was to determine how students' academic performance was affected by the type of school, including state-funded and private institutions. The study found that there were notable differences in the amenities that were offered in Ondo State's public and private schools, but that there was no discernible difference in the students' self-efficacy in making career decisions between those attending private and public secondary schools. The current study aimed to determine whether the results are comparable to Kenya, with a focus on whether there are differences in the self-efficacy of career decision making between students attending mixed, boys-only, or girls-only public secondary schools.

In a study on the influence of high school students' career aspirations in Kisumu municipality, Migunde et al. (2012) discovered that students in both public and private schools, as well as boys and girls, favoured careers that are investigative in character. The second most popular career type was entrepreneurial. Gender-wise, women were more likely than men to choose social profession kinds. Females were more prevalent in artistic and conventional profession kinds than males. More men selected realistic career kinds than investigative and entrepreneurial ones. The goal of the current study is to determine whether the school type affects Kiambu County students' self-efficacy in selecting career decisions.

A study on the expectations and aspirations for careers of high school students in the 8-4-4 system of education in Kiambu, Machakos, and Kajiado Districts was conducted by

Wairimu (2012). The study's findings indicated that different the school types had different educational facilities and teachers, which affected the academic and career statuses of their students. Some students from all the school types preferred to work for themselves and receive a salary, while students with high academic expectations and aspirations wanted to pursue professional careers, and those with low academic expectations and aspirations wanted to work as clerks after high school. The current study will determine whether the school type influences the self-efficacy of students making career decisions among public secondary school students in Kiambu County based on those findings.

In Nairobi County, Kenya, Kithela (2016) also looked for a connection between the type of school and the academic performance, career goals, and self-esteem of secondary school pupils. The study looked into students' self-esteem, academic success, and career goals across a range of Nairobi County the school types. The results of the study showed that stereotypes are prevalent on "school labels." It is implied that most students attending those non-prestigious "school labels" lack the qualifications needed for professional careers because they have low self-efficacy when it comes to making career decisions. This could be related to the categorization of schools which in turn could affect one's self-realization, influencing self-esteem, academic accomplishment and career decision making.

Munanu, (2022) carried out a study on school-type as a correlate to secondary school boys and girls self-esteem in Nairobi County, Kenya. The study found a significant difference in gender self-esteem by the school type. Therefore, the school type influences self-esteem for both males and females the same way. There was need to develop self-esteem enhancement programmemes especially in day schools to boost academic performance. Moreover, expansion on day school's infrastructures was critical in improving on the school's environmental image for prestige and academic performance. Studies have not however adequately addressed the issue of career decision making in the different types of schools, a research gap that will be filled by the current study.

2.8 The household income Status and its Influence on Students' Career decision making Self-Efficacy

O'Brien and Fassinger (2013) argues that choosing a career and its concomitant programme of study is probably one of the biggest decisions students will face in their lives. Frequently, learners have notable aptitudes and skills at school, but cannot pursue their chosen career because of limited family financial resources. This dilemma is widespread across all age groups and professions and is likely to impact on scarce skills training in South Africa. It begs the question of whether there is a relationship between family income and students' career choices. Families' socioeconomic levels are often cited as a potentially confounding variable in studies on adolescent career choice and commitment (O'Brien and Fassinger, 2013). According to Ebrahim (2009), young people in South Africa from disadvantaged backgrounds are not in a position to entertain the possibility of a tertiary education, because of a lack of financial resources. In general, the motives driving a career choice can be classified into cognitive personal factors on the one hand, and contextual or environmental factors on the other. These variables can influence a person's career decision in a positive or bad way, and frequently, the way they interact and combine will determine which career path that person ultimately chooses.

Considering that education may have a number of expenses, both up-front and concealed, the household income plays a significant role in determining access to education and the related career choices of the students (Hunt 2008, 7). Relative poverty is thought to be the main obstacle to equal access and participation for underprivileged students, and it has had a significant impact on the opportunities that are open to everyone. A student's career decisions during a particular period of their life might be influenced by the financial level of their family when the child is in high school. These decisions will have a significant impact on the student's future. According to Ebrahim (2009), the pressure placed on children from low-income homes to drop out of school and help support the family financially is a significant fact that must also be. Hill et al., (2009) found that economic constraints affect the future ambitions and aspirations of students from low-income backgrounds. A controversial report by Lynch and O'Riordan (2008) found that sound financial circumstances help students to aim high, while for the poor, simply being able

to cope with survival is a challenge. Poorer people are pre-occupied with paying bills and making ends meet, which precludes time, money or energy for entertaining educational ambitions.

Yuchen (2023) observes that family income has been found to have an influence on career choice. The optimal allocation of educational resources is crucial, and differences in family income levels can lead to unscientific decision-making phenomena in choosing a major (Michelle & Jarvie-Eggart, 2014). Parental career path and perception of other career fields have been shown to influence student career choice. In addition, parental income and education can impact career aspirations (Justin et al., 2010). Students from families with engineers or professionals in STEM fields are more likely to choose engineering as a major. Even while parents' influence on a student's profession choice may lessen when they leave home, siblings can still have a significant impact. The influence of parents and family income on career choice should be taken into account while analyzing the overall picture. When faced with financial obstacles, people who are lucky enough to attend college or university often choose the first and least expensive profession option that is offered. According to Cooter et al. (2004), there may be more of an impact on specialty selection from socioeconomic background than from educational debt in a survey of medical students. The proportion of specialties chosen by graduates was similar in the three groups, with the exception of medical family practice and Education is a very expensive commodity and this article explores the role of the family's income in its ability to finance its children's tertiary education. Numerous studies have identified factors or determinants of students' career choices, taking into consideration family backgrounds (Sadia, 2022), school and community (Chen, 2017). However, scant research has been undertaken to determine the impact of or link between family income and students' career choice, which is the basis of the article.

Family or the household income is the income shared by people living in the same household. In economics the household is the unit in which economic resources are shared and to some extent joint consumption takes place (Chen, 2017). To be able to compare the economic welfare of households of different composition (e.g., a single

household versus a household with children), the household income is standardized by dividing it by a weighting factor, the so-called equivalence scale. There are a variety of equivalence scales developed in the literature. The resulting income is called equivalent income. Wealth pertains to financial and nonfinancial assets (housing, durables, shares, saving accounts) generating real income and consumption spending opportunities to the household (Chen, 2017).

According to Caprara et al. (2008), Student career choice self-efficacy has a favourable impact on academic performance quality, while Wäschle et al. (2014) found a negative correlation between procrastination and goal achievement. Self-efficacy influences adults' further career development, pursuits, and job satisfaction (Klassen & Chiu, 2010); it leads late adolescents and young adults' career exploration and interest cultivation (Lent et al., 2008; Turner & Lapan, 2005); and it guides young adolescents toward the career that will help them realize their potential (Bandura et al., 2001).

Decision-making processes and how individuals go through them are the focus of self-efficacy in career decision-making. Self-conscious individuals hinder their ability to make professional decisions and make it more difficult for them to build their decision-making skills. It is more probable that these individuals will avoid engaging in job exploration activities and will participate less in decision-making chores. Those who have previously completed important tasks and goals tend to be more decisive because previous completion experiences raise expectations for self-efficacy (Bandura, 1977; Taylor & Betz, 1983). Good career attitudes, high self-esteem, a clear vocational identity, a high degree of engagement in career-related activities such as career planning and exploration (Rogers & Creed, 2011), and commitments to a particular career path (Chung, 2002) are all commonly linked to high self-efficacy in making career decisions. On the other hand, Bandura et al. (2001) found that it has a negative correlation with the perceptions of task challenges and barriers (Taylor & Betz, 1983) as well as the vulnerability to stress and depression. Career reluctance is often the consequence of emotional and personality-related career decision-making issues, which are linked to low self-efficacy in making professional decisions (Gati et al., 2011). When it comes to

making career decisions, an individual's self-efficacy can be influenced by a variety of contextual factors, including age, gender, personality types, and educational background as well as peer and family support (Rogers & Creed, 2011; Sovet & Metz, 2014). Family is an important contextual factor in the United States of America.

The process via which young people choose their jobs and advance in them (Fouad et al., 2010; Paloş & Drobot, 2010). Parents' educational and professional achievements, according to Blustein et al. (2002), indicate the possible financial and social resources that teenagers may use for their academic and career choices self-efficacy. Teenagers' professional growth is shaped more by family dynamics, such as parental support and family interactions, than by family structural traits, such as socioeconomic status. Parents set expectations and beliefs for their adolescents and also provide emotional support, career modeling, verbal support, and advice (Howard, Ferrari, Nota, Solberg, & Soresi, 2009; Turner & Lapan, 2005). The development of young people's job goals is influenced by all of these elements.

Based on our cross-sectional investigation, early parenting methods have a lasting impact on the outcomes of emerging adults in the United States. The results of Harris et al. (2017) suggest that parenting style influences a range of developmental outcomes, therefore it was not surprising to find that authoritative and authoritarian parenting styles had a substantial impact on CDMSE. The beneficial association between authoritative parenting and CDMSE has been established, and it correlates with good adult, emerging adult, and teenage outcomes (e.g., Rothrauff et al., 2009) are in line with this notion. The results of Lease and Dahlbeck (2009), particularly among female college students, and Sovet and Metz (2014) among Korean students support our finding that authoritarian parenting is positively correlated with CDMSE. However, the findings also run counter to other studies' findings that authoritarian parenting has a negative impact on career outcomes (see Keller & Whiston, 2008 review). Our sample consisted of college students in a Western setting, even though two of the three colleges where we collected participants were private religious establishments. Religious beliefs that stress both individualistic and collectivistic norms may account for the unexpected positive connection found in our sample between authoritarian parenting and CDMSE (Cohen et

al., 2016). Although religion may be far from a person, it still has an impact on their immediate surroundings; for this reason, contacts with significant individuals who are closer to the person are crucial and should not be overlooked. Mau's (2000) research demonstrates the strong cultural influence on CDMSE, showing that people from more collectively oriented cultures typically had lower levels of CDMSE than people from individualistic cultures. These cultural differences were identified by Sovet and Metz (2014), who found that adolescents from Korean culture had a significant positive association between authoritarian parenting and CDMSE, while participants from French culture (individualist) showed a significant positive association between authoritative parenting and CDMSE. Understanding the circumstances in which authoritarian parenting may encourage CDSME despite the range of cultural values found in the United States

Our expectation that there would be a significant correlation between permissive parenting and CDMSE was largely shaped by research demonstrating adverse effects, including low academic success (Madjar et al., 2015; Pinquart & Ebeling, 2020; Wang et al., 2016), low self-efficacy (Theresya et al., 2018), and poor academic motivation (Alt, 2015), all of which are probably related to CDMSE. However, there was no meaningful correlation found between the permissive parenting style and CDMSE. Since that permissive parenting has a lower mean score than authoritative and authoritarian parenting, it is likely that our sample size was insufficient to determine the effect of permissive parenting on CDMSE.

Fathers' educational attainment was not the study's main focus variable, but it is nevertheless important to talk about how the final model's incorporation of their education affected CDMSE. However, our studies of the criteria utilized in a regression model showed that this finding was not the consequence of suppression, even though suppression was a concern given the strong correlation between mothers' and fathers' educational attainment (Thompson & Levine, 1997). Although the precise cause of the possible correlation between higher father education levels and lower CDMSE scores is uncertain, one possibility is that father presence in the home may be negatively correlated

with higher father education levels. The negative connection that may exist between fathers' educational attainment and CDMSE could potentially be an artifact of a relationship between CDMSE and other variables—such as parental attachment or bonding—that was not investigated in this study. However, more research on this relationship is still needed.

2.9 The parent-child relationship and its Influence on Students' Career decision making Self-Efficacy

According to Jungen (2008), parental expectations and ideals are probably communicated inside every household, but how much of an impact they have depends on the parent-child dynamic which influence children career choices. Daily interactions within the family and the gradual bonding of parents are included in this. These two elements influence how youngsters establish their identities and what careers they want to pursue. Proactive parents teach their kids how to be self-reliant and successful in creating their own lives by employing a secure parenting approach. In addition, they impart work-related values and provide crucial knowledge on decision-making, work habits, communication skills, and conflict resolution—all of which are essential for a successful career choice. Parents' ongoing relationships with their children have a lasting impact on their offspring's career development (Young et al., 2007). Young discovered a reconstruction of the parent-child relationship through vocational exploration when they analyzed profession-related talks between teenagers and their parents. Their research shows how family dynamics and relationships are woven into discussions about careers and how careers are built in families. This finding is consistent with that of Ketterson and Blustein (2015), who found a link between advancement in career decision making and stable parent-child interactions. The ecological paradigm that underpinned the study was that academic satisfaction, parental education, working involvement, and family influence and wealth were all crucial components.

Individuals in Chinese culture, where societal norms place a high importance on interdependence, connection, and reverence for elders, heavily depend on their families for lifetime support. Chinese people are more inclined to take their family's expectations

and duties into account when making job decisions due to the Confucian idea of xiao (filial piety), particularly if the career will elevate their family's social standing and bring honor to them (Hannum, An, & Cherng, 2011; Liu, McMahon, & Watson, 2015). In addition, parents have a significant impact on adolescents' decision to explore their job interests and aspirations. Chinese parents guide their children's futures toward what they see as the correct path and, at times, implicitly impart their career-related values (Liu et al., 2015). Chinese parents help shape their children's future adult image by supporting their work-related intrapersonal traits (e.g., interests and abilities), values, and beliefs, even though they may not plan a specific vocation for their offspring.

According to Betz (2007) and Klassen & Chiu (2010), self-efficacy in making career decisions is a critical component that aids individuals in navigating the process and influences their aspirations, future career development, and job satisfaction. High levels of self-efficacy in choosing a career are generally associated with advantageous career attitudes, high self-esteem, and a clear vocational identity (Choi et al., 2012). People with high levels of self-efficacy in their abilities to make job decisions are more likely to plan and explore their career possibilities, identify their interests, and put in a lot of effort to achieve their goals, according to studies by Hou et al. (2014) and Rogers & Creed (2011). According to Bandura, Family Influence on Career Decision-Making Self-Efficacy. Barbaranelli et al., 2001, low levels of self-efficacy in making career decisions are typically associated with stress and depression susceptibility as well as particular career decision-making challenges that often lead to career indecision (Gati et al. 2011).

Hickman et al. (2000) investigated how parenting practices affect academic performance and career choices. To ascertain the association, they gave a questionnaire to a sample of first-year college students. According to Hickman, there was a favourable correlation between an authoritative parenting style and the academic adjustment of students. Stated differently, children of parents who demonstrated kindness and equitable discipline were more likely to attain academic success in college. According to this study, a college student's academic achievement may be correlated with their parenting style. It should be noted, though, that the sample consisted of first-year college students, which might have

affected the outcomes. Since freshmen are still getting used to college life, parenting style might be more important to them. Based on the findings of the earlier research, Luyckx et al. (2007) investigated the impact of parenting styles on students' academic adjustment, with a particular focus on the autonomy support vs. psychological control dimension. Three waves of surveys were distributed to students at a Belgian institution. According to Luyckx et al., the degree of identity development acted as a mediator in the strong relationship between parenting style and academic adjustment. Put another way, the degree to which students associated with their major determined the association between parental style and academic adjustment. It should be mentioned that a sample of first-year college students was also included in this study, which could have affected the results.

Parental attachment is another factor that could affect a college student's growth. Kenny (1990) investigated the relationship between social competence (assertion, dating competence, and career maturity) and perceived parental attachment. Using a survey, the researcher conducted study on a sample of seniors in college. The results show that college students in the study generally thought parental attachment was favourable. Furthermore, it was discovered that only one facet of social competence—career competence—was connected to the degree of connection (Kenny, 1990). According to this study, senior college students may feel more secure and supported if they have a close bond with their parents rather of constantly viewing it negatively. It also suggests that the social growth of college students may be influenced by parental attachment.

Hofer (2008) examined the connection between parental communication style and how well students adjust to career choices. To ascertain the connection, a survey comprising both closed-ended and open-ended questions was distributed to parents and first and second-year students. Hofer discovered that students who had parents who controlled their behavior and academics and communicated often had the least autonomy and were dissatisfied with their college experience. Chickering and Reisser's (1993) approach states that gaining autonomy is an important goal in college. The idea that excessive parental control may be harmful to students' psychosocial development—particularly their ability to establish autonomy—is clarified by this study. Parental variables may

have an impact on college students' psychosocial development, as indicated by the research previously cited. Parenting style, parental attachment, parental regulation, and parental educational attainment are some of these influences. It would seem logical that since parental factors were linked to psychosocial development, there would also be a link between parental factors and professional development, given previous study has revealed a relationship between the career and psychosocial development of college students. Examining earlier studies on the connection between parental characteristics and college students' professional success may be essential.

The process of making a career decision is crucial since it influences people's and their families' futures. The person's quality of life will be determined by their career choice. Surprisingly, career choice has a direct impact on happiness for people who spend the majority of their time at work (Kocak et al., 2021). The career process also refers to picking a vocation one wishes to pursue and working toward preparation for that career. An individual's decision-making process is mostly influenced by their strengths and shortcomings. According to Kocak et al. (2021), people will make their own decisions about their professional paths after taking into account their preferences, academic qualifications, physical and mental capabilities, and financial status. Shifting careers after completing university coursework is difficult and a resource waster, even if it can occasionally be advantageous for greater professional prospects. According to Kocak et al. (2021) people should be encouraged to pursue their profession choice and demonstrate that their traits align with their requirements and expectations.

According to Felaco et al. (2023), making a job decision is one of the things that has to be given special attention while establishing future plans. Moreover, selecting a career is one of the most significant decisions people make in their lifetime. The potential issues of those who are having issues with their work choice will have a direct impact on happiness and interpersonal relationships. Making a big decision for your life before college is also challenging and complex. To aid in the job decision-making process and assess potential issues before they develop, people should assess how their social, physical, and mental attributes match those of their desired profession (Ran et al., 2021).

A person must also be self-aware in order to develop a profession. This involves determining what they truly want out of life and then creating strategies and working toward those goals. During university, students must make important decisions about their education based on their intention to enter a particular workforce. Students in this sector have great aspirations for themselves, including in terms of their professions, and they directly affect the resilience, sustainability, and social advancement of their communities and nations. For many students, choosing a career is a major life decision that can naturally lead to confusion and delays in the decision-making process. Such delays are sometimes brought on by specific obstacles associated with depressive, anxious, and pressured emotional states (Ran et al., 2021). Consequently, self-efficacy is crucial while selecting a career. Magnano et al. (2021) define career decision self-efficacy as an individual's level of confidence in their ability to successfully navigate a professional path.

According to Kocak et al. (2021), friendships, societal perspectives, expectations for a career and employment, academic fulfillment, and personal characteristics are some of the factors that influence a person's decision-making process while choosing a job. He continues by saying that these systems are capable of influencing one another and engaging in complex interactions. Contextual elements, like family and schooling, are especially important to this process, even if human factors—their abilities, values, and interests—are the main focus of this field's research. Researchers Schutte and Loi (2014) and Ngui and Lay (2020) have discovered a robust relationship between self-efficacy and emotional intelligence. Students with stronger emotional intelligence may recognize emotional cues in their environment and generate motivation to complete tasks, according to Roberts et al. (2007). Their sense of self-efficacy may benefit somewhat from this. Good self-efficacy in decision-making enhances an individual's capacity to manage their emotions and communicate with others. People who have high self-efficacy in their ability to make professional decisions are better equipped to deal with a range of situations and challenges. By encouraging emotion management, this capacity to effectively manage emotions can raise emotional intelligence (Jiang, 2016). In addition, those who have a high level of confidence in their capacity to make professional

decisions may also be more likely to work with others and engage in social activities; these positive connections have the potential to enhance emotional intelligence. Roberts et al. (2007) suggest that students who possess higher emotional intelligence may be able to identify emotional cues in their surroundings and create drive to finish assignments. This may help them feel more capable of handling situations on their own. The ability to effectively manage emotions and interact with people is improved when a person has high self-efficacy in their decision-making abilities. Individuals with strong self-efficacy in their capacity to make professional decisions are more capable of handling a variety of circumstances and obstacles. This ability to successfully control emotions can increase emotional intelligence by promoting emotion regulation (Jiang, 2016). Furthermore, those who are very confident in their ability to make professional decisions might also be more inclined to collaborate with others and partake in social activities; these beneficial relationships.

Each family and culture has its own unique developmental process, which means that people will differ from one another (Harkness and Super, 2020). Communities benefit from the persistence of these customary, cultural, and social distinctions. Nevertheless, it is anticipated that these variations will have a positive impact on the job choices and general well-being of young people. Support from family is linked to numerous variables in the literature. Professional development was found to be highly influenced by family, and young people's professional development increases in tandem with their sense of support. Furthermore, it was discovered that there is a negative correlation between a family's social support system and professional indecision since people tend to be influenced by its advice. It was discovered that the expectation of professional outcomes is significantly influenced by family support. Research indicates that a rise in the perceived social support from parents has a good impact on the process of choosing professional decisions (Xue et al., 2018). Family support has a major role in helping people overcome hurdles related to gender, ethnicity, and socioeconomic position in addition to vocational constraints. It is indisputable that a youngster is influenced by their family. The family has an impact on a child's growth as well as their character and career development. According to the literature, family influence is thought to be highly

effective on CDSE because it allows parents to impart knowledge and experiences, provide financial support, instill societal values in their children, and support them through difficult times related to their careers and other concerns (Harkness & Super, 2020).

Parents and their children engage with each other in both directions in a parent-child connection (Robinson, 2015). Popov and Ilesanmi (2015), Yang (2018), Steele and Cliff (2019), Miller et al. (2000), Slinner and Steinhauer (2000), Bronfenbrenner (2005), and other scholars all emphasize the significance of this environmental component in shaping an individual's adaptation and development. According to recent research, students' parent-child interaction has a significant role in their learning process (Tus, 2021; Zhu et al., 2021), which has a significant impact on both their everyday and academic lives. Individual distinctions result from the unique development processes that each family and culture has to offer. For societies, it is advantageous that these historic, cultural, and social distinctions exist. It is anticipated that these distinctions will have a positive impact on the job choices and general well-being of youth. Family support has been linked to numerous variables in the research. Professional development was found to be highly influenced by family, and young people's professional development increased in tandem with their sense of support (Li et al., 2022). Furthermore, because people are influenced by their family's advice, a negative correlation was discovered between the degree of social support in a family and professional indecision. Thus, the expectation of professional outcomes was revealed to be significantly influenced by family support.

According to Wang et al. (2023), a rise in the perceived social support from parents has a good impact on the decision-making process related to careers. In this instance, overcoming hurdles related to gender, race, and socioeconomic status is greatly aided by family support. It is indisputable that a youngster is influenced by their family. The family influences a child's growth as well as character development and career processes. Based on the literature, we may conclude that family influence has a significant positive impact on children because families impart information and life experiences, provide

financial support, instill social values, and support their children during difficult times related to their careers and other concerns.

2.10 Theoretical Framework

The study was based on Social Cognitive Career theory and System theory as indicated:

2.10.1 Social Cognitive Career Theory

The Social Cognitive Career Theory (SCCT) intervention aims to define personal goals by supporting options and broadening interests. It also seeks to overcome obstacles linked to career choices and success. Barnard et al. (2008) describe the intervention's objectives as developing and modifying self-efficacy connected to career choices and interests. Self-Efficacy Theory and General Social Cognitive Theory by Albert Bandura are the theoretical foundations of SCCT, which grows into a comprehensive career theory that contends that a person's professional path is the outcome of the interaction between several career factors (Lent, 2013).

The foundation of social cognitive career theory (SCCT), professional decision-making self-efficacy, was developed from Bandura's general social cognitive theory (Lent, 2005; Lent et al 2000). It contends that people pick up knowledge indirectly from watching other people and that a person's personality is shaped by the interplay of their environment, behavior, and mental processes. According to Bandura (2001), cognitive processes are the mechanism through which human minds interact creatively and proactively with their surroundings. Social Cognitive Career Theory combines other behavioral, contextual, and environmental factors with the self-regulatory processes that are inherent in academic and career development (Ferry et al. 2000). Self-regulatory learning is the process through which a person assumes responsibility for, assesses, and routinely considers his or her behavior, learning, and goal-achieving. Three interconnected principles that influence people's work behavior—self-efficacy beliefs, outcome expectancies, and personal goals—are explained by the Social Cognitive Work Theory (Lent et al., 1994). This would imply that students who have a strong sense of

self-efficacy would value themselves highly, set and meet realistic objectives for themselves, and, as a result, have no trouble choosing a vocation.

Self-efficacy is the belief in one's own ability to accomplish particular tasks and reach goals. According to Bandura (1986), there are four main informational sources that are thought to be involved in the acquisition and modification of self-efficacy beliefs. These sources are: (a) personal performance accomplishments; (b) vicarious learning; (c) social persuasion; and (d) physiological states and reactions. These sources have a strong correlation with one another, and self-efficacy is more influenced by one's own performance achievements than by the support of important others. An individual's expectations regarding the probable consequences of engaging in a specific behavior are referred to as outcome expectations. Expectations for outcomes are typically shaped by past encounters and the perceived outcomes of such encounters. Personal objectives are the will to carry out a specific task or influence a specific result. Based on these predetermined objectives, people's behavior is structured or maintained (Honicke et al., 2023)

According to Social Cognitive Career theory, career planning and exploration activities are linked to self-efficacy, result expectations, interests, and goals. Individuals who engage in activities that they feel are effective and yield favourable results are more likely to develop long-lasting interests in them. These interests provide goals for future practice and activity involvement, resulting in specific performance attainments (e.g., successes and failures) that modify expectations for the results and self-efficacy (Lent et al., 1994). This is a lifelong process that will keep repeating itself. According to Social Cognitive Career theory, career planning and exploration activities are linked to self-efficacy, result expectations, interests, and goals. Individuals who engage in activities that they feel are effective and yield favourable results are more likely to develop long-lasting interests in them. These interests provide goals for future practice and activity involvement, resulting in specific performance attainments (e.g., successes and failures) that modify expectations for the results and self-efficacy (Lent et al., 1994). This process will continue to recur throughout one's life.

According to the Social Cognitive job theory, an individual's job decision-making process is influenced by experimentation/learning factors, contextual variables (like supports and obstacles), and personal input elements (like age and gender). These elements create people's self-efficacy in making career decisions. Through this self-efficacy, people can either directly or indirectly impact goals and activities linked to their careers. Parents serve as crucial role models for their children and are highly influential in the academic and professional development of teenagers. According to Howard's (2009) research, there is a correlation between a supportive relationship and the following outcomes: academic achievement, intrinsic motivation, goal orientations. According to Lent et al. (2001), a person's process of converting job interests into career objectives may be influenced by the financial assistance from their family. Due to the fact that it describes the function that self-efficacy plays in the process of choosing a career and how background factors affecting secondary school students' self-efficacy in making career decisions, Social Cognitive Career Theory is relevant to the current study.

2.10.2 System Theory

Several research on career development have connected intrapersonal and interpersonal processes to career indecision, or the inability to decide what kind of work one wants to follow. In a manner that previous theories have not been able to, systems theory can assist in explaining the workings behind these ideas. Both the individual system and the contextual system—parents and classmates, for example—are included in the Systems Theory Framework (Patton et al., 2006). The System theory, first put forth by biologist Ludwing von Bertalanffy in 1968, will likewise serve as the foundation for this investigation. In the theory, models that can be used to characterize multiple activities are analyzed together with universal principles. A system is arranged in a series so that the output of one subsystem is the input of another subsystem. Being a self-contained unit, it is a part of wider higher order. Based on this hypothesis, the researcher hopes to examine high school students' self-efficacy in making career decisions, as they will ultimately be entering universities. There's some predictability in a system. Since students enrolled in form one must graduate in form four and those who meet the requirements must enroll in

higher education institutions, the school operates as a system. The environment has an impact on a system in operation. In this case, the educational system's environment, which includes the students' backgrounds, may have an effect on high school students' self-efficacy in choosing career decisions and, subsequently, on the environment in universities. These could be a few of the elements affecting students' self-efficacy in selecting profession decisions in public secondary schools in Kenya's Kiambu County.

Patton and McMahon (1999, 2006) have extended the use of systems theory by using it as a meta theoretical framework for career theory and as a means of rethinking career counseling practice. Career development, like many other fields of psychology, has a theoretical foundation that is both complicated and flexible. The perspectives of early career theorists included adopting theoretical frameworks for human development derived from general systems theory as frameworks within which to better understand specific aspects of human career behavior, as well as recognizing the potential of systems theory to advance the integration of career theory and practice. Systems theory has influenced researchers and career theorists for over ten years, but it wasn't until Patton and McMahon's work in 1999 that it offered a comprehensive theoretical framework. Rather than being a theory of career development, the Systems Theory Framework (STF; McMahon, 2002; McMahon & Patton, 1995; Patton, 1997; Patton & McMahon, 1999, 2006) is meant to be a broad framework that can be usefully positioned and used in theory and practice for all concepts of career development described in the various career theories.

2.11 Conceptual Framework

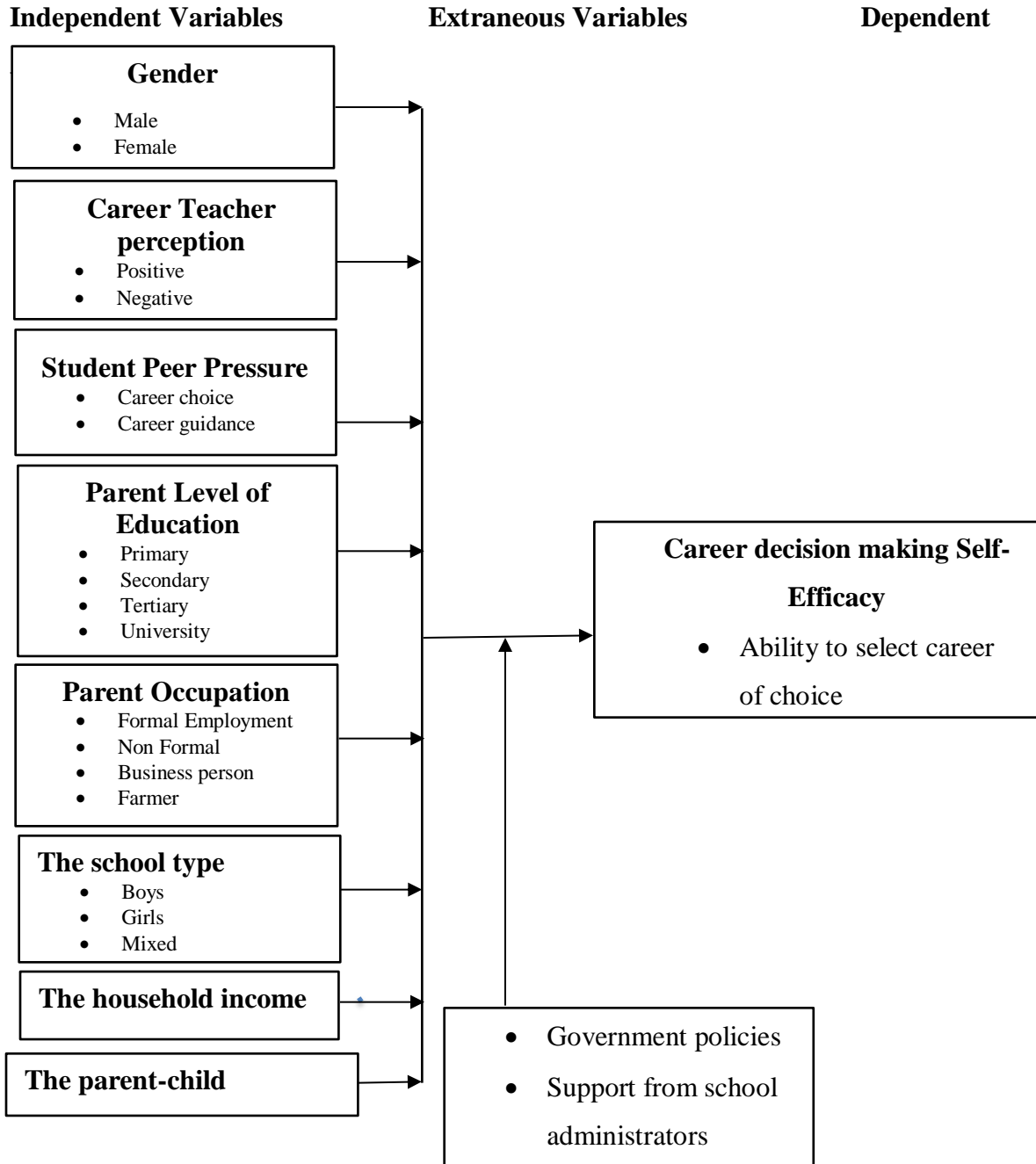
A conceptual framework is described as a set of ideas, presumptions, expectations, and convictions that not only underpins but also influences a research study. It is crucial to the design of research studies. (Rugira et al., 2015). It is further defined as a visual or written result that illustrates the main ideas, concepts, or variables related to a certain study as well as the relationships that are assumed to exist. As shown in Figure 2.1, the indicators for the independent variables are: gender, career teacher perception, student peer pressure, the parents' level of education, the parents' occupation, the school type, family the household income and parent/guardian-child relationship. The measures of

these indicators may influence the dependent variable whose indicators are career decision making self-efficacy. This influence may be identified by the extraneous variables which include measures like support from school administrators, and availability of career guidance programme, training of career master and students' exposure and proactive government policies.

The conceptual framework makes it obvious that there are three main types of variables: independent variables, extraneous variables, and dependent variables. Examples of independent variables include: Gender, career teacher perception, student peer pressure, parent level of education, parent occupation, the school type, family the household income and parent/guardian-child relationship. Career decision making self- efficacy is the dependent variable. The Government policies and the support from school administrators are the extraneous variables. The conceptual interrelationship between the variables subsumed in the study is presented in Figure 1

Figure 1

Factors influencing career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.



The conceptual framework model in Figure 1 indicates that school based and parental factors may interact to influence career decision making career decision making self-

efficacy. The extraneous variables are the Government policies and the support from schools which will be controlled through randomization. The gender, career teacher perception, student peer pressure, parent level of education, parent occupation, the school type, family the household income and parent/guardian-child relationship might influence career decision making self- efficacy of secondary school students in Kiambu County Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used to carry out the study. The chapter outlines the research design, location of the study, target population of the study, sampling procedure and sample size, instrumentation; questionnaire for the students and career teachers, validity and reliability of research instruments, data collection procedure, data analysis, and ethical considerations for the study.

3.2 Research Design

Cross-sectional survey design was used in this investigation. For the objectives of description, explanation, and exploration, data regarding a group's traits, experiences, or opinions are gathered using a research design (Babbie, 2013). Surveys can be administered via email, fax, mail, and the internet, and they can also gather data covering various variables of interest. Survey administration expenses vary, although they are not as expensive as more complex experimental designs. A cross-sectional survey is conducted at a particular point in time and is helpful in determining correlations between several relevant variables. The primary benefit of cross-sectional surveys is that there are rarely ethical issues because participants are not purposefully placed in experimental treatment circumstances. Given that data is only gathered once and several factors can be looked at in a single study, cross-sectional surveys are comparatively cheap (Mann, 2003). Because the strategy will be applied just once and includes gathering data from a sample of participants who represent several relevant variables, it is pertinent to this investigation. In order to determine the variables impacting students' self-efficacy in selecting career decisions, the design used in public secondary schools in Kiambu County, Kenya, was appropriate.

3.3 Location of the Study

The study was conducted in Kenya's Kiambu County. Kiambu County has thirteen sub counties namely Gatundu South, Gatundu North, Juja, Thika East, Thika West, Ruiru, Githunguri, Kiambaa, Kabete, Kiambu, Kikuyu, Limuru, and Lari subcounty. Kiambu

County is located in the central region and covers a total area of 2,538.7 Km² according to the 2019 Kenya Population and Housing Census.

It borders six counties namely Nairobi and Kajiado Counties to the South; Machakos to the East; Murang'a to the North and North East, Nyandarua to the North West, and Nakuru to the West. Further the County lies between latitudes 00 25' and 10 20' South of the Equator and Longitude 360 31' and 370 15' East.

Kiambu County was found to be ideal for this study because despite the high school completion rates, there is a noticeable trend in Kiambu County that majority of students finds it difficult to choose a career after completion, (Gitonga, 2013). It can also be used to both urban and rural settings because it also has a peri-urban context. Furthermore, to the best of the researcher's knowledge, no comparable study had been carried out in the County.

3.4 Target Population

The target population in this study included all Form three students and career teachers in public secondary schools in Kiambu County, Kenya. Form three class were targeted because this is the class where students choose subjects which are informed by their career decision-making abilities. Form three (3) was included because it was thought that students were old enough to choose their examinable topics, which in turn determined what vocations they would likely pursue. Due to the fact that they are the ones who deal with students' career-related concerns in secondary schools, career teachers are the ones who are targeted. In this sense, it is argued that their three years of student engagement have given them the necessary knowledge of career decision-making self-efficacy. The study anticipated that career teachers were the best placed respondents to report on the level of students' career decision making self-efficacy since they dealt with career guidance and counselling in their respective secondary schools. There were 285 public secondary schools, 285 career teachers in Kiambu County and 29,682 form three students comprising 14,361 boys and 15,321 girls (Kiambu County Education Office, 2023) who were the target population of this study. The population of this study was therefore form

three (N= 29,682) students and career teachers (N= 285). The career teachers and students' population by Sub County is as presented in Table 3.1.

Table 3.1

The population of Career Teachers and Form Three Students in Kiambu County, Kenya

Sub County	No. of Schools	Career Teachers	Students		Total
			Boys	Girls	
Gatundu North	38	38	1573	1576	3187
Gatundu South	36	36	1638	1725	3399
Githunguri	38	38	2230	1738	4006
Juja	11	11	842	421	1274
Kabete	15	15	961	947	1923
Kiambaa	15	15	752	1279	2046
Kiambu	15	15	967	1020	2002
Kikuyu	17	17	1026	1072	2115
Lari	42	42	1470	1997	3509
Limuru	24	24	1159	1733	2916
Ruiru	13	13	571	441	1025
Thika East	8	8	294	297	599
Thika West	13	13	878	1075	1966
Total	285	285	14361	15321	29682

Source: Ministry of Education Kiambu County (2023).

3.5 Sample Size and Sampling Procedure

Sample size is an important feature of any empirical study in which the goal is to make inferences about a population from the sample while sampling constitutes the process. A sample is defined as a subset of the study population and, therefore, a good sample ought to be a suitable representative of the study population (Kothari, 2004). Sampling is further described as the process of selecting a given number of subjects or individuals from the study population such that the selected group consists of elements that are representative of the characteristics found in the entire population (Orodho & Kombo, 2002). According to Kombo and Tromp (2010) sampling is described as the procedure that is followed to gather people, places or things to study. Sampling procedure is a process or technique of choosing a sub-group from a population to participate in the study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Ogula, 2005).

3.5.1 Sample Size

A sample is a subgroup of a population of interest in a research undertaking (Oso & Onen, 2009; Latham, 2007). Sampling on the other hand is the technique of selecting a suitable smaller size of a population for the purpose of determining the characteristics of the whole population (Kombo & Tromp, 2006). Since the population of the study was large in number, the study adopted Krejcie and Morgan (1970) formula to determine the sample size which is 162 career teachers. A list of schools was drawn and sample schools picked by proportional stratified random sampling. For the purpose of the study form three students were considered the most suitable group because it is the class where students choose subjects which are informed by their career decision-making. The study adopted a simple random sampling method to select participants.

Table 3.1*The Sample Size of Secondary schools and Career Teachers in Kiambu County Kenya*

Sub County	Population of Secondary Schools	Sample size of Secondary Schools	Population of Career Teachers	Sample size Career Teachers
Gatundu North	38	21	38	21
Gatundu South	36	20	36	20
Githunguri	38	22	38	22
Juja	11	6	11	6
Kabete	15	8	15	8
Kiambaa	15	8	15	8
Kiambu	15	8	15	8
Kikuyu	17	10	17	10
Lari	42	24	42	24
Limuru	24	17	24	17
Ruiru	13	7	13	7
Thika East	8	4	8	4
Thika West	13	7	13	7
Total	285	162	285	162

The starting point in regard to the application of the simple random sampling procedure was to determine the number of schools whose career teachers and students were expected to participate in the study. According to Krejcie and Morgan's (1970) Table for determining sample sizes from given populations, the ideal sample size(n) in a population (N) of 285 schools gave a sample size of 162 secondary schools as per Table 3.2. In this regard, 162 secondary schools in Kiambu County were chosen for the study. Purposive

sampling was employed to identify one career teacher per school to participate in the study hence a total of 162 career teachers were involved. Table 3.3 shows the sample size of students from the selected schools.

Table 2.3

The Sample Size of Form Three Students in Kiambu County Kenya

Sub County	Sample size of Secondary Schools	Sample Size of Students		Sample Size of the Students
		Boys	Girls	
Gatundu North	21	20	20	40
Gatundu South	20	21	22	43
Githunguri	22	27	23	51
Juja	6	11	5	16
Kabete	8	12	12	24
Kiambaa	8	10	16	26
Kiambu	8	12	14	26
Kikuyu	10	13	14	27
Lari	24	17	26	44
Limuru	17	15	22	37
Ruiru	7	7	6	13
Thika East	4	4	4	8
Thika West	7	11	14	25
Total	162	180	200	380

3.5.2 Sampling Procedure

Stratified sampling technique was utilized in the study for selecting the schools. This technique was used to categorize schools in strata that is Boys, Girls and mixed schools. The reason for using the proportional stratified sampling method was because it enabled the researcher to even sample the smallest groups of population which may be inaccessible (Alvi, 2016). Compared with other sampling techniques, the stratified sampling methodology guarantees that the sample adequately represents each segment within the population. As a result, stratified sampling gave the population a better representation, as the researcher was able to manage the subgroups and made sure each one category was included in the sampling. The simple random sampling method was used to select 162 secondary schools in Kiambu County from the strata. A list of schools from each stratum was drawn and sample schools picked randomly. Student respondents were also selected through simple random sampling method. This exercise involved writing stars in each secondary school Form three class on small pieces of papers. The papers were folded, put in a basket, the students were required to pick the folded papers. Those students who happened to pick the paper with stars were automatically included in the study. This exercise was repeated in all the sampled 162 public secondary school Form three classes to select 380 students and purposively select 162 career teachers in the sampled public secondary schools in Kiambu County. The total number of respondents was therefore 542 that is 380 students and 162 career teachers.

3.6 Research Instruments

Self-administered questionnaires were employed in this study. These had two questionnaires, used: one for students and one for teachers. The use of questionnaires was recommended since they are an efficient use of time and money that can be used to create the CDS and measure the self-efficacy of professional decision-making according to Bandura's theory of self-efficacy for large samples. (Taylor & Betz 1996). The most effective components of the original lengthier form, which was created in 1983, were used to create the short form in 1996. The CDS, which consists of twenty-five items drawn from the original CDS, assesses a person's perceptions about their level of self-

confidence in their ability to do tasks necessary for making career decisions. The scale items were of Likert scale

Questionnaires were administered to the students in the sampled schools with the intention of capturing their views on the different variables in the study. The respondents were expected to give an insight into the current indicators of the same in Kiambu County. The scale was available in a 25-item short form and the scale is strongly linked to positive educational and career decision outcomes. Each of the other subsections have several items designed to capture the other various variables. The questionnaires were administered in person to the selected respondents to ensure a high return rate. Career teachers were required to fill the questionnaire to provide their demographic information and also information about their perception of students' career decision self-efficacy.

3.6.1 Validity of the Study Instruments

Validity is the extent to which an instrument measures what it is supposed to measure (Kombo & Tromp 2006). Validity of instruments for this study were established by Counselling Psychology experts from Laikipia University. Validation included determination of content and construct validity of the instrument, which was based on the adequacy to which the statements, questions and indicators of the research instrument measures the attributes of the study. The experts looked at the contents and construction of items among other issues of validation. The purpose was to make a meaningful observation of the instruments and to ensure that items are comprehensive in relation to objectives of the study. The items were revised and improved according to advice and suggestions made by the experts. The experts in the School of Education were similarly asked to offer their advice on the accuracy of the items and whether or not they adequately represent the universe or domain under investigation, that is whether they accurately measured the degree to which students' background factors such as gender, career teacher perception, peer pressure, parental occupation and parental level of education and the school type influence career decision making self-efficacy among public secondary schools.

3.6.2 Reliability of the Instruments

Reliability is a measure of the degree to which research results yield consistent results or data after repeated trials. The internal consistency, or how closely related a group of objects is to one another, was measured using Cronbach's alpha. It is frequently assumed that an item's "high" alpha value indicates that it measures an underlying component. According to Marczyk et al. (2004), reliability must be ensured by using a predefined threshold of 0.7 and above. That is, values above 0.7 indicated presence of high reliability while values below signified lower reliability. This corroborates Githua (2002), who recommends that the Cronbach's values of the instrument to be used in the study should not be lower than 0.7. These are, internal and external reliability. An instrument's level of consistency over a measure over time is referred to as its external dependability. Stated differently, the external reliability of an instrument can be defined as an assessment of its ability to produce results that are comparable when repeated under consistent conditions to collect data from a group of subjects, or respondents, for that matter (Wiersma, 1995; Kimberlin, & Winterstein, 2008).

A pilot study was carried out before the main study to pretest the study tools in order to avoid wasting resources on an ineffectively designed study. This was important to identify and correct ambiguities and inappropriate contents of the study tools. The implications of pre-testing for enhancing objectivity in scientific studies have been underscored in several books on research in the social sciences. The researcher conducted a pilot study in Nairobi County to pre-test the data collection instruments to ascertain their reliability. For this purpose, three (3) secondary schools with similar characteristics to those under study but not included in the sample were selected. These included a boys' school, girls' school and mixed school. Thirty students (30), ten from each category were randomly selected. Three career teachers, one from each category of schools were purposively selected to participate in the pilot study. Reliability of the research instruments was determined by Cronbach's alpha coefficient method. This was founded on the fact that test items in relation to study constructs were on a Likert scale. The reliability threshold was Cronbach's alpha coefficient equal to or greater than 0.7 ($\alpha \geq$

0.7). Analysis of the pilot survey gave a Cronbach's alpha of 0.79, thus the tools met the threshold.

3.7 Data Collection Procedure

Before collecting data, the researcher sought for a letter of data collection from the Graduate School of Laikipia University. The researcher further got clearance from the ethics committee of the research project. Afterwards the researcher sought for research permit from the National Commission for Science, Technology and Innovation (NACOSTI). This was followed by sending a letter to Principals of the selected schools in Kiambu County. A copy of the letter was sent to the Sub County Education offices and Sub County Commissioners' offices in the county for purposes of information. This was done three weeks before the date of data collection. The purpose was to enable the principals of these schools to inform the respondents to prepare for the visit. On the day of the data collection the researcher requested the respondents to fill and return the questionnaires the same day. Where the students were found to be very busy the alternative in such situation was that the questionnaires, with a stamped envelope were left with the principal to assist in administering them and to send to the researcher later. The respondents were assured that strict confidentiality was maintained in dealing with the responses. To triangulate the findings from these instruments, the researcher reviewed selected textbooks and other scholarly documents to establish current status of career decision making self-efficacy among secondary school students in public schools.

3.8 Data Analysis

Data were cleaned for processing and analysis. Quantitative data were analyzed as presented by the objectives of the study. Data analysis was conducted at intervals throughout the data collection process and finally at the end of this exercise. Quantitative data were coded in the computers then analyzed using descriptive statistics such as frequencies, percentages, means and standard deviation in Statistical Packages for Social Science version 27. The findings were presented using percentages and frequency tables. Frequency counts of the responses was obtained to generate information about informants who had participated in the study and to illustrate the general trend of findings on the

various variables that were under investigation. The study utilized t-test, simple regression and ANOVA to establish the relationship among the study variables. Simple regression tests the percentage of the variance in each of the dependent variable that can be attributed to the independent variable. In other words, what percentage of the difference in the students' career decision making self-efficacy can be attributed to student's gender, the career teachers' perception, peer pressure, the parents' level of education, the parents' occupation, the school type, the household income and the parent-child relationship. The analysis per variable is as shown in Table 4.

Table 3.3*Data Analysis Matrix*

Hypothesis	Independent Variable	Dependent Variable	Method of analysis
H ₀₁ : The gender of the career teachers has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.	Gender	Career decision making Self-Efficacy	t-test
H ₀₂ : Perception of the career teacher on student's career decision making has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.	The career teacher's perception	Career decision making Self-Efficacy	Simple regression
H ₀₃ : Peer pressure has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.	Peer pressure	Career decision making Self-Efficacy	Simple Regression
H ₀₄ : The parents' level of education has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.	The parents' level of education	Career decision making Self-Efficacy	Analysis of Variance
H ₀₅ : The parents' occupation has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.	The parents' occupation	Career decision making Self-Efficacy	Analysis of Variance
H ₀₆ : The school type has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.	The school type	Career decision making Self-Efficacy	Analysis of Variance

Ho7: The household income of students' family has no statistically significant influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.	The household income of students' family	Career decision making Self-Efficacy	Simple regression
Ho8: The parent-child relationship has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.	The parent-child relationship	Career decision making Self-Efficacy	Simple regression

3.9 Ethical Considerations

During the data collection exercise, the purpose of the study was explained to the respondents before the commencement of data collection, in the course of which they were impressed upon to give their sincerest and accurate responses to the issues. The cooperation of the respondent was of paramount importance to the success of the research. To maximize cooperation of the respondent, the researcher adopted the practice recommended by social scientists Weiss (2004) in which two copies of consent forms describing the study purpose to the respondents, and both copies bearing the signature of the researcher, were presented to each informant.

The respondents were talked to and informed consent sought before they filled the questionnaires and also were made aware that their participation in the study was voluntary. The respondents were also informed that they were free to continue or decline participation at any stage of the study. The participants were assured of the anonymity and confidentiality of the responses as indicated in the questionnaire and that they were not required to write their names on the questionnaires.

Study ethics, as defined by Barker, Pistrang & Elliott (2002), are values that are concerned with preserving the rights, dignity, and well-being of study subjects. The following aspects of research ethics were upheld in this study: informed consent, confidentiality, integrity, and data handling and storage. An example of how each of the aforementioned research ethics was followed is shown below.

3.9.1 Informed Consent

According to the principle of informed consent, research subjects must be fully informed about the nature of their participation in the study and what is expected of them. In order to inform the participants of the study's objectives and obtain their consent to participate, the researcher discussed the study's aim, the techniques used to collect the study's data, and the potential outcomes to them. Participants must consent to the study without being subjected to pressure, deceit, or incentive in order to comply with the principle of informed consent. Without any force, incentive, or fraud, every participant in this study gave their free will consent to participate. General consent was the kind of informed consent that was employed for this study. A broad consent provides the researcher permission to utilize participant data and information for the study's aim and to share it with other researchers. (Barker et al, 2002). Since the participants' information was utilized to construct a thesis for an academic award and to share with other researchers via publishing journal papers, a general informed consent was applicable for this project.

3.9.2 Confidentiality

This ethical rule requires researchers to keep certain sorts of material private or hidden. Private information relating to human subjects, publications or study proposals submitted for peer review, personnel records, proceedings from misconduct inquiries or investigations, and proprietary data are examples of confidential information in research (APA, 2002). Participants in this study were given the assurance that the information they provided would only be used for academic purposes. Participants received assurances from the researcher regarding their right to confidentiality. The researcher made sure that the respondents' identities were kept a secret from others. In order to protect the anonymity of the individuals who shared their opinions during interviews, the researcher also utilized fictitious names. The researcher also gave the respondents the freedom and discretion to decide when and how much of themselves and the topics under investigation they would divulge.

3.9.3 Honesty

This ethical rule mandates that researchers disclose the truth and abstain from lying (Sales & Folkman, 2000). Because of this, researchers must be truthful when reporting data, results, methods, and publication status. Throughout the study, the researcher upheld honesty as a requirement of ethics. All of the information and data were gathered from reliable sources with the respondents' approval and consent for both primary and secondary data. Without any falsification or manipulation on the part of the researcher, the researcher presented all of the primary respondents' data exactly as it was. Through suitable citations and referencing, the researcher also gave due credit to the original authors of the literature review. Anti-plagiarism checks were also performed on the proposal and thesis to determine whether they adhered to the criteria.

3.9.4 Data Handling and Storage

According to Barker, Pistrang and Elliott (2002), the practices and laws pertaining to data collection, storage, auditing, archiving, analysis, interpretation, sharing, and publication fall under the ethical concept of data preservation and handling. All material obtained for this study was treated as confidential, which meant that it was securely held, and that only the researcher, his supervisors, and other approved academicians had access to it. The data collected was used to accurately report and interpret the study's findings without modification or plagiarism.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings generated by the study and discussions related to the findings. The chapter is divided into sections. Section one covers questionnaire return rate while section two focuses on the demographic characteristics of the respondents in the study. This is followed by the findings on whether selected school based and parental factors influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya. Section four presents a discussion of the results based on the objectives and hypotheses of the study.

4.1.2 Questionnaire Return Rate

The sample size for this study was 380 Form 3 students and 162 career teachers from public secondary schools in Kiambu County. Consequently, 542 respondents responded. As the data collection session came to an end, 380 (100%) of the form three student respondents and 162 (100%) of the career teacher questionnaires had been returned.

This indicated a 100 percent response rate, which is appropriate for social science research, according Creswell (2012) and Dillman (2000). According to Sekran and Bougie (2009), social science research can tolerate response rates of no less than 70 percent. The response rate is the proportion of questionnaires that participants return to the investigator (Newby, 2010). When response rates are higher, there is a stronger argument that the sample results can be applied to the entire population.

The high response rate could have been influenced by the self-administered nature of the questionnaires. In order to build rapport and reassure the career teachers and student respondents of their anonymity, the researcher also met with them one-on-one. The high return rate can also be attributed to the respondents' strong interest in the research topic, which may have encouraged them to participate in order to share their opinions about self-efficacy in making career decisions and to offer insightful information to pertinent stakeholders.

4.2 Demographic Characteristics of the Respondents in Kiambu county, Kenya.

This section presents a summary of the distribution of the respondent in terms of demographic characteristics. The demographic information was key in explaining the emerging trends in the study results. The respondents' demographic characteristics included: gender, age, type of school, whether respondent had already made career choice, how respondent arrived at their career choice, respondent sought career choice, highest professional qualification of career teacher respondents and training in counselling. The percentage distribution of respondents per every demographic characteristic was as discussed in the subsequent sub-sections.

4.2.1 Distribution of Respondents by Gender

Gender was conceptualized as maleness and femaleness of a teacher and form three students. The distribution was as presented in Tables 4.1 and 4.2 as follows:

Table 4.1

Distribution of Career Teacher Respondents by Gender in Public Secondary Schools in Kiambu county, Kenya

Gender	Frequency	Percent
Male	73	45.1
Female	89	54.9
Total	162	100.0

Table 4.2

Distribution of Student Respondents in Public Secondary Schools in Kiambu county, Kenya by Gender

Gender	Frequency	Percent
Male	180	47.3
Female	200	52.7
Total	380	100.0

Source: (Field data, 2023)

Table 4.1 shows that male career teacher respondents were 45.1percent (73) while female career teacher respondents were 54.9percent (89) to yield a total of 162 career teacher respondents. There were more female career teachers as compared with the male career teachers.

Table 4.2 indicate that male student respondents were 52.7percent (200) while female student respondents were 47.3percent (180) to yield a total of 380 student respondents. More female students participated into the study as compared with male students and this was caused by the greater need from female students to make career choice.

4.2.2 Distribution of Respondents by Age

Age of the respondents was analyzed and the results were as shown in Tables 4.3 and 4.4

Table 4.3

Distribution of Career Teacher Respondents in Public Secondary Schools in Kiambu County, Kenya by Age

Age (in years)	Frequency	Percent
21 to 30	127	78.4
31 to 40	16	9.9
41 to 50	12	7.4
<50 Years	7	4.3
Total	162	100.0

Table 4.4

Distribution of Student Respondents in Public Secondary Schools in Kiambu County, Kenya by Age

Age (in years)	Frequency	Percent
16-17	242	63.7
18-19	114	30.0
20-21	24	6.3
Total	380	100.0

Source: (Field data, 2023)

Table 4.3 shows that 78.4% (127) career teacher respondents were in the 21 – 30 years age group, 9.9% (16) were in 31-40 years age group, 7.4% (12) were in 41 to 50 age group while 4.3% (24) were above 50 years of age. From these findings it can be concluded that majority of the career teachers were between 21 – 30 years age group. In this regard, one can reasonably conclude that they had been in the teaching profession for a considerable short period of time hence highly likely to have memories of the challenges that they faced when making their career decisions.

Additionally, Table 4.4 shows that 63.7% (242) of student respondents were in 16 – 17 years age group, 30.0% (114) were in 18-19 years age group, while 6.3% (24) were in 20-21 years age group. This was in line with the school going age in most public secondary schools in Kenya.

4.2.3 Distribution of Student Respondents by Type of School

The type of school as per the student respondents was analyzed and the results are as shown in Table 4.5

Table 4.5

Distribution of Student Respondents in Public Secondary Schools in Kiambu County, Kenya by Type of School

The school type	Frequency	Percent
Boys	125	33.0
Girls	145	38.0
Mixed	110	29.0
Total	380	100.0

Source: (Field data, 2023)

Table 4.5 indicate that 33.0percent (125) of student respondents were in boy’s school, 38.0percent (145) were girls school, while 29.0percent (110) were in mixed school. It was necessary to establish career decision making career decision making among the students based on the school types.

4.2.4 Distribution of Respondents by had already made a Career Decision

The distribution of respondents who had already made a career decision was analyzed and the results are as shown in Table 4.6

Table 4.6

Distribution of Student Respondents in Public Secondary Schools in Kiambu County, Kenya by had Already made a Career Decision

Already made a career Decision	Frequency	Percent
Yes	292	76.8
No	88	23.2
Total	380	100.0

Source: (Field data, 2023)

Table 4.6 indicate that 76.8percent (292) of students had already made a career decision while 23.2percent (88) had not made a career decision.

4.2.5 Distribution of Respondents by how they arrived at the Career of choice

Table 4.7 presents the distribution of student respondents by how they arrived at their career decision.

Table 4.7

Distribution of Student Respondents in Public Secondary Schools in Kiambu County, Kenya by How They Arrived at Their Career of Choice

How They Arrived at Their Career of Choice	Frequency	Percent
Self-Decision	274	72.1
Parental/guardian guidance	80	21.1
Advice from friends	17	4.5
Career teacher guidance	9	2.4
Total	380	100.0

Source: (Field data, 2023)

Table 4.7 indicate that 72.1percent (274) of students had made career decision through self-decision, 21.1percent (80) of the students had made their career decision from parental/guardian guidance, 4.5percent (17) had made their career decision through advice from friends, while 2.4percent (9) had made their career choice decision through guidance from career teacher.

4.2.6 Distribution of Student Respondents by whether they had ever sought Career guidance

On whether the student had ever sought career guidance, the results are as presented in Table 4.8.

Table 4.8

Table Distribution of Student Respondents in Public Secondary Schools in Kiambu County, Kenya by whether they had ever Sought Career Guidance

Whether had ever sought Career Guidance	Frequency	Percent
Yes	225	59.2
No	155	40.8
Total	380	100

Source: (Field data, 2023)

Table 4.8 designates that 59.2 percent (225) of students had sought Career guidance, while 40.8 percent (155) had never sought career guidance.

4.2.7 Distribution of Respondents by Opinion on What Determines Someone's Career Decision.

Distribution of students by opinion on what determines someone's career decision was also analyzed and the results presented in Table 4.9.

Table 4.9

Opinion on what determines someone's career decision making in Public Secondary Schools in Kiambu County, Kenya

Opinion on Determinants of Career decision makin g	Frequency	Percent
Self interest	329	86.6
Gender consideration	7	1.8
Religious background	5	1.3
Parental/guardian expectation	29	7.6
Community expectation	10	2.6
Total	380	100.0

Source: (Field data, 2023)

Table 4.9 indicates that 86.6 percent (329) of student respondents had the opinion that Self-interest determines someone's career decision making, 7.6 percent (29) opined that it

was Parental/guardian expectation, 2.6 percent (10) felt it was Community expectation, 1.8percent (7) thought it was Gender consideration while 1.3percent (5) had religious background as their opinion.

4.2.8 Distribution of Respondents by Parent/guardian’s highest level of education.

The study analyzed the distribution of respondents by their parent’s /guardian’s highest level of education and the results were as presented in Table 4.10.

Table 4.10

Parent’s / Guardian's Highest Level of Education in Public Secondary Schools in Kiambu County, Kenya

Level of Education	Frequency	Percent
No formal school	41	10.8
Primary	39	10.3
Secondary level	46	12.1
Tertiary College level	95	25.0
University Degree	159	41.8
Total	380	100.0

Source: (Field data, 2023)

Table 4.10 demonstrates that 10.8percent (41) of their guardians had no formal education, 10.3 percent (39) had attained primary level, 12.1 percent (46), had attained secondary level, 25 percent (95) had attained tertiary college level while 41.8percent (159) had attained university degree level.

4.2.9 Distribution of Respondents by Parent/Guardian’s occupation.

The study analyzed the occupation of respondents’ parents / guardians and the results of the analysis were as shown in Table 4.11.

Table 4.11

Distribution of Parents' / guardian's occupation in Public Secondary Schools in Kiambu County, Kenya

Occupation	Frequency	Percent
Formal Employment	185	48.7
Non-Formal	48	12.6
Personal Business	127	33.4
Not Employed	20	5.3
Total	380	100.0

Source: (Field data, 2023)

Table 4.11 show that 48.7percent (185) of their guardians were on formal employment, 12.6percent (48) on non-formal occupation, 33.4percent (127) were in personal businesses while 5.3percent (20) were not employed.

4.2.10 Distribution of Respondents by Opinion on whether The household income Determines Student's Career decision making.

Distribution of students by opinion on whether The household income Determines Student's career decision making efficacy was analyzed and the results presented in Table 4.12.

Table 4.12

Distribution of student Respondents by their Opinion on whether The household income of the Students Family Determines Student's Career Decision in Public Secondary Schools in Kiambu County, Kenya

Opinion on The household income and Career decision making	Frequency	Percent
Totally Disagree	13	3.4
Disagree	40	10.5
Moderately Agree	113	29.7
Agree	126	33.2

Totally Agree	88	23.2
Total	380	100.0

Source: (Field data, 2023)

Table 4.12 shows that while 3.4percent (13) of the student respondents totally disagreed,10.5percent (40) disagreed, 29.7percent (113) moderately agreed while 33.2percent (126) agreed with the opinion that the household income of the student’s family determines students career decision making.

4.2.11 Distribution of Respondents by the choice that is available in their school

The distribution of student respondents by the choice that was available in their school was analyzed and the results were as shown in Table 4.13.

Table 4.13

Distribution of Student Respondents by the choice that is available in Public Secondary Schools in Kiambu County, Kenya

Choices Available in school that help in Career decision making	Frequency	Percent
Guidance and counselling services	190	50.0
Career days	103	27.1
Career club	24	6.3
Career guidance materials e.g books, magazines, fliers, pamphlets and many others	13	3.4
All of the Above	50	13.2
Total	380	100.0

Source: (Field data, 2023)

Table 4.13 shows that 50percent (190) of the students had guidance and counselling services in their schools, 27.1percent (103) had career days, 6.3percent (24) had career club, 3.4percent (13) had career guidance materials for instance books, magazines, fliers, pamphlets, while those who had all of the services were 13.2percent (50).

4.2.12 Distribution of Career Teacher Respondents by Highest Professional Qualification

The distribution of career teacher respondents by highest professional qualification was analyzed and the results were as shown in Table 4.14.

Table 4.14

Distribution of Respondents by Highest education professional qualification

	Frequency	Percent
Diploma in Education	12	7.4
Bachelor in Education	101	62.3
Master of Education	43	26.5
PhD in Education	6	3.7
Total	162	100.0

Source: (Field data, 2023)

Table 4.14 shows that 7.4percent (12) of career teacher respondents had attained diploma in education, 62.3percent (101) had attained bachelor's degree in education, 26.5percent (43) had attained master of education while 3.7percent (6) had PhD degree in education.

4.2.13 Distribution of Career Teacher Respondents by Professional Training in Counselling

Professional training was categorized from the lowest level of counsellor professional training to the highest. Thus the categories include none, certificate in counselling, Diploma in counselling, Degree in counselling and Masters in counselling. The distribution of the responses is presented in Table 4.15.

Table 4.15*Distribution of Career Teachers by Professional Training in Counselling*

	Frequency	Percent
No training in counselling	54	33
In-service Certificate in counselling	76	46
Diploma in counselling	25	15
Degree in counselling	6	4
Master in Counselling	3	2
Total	162	100

Source: (Field data, 2023)

Table 4.15 indicates that 34.2percent (104) of the career teachers had no professional training in counselling, 54.6percent (166) had in-service certificate in counselling, 8.2percent (25) had Diploma in counselling, 2.0percent (6) had degree in counselling, while 1percent (3) had master’s degree in counselling.

4.2.14 Distribution of Career Teacher Respondents by Duration of service in the career guidance and counselling department

Distribution of career teacher respondents by duration of service in the career guidance and counselling department was analyzed and the results are as shown in Table 4.16.

Table 4.16*Duration of Career Teacher in the Career guidance and Counselling Department*

	Frequency	Percent
Below 5 years	50	30.9
6 to 10 years	30	18.5
11 to 15 years	66	40.7
Above 15 years	16	9.9
Total	162	100.0

Source: (Field data, 2023)

Table 4.16 indicates that 30.9percent (50) of career teacher respondents had spent below 5 years in career guidance and counselling department, 30.9percent (50) had spent 6 to 10 years, 18.5percent (30) had spent 11 to 15 years, 40.7percent (66) while 9.9percent (16) had spent above 15 years in career guidance and counselling department.

4.2.15 Distribution of Career Teacher Respondents by Attendance of Counselling Seminar/Workshop between year 2022 and 2023,

Respondents were categorized according to whether they had attended any counseling seminar or workshop. The distribution of the responses is presented in Table 4.17.

Table 4.17

Attended Seminar / Workshop on Counselling Between 2022 and 2023 in Public Secondary Schools in Kiambu County, Kenya

	Frequency	Percent
Not very often	13	8.0
Not often	27	16.7
Not at All	73	45.1
Often	38	23.5
Very often	11	6.8
Total	162	100.0

Data presented in Table 4.17 indicates that 8.0percent (13) of career teachers' respondents' attendance of counselling seminar/workshop between 2022 and 2023 was not very often, 16.7percent (27) were not often in attending, 45.1percent (73) had not attended, 23.5percent (38) were often while, 6.8percent (11) were very often.

4.2.16 Distribution of Career Teachers by how often Students Consult on Career Choices.

Career teacher respondents were categorized according to the frequency they were consulted by students on career Choices. The collected data were analysed and the results were as presented in Table 4.18.

Table 4.18

Frequency of Students Career Choice Consultation to Career Teacher in Public Secondary Schools in Kiambu County, Kenya

	Frequency	Percent
Not very often	19	11.7
Not often	22	13.6
Not at all	8	4.9
Often	30	18.5
Very Often	83	51.2
Total	162	100.0

Table 4.18 indicate that 11.7percent (19) of career teachers were not frequently consulted by students on career choices, 13.6percent (22) Not very frequently consulted, not consulted at all was 4.9percent (8), frequently consulted was 18.5percent (30) while very often consulted was 51.2percent (83).

4.2.17 Distribution of Career Teacher Respondents by how he/she was appointed to the Career guidance and counselling office.

Career teacher respondents were categorized according to how they were appointed to the career guidance and counselling office. The distribution of their responses was as presented in Table 4.19

Table 4.19

How the respondent was appointed to the career guidance and counselling office in Public Secondary Schools in Kiambu County, Kenya

	Frequency	Percent
Teachers Service Commission	25	15.4
School Principal appointment through BoM	137	84.6
Total	162	100.0

Table 4.19 indicate that 15.7percent (25) of the career teacher respondents were appointed the career guidance and counselling office by Teachers Service Commission, 84.6percent (137) were appointed by the school principal appointment through board of management (BoM).

4.2.18 Distribution of Respondents by Opinion on Whether The household income Determines Student’s Career decision making.

Table shows the distribution of students by opinion on what determines someone’s career decision was also analyzed and the results presented in Table 4.20.

Table 4.20

Opinion on whether the household income determines student’s career decision making among Students in Public Secondary Schools in Public Secondary Schools in Kiambu County, Kenya

Opinion on whether the household income determines someone’s career decision making	Frequency	Percent
Agree	108	28.4
Totally Agree	95	25.0
Moderately Agree	79	20.8
Totally Disagree	56	14.7
Disagree	42	11.1
Total	380	100.0

Table 4.20 indicate shows that 74.2 [28.4+25.0+20.0] percent (282) respondents agreed that the household income determines someone’s career decision making as opposed to 25.8 percent (98)

4.2.19 Distribution of Respondents by Opinion on whether parent/guardians-child relationship Determines Student’s Career decision making

Distribution of students’ respondent by their opinion on whether parent/guardians-child relationship Determines Student’s Career decision making was also analyzed and the results presented in Table 4.21.

Table 4.21

Distribution of respondent by their Opinion on whether parent/guardians-child relationship Determines Student’s Career decision making in in Public Secondary Schools in Kiambu County, Kenya

Opinion on Parent/guardian-Child Relationship and Career decision making	Frequency	Percent
Totally Agree	158	41.6
Agree	112	29.5
Moderately Agree	76	20.0
Disagree	21	5.5
Totally Disagree	13	3.4
Total	380	100.0

Source: (Field data, 2023)

Table 4.21 demonstrates that 41.6 percent (158) respondents totally agreed that career decision making of the respondents was influenced by parent/guardian-child relationship, 29.5 percent (112) agreed, 20 percent (76) moderately agreed, 5.5 percent (21) disagreed while 3.4 percent (13) totally Disagree.

4.3 Results and Discussion based on the Objectives of the Study

The results of the study are presented in line with the objectives of the study as outlined below. Discussion of the results is covered chronologically starting with the the influence of career teacher’s gender and perception on students’ career decision making self-efficacy, followed by peer pressure, parental level of education, the parents’ occupation, the school type, the household income and finally the parent-child relationship. The

analysis of the findings relating to the study objectives is covered from section 4.4 to 4.11.

This study aimed at determining the influence of school based and parental factors on students' career decision making self-efficacy in guidance and counselling programme among public secondary schools in Kiambu county, Kenya.

The following were the objectives of the study:

- i. To establish whether gender has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- ii. To determine whether the career teachers' perception on student's career decision making self-efficacy has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- iii. To establish whether peer pressure has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- iv. To determine whether parent's level of education has influence on career decision making self-efficacy among students in public secondary schools in Kiambu county, Kenya.
- v. To examine whether parent's occupation has any influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- vi. To establish whether the school type has any influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- vii. To find out whether the household income has influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

- viii. To explore whether the parent-child relationship has influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

To achieve the research objectives for this study, the following null hypotheses were posited and tested at .05 level of significance:

H₀1: The gender of the career teacher has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀2: Perception of the career teacher on student's career decision making self-efficacy has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀3: Peer pressure has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀4: The parents' level of education has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀5: The parents' occupation has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀6: The school type has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

H₀7: To find out whether the household income has influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

H₀8: To establish whether the parent-child relationship has influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

4.4 The influence of The career teachers' gender on Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

The first objective of the study was to establish whether the career teachers' gender has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀1: The career teachers' gender has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that the gender of the career teacher has no influence on career decision making career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya. To establish the truth of this assumption, t test analysis was carried out. The results of the analysis are as shown in Tables 4.22 and 4.23.

Table 4.22 shows the mean for the career teachers' gender and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

Table 4.22

Mean of the influence of The career teachers' gender on Career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

Report		
Gender of respondent for testing	N	Mean
Males	73	31.3425
Female	89	34.8090
Total	162	33.2469

Source: Field Data, 2023

Table 4.22 shows that the mean scores favour female career teachers (mean = 34.8090) than male career teachers (Mean = 31.3425)

Table 4.23 presents t test analysis for the career teachers' gender and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

Table 4.23

t test analysis for the career teachers' gender and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

		Paired Samples Test							
		Paired Differences							
				95% Confidence					
			Std.	Interval of the				Sig.	
		Mean	Deviation	Error	Difference		t	(2-	
Pair					Lower	Upper	df	tailed)	
1	Gender of respondent for testing - Gender Totals Testing	31.69753	6.69114	.52571	32.73570	30.65936	161	.000	

Source: (Field data, 2023)

From Table 4.23, the t value was found to be significant ($t(161) = -60.295, p = .000$). Therefore, the null hypothesis H_0 that the career teachers' gender has no statistically significant influence on the students' career decision self-efficacy was rejected at .05 level of significance. This means that the gender of a career teacher has an influence on

career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The findings agree with Moindi (2011) who in his study, about teachers' gender and their perception on effects of guidance and counselling services, showed that female teachers were more likely to have high expressive qualities when in a relationship with a client compared with male counsellors. The findings also concur with Wanjohi (1990) and Maithya (1998), who state that female counsellors are more able in dealing with clients than male counsellors. Further, Matlin (2004) argued that females are considered more helpful and generous in offering assistance and emotional support. It is observed that women are more likely than men to enter occupations in the “helping professions” such as guidance and counselling. Female teacher counsellors have a positive attitude towards guidance and counselling services as compared with male teachers. In this regard, the research results are supported by several researchers.

4.5 The influence of The career teachers’ perception on Student’s Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya.

The second objective of the study was to determine whether the career teachers’ perception on student’s career decision making has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀2: The career teacher’s perception on student’s career decision making has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that the career teacher’s perception on student’s career decision making has no influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

To establish the truth of this assumption, Pearson's' correlation coefficient and ANOVA test were carried out. The results of the analysis are as shown in Tables 4.24 and 4.25.

Table 4.24 Pearson's' Correlation coefficient between The career teachers' perception of Student's Career decision making and career decision making career decision making self-efficacy among Students in Public Secondary Schools in Kiambu County, Kenya.

Table 4.24

Pearson's Correlation coefficient between The career teachers' perception of Student's Career decision making and career decision making career decision making self-efficacy among Students in Public Secondary Schools in Kiambu County, Kenya

Model Summary									
		Std. Error of			Change Statistics				
Model	R	Adjusted R Square	the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.847 ^a	.717	2.21352	.715	734.445	1	378	.000	

a. Predictors: (Constant), The household income Influence Your Career decision making Self-Efficacy

Source: (Field data, 2023)

Table 4.25 presents ANOVA test of the career teachers' perception on student's career decision making self-efficacy in Public Secondary Schools in Kiambu County, Kenya.

Table 4.25

ANOVA of The career teacher's perception on Student's Career decision making Self-Efficacy in Public Secondary Schools in Kiambu County, Kenya

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9018.639	1	9018.639	734.445	.000 ^b
	Residual	1964.725	160	12.280		
	Total	10983.364	161			

a. Dependent Variable: Career Decision Scale Totals

b. Predictors: (Constant), Career Teacher's opinion on students Ability to make informed decision on their career choice

Source: (Field data, 2023)

From Table 4.25 the F value was found to be significant ($F(1, 160) = 734.445, p = .000$). The null hypothesis (H_0) that the career teacher's perception on student's career decision making has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya was rejected at .05 level of significance. It means that the career teacher's perception on student's career decision making has statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

From Tables 4.24, the Pearson's Correlation Coefficient of the career teachers' perception on student's career decision making self-efficacy in Public Secondary Schools in Kiambu County, Kenya indicates that the Pearson Correlation Coefficient was statistically significant at .05 level of significance ($r = .8476, p = 0.000$). The r squared was found to be 0.717. This indicates that 71.7percent of the variance in career decision making self-efficacy among students in public secondary schools in Kiambu County,

Kenya could be The career teacher's perception on Student's Career decision making Self-Efficacy in Public Secondary Schools in Kiambu County, Kenya.

The current study concurs with McCain, (2017) in his study, which he carried out on teacher perceptions of the impact of self-efficacy on classroom management style: A case study of Liberty University. Four themes emerged from the data analysis process: build relationships, be flexible, convey expectations, and make a difference. The themes were consistent with the relevant literature regarding teacher self-efficacy and classroom management and provided answers to the three research questions proposed in the study. Miller et. al., (2017) carried out a study on the influence of teachers' self-efficacy on perceptions: Perceived teacher competence and respect and student effort and achievement. The study found that teaching self-efficacy and course level were significantly associated with students' perceived teacher competence and perceived teacher respect as well as teachers' ratings of student characteristics.

The study findings are in line with Wolf et al. (2021), who carried out a study in Germany about student teachers' decision making process of becoming a teacher: The relationship among career exploration and decision-making self-efficacy, teacher motivation and early field experience. Results showed that career exploration and decision-making self-efficacy, its sources, emotional support, field experience, and teacher motivation jointly interact to determine teaching career decidedness and future teacher self-efficacy. It also agrees with Barni et al., (2019) in his study about teachers' self-efficacy, the role of personal values and motivations for teaching. The results indicated that teachers' self-efficacy has been repeatedly demonstrated to be a relevant factor for the effectiveness of the teaching activity, as it is a powerful drive influencing the behavior of teachers in the classroom and the effort put in the endeavor. Therefore, improved teacher self-efficacy can result in improved teacher recruitment and experience hence will influence the career teachers' perception, which in turn affect students' career decision making self-efficacy (Barni et al., 2019).

Children need to have an understanding of the future based on current decisions such as choosing a secondary school that will affect their career choices later. By having career awareness, children will have broad insight into the types of work that exist in the world,

set goals professionally and achieving goals (Yasmiri et al., 2017). It also enables them to have an important foundation in planning for the future effectively (Chan, 2020), play a role in making decisions in life, gain success and resilience in overcoming various situations that will arise in life and the world of work (Glessner et al., 2017). Accordingly, students' perceptions of career information services have a positive effect on self- efficacy in making career decisions for class XII SMK students in Semarang City. The higher the level, the better (higher) students' perception of career information services, the higher the self- efficacy of students' career decision-making abilities. If it is associated with the career guidance process, students in this career guidance information service previously determine the targets to be achieved according to the degree of confidence that they can meet those targets well. After that, the individual learns from the experience of himself and others by way of self-reflection and seeing the behavior of others, then critically analyzes it so that he finds new understanding. During the process of discovering new understandings, individuals will experience a learning process from their experiences and their environment (Haryati et al., 2021). Further, the study agrees with Valverde (2022), in his study on teacher's perception of college and career education exposure on middle school students. According to the study properly preparing middle school students for their transition to high school and post-secondary endeavors requires early exposure to college and career information and resources.

Suggestions from the results of this study are, one) for school counselors, it is hoped that they can provide guidance and counseling services better according to student needs so that students have a better perception of social information services. It is also recommended to accompany the development of self-efficacy in student career decision making more intensively in an effort to help develop students' self-adjustment abilities, two) for other researchers who are interested in developing research on the effect of perceptions of career information services on career decision-making self-efficacy. can control the independent variables before conducting research. In particular, it is for a similar type of research, namely ex post facto. Then the results that will be obtained are more in line with what they should be, the dependent variable is only influenced by the independent variable intended in the study.

Moreover, the study agrees with Pearman et.al., (2021) in his study on teacher educator perceptions of characteristics of self-efficacy. The study found that modeling, individual and class discussions, and reflections on real-life teaching are the most common methods employed to develop self-efficacy in teacher candidates.

4.6 The influence of Peer pressure on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The third objective of the study was to establish whether peer pressure has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀₃: Peer pressure has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that peer pressure has no influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To establish the truth of this assumption, Correlation test and ANOVA test were carried out. The results of the analysis were as presented in Tables 4.26 and 4.27

Peer pressure was conceptualized in terms of the following:- career guidance and counselling teacher encourages individual student during career talks, students consider career talk on career decision making, students participate with friends in activities at school that build their career, students would take different career paths to their peer friends, majority of the students choose similar careers in class, peer friends influence students' career decision making, students go out with friends for career exploration and mentorship, students consult their peers in school for career guidance and whether students sought career guidance in a group of peers.

Table 4.26 presents the correlation test of Peer pressure and its influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

Table 4.26

Correlation test of peer pressure influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

Model Summary									
		Std. Error of			Change Statistics				
Model	R	Adjusted R Square	the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.962 ^a	.925	2.245363	.925	942.334	1	378	.000	

a. Predictors: (Constant), Peer pressure Influence Your Career decision making Self-Efficacy

Source: (Field data, 2023)

Table 4.27 presents Simple Regression Analysis of peer pressure and its influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

Table 4.27

Simple Regression analysis of peer pressure on career decision making of Peer Pressure Influence on Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

ANOVA					
Career Decision Scale Totals					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4774.491	30	159.150	2.116	.001

Within Groups	26247.940	349	75.209
Total	31022.432	379	

Source: (Field data, 2023)

From Table 4.27 the F value was found to be significant ($F(30, 349) = 2.116, p = .001$). Therefore, the null hypothesis (H_03) that peer pressure has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya was rejected at .05 significance level. It was therefore concluded peer pressure has statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

From Tables 4.26, the Correlation test of Correlation test of peer pressure influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya indicates that the correlation coefficient was statistically significant at .05 level of significance ($r = .962, p = 0.000$). The r squared was found to be 0.925. This indicates that 92.5percent of the variance in career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya could be attributed to peer pressure influence on career decision making self-efficacy in public secondary schools in Kiambu County, Kenya.

The study agrees with Clark & Loheac (2007) that changes in the family roles and structures have greatly reduced the quality of time families spend together thus making peer groups a viable alternative for the youth interaction. It also concurs a study by Schneider (2010) that peer groups affect adolescent decisions on many issues including career decision making. Further the study findings agree with a study by You (2011) that peer pressure influence on student academic engagement indicated that peers have an important influence on the behaviour and development of adolescents. The study findings agree with another study on the relationship between levels of peer pressure and career decision self-efficacy expectations among adolescents by Kiran (2012) showed significantly negative relationships between peer pressure and career decision self-efficacy expectations in adolescents. Moreover, the findings also revealed that

adolescents who were experiencing low levels of peer pressure had higher academic self-efficacy expectations

The study findings are in line with Gara and Davis (2006) that peers exert extraordinary influence over each other particularly with regard to academic aspirations and attitudes towards school. The study findings agree with Farmer's (2010) who alluded that young people learn to evaluate themselves through judgment by their peers and learn to control their aggressive reactions in the interest of fitting with others. In addition, the study findings agree Palmer (2008) argue that peer pressure helps to establish norms of behaviour and culture that manifests itself in aspects like language, dress, hairstyle, sports, and career choice.

The study found that students who had declared their preferred career path experienced greater sense of belongingness to their peers than their non-declared counterparts. However, according to Padilla-Walker and Bean (2008) peer pressure enhances an individual's ability to make a career decision, while belonging to another peer group may detract from career decision making. This finding is contrary to previous research that indicated peer relationships have a significant impact on emotional distress (Newman et al. 2007).

Further, Choi et al. (2012) in a study to find out the relationship between career decision making and peer support found statistically significant positive correlation between peer support and career decision-making. Chepkoech et al (2021) in her study on impact of peer counselling on the learners' self-efficacy in boarding secondary schools in Kericho County, Kenya revealed that there was a positive impact of peer counselling on learners' self-efficacy. The study concludes that peer counselling has a positive impact on learners' self-efficacy.

Choi et al. (2012) in a study to find out the relationship between career decision making and peer support found statistically significant positive correlation between peer support and career decision-making. The findings further demonstrated that personality aspects can play a key role in career decision-making. This study emphasized on peer support

while the current study limited itself to peer pressure and its influence on career decision making self-efficacy.

Another study by Arab, et al. (2014) in Pakistan hypothesized that peers and friends are more pivotal in career decision making process of an individual. The study revealed that peers and friends dominate in academic choices and career decision making process. The information illustrates that peers and friends have a positive role in the selection of subjects, selection of a class, selection of laboratory, library and books. Also that, facilitation in homework and co-curricular activities owe much influence to their peers and friends. The statistics regarding career decision making show that peers and friends help in career decision making, selection of job and employment opportunities. While the current study sample public secondary school students, the earlier study sampled university students. However, a study of career choice of Nigerian youth by Salami (2006) found that many youths make wrong career choices due to peer pressure and advice from friends. In addition, Shumba and Naong (2012); Oak (2009) found out that adolescents were easily influenced by their peers because they rely on their friends to provide guidance on career decisions. Most peers would choose careers similar to their friends in a peer group.

A study by Adeniyi and Kolawole (2015) examining the the influence of peer pressure on adolescents' social behaviour among secondary school students in Lagos State in Nigeria confirmed that there is no significant the influence of peer pressure on social behavior, self-concept and gender. This finding concurred with an earlier study on peer influence relationships in adolescents conducted by (Kiran, 2012). Bankole and Ogunsakin (2015) conducted a study to establish the influence of peer group on the academic performance of secondary school students in Nigeria. The findings revealed that peers age cohort and gender have significant influence on academic performance of secondary school students. Besides, peers' relationship and peers pattern of socialization have insignificant influence on academic performance of secondary school students and finally, peers' religious affiliation have no influence on the academic performance of secondary school students. These results implied that age, gender and religious difference does not matter in determining academic performance among secondary school students. The result further

suggests that peers' relationship and socialization, have a great influence in determining academic performance of secondary school students. Unlike socialization and academic performance, the current study was limited to the influence of peer pressure on career decision making self-efficacy

The study findings also agree with Tutamwebwa (2006) that peer pressure leads one to be like other peers, while at the same time strive to be independent and hence strongly influencing peers career decision self-efficacy. Conversely, Kram and Lynn (2011) assert that peer relationships offer a degree of mutuality that enables both individuals to experience being givers as well as the receivers of these functions. In a peer relationship both assume similar kinds of roles. This mutuality appears to be critical in helping individuals during their careers to develop a continuing sense of competence, responsibility, and identity as experts.

The study findings agree with Slaten and Baskin (2013) who conducted a qualitative study examining the role of peers and family belongingness on career decision-making difficulties of young adults in the USA. The study found that students who had declared their preferred career path experienced greater sense of belongingness to their peers than their non-declared counterparts. However, according to Padilla-Walker & Bean (2008) peer pressure enhances an individual's ability to make a career decision, while belonging to another peer group may detract from career decision making. This finding is contrary to previous research that indicated peer relationships have a significant impact on emotional distress (Newman et al., 2007). The current study sought to establish the the influence of peer pressure on career decision making self-efficacy among public secondary school students from Kiambu County, Kenya. Therefore, the findings are hoped to reflect a contemporary career situation in Kenya.

4.7 Parent's Level of Education and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

The fourth objective of the study was to determine whether parent's level of education has any difference on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀4: The parents’ level of education has no statistically significant difference on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that the parents’ level of education has no influence on the on-career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To establish the truth of this assumption, ANOVA was carried out. The results of the analysis are as presented in Table 4.28.

Parent’s level of education was conceptualized in terms of the level of education reached by the parent / guardian i.e. no formal education, primary, secondary Level, tertiary college level or university Degree. Table 4.28 shows ANOVA of level of education reached by respondents’ parent /guardian.

Table 4.28

ANOVA test of The parents’ level of education reached and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

ANOVA					
Career Decision Scale Totals					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3432.462	4	858.115	11.663	.000
Within Groups	27589.970	375	73.573		
Total	31022.432	379			

Source: (Field data, 2023)

From Table 4.28 the F value was found to be significant ($F(4, 375) = 11.663, p = .000$). Therefore, the null hypothesis (H₀4) that the parents’ level of education has no statistically significant difference on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya was rejected at .05 level of

significance. It means that The parents' level of education has statistically significant difference on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya. Thus The parents' level of education influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The study's conclusions support those of Ajayi et al. (2022), who found a substantial correlation between learners' self-efficacy in making profession decisions and their parents' educational attainment. The learners who had parents with university educations scored significantly higher on the professional decision-making mean score than the learners whose parents had just secondary and primary educations. In addition, the study supports the findings of Njenga et al. (2018), who looked into how certain parental characteristics affect form four students' career development in the Isinya Sub-County. The study's findings showed a substantial negative correlation between the father's educational attainment and the student's profession choice.

4.8 Parent's Occupation and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

The fifth objective of the study was to examine whether a parent's occupation has any difference on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀₅: The parents' occupation has no statistically significant difference on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that the parents' occupation has no difference on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya. To establish the truth of this assumption, ANOVA was carried out. The results of the analysis are as shown in Table 4.29.

Table 4.29

ANOVA of The parents' occupation has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

ANOVA					
Career Decision Scale Totals					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9950.841	4	2487.710	44.272	.000
Within Groups	21071.590	375	56.191		
Total	31022.432	379			

Source: (Field data, 2023)

From Table 4.29, the F value was found to be significant ($F(4, 375) = 44.272, p = .000$). Therefore, the null hypothesis (H_0) The parents' level of education has no statistically significant difference on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya was rejected at .05 significance level. It was therefore concluded that the parents' occupation does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The study agrees with Williams (2016) that parents' jobs have an intentional and unintended impact on their children's career decisions. He claims that by the time kids reach adolescence, they are thinking about their futures seriously and frequently turn to their parents for guidance on careers or as role models. The vocations that children pursue in the future are virtually always influenced by the jobs that their parents hold. Williams (2016), who observes that it's not surprising that many people are the third or fourth generations in their family to work in the same profession, echoes this point of view. This result is consistent with research by Udoh and Sanni (2012), who found that secondary school pupils in the Uyo region of Nigeria made career decisions mostly based on their parents' attitudes toward jobs. Furthermore, with 57.5percent of the respondents saying they would pick a different career than their parents and siblings, the survey supports Kisulu et al. (2012)'s findings that family members, particularly parents and

elder siblings, have an impact on students' career and occupational choices. Further, the study agrees with Jungen (2008) who in a research paper notes that choosing a career is often considered a major turning point in a young adult's life. By itself, this choice has the power to either close or open doors to achievement and opportunity. Although it's commonly believed that choosing a career is a personal decision, research indicates that a number of circumstances, including those related to family, education, community, and the economy, may have an influence. Self-efficacy in making career decisions is a crucial concept for comprehending people's career activities (Betz, 2007). A study on the hopes and goals of Australian adolescents in terms of their careers was conducted by (Wendy & Peter, 2007).

The study also concurs with Wachira (2018), who examined the relationship between parental occupation and career choices made by students in mixed-day secondary schools in Kinangop Sub-County, Nyandarua County, Kenya. Wachira (2018) discovered that some parents are unable to provide all the resources required for education and do not comprehend their children's thoughts, feelings, and opinions about a variety of subjects. The majority of parents do not provide financial support for their children to attend conferences, seminars, or excursions related to their careers, which can cause the students to have low self-efficacy when making career decisions. Mwaa (2016) investigated how parental variables affected high school students' decisions on their careers in Nairobi County. The study's findings demonstrated how family influences affect pupils in Nairobi County's career decisions. Parent-child connections, parental beliefs and expectations, parental occupation, and the greatest degree of education attained by the parents were among these influences.

This result is consistent with that of Aswani (2012), who discovered that standard eight pupils' educational and career goals in Kenya were significantly influenced by the parents' occupations, particularly that of the mother. Mugenda et al. (2010), on the other hand, discovered that boys and girls were more likely to follow on their parents' footsteps.

4.9 The influence of the school type on career decision making Self-Efficacy among students in public secondary schools in Kiambu County, Kenya.

The sixth objective of the study was to establish whether the school type has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀6: The school type has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that the school type has no influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To establish the truth in the hypothesis, ANOVA of the school type career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya was computed. The results are presented in Table 4.30.

Table 4.30 presents the results of the ANOVA of the school type and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

Table 4.30

ANOVA of The school type and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

ANOVA					
Career Decision Scale Totals					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12323.196	4	3080.799	61.783	.000
Within Groups	18699.236	375	49.865		
Total	31022.432	379			

Source: (Field data, 2023)

From Table 4.30, the F value was found to be significant ($F(4, 375) = 61.783, p = .000$). The null hypothesis (H_0) that The school type has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya, was rejected at .05 level of significance. This means that The school type does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The study's results support Hannover's (2011) assertion that a student's the school type is an environmental or situational element that might affect their cognitive function and affect their behavior. Furthermore, more so than the influence of academic self-concept, Knigge and Hannover (2011) highlight that collective the school type identity predicts enhanced motivational strength for career choice. Furthermore, the results of the study align with those of Sabitu (2012), who examined the connection between students' academic achievement in senior secondary schools in Ondo state, Nigeria, and their self-efficacy in making career decisions. He mentioned the many kinds and amenities of schools. The goal of the investigation was to determine how students' academic performance was affected by the type of school, including state-funded and private institutions.

The study's conclusions are consistent with those of Migunde et al. (2012), who examined the impact of high school students' career goals in Kisumu municipality and discovered that students in both public and private schools, as well as boys and girls, favoured careers with an investigative focus. The second-ranked job categories were entrepreneurial. Social career kinds were more popular among women than men in terms of gender. There were more girls than males in the artistic and traditional career categories. Males were more likely to choose realistic career choices than investigative or entrepreneurial ones. The purpose of the current study is to determine whether the school type affects students' self-efficacy in selecting career decisions in Kiambu County.

Wairimu (2012) conducted research in Kenya on the expectations and career goals of high school students enrolled in the 8-4-4 system of education in the districts of Kiambu, Machakos, and Kajiado. The results of the study demonstrated how different the school

types had different instructional resources and faculty, which had an impact on students' academic and professional standing. A small percentage of students across all the school types favoured working for themselves and receiving a salary. High expectations for academic performance were displayed by students who aspired to professional careers. After high school, many with modest hopes for themselves academically wanted to work as clerks.

In addition, the study's conclusions are consistent with Munanu's (2022) research, which examined the relationship between secondary school self-esteem in Kenya's Nairobi County and the type of school. According to the study, gender self-esteem varied significantly depending on the type of school. Thus, the type of school has an equal impact on the self-esteem of males and females. Programmes to improve self-esteem were needed, particularly in day schools, in order to improve academic achievement. Furthermore, the day school's infrastructure needed to be expanded in order to improve its reputation for academic excellence and prominence. However, the topic of career decision making in various the school types has not been well covered by studies; this research vacuum was filled by the current study.

4.10 The household's income of the students' Family and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya.

The seventh objective of the study was to find out whether the household income of the student's family has influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

To achieve the objective, the following hypothesis was formulated:

H₀7: The household income of students' family has no statistically significant influence on students' career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that the household income of the student's family has no influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To establish the truth in the hypothesis, Pearson's Correlation Coefficient and Simple Regression Analysis of the household income of the student's family and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya was computed. The results are presented in Tables 4.31 and 4.32.

Table 4.31 presents the results of the Pearson's Correlation Coefficient of the household income of the student's family and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

Table 4.31

Pearson's Correlation Coefficient of The household income of the Student's Family and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

Model Summary									
		Std. Error of			Change Statistics				
Model	R	Adjusted R Square	the	R Square	F			Sig. F	
			Estimate	Change	Change	df1	df2	Change	
1	.956 ^a	.914	2.66342	.914	3995.171	1	378	.000	

a. Predictors: (Constant), The household income Influence Your Career decision making Self-Efficacy

Table 4.32 presents Simple Regression Analysis of The household income of the Student's Family and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

Table 4.32

Simple Regression Analysis of The household income of the Student's Family and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28340.973	1	28340.973	3995.171	.000 ^b
	Residual	2681.459	378	7.094		
	Total	31022.432	379			

a. Dependent Variable: Career Decision Scale Totals

b. Predictors: (Constant), The household income Influence Your Career decision making Self-Efficacy

From Table 4.32, Simple Regression Analysis of The household income of the Student's Family and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya, the F value was found to be significant ($F(1, 379) = 3995.171, p = .000$). The null hypothesis (H_0) that The household income of students' family has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya, was rejected at .05 level of significance. This means that The household income of students' family has

influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

From Table 4.31, Pearson's Correlation Coefficient of The household income of the Student's Family and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya indicates that the Pearson Correlation Coefficient was statistically significant at .05 level of significance ($r = .956$, $p = 0.000$). The r squared was found to be 0.914. This indicates that 91.4percent of the variance in career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya could be explained by the household income of the Student's Family.

The findings of the study agree with O'Brien and Fassinger (2013) who observed that choosing a career depends on many factors including family income since career decision making is probably one of the biggest challenges a student will face in their lives. Frequently, learners have notable aptitudes and skills at school, but cannot pursue their chosen career because of limited family financial resources. This dilemma is widespread across all age groups and professions and is likely to impact on scarce skills training in South Africa. It begs the question of whether there is a relationship between family income and students' career choices. Families' socioeconomic levels are often cited as a potentially confounding variable in studies on adolescent career choice and commitment. The primary obstacle to equal access and participation for underprivileged students is thought to be relative poverty, and this problem has had a significant impact on the opportunities that are open to everyone. The profession a student chooses at a certain point in their life—choices that will impact a significant portion of their future—may depend on the financial level of the families who have a high school student. Ebrahim (2009), posits that the pressure on students from low-income families to leave school and contribute financially to the family income is an important reality that also needs to be considered. Paraskeva (in Hill et al., 2009) found that economic constraints affect the future ambitions and aspirations of students from low-income backgrounds. A controversial report by Lynch and O'Riordan (2008) found that sound financial circumstances help students to aim high, while for the poor, simply being able to cope

with survival is a challenge. Poorer people are pre-occupied with paying bills and making ends meet, which precludes time, money or energy for entertaining educational ambitions.

Those who are fortunate enough to surmount the economic hurdles involved in attending university or college, tend to settle for the first and most affordable available career option. In a study of medical students, Cooter et al. (2004) suggest that the socioeconomic background may be a stronger influencing factor in specialty selection than educational debt. The proportion of specialties chosen by graduates was similar in the three groups, with the exception of medical family practice and Education is a very expensive commodity and this article explores the role of the family's income in its ability to finance its children's tertiary education. Numerous studies have identified factors or determinants of students' career choices, taking into consideration family backgrounds (Sadia, 2022), school and community (Chen, 2017). However, scanty research has been undertaken to determine the impact of or link between family income and students' career decision making, which was the basis of this study.

Family or the household income is the income shared by people living in the same household. In economics the household is the unit in which economic resources are shared and to some extent joint consumption takes place (Chen, 2017). To be able to compare the economic welfare of households of different composition (e.g., a single household versus a household with children), the household income is standardized by dividing it by a weighting factor, the so-called equivalence scale. There are a variety of equivalence scales developed in the literature. The resulting income is called equivalent income. Wealth pertains to financial and nonfinancial assets (housing, durables, shares, saving accounts) generating real income and consumption spending opportunities to the household. In order to properly measure current living standards, it is just as important to measure consumption (Chen, 2017).

Choosing a career and its concomitant programme of study is probably one of the biggest decisions students will face in their lives. Frequently, learners have notable aptitudes and skills at school, but cannot pursue their chosen career because of limited family financial resources. This dilemma is widespread across all age groups and professions and is likely

to impact on scarce skills training in South Africa. It begs the question of whether there is a relationship between family income and students' career choices. Families' socioeconomic levels are often cited as a potentially confounding variable in studies on adolescent career choice and commitment (O'Brien and Fassinger 1993). Rojewski et al., (2014), found that socioeconomic status was the most significant indicator of low occupational aspirations. Though McCandless, Lueptow and McClendon (1989) did not examine the effects of socioeconomic status on career development, they found that traditional gender stereotyping is more common in higher-income families. Both of the latter two studies indicate that correlations may exist between socioeconomic levels and students' career choices or career aspirations. However, no studies to date have explored the impact of family income on students' career decision making and/or commitment.

It is essential, therefore, to discover and understand the individual and social factors that play a role in the process of students' career development. According to Ebrahim (2009), young people in South Africa from disadvantaged backgrounds are not in a position to entertain the possibility of a tertiary education, because of a lack of financial resources. In general, the motives driving a career choice can be classified into cognitive personal factors on the one hand, and contextual or environmental factors on the other. These factors can exert either positive or negative influences on career choice and often, their specific combination and interaction mould the individual's decision to choose a particular career path.

A career is not simply a job; it is about the acceptance of ideas of planned and structured advancement that led to career development. Career aspiration is a dimension of the individual's internal desire for a career that essentially emerges from the individual, which then influences their values, norms and beliefs (Ramly, Ismail and Uli 2009). According to Super's (1980) Life-span, Life-space Theory of Career Development, within the exploration stage (14--24 years of age), individuals begin to crystallise their vocational goals and preferences based on an increased self-understanding about life-space in general, and workplace in particular. Students, during their tertiary education, begin a progressive narrowing of career options, from fantasising about possible careers, to tentatively considering options, leading to a final decision. Thus, in the last stage of

adolescence, individuals begin to adjust and compromise their aspirations according to perceived gender roles, social evaluation, and personal and environmental characteristics (Hirschi and Vondracek 2009).

The study further agrees with Domenico and Jones (2006) who observed that factors affecting students' career choice may be either extrinsic or intrinsic, or a combination of both. Career aspirations are influenced by factors such as: gender; socioeconomic status; race; the parents' occupation and education levels; parental expectations; personal aptitudes; and educational. The influence of family income on students' career choice at universities of technology cannot be ignored. (Cha and Chang 2009), while others follow their passions, regardless of how much or how little money this will make them. Accordingly, researchers examine such factors to determine their role in career behaviour and how they affect individuals' career decisions.

In recent years, there has been an increased awareness of the impact of socioeconomic status, race and gender on students' career decision-making process and career development (Stitt-Gohdes 1997). The distribution of women professors in Malaysia was 22.1 per cent of all professors in 2004 (Ismail and Mohd Rasdi 2006) and is an acceptable rate for Asian countries. This could also affect male and female international students studying there, to aspire to top management through symbolising and observational learning. According to Bandura (2001), symbolizing is a mechanism for thought and gives meaning, form and contiguity to experiences that can be used to guide future behaviours. It is through this process that people can model the observed behaviours of others. Modelling new perspectives, behaviour patterns, and innovative styles of thinking, also fosters creativity by weakening conventional mindsets, such as misconceptions about occupational pursuits and career aspirations.

The household income is an important factor in determining access to education, as education potentially incurs a range of costs, both upfront and hidden (Hunt 2008). Relative poverty is seen to be the primary obstacle to equal access and participation for underprivileged students, and it has had a significant impact on the opportunities that are open to everyone. The choice of vocation a student makes at any given point in their life—a decision that will greatly impact their future—may be influenced by the income

level of the family that has a high school-aged child. The argument put up by Ebrahim (2009, 25) is that low-income students face pressure to drop out of school and support their families financially. This is a reality that must be considered. Paraskeva (in Hill et al. 2009) found that economic constraints affect the future ambitions and aspirations of students from low-income backgrounds. A controversial report by Lynch and O’Riordan (1998) found that sound financial circumstances help students to aim high, while for the poor, simply being able to cope with survival is a challenge. Poorer people are pre-occupied with paying bills and making ends meet, which precludes time, money or energy for entertaining educational ambitions. Those who are fortunate enough to surmount the economic hurdles involved in attending university or college, tend to settle for the first and most affordable available career option. In a study of medical students, Cooter et al. (2004) suggest that the socioeconomic background may be a stronger influencing factor in specialist selection than educational debt. The proportion of specialties chosen by graduates was similar in the three groups, with the exception of medical family practice and surgery. A larger proportion of those in family medicine were from the lowest as compared with the highest family-income groups (22percent and 13percent), respectively. Conversely, a larger proportion of those from the top family-income group compared with the bottom family-income group, were in surgery or surgical specialties (15percent) compared with 10percent). O’Neill (1992) found that even the first phase of obtaining money for an application for higher education, was a barrier for some. Similarly, Ebrahim’s (2009) findings revealed that the initial cost of applying to a university, which added to the family budget, was perceived as a factor that would prevent a learner from applying to university and therefore, from accessing higher education.

4.11 The parent-child relationship and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya.

The eighth objective of the study was to establish whether the parent-child relationship has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya. To achieve the objective, the following hypothesis was formulated:

H₀₈: The parent-child relationship has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that The parent-child relationship has no influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya. To establish the truth in the hypothesis, Pearson’s Correlation Coefficient and Simple Regression Analysis of the parent-child relationship and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya was computed. The data were analyzed and the results presented in Tables 4.33 and 4.34. Table 4.33 presents the results of the Pearson’s Correlation of The parent-child relationship and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

Table 4.33

Pearson’s Correlation Coefficient of the parent-child relationship and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	.905 ^a	.819	.819	2.65411	.819	4025.895	1	378	.000

a. Predictors: (Constant), Your relationship with Your Parent influence Your Career decision making Self-Efficacy

Table 4.34 presents the results of the Simple Regression Analysis of The parent-child relationship and career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

Table 4.34

Simple Regression Analysis of the parent-child relationship and Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28359.680	1	28359.680	4025.895	.000 ^b
	Residual	2662.752	378	7.044		
	Total	31022.432	379			

a. Dependent Variable: Career Decision Scale Totals

b. Predictors: (Constant), Your relationship with Your Parent influence Your Career decision making Self-Efficacy

From Table 4.34, the F value was found to be significant ($F(1, 378) = 4025.895, p = .000$). The null hypothesis (H_0) that The parent-child relationship has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya, was rejected at .05 level of significance. This means that The parent-child relationship does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

From Table 4.33, Pearson's Correlation Coefficient of The parent-child relationship and Career decision making Self-Efficacy among Students in Public Secondary Schools in Kiambu County, Kenya indicates that the Pearson Correlation Coefficient was statistically significant at .05 level of significance ($r = .905, p = 0.000$). The r squared was found to be 0.819. This indicates that 81.9percent of the variance in career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya could be explained by the parent-child relationship.

The study's conclusions concur with those of Jungen (2008) in that, although parental expectations and values are probably communicated in every household, the degree to which they have an impact may depend on the parent-child dynamic. Parental influence may also result from regular contacts in the household and the development of parental connection over time. According to Jungen, both of these elements influence how youngsters establish their identities and their professional goals. Proactive parents teach

their kids how to be self-reliant and successful in creating their own lives by employing a secure parenting approach. In addition, they impart work-related values and provide crucial knowledge on decision-making, work habits, communication skills, and conflict resolution—all of which are essential for a successful career.

Parents' ongoing relationships with their children have a lasting impact on their offspring's career development (Young et al., 2007). Young et al. (2007) discovered a reconstruction of the parent-child relationship through vocational exploration when they analyzed profession-related talks between teenagers and their parents. Their research shows how family dynamics and relationships are woven into discussions about careers and how careers are built in families. This finding is consistent with that of Ketterson and Blustein (2015), who found a link between advancement in career decision making and stable parent-child interactions. The ecological paradigm that underpinned the study was that academic satisfaction, parental education, working involvement, and family influence and wealth were all crucial components.

Self-efficacy in making choices for work is a crucial factor that helps people navigate the process and has an influence on their future career development, aspirations, and job happiness (Betz, 2007; Klassen & Chiu, 2010). Self-efficacy in making career decisions relates to people's level of assurance in their capacity to participate in and complete activities related to choosing and committing to a vocation (Taylor & Betz, 1983). Positive career attitudes, strong self-esteem, and a distinct vocational identity are typically linked to high levels of self-efficacy in making career decisions (Choi et al., 2012). High self-efficacy in making professional decisions makes people more likely to plan and explore their job options, identify their interests, pursue their goals with persistence, and achieve more (Hou, Wu, & Liu, 2014; Rogers & Creed, 2011). According to Bandura, Family Influence on Career Decision-Making Self-Efficacy. Barbaranelli et al., 2001, low levels of self-efficacy are typically linked to stress and depression susceptibility as well as specific career decision-making challenges, which frequently result in career indecision (Gati et al., 2011).

It's crucial for Chinese secondary vocational students to comprehend how family affects their self-efficacy in selecting professional decisions. General and vocational education

are the two distinct pathways for education in China after middle school. College is the main emphasis of general education. On the other side, vocational education places more of an emphasis on particular job fields. China Statistical Yearbook (2014) states that 46percent of middle school graduates engage in secondary vocational education, which produces specialized technical workers for the nation. Secondary vocational students have significant shifts from school to the workplace and frequently deal with a variety of difficulties. Secondary vocational students are exposed to real or simulated working circumstances, which is different from the typical learning environment seen in regular high school (Wang, 2013). They are obliged to acquire skills that could further their job development from an early age and are plunged into unfamiliar but important responsibilities like discovering the world of work, creating a career plan, or choosing a career. For these vocational students, decision-making and career planning take center stage.

Despite the significance of career development for vocational students, very few studies (e.g., Chu, Li, Yan, Han, & Fan, 2015; Zhang, Yuen, & Chen, 2015) looked at the challenges related to career decision-making for vocational students in China. According to Lent (2005) and Zhang et al. (2015), family is the most convenient resource for people to turn to when they need aid and the most significant contextual factor in their professional development. However, little research has been done on how Chinese vocational students' families support them. The topic of how families affect teenagers' career decision-making can therefore be advanced by looking at the effects of family characteristics on self-efficacy in career decision-making. This analysis can also have consequences for the professional development of Chinese secondary vocational students.

The research also supports the cross-sectional analysis's findings, which show that early parenting practices have a long-lasting effect on the outcomes of emerging adults in the United States. Learning that authoritative and authoritarian parenting styles had a large impact on CDMSE was not surprising, given the data demonstrating the impacts of parenting style on a variety of developmental outcomes (e.g., Harris et al., 2017). The positive correlation that has been identified between authoritative parenting and CDMSE aligns with its links to favourable outcomes for adolescents, emerging adults, and adults

(e.g., Rothrauff et al., 2009). Our results support the findings of Sovet and Metz (2014) among Korean students and Lease and Dahlbeck (2009), especially among female college students, regarding the positive relationship between authoritarian parenting and CDMSE. However, they contradict the relationships between authoritarian parenting and adverse career outcomes that have been shown in other studies (see review by Keller & Whiston, 2008). Two of the three universities from which participants were recruited were private religious institutions, despite the fact that the sample was composed of college students in a Western setting.

Religious beliefs may be the origin of the unexpectedly strong positive correlation between authoritarian parenting and CDMSE in the sample since they place equal emphasis on individualistic and collectivistic principles (Cohen et al., 2016). Religion may be far from an individual, but it still affects their local environment, therefore interactions with important people who are closer to the individual are important and cannot be disregarded. The clear correlation between culture and CDMSE is demonstrated by Mau's (2000) research, which shows that individuals from more collectively oriented cultures tend to have lower levels of CDMSE than those from individualistic cultures. Sovet and Metz (2014) discovered these kinds of cultural differences, noting that among French participants (i.e., individuals from individualistic cultures), authoritative parenting was significantly associated with CDMSE; among Korean adolescents (i.e., individuals from collectivistic cultures), authoritarian parenting was significantly associated with CDMSE. Given the multiplicity of cultural norms found in the US, it is important to comprehend the circumstances in which CDMSE, despite its generally unfavourable connections with career prospects, might be encouraged by authoritarian parenting.

Study results that have demonstrated negative outcomes, such as low self-efficacy (Theresya et al., 2018), low academic success (Madjar et al., 2015; Pinguart & Ebeling, 2020; Wang et al., 2016), and poor academic motivation (Alt, 2015), all likely have some bearing on CDMSE, have largely influenced the expectation for a significant relationship between permissive parenting and CDMSE. However, there was no statistically significant correlation seen between permissive parenting and CDMSE. Given that

authoritative and authoritarian parenting styles have higher mean scores than permissive parenting does, it's probable that the sample size was insufficient to discern any difference in CDMSE. It is crucial to conclude from the aforementioned as well as from the study's findings that a student's self-efficacy in selecting professional decisions is greatly influenced by their relationship with their parents or guardians.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the findings of the study as derived from the analysis of the ten research objectives and ten hypotheses, conclusions made, recommendations and suggestions for Further Research.

5.2 Summary of the Findings

This section details the objectives, hypotheses and analysis method.

5.2.1 The influence of gender on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

The first objective of the study was to establish whether gender has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀1: Gender has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using t test analysis. The t test analysis showed that;

1. The t value was found to be significant ($t(161) = -60.295$), $p = .000$)
2. Therefore, the null hypothesis (H₀1) was rejected.
3. The gender of a teacher has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
4. Female teachers (mean = 34.8090) mean scores were higher than male teachers (Mean = 31.3425).

5.2.2 The influence of The career teachers' perception on Student's Career decision making Self-Efficacy on career decision making career decision making Self-Efficacy among Students in Public Secondary Schools in Kiambu County, Kenya.

The second objective of the study was to determine whether the career teachers' perception on student's career decision making self-efficacy has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀2: The career teacher's perception on student's career decision making self-efficacy has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using ANOVA test. The ANOVA test showed that;

1. The F value was found to be significant ($F(1, 160) = 734.445, p = .000$).
2. The null hypothesis (H_0) was rejected.
3. The career teachers' perception does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

5.2.3 The influence of Peer Pressure on Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

The third objective of the study was to establish whether peer pressure has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀3: Peer pressure has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using ANOVA test. The ANOVA test showed that;

1. The F value was found not to be significant ($F(30, 349) = 2.116, p = .001$).

2. The null hypothesis (H_03) was rejected.
3. Peer pressure does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

5.2.4 The influence of Parent's Level of Education on Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu county, Kenya.

The fourth objective of the study was to determine whether parent's level of education has influence on career decision making self-efficacy among students in public secondary schools in Kiambu county, Kenya.

To achieve the objective, the following hypothesis was formulated:

H_04 : The parents' level of education has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using ANOVA test. The ANOVA test showed that;

1. The value of $(F(4, 375) = 11.663, p = .000)$.
2. The null hypothesis (H_04) was rejected.
3. The parents' level of education does influence career decision making self-efficacy among students.

5.2.5 The influence of Parent's Occupation on Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

The fifth objective of the study was to examine whether parent's occupation has influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H_05 : The parents' occupation has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using ANOVA test. The ANOVA test showed that;

1. The F value was found to be significant ($F(4, 375) = 44.272, p = .000$).
2. The null hypothesis (H_{05}) was rejected.
3. Parent's occupation does influence career decision making self-efficacy among students in public secondary schools in Public Secondary Schools in Kiambu County, Kenya

5.2.6 The influence of The school type on Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

The sixth objective of the study was to establish whether the school type has any influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H_{06} : The school type has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

1. The F value was found to be significant ($F(4, 375) = 61.783, p = .000$).
2. The null hypothesis (H_{06}) was rejected.
3. The school type does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

5.2.7 The influence of The household's income of the students' Family on Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

The seventh objective of the study was to establish whether The household's income of the students' Family has any influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H_{07} : The household's income of the students' Family has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

1. The F value was found to be significant ($F(1, 379) = 3995.171, p = .000$).
2. The null hypothesis (H_{07}) was rejected.
3. The household's income of the students' Family does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

5.2.8 The influence of the parent-child relationship on Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

The eighth objective of the study was to establish whether family socio-economic has any influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H_{08} : The parent-child relationship has no statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

1. The F value was found to be significant ($F(1, 378) = 4025.895, p = .000$).
2. The null hypothesis (H_{08}) was rejected.
3. The parent-child relationship does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

- i. The career teachers' gender has statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- ii. The career teacher's perception on student's career decision making has statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- iii. Peer pressure has statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

- iv. The parents' level of education has statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- v. The parents' occupation has statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- vi. The school type has statistically significant influence on career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- vii. The household's income of the students' Family does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya.
- viii. The parent-child relationship does influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya

5.4 Recommendations

Based on the conclusions of the study, the following recommendations were made:

- i. The government should carefully consider gender of the students when deploying staff to various places in Kenya. This is because the gender of the career teacher the career teachers' gender does statistically influence career decision making self-efficacy among students in public secondary schools in Kiambu County, Kenya
- ii. Career teachers should take precaution while undertaking career guidance and counseling to students since their perception has influence on career decision making self-efficacy among students in public secondary schools.
- iii. Students should be well guided on what to take or let go when it comes to peer pressure influence so as to make the right when it comes career decision making.
- iv. Teachers in secondary schools should be vigilant to guide and create awareness to all student so that those who's the parents' level of education is low can make informed career decision making.

- v. Career Teachers in all the school types should be subjected to compulsory career and guidance sessions to create same level ground for secondary school student informed career decision making.

5.5 Suggestions for Further Research

Based on the conclusions of the study, the following are the suggestions for further research:

- i. A study should be conducted to establish The influence of the students' gender on Career decision making Self-Efficacy Among Students in Public Secondary.
- ii. A study should be conducted to establish the factors that are unique to the geographical setting that could have led to the findings established in this study.

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APPENDICES

Appendix A: Informed Consent

My name is Francis Nderitu (a PhD student at Laikipia University) undertaking research on **“School based and parental factors influencing students’ career decision making self-efficacy among public secondary schools in Kiambu County, Kenya.”**. The research aims to gather crucial information on the topic, which the policymakers can use to improve the situation.

Procedures to be followed

The involvement in the survey will involve filling in a questionnaire. If there is anything that is not clear, you can ask for clarification. Participation is also voluntary, and you can decline any question that may appear disturbing.

Discomforts and Risks

If participation in the research makes you feel uncomfortable, you can return the questionnaire. The filling of the questionnaire is expected to take about 15 minutes.

Benefits and Rewards

The involvement in the research is voluntary and does not provide any incentives or benefits. The participants may, however, brainstorm on the survey topic and understand various aspects of the subject.

Confidentiality and Privacy

The filling of the questionnaires will be done in private as chosen by the participant. The questionnaire will use code rather than the name of the respondent.

Statement by the Respondents

The above statements have been read to me, and I understand the procedures of the study. I have been allowed to make all the queries concerning the process, and I have voluntarily accepted to participate. I am aware of my right to withdraw from the interview or skip questions that I feel uncomfortable with.

Statement from the Researcher

I have read and explained the research procedures to the participant and she/he understands the process, benefits, and risks that will be involved in the survey.

Appendix B: Introduction Letter

Dear Sir/Madam

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am Nderitu Francis Kinyua, a PhD student in Laikipia University doing research on **“Selected school based and parental factors influencing students’ career decision making self-efficacy among public secondary schools in Kiambu County, Kenya.”**.

This is in partial fulfillment of the requirements for the conferment of Doctor of philosophy degree in Guidance and Counselling Psychology of Laikipia University. Your sincere responses will be highly appreciated. All information obtained will solely be for academic purpose and will remain strictly confidential. A copy of the final report will be made available to you on request.

I look forward for your co-operation.

Yours faithfully,

Francis K. Nderitu

Appendix C: Questionnaire for Students

My name is Francis Kinyua Nderitu, a Ph. D student at Laikipia University. I am carrying a study on **“Selected school based and parental factors influencing students’ career decision making self-efficacy among public secondary schools in Kiambu County, Kenya.”**. Owing to your position as a Student in this school, I have sampled you to take part in this research. All information collected will be treated confidentially and unanimously and will not be used for any other purpose other than this study. Kindly answer the questions truthfully.

Section A: Demographic Information

1. What is your gender?

Male [] Female []

2. Which type is your school?

Boys [] Girls [] Mixed []

3. Indicate your age: 16-17 [] 18-19 [] 20-21 []

4. Have you made a career decision? Yes [] No []

5. If yes, how did you arrive at that Career of choice?

Self decision [] Parental/ guardian guidance [] Advice from friends []

Career teacher guidance []

6. Have you ever sought Career guidance? Yes [] No []

7. In your opinion, what determines someone’s career decision?

Self-interest []

Gender consideration []

Religious background []

Parental/guardian expectation []

Community expectations []
8. What is your parent/guardian highest level of education?

Never attended school []

Primary []

Secondary Level []

Tertiary College level []

University Degree []

9. What is your parent/guardian occupation?

Formal Employment []

Non Formal []

Business person []

Not employed []

10. What is your opinion that parent/guardian occupation influence students Career decision making Self-Efficacy?

Totally Disagree []

Disagree []

Moderately Agree []

Agree []

Totally Agree []

11. What is your opinion that the household income influence students Career decision making Self-Efficacy?

Totally Disagree []

Disagree []

Moderately Agree []

Agree []

Totally Agree []

12. What is your opinion that parent/guardian-child relationship influence students Career decision making Self-Efficacy?

Totally Disagree []

Disagree []

Moderately Agree []
 Agree []
 Totally Agree []

13. Tick against the choice that is available in your school.

[] Guidance and counseling services

[] Guidance and counseling teacher

[] Vocational counseling teacher

[] Careers day

[] Career club

[] Inviting guests to speak on careers

[] Career guidance materials e.g. Books, magazines, fliers, pamphlets and many others.

Others (specify).....

SECTION B: Career Decision Scale

For each statement below, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the following 5-point continuum. Mark your answer by filling in your rating on the box as provided.

- 1 No Confidence at All
- 2 Very Little Confidence
- 3 Moderate Confidence
- 4 Much Confidence
- 5 Complete Confidence

	How Much Confidence Do You Have That You Could:	1	2	3	4	5
1.	Use the internet to find information about occupations that interest you					

2.	Choose a career that will fit your interests					
3.	Determine the steps you need to take to successfully complete your chosen occupation.					
4.	Determine what your ideal job would be					
5.	Find several career solutions when confronted with a problem.					
6.	Take a decision on career choice without depending on other people's opinions.					
7.	Accurately assess your abilities					
8.	Select one occupation from a list of potential occupations you are considering					
9.	Choose a career that will fit your preferred lifestyle.					
10	Talk with a person already employed in a field you are interested in					
11	Figure out what you are and are not ready to sacrifice to achieve your career goals.					
12	Identify employers, firms, and institutions relevant to your career possibilities					
13	Identify some reasonable major or career alternatives if you are unable to get your first choice.					
14	Define the type of lifestyle you would like to live					
15	Decide what you value most in an occupation					
16	Find out about the average yearly earnings of people in an occupation.					

Section C: Gender Influence on Students' Career decision making Self-Efficacy

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on whether gender has influence on Students' career decision making self-efficacy

Statement	1	2	3	4	5
1. Gender of student determine career decisiveness					
2. Female students have ability to choose good careers					
3. Career decision is based on gender of the students					
4. Cultural view of gender determines ones' career choice					
5. Gender influences academic performance and hence career choice					

6. More male students seeks career guidance					
7. Gender of the teacher counselor determines the success of career guidance and counselling.					
8. Girls find it difficult to make a career decision on their own					
9. Most careers in the market favour male students					
10. The gender of peers influences career making self-efficacy					

Section D: Peer Pressure Influence on Students’ Career decision making Self-Efficacy

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on whether Peer Pressure Influences Students’ career decision making self-efficacy

Statement	1	2	3	4	5
1. Peer friends influence students’ career decision making.					
2. Students would take different career paths to their peer friends					
3. Students consider career talk on career decision making					
4. Students go out with friends for career exploration and mentorship					
5. Students consult their peers in school for career guidance					
6. Students participate with friends in activities at school that build their career					
7. Career guidance and counselling teacher encourages individual student during career talks					
8. Students seek career guidance in a group of peers?					
9. Majority of the students choose similar careers in class					

THE END

THANK YOU VERY MUCH FOR YOUR PARTICPATION

Appendix D: Questionnaire for Career Teachers (CTs)

My name is Francis Kinyua Nderitu, a Ph. D student at Laikipia University. I am carrying a study on **“School based and parental factors influencing students’ career decision making self-efficacy among public secondary schools in Kiambu County, Kenya.”**. Owing to your position as a Career Master/Mistress in this school, I have sampled you to take part in this research. All information collected will be treated confidentially and will not be used for any other purpose other than this study. Kindly answer the questions truthfully.

SECTION A: Background Information

1. Kindly tick your gender
 - i. Male
 - ii. Female
2. Kindly tick your age bracket
 - i. 21 to 30 years
 - ii. 31 to 40 years
 - iii. 41 to 50 years
 - iv. Above 50 years
3. Kindly tick your highest professional qualification
 - i. Diploma in Education
 - ii. Bachelor in Education
 - iii. Master of Education
 - iv. Other (s) (specify) _____
4. Kindly tick your professional training in counselling.
 - i. None
 - ii. Certificate in counselling
 - iii. Diploma in counselling
 - iv. Degree in counselling
 - v. Master in counselling
 - vi. Other (s) (specify) _____

5. For how long have you served in the Career guidance and Counselling?

Please tick as appropriate.

- i. below 5 years []
- ii. 6-10 years []
- iii. 11-15 years []
- iv. Above 16 years []

6. What is your attendance of seminar/workshop on counselling in the last one year?

- i. Not very often []
- ii. Not often []
- iii. Not at all []
- iv. Often []
- v. Very often []

7. How often do students consult on career choices?

- i. Not very often []
- ii. Not often []
- iii. Not at all []
- iv. Often []
- v. Very often []

8. What is your opinion that form three students are able to make informed decision concerning their career choice?

- i. Totally Agree []
- ii. Agree []
- iii. Moderately Agree []
- iv. Disagree []
- v. Totally disagree []

9. How were you appointed to the Career guidance and counselling office?

Teachers Service Commission appointment []

School Principal appointment through BoM []

**Section B: Gender Influence on Students' Career decision making Self-Efficacy
Among Students in Public Secondary Schools in Kiambu County, Kenya**

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on whether gender has influence on Students' career decision making self-efficacy

Statement	1	2	3	4	5
1. Gender of student determine career decisiveness					
2. Female students have ability to choose good careers					
3. Career choice is based on gender of the students					
4. Cultural view of gender determines ones' career choice					
5. Gender influences academic performance and hence career choice					
6. More male students seeks career guidance					
7. Gender of the teacher counselor determines the success of career guidance and counselling.					
8. Girls find it difficult to make a career decision on their own					
9. Most careers on market favour male students					
10. The gender of peers influences career making self-efficacy					

Section C: The career teacher's perception on Students' Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on Students' career decision making self-efficacy

	How Much Confidence Do You Have That Your students Could:	1	2	3	4	5
1	Use the internet to find information about occupations that interest them					
2	Choose a career that will fit their interests					

3	Make a plan of their goals for the next five years.					
4	Stick to their aims and accomplish their goals					
5	Determine the steps they need to take to successfully complete their chosen occupation.					
6	Determine what their ideal job would be					
7	Find several career solutions when confronted with a problem.					
8	If in trouble, usually think of a solution.					
9	Usually handle whatever comes their way.					
10	Deal efficiently with unexpected events.					
11	Know how to handle unforeseen situations due to their resourcefulness					
12	Take a decision without depending on other people's opinions.					
13	Find it difficult to take decisions on their own.					
14	Achieve anything they consider to be important in their life.					
15	Have achieved every important goal they have set for themselves.					
16	Accurately assess their abilities					
17	Select one occupation from a list of potential occupations they are considering					
18	Choose a career that will fit their preferred lifestyle.					
19	Talk with a person already employed in a field they are interested in					
20	Figure out what they are and are not ready to sacrifice to achieve their career goals.					
21	Identify employers, firms, and institutions relevant to their career possibilities					
22	Identify some reasonable major or career alternatives if they are unable to get their first choice.					
23	Define the type of lifestyle they would like to live					
24	Decide what they value most in an occupation					
25	Find out about the average yearly earnings of people in an occupation.					

Section D: Peer Pressure Influence on Students' Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on whether Peer Pressure Influences Students' career decision making self-efficacy

Statement	1	2	3	4	5
1. Peer friends influences students' career decision making.					
2. Students would take different career paths to their peer friends					
3. Students consults career teachers on career decision making					
4. Students go out with friends for career exploration and mentorship					
5. Students consult their peers in school for career guidance					
6. Students participate with friends in activities at school that build their career					
7. Career teacher encourages individual student on career guidance					
8. Students ignore what their friends tell them about career choice					
9. Students seek career guidance in a group					
10. Major of the students chooses similar careers in class					

Section E: Parental level of Education Influence on Students' Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on whether Parental level of Education Influences Students' career decision making self-efficacy

Statement	1	2	3	4	5
1. Low parental level of education can retard student career decision making self-efficacy					
2. High parental education level acts as role model to students career decision making self-efficacy.					

3. Parents with high education level influences students career decision making self-efficacy					
4. Limited parental level of education hinders students on career path growth					
5. Parents with high level of education can give career guidance to their children					
6. Parents with education level are likely to refer their children for career guidance and counselling counselor					
7. Parental level of education create a good background for student career decision making self-efficacy					
8. Parents with low level of education don't help their children in career development					
9. Parents with high level of education are able to discuss various career choices with their children					
10. Parents with high level of education chooses career for their children					

Section F: The parents' occupation Influence on Students' Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on whether the parents' occupation influences students' career decision making self-efficacy

Statement	1	2	3	4	5
1. Students can access employment in their family business					
2. The parents' occupation can influence students' career decision making self-efficacy.					
3. Student likes better career choices than that of their parents					
4. The parents' occupation shapes students career paths					
5. Students make career choices with difficult when their parents don't have an occupation					

6. Parents with occupation offers good education opportunity for their children hence proper career development					
7. Student chooses career similar to their parents					
8. Boys likes careers similar to their fathers and vice versa					
9. Parents with occupation lay a good career foundation for their children at an early stage of childhood					
10. Parents with no occupation may also have children who are not interested in career					

Section G: The household’s income of the students’ Family Influence on Students’ Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on The household’s income of the students’ Family Influence on Students’ Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

Statement	1	2	3	4	5
1. Father’s income level can affect student career decision making self-efficacy					
2. Mother’s income level can affect student career decision making self-efficacy.					
3. Guardian’s income level can affect student career decision making self-efficacy					
4. Employed brother’s income level influence students on career decision making self-efficacy					
5. Employed sister’s income level influence students on career path growth					
6. Total income of a household influence their children in career decision making self-efficacy					
7. Parents with high income level are able to take their children to various career mentorship programmes on career decision making self-efficacy					

Section H: The parent-child relationship Influence on Students' Career decision making Self-Efficacy Among Students in Public Secondary Schools in Kiambu County, Kenya

On a scale of 1 – 5 where 1 = *totally disagree* and 5 = *totally agree*; indicate your level of agreement with the statements on whether the parent-child relationship influences Students' career decision making self-efficacy

Statement	1	2	3	4	5
1. Low parent involvement in child's career choice can affect the students career decision making self-efficacy					
2. Failure of parent's attendance of school parent – teacher education sessions affect the students career decision making self-efficacy.					
3. Parents-student discussion of the student's career focus while at home influences students career decision making self-efficacy					
4. Limited child-parental interaction hinders students career path growth					
5. Parents with high level of education can give career guidance to their children					
6. Parents with education level are likely to refer their children for career guidance and counselling counselor					
7. Parental child interaction at home during holidays create a good background for student career decision making self-efficacy					

SECTION I: Career decision making Scale

For each statement below, please read carefully and indicate your opinion on how much confidence you have that your students could accomplish each of these tasks by marking your answer according to the following 5-point continuum. Mark your answer by filling in your rating on the box as provided.

- 1 No Confidence at All
- 2 Very Little Confidence
- 3 Moderate Confidence
- 4 Much Confidence

5 Complete Confidence

	How Much Confidence Do You Have That You Could:	1	2	3	4	5
1.	Use the internet to find information about occupations that interest you					
2.	Choose a career that will fit your interests					
3.	Determine the steps you need to take to successfully complete your chosen occupation.					
4.	Determine what your ideal job would be					
5.	Find several career solutions when confronted with a problem.					
6.	Take a decision on career choice without depending on other people's opinions.					
7.	Accurately assess your abilities					
8.	Select one occupation from a list of potential occupations you are considering					
9.	Choose a career that will fit your preferred lifestyle.					
10	Talk with a person already employed in a field you are interested in					
11	Figure out what you are and are not ready to sacrifice to achieve your career goals.					
12	Identify employers, firms, and institutions relevant to your career possibilities					
13	Identify some reasonable major or career alternatives if you are unable to get your first choice.					
14	Define the type of lifestyle you would like to live					
15	Decide what you value most in an occupation					
16	Find out about the average yearly earnings of people in an occupation.					

THANK YOU VERY MUCH FOR YOUR COOPERATION AND PARTICIPATION

Appendix E: Krejcie and Morgan Table Guide for Sample Sizes

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

N = Population Size
 S = Sample Size

Appendix F: Map of Kiambu County



Kiambu County comprise 12 Sub-counties. The sub-counties include

1. Kiambaa
2. Kiambu
3. Kikuyu
4. Kabete
5. Limuru
6. Lari
7. Githunguri
8. Junja
9. Gatundu South
10. Gatundu North
11. Ruiru
12. Thika