

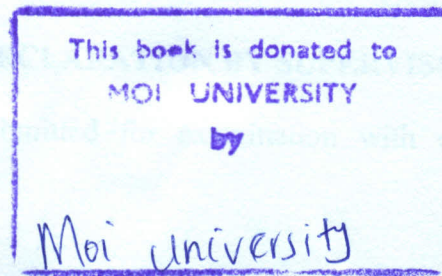
**STUDENTS' PERCEPTION OF PARENTAL AND TEACHERS'
INFLUENCE ON THEIR CAREER CHOICES: A CASE OF
MOI UNIVERSITY.**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PSYCHOLOGY IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE AWARD OF A MASTER OF PHILOSOPHY DEGREE IN GUIDANCE AND
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ABSTRACT

Children below the age of twelve years may only have a vague picture of their careers, but, as they approach twenty six years of age, career aspiration become clear and an issue of concern. This study sought to examine the students' perception of parental and teachers' influence on their career choices. The study was based on Ginsberg's Theory of Career Development, (1972). It employed a descriptive and survey design. The target population of the study were 935 final year students from the Schools (Faculties) of Education, Arts and Social Sciences, Information Sciences and Engineering. Stratified and Random Sampling techniques were used to select 375 respondents, which constituted 40% of the total population. Data was collected using structured questionnaires administered with the help of research assistants. A pilot study was carried out at Chepkoilel Campus and in the School of Human Resource of Moi University, Main Campus using a sample of 20 respondents. To determine reliability and validity of the research instrument, a test-retest was done and responses were co-related using the Pearson's product-moment correlation coefficient yielding a value of 0.77. One-way ANOVA and Chi-square inferential statistical tools were used to test significant differences and significant relationships respectively. The study findings indicated a significant difference in the opinion of students on parental influence on their career choices. The students were of the opinion that parental influence did not affect their career choices yet parents are the major determinants of their children's career plans, occupational aspirations and occupational expectations. Parents and teachers have no significant influence on University students' choice of degree programmes. The students themselves also seemed not to be pursuing degree programmes that they could have most preferred. It implied that future career and occupation of University students are majorly at the mercy of University admission bureaucracy, which apparently may not be well structured for occupation placement. The findings of this study will assist teachers in charge of career guidance and counselling in providing professional advice regarding proper career choices and also guide institutions of higher learning in setting up market oriented courses. It will also be a vital tool for developing a database for career guidance in the Ministries of Education, Science and Technology and Labour.