

**PARENTAL INFLUENCE ON CAREER CHOICE OF HOSPITALITY STUDENTS IN
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)
COLLEGES IN NAKURU COUNTY, KENYA**

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HPM-4-4419-24**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF
SCIENCE IN HOSPITALITY MANAGEMENT IN THE SCHOOL OF HOSPITALITY,
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NOVEMBER, 2024

DECLARATION

Declaration by the Candidate

This research project is my original work and has not been presented for award of a degree or for any similar purpose in any other institution

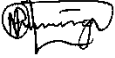
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Declaration by the Supervisor

This research project has been submitted with my approval as the University supervisor.

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DEDICATION

This research project is dedicated to my family for supporting my endeavors in pursuing this noble course. Thank you family for believing in me.

ACKNOWLEDGEMENT

I would like to thank all the people who have supported me in my research work. I acknowledge my supervisor for his great support and constructive criticism in the course of developing this research paper. I would like to acknowledge all my friends and course mates who assisted me in one way or the other in research topic formulation and in preparation of this research proposal.

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ABBREVIATIONS AND ACRONYMS

CIP: Cognitive Information Processing (CIP)

TVET: Technical and Vocational Education and Training

ABSTRACT

The main objective of writing this research project is to explore the effects of parental influence on career choice of hospitality students in middle level colleges in the area under the study. The specific objectives were: to assess the effect of parental expectations on career choice of hospitality students, to investigate the role of child-parent relationship on career choice of hospitality students, to find out how the parent's socio-economic status affect their career choice and to evaluate the effect of parental support on career choice of hospitality students under the study. The population of the study included all TVET colleges in Nakuru County from which a sample size was collected from two colleges within the County. Purposive sampling technique was used to select the colleges that offer hospitality related programmes. Cochran's sample size formula for unknown population was used to determine the number of respondents to be included in as part of the sample size. Self-administered questionnaires were used for data collection. Data was analyzed using descriptive statistics which will include percentages, means and standard deviations while inferential statistics used was correlation analysis. The results were presented on tables and figures. The general conclusion showed that parental influence positively affected career choice of the hospitality students under the study. The recommendations of the study will be useful to the colleges in guiding hospitality students to choose a career of their choice.

Key Words: Parental Influence, Career Choice

CHAPTER ONE: INTRODUCTION

1.0. Preview

This chapter covers: background of the study, statement of research problem; purpose of the study; conceptual framework; objectives of the study; hypothesis of the study; significance of the study; scope of the study and limitations of the study.

1.1 Background of the study

Career choice is a process that involves determination of a field of learning requiring certain skills and knowledge that are important in a training program and it affects all aspects of future life (McKay, 2017). It is important in determination of success in life of an individual through a chosen profession (University of Kent Careers and Employability Service, 2017). The ministry of education, through a career policy drafted in 1999, has made an effort to provide career guides books and career teachers to students in high school to support learners in their career exploration process (Wango,2006; orange 2011). Most research done worldwide on factors influencing career choices in the hospitality and tourism industry among students in middle level colleges identify the main career influencers as hospitality and tourism trainers, advisers, parents, industry mentors and social media. Parents have the greatest influence over their children's career and personality development. Past research rates parental expectations, occupation and social-economic status as the greatest career decision influencers to their children (Ferreira, Santos, Fonseca, & Haase, 2006; Wong & Liu, 2010; Liu, McMahon & Watson, 2015; Michele & Francesco, 2018; Guan, Wang, Gong, Cai, Xu, Xiang, Wang, Chen, Hu & Tian, 2018). This cuts across gender and racial boundaries. The students tend to prefer careers like those that their parents are pursuing if the careers are satisfying, providing a sense of comfort or fitting to some social status. In addition, if their parents give them career information or complain about certain careers that they might be intending to pursue, they are likely to divert their interest to other

careers as recommended by the parents (Zhou et al., 2013; Zhou et al., 2016). However, most parents do not seem to be aware of the level of influence that they have on their children's determination of their career choices as a result of values and expectations they have on them and how they relate with them.

Vargas-Benitez (2017) attest that parent's influence could also be through the exposure of the students to the desired careers. Some studies actually concluded that parental influence on their children's career choice are strong and effective enough to be equated with other career counselling techniques. However, some adolescents exercise some form of independence which go against the will of their parents.

1.2 Statement of Research Problem

The Kenyan government makes a substantial annual budgetary allocation to the education sector (Kenya Gazette, 2016). This is because of the close link that exists between education, career progression and employment which is also tied to vision 2030 jobs creation agenda. Career choice determines employability of individuals in the hospitality industry where knowledge is valued more than any other factor. Choosing a career seems to pose a major challenge to many students in middle level colleges where indecisiveness of career choice is predominant where they constantly change from one career to another. Past research has focused on work integrated learning (Jackson, 2015), the role of personality factors such as self-efficacy and the need for achievement (Jones, 2017) and career attitudes to career choice intentions (Hirschi & Rossier, 2017). Despite the important role played by parents in their children's lives, research information on how they influence their children's career choice is either inconclusive, scanty or not clear (Stritch & Christensen, 2016). It was therefore important for this study to be carried out to

establish the extent to which parents influence their children’s career choice and whether their involvement presents career exploration obstacles or opportunities for the students.

1.3 Purpose of the Study

This study sought to investigate the extent to which parental influence affect career choice of hospitality students in Technical and Vocational Education and Training (TVET) colleges in Nakuru County, Kenya.

1.4 Conceptual Framework

The conceptual framework below describes the relationship between the dependent and independent variables under the study. The independent variable is **parental influence** while the dependent variable was **career choice**.

Independent Variable

Parental Influence

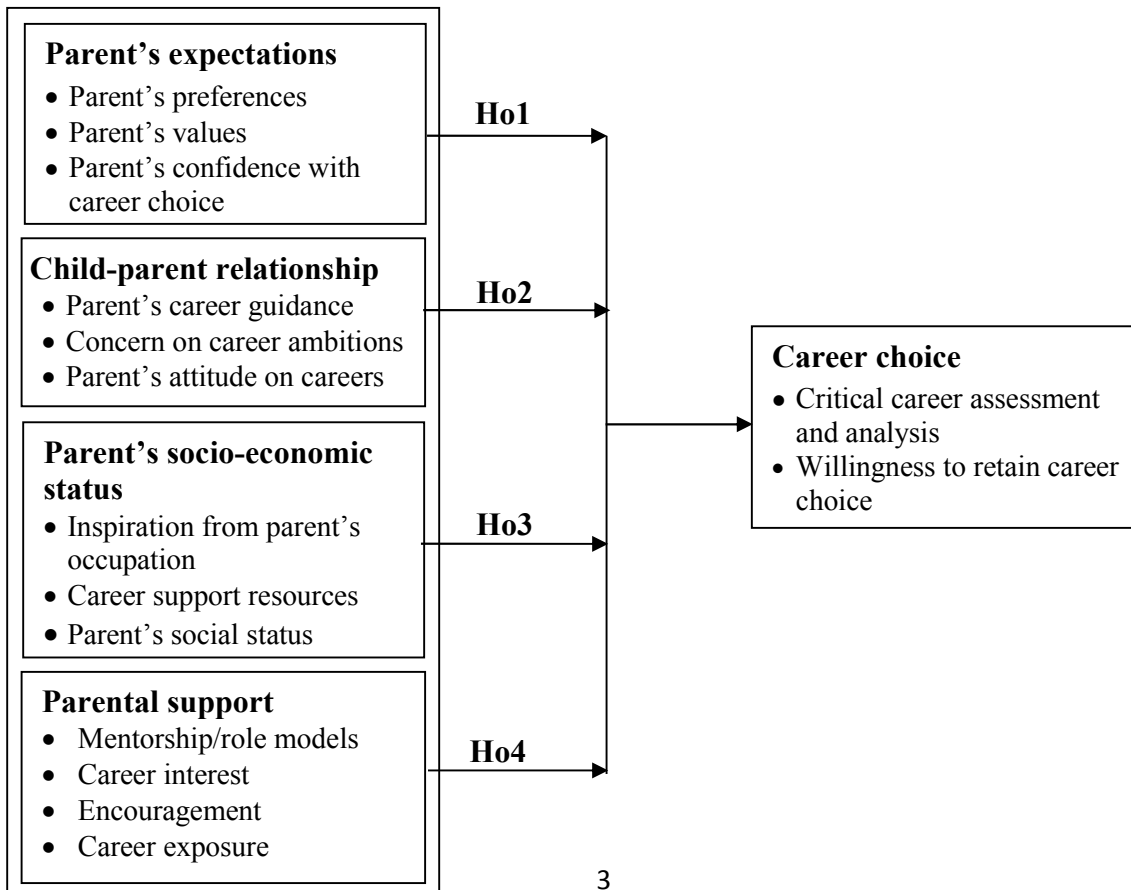


Figure 1.1: A conceptual model of the relationships between study variables

Source: Adapted from Vanessa A. Quintal and Aleksandra Polczynski

1.5 Research Questions

- a) What is the effect of parent’s expectations on career choice of hospitality students in TVET colleges in Nakuru County, Kenya?
- b) What is the role of child-parent relationship on career choice of hospitality students in TVET colleges in Nakuru County, Kenya?
- c) How do the parent’s socio-economic status affect career choice of hospitality students in TVET colleges in Nakuru County, Kenya?
- d) What is the effect of parental support on career choice of hospitality students in TVET colleges in Nakuru County, Kenya?

1.6 Objectives of the Study

1.6.1 General Objective

Parental influence on career choice of hospitality students in Technical and Vocational Education and Training (TVET) Colleges in Nakuru County, Kenya.

1.6.2 Specific Objectives

- a) To assess the effect of parental expectations on career choice of hospitality students in TVET colleges in Nakuru County, Kenya.
- b) To investigate the role of child-parent relationship on career choice of hospitality students in TVET colleges in Nakuru County, Kenya.
- c) To examine how the parent’s socio-economic status affect career choice of hospitality students in TVET colleges in Nakuru County, Kenya.
- d) To evaluate the effect of parental support on career choice of hospitality students in TVET colleges in Nakuru County, Kenya.

1.7 Hypothesis of the Study

- a) There is no statistically significant relationship between parental expectations and career choice of hospitality students in TVET colleges in Nakuru County, Kenya.
- b) There is no statistically significant relationship between child-parent relationship and career choice of hospitality students in TVET colleges in Nakuru County, Kenya.
- c) There is no statistically significant relationship between parent's socio-economic status and career choice of hospitality students in TVET colleges in Nakuru County, Kenya.
- d) There is no statistically significant relationship between parental support and career choice of hospitality students in TVET colleges in Nakuru County, Kenya.

1.8 Significance of the Study

The following stakeholders will benefit from this study:

1.8.1 Hospitality students

The students studying hospitality in the area under study will benefit from the study as they will have a chance of reflecting through their future career and henceforth will be able to make appropriate decisions regarding their careers. It will also help them to enroll in programs on the basis of current trends and their personal interest and not as backup plan from their parents.

1.8.2 Hospitality students' parents

The parents will be able to understand their children's dilemma and career preferences regarding their career ambitions and they will be able to learn how to guide and support them. They will also be able to plan their resources in advance based on their children's career demands.

1.8.3 College management and trainers

The management of the colleges under the study, in collaboration with the student's parents, were able to guide the students into the choice of careers that they are interested in. The management will also be able to plan their curricular based on the market demand.

1.8.4 Future Researchers

The study adds to the growing body of literature on the role played by parents in shaping their children's career choices. It will form a base for future researchers who might want to carry out a research related to career choice in the hospitality industry.

1.9 Scope of the Study

The study specifically targeted hospitality students in TVET colleges in Nakuru County, Kenya. It specifically addressed the parental influence on career choice of the students in middle level colleges in the area under the study. Other factors that influence career choice of the students were considered to be beyond the scope of the study.

1.10 Limitations of the Study

Distributing the questionnaires to the respondents was a challenge for the researcher due to class sessions that will were on-going during the time of data collection. However, this was overcome after seeking permission from the Principals from the institutions who were organized for distribution of the questionnaires through the tutors on duty. In addition, some respondents were reluctant to give information about their parent's involvement in their career choice. The researcher explained the importance of this information and assured the respondents of confidentiality of all the information they provided.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter covers extensive literature on parental influence on career choice, theoretical framework and summary of identified gaps in literature review.

2.1 Empirical Literature

2.1.1 Parents' Expectations and Students' Career Choices

The expectations of parents are born from how they were brought up, what they believe in and what they wish for their children. These has been used as a predictor of the choices that their children make (Philipson, 2007). Parent's social and emotional support to their children boosts their children's confidence in their abilities and talents which eventually influence the career decisions they make ((Morawska & Sanders, 2008). parents have been found to have a major influence on their children in nurturing career aspirations (Gutman and Ackermann, 2007).

The children, on the other hand tend to build a high expectation for themselves once they realise that parents have high expectations of them in career progression. However, most parents do not realize that their children have external exposure to other career influencers in the environment they are interacting with and therefore tend to be dominant in their children's career decisions (Taylor, Harris and Taylor, 2004). The day to day decisions of parents who are guiding the

growth of their children initiates reflections that steers their children to career paths that the parents prefer.

Parents are also involved in making career decisions based on their children's academic abilities in school. Some parents enrol their children to schools that could provide the skills that the parent desires their children to acquire and that are able to expose them to places and people that are likely to shape their future career aspirations. According to Gordon (2008), they are also involved in sustaining desire and progress to a certain career that they prefer for their children e.g. by constantly reminding them that they will make a good pilot, doctor, lawyer etc some will discriminate against some careers and show heightened support on their preferred career.

Parents and other family members are also role models to the children as they provide career-oriented learning experiences that will help them to explore careers they are interested in. According to Anne (2008) and Jungen (2008), parents also enforce career choice based on the norms they instil in their children at home. Kniveton (2004) found that parents will offer immeasurable support to their children when they pursue careers that corresponded to their own.

2.1.2 Parent-Child Relationship and Students' Career Choice

From an early stage of growth, the relationship between a parent and a child is likely to affect the child's career aspirations. According to Brown (1997), the experiences of a child is likely to shape his/her career behaviour and personality at a later stage in life. Authoritative type of parenting provides the most emotional support, guidance and encouragement compared to other types of parenting

According to clutter (2010), the extent to which values and expectations of the parents influence the children will depend on their relationship through their day to day interactions. Parents who are above fifty years of age tend to have interactions that are more linked to occupation

behaviour (Taylor, Harris and Taylor, 2004). Li and Kerpelman (2007) found out that young adults tend to feel uncomfortable when choosing careers that their parents dislike. In addition, children whose parents provide them with freedom to choose their preferred career tend to be free in expressing their career choices (Bryant, Zvonkovic, & Reynolds, 2006).

The children who go through challenge and have their parents support tend to be different from those that don't. Those who are not challenged might have a short term goal in life compared to those get challenged (Maier, 2005). When a family offers the children with support and allow them to be challenged by their career interests, they tend to lead a successful career (Rathunde, Carrol and Huang, 2000).

2.1.3 Parents Socio-Economic Status and Students' Career Choices

The socio-economic status of a family is highly linked to the member's education level and career aspirations. The status is judged by the income level, education, occupation and power (Osa-Edo and Alutu, 2011). Socio-economic status could be categorized into lower, middle and upper classes. These influence career decisions made by young adults as they are likely to dislike status that is below the occupational status level of the parents. Children from different family backgrounds experience varied home environments which affect their career decisions. Parents who are in prestigious careers are likely to influence their children towards a similar career while parents coming from the low economic status are likely to choose careers that they are able to pay for their children based on their class. Occupations and economic status are also passed from generation to generation in a family (Osa-Edo and Alutu, 2011). Children from high income families are likely to be motivated by higher career aspirations compared to those from low income families who would prefer skilled jobs with quick economic returns and that only require minimal training (Nwanchukwu, 2003).

Parental level of education also determines the nature of support that they offer to their children. More educated parents have a tendency of creating a conducive learning environment for their children and are likely to involve themselves more in their children's school activities, academic performance and career choices (Ghuntla, 2012; Mudibo, 2014). In general, youths with educated parents have a tendency of getting good career guidance which is important for their career progress while those whose parents have low education levels have been found to have greater challenges in choosing a career. Family wealth also determines the ability of parents in supporting career aspirations of their children which in-turn affect their self-esteem.

2.1.4 Parental Support and Students' Career Choices

Each parent wishes that their children are able to choose a career that leads them to a happy and successful life (Qualifax, 2016). When supported by their parents, children tend to gain more confidence in their abilities to select a career that is more fulfilling to them and which makes them feel more competent. Children will seek career advice from parents and look upon them as role models when making their career choice with most of them sticking to career choices that the parents recommend. Careers that are pleasing to the parents are likely to attract their children more compared to careers that the parents complain about which in-turn will repel the children who will be looking for more fulfilling careers (Ferry, 2006)..

Support from parents could be indirect such as vacations, attending career guide sessions, provision of resources that support development of a certain career etc. This could also take the form of encouragement to the children by engaging them in activities and opportunities that allow them to develop certain career skills and opportunities to explore new career choices.

Parents could also provide their children with an opportunity for an open relationship for them to share their career aspirations. They could introduce them to friends, business colleagues or other

people who are likely to add value to their children's intended career choice (Vargas-Benitez, 2017). However, the parents dominance in the decision making process could be a negative influence in the life of their children and could be counter-productive.

2.2 Theoretical Framework

The Cognitive Information Processing (CIP) theory by Parrillo was used to investigate the relationship that exists between parental influence and career choice of the respondents. It explains how youth's career decisions are influenced by their family environment with parents playing a dominant role (Parrillo, 2008).

According to Peter, Punnet, & Rokeach (2014), the theory points out that a family has a major influence on career decision making, which in-turn, is considered an external conflict by the youths. It points out that one's family plays a major role in influencing career decisions as the brain of the decision maker is influenced by the immediate environment which is mainly composed of the family members

The findings of a research conducted by Dodge (2001) and Van Ecke (2007) supported the theory which indeed proved that the youths are influenced by their families in making crucial decisions in their lives such as career related decisions.

2.3 Summary of Identified Gaps in the Review of Literature

Majority of the studies related to parental influence mainly focus on the influence of some measures of parent-adolescent relations such as the style of parenting. Most of these studies have used cross-sectional designs, often making unfavorable conclusions on the parental influence on career choice of the youths. None of the literature provided is based on a research that was conducted in the Kenya, and more specifically, in the region under the study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on: Research design, study area, target population, sampling techniques, sample size, measurement of variables, research instruments, validity of the measurements used, reliability of the measurements, data collection techniques, data analysis, logistical and ethical considerations.

3.1 Research design

A research design refers to a set of the methods and procedures used in collecting and analyzing data. This study applied the use of descriptive cross-sectional survey design in determination of sample size, collection and analysis of data. This provides more detailed information about the degree of relationship between both the dependent and independent constructs of a research (Mugenda & Mugenda 2003).

3.2 Study area

The research was carried out in Nakuru County (county number 32 out of the Kenyan 47 counties) which has a total of twelve Sub-Counties namely: Naivasha, Gilgil, Nakuru West, Nakuru East, Rongai, Bahati, Subukia, Njoro, Molo, and Kuresoi North and Kuresoi South. It is located 160 kilometers north west of Nairobi and has 12 registered TVET institutes namely: Nakuru Training Institute, Nakuru West Technical Training Institute, Eldama Ravine Technical and Vocational College, Rongai Technical and Vocational College, Nakuru Polytechnic, Nakuru

County Institute of Management, Gilgil Vocational Training Center, Bahati Girls Technical Training Institute, Kabarak Technical Training Institute, Kenya Industrial Training Institute, Kitengela Vocational Training Center and Kinangop Technical Training Institute. Two of the most renowned colleges amongst them were selected to form part of the study.

3.3 Target population

The study focused on all the students pursuing hospitality related courses in the 12 TVET colleges in Nakuru County. Majority of these students enroll for the programs through the support of their parents/guardians- none of these colleges are able to offer scholarships to their students.

3.4 Sampling Technique

Newman (2003) recommends that the sample size be kept to a manageable level. The manageable sample size enables the researcher to be able to derive detailed data at an affordable cost. First, purposive sampling technique was used to select the colleges that offer hospitality related programmes. Secondly, Cochran's sample size formula for unknown population was used to determine the number of respondents to be included in as part of the sample size.

Convenience sampling technique was used in distribution of questionnaires during the data collection process where they were distributed on a first come first served basis. Thomas W. Edgar (2017) confirms this method as the most common of all non-probability sampling techniques.

3.5 Sample Size

Cochran's sample size formula for unknown population was used to determine the study respondents:

$$n = z^2 [p*q]$$

d^2
n = sample size

p = is the estimated proportion of the study variable or construct based on previous studies or pilot studies (70%)

q = 1-P (30%)

d = is the margin of error (5%)

z = is the Z-score [1.96 for 5%]

$$n = 1.96^2 \left[\frac{70\% * 30\%}{5\% * 5\%} \right] = \underline{\underline{323 \text{ students}}}$$

3.6 Research instruments

A questionnaire is an effective tool in clarifying research items that might not be clear to respondents (Best and Kahn, 2006). It has been in use successfully in other related studies (Whiston & Keller, 2008). Questionnaire, which was considered as the most appropriate tool for data collection, was used to collect data from the respondents in order to measure the relationship between variables under the study. A self-administered questionnaire with closed ended questions was used. Section A of the questionnaire featured the respondents' personal information; section B measured parental influence on the basis of the Parent's Expectations, Child-Parent Relationship, Parent's, Socio-Economic Status and Parent's Support while section C measured students' career choice.

3.7 Validity of Measurements

Validity refers to inference meaningfulness and accuracy based on the results of the research (Drost, 2011). It refers to the extent at which a test is able to measure what it is expected to measure and it can be improved through judgment of experts (Borg & Gall, 1989). To ensure that the instrument attains the recommended validity levels, content validity technique was used

where the researcher consulted his research project supervisor for suggestions, criticism, modification and correction of questions in the questionnaire.

3.8 Reliability of Measurements

This refers to the probability of the research tool yielding similar results after repeated trials. To test the stability of the research tool, a pre-tested of the questionnaire was done using a group of students from a different college which was not included in the actual study. This was repeated with the same group after two weeks. The questionnaires were scored manually and ran through the spearman's rank before the instrument was considered reliable.

3.9 Data Collection Technique

The researcher obtained an introductory letter from the Head, School of Hospitality, Gretsia University. The researcher also made his own introductory letter and presented both letters to the principals in the colleges under the study. He booked for an appointment for data collection in the two colleges. The researcher administered the questionnaires to the respondents during the appointed day after giving them brief instructions and assuring them of the confidentiality of their information. The researcher then supervised the questionnaire filling process after which they were picked for analysis. All logistical procedures, were strictly be adhered to.

3.10 Data Analysis Technique

Qualitative and quantitative data were obtained. The constructs used in the questionnaire were coded and cases entered in SPSS as recommended by Martin and Acuna (2002). The dataset was cleaned for errors first by the use of frequencies with an aim of ensuring that all cases were properly captured. Descriptive statistics used included percentages, means and standard deviations. Bell (1993) recommend the use of simple descriptive statistics over complex statistics.

However, to determine how strong the two variables relate, correlation analysis was used. The final results were presented in a summarized form using tables.

3.11 Logistical and Ethical Considerations

Logistics refers to all those processes, activities, or actions that a researcher must address or carry out to ensure the successful completion of a research project (Mugenda & Mugenda, 2003). Thus, the researcher obtained permission approvals from the university and relevant colleges. Study logistics included budget planning, administering questionnaires, data collection, and gathering the filled questionnaires from the field, editing, coding, and entering cases into SPSS. On ethical considerations, the researcher informed the participants of their voluntariness in participation and also assured them of confidentiality.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the study consisting of: The personal data of the respondents, aspect of parental influence and students' career choice.

4.1 Response rate

A total of 323 questionnaires were distributed to the respondents out of which 251 were returned. 7 of the 251 questionnaires had not been completely filled and were therefore disqualified. According to Mugenda and Mugenda (2008), a 50% response rate is adequate, 60% is considered as good while above 70% is rated as very good. Hence based on this assertion, the response rate for this study was very good at 75%.

4.2 Bio Data

4.2.1 Gender

Out of the 244 questionnaires that were collected for data analysis, 40% of the respondents were male while 60% were female as highlighted on the table below:

Table 4.1: Gender Analysis

| Constructs | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Male | 98 | 40% |
| Female | 146 | 60% |
| Total | 244 | 100% |

4.2.2 Level of Programme Pursued

All the 244 respondents from the questionnaires were pursuing hospitality Diploma course with none registered for a hospitality Certificate programme as highlighted on the table below:

Table 4.2: Level of program pursued

| Constructs | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Certificate | 0 | 0 |
| Diploma | 244 | 100% |
| Total | 244 | 100% |

4.2.3 Parents' Education Qualification

More than half of the respondents confirmed that their parents had a secondary school level of education with none of the parents having a university level of education as highlighted on the table below:

Table 4.3: Parents' education level

| Constructs | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| Primary | 56 | 23% |
| Secondary | 164 | 67% |
| College | 17 | 7% |
| University | 5 | 2% |
| Never attended school | 2 | 1% |
| Total | 244 | 100% |

4.2.4 Parents' Occupation

Half of the respondents' parents were formally employed while the other half was self-employed as highlighted on the table below:

Table 4.4: Parents' occupation

| Constructs | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Formally employed | 122 | 50% |
| Self employed | 122 | 50% |
| Not employed | 0 | 0 |
| Total | 244 | 100% |

4.2.5 Future Career Choice

All the 244 respondents from the questionnaires that were returned confirmed that they had already made their future career choice as highlighted on the table below:

Table 4.5: Future career choice

| Constructs | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Yes | 244 | 100% |
| No | 0 | 0 |
| Total | 244 | 100% |

4.2.6 Most likely guide in career choice

Most of respondents confirmed that the person who was most likely to guide them in making their career choice was their parents as highlighted on the table below:

Table 4.6: Most likely guide in career choice

| Constructs | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Parents/guardians | 203 | 83% |
| Friends | 17 | 7% |
| College tutors | 15 | 6% |
| Career counselors | 9 | 4% |
| Total | 244 | 100% |

4.3 Descriptive Statistics Results

4.3.1 Objective 1: Measures of Parent’s Expectations on Career Choice

Table 4.7 shows the outcome of the measures of parent’s expectation. On average the respondents agreed to all the measures of parents’ expectations- average mean of 4.18 and standard deviation of 0.455.

Table 4.7: Measures of Parents’ Expectations

| Measures | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| My academic abilities have won my parent’s confidence | 244 | 4.2 | 0.56 |
| I receive a lot of support from my parents in exploring my career interests | 244 | 4.1 | 0.31 |
| My parents expect me to choose certain careers over others | 244 | 4.2 | 0.56 |
| I have chosen my career because it is my parent’s favorite option for me | 244 | 4.3 | 0.49 |
| I receive a lot of encouragement from my parents in considering various career options | 244 | 4.0 | 0.32 |
| My parents decided for me the career am pursuing | 244 | 4.3 | 0.49 |
| | | 4.18 | 0.455 |

4.3.2 Objective 2: Child-Parent Relationship on Career Choice

Most of the respondents were neutral on most measures on how their relationship with their parents might have influenced their career choice-average mean of 3.95 and standard deviation of 0.61 as shown in table 4.8 below:

Table 4.8: Measures of Child-Parent Relationship

| Measures | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| I relate freely with my parents on general life issues | 244 | 3.8 | 0.73 |
| My parents make a close follow-up on my academic progress | 244 | 4.0 | 0.52 |
| My parents understand my future career aspirations | 244 | 4.3 | 0.49 |
| My parents and I discuss my career issues freely | 244 | 3.8 | 0.73 |
| My parents are interested in my college performance and other college issues | 244 | 4.0 | 0.45 |
| My parents are not harsh to me and I can freely talk to them about different careers | 244 | 3.8 | 0.73 |
| | | 3.95 | 0.61 |

4.3.3 Objective 3: Parent's Socio-Economic Status on Career Choice

The respondents agreed to the measures of the influence of parents' socio-economic status on their career choice- average mean of 4.0 and standard deviation of 0.55 as shown in table 4.9 below:

Table 4.9: Measures of Socio-Economic Status

| Measures | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| My parent's occupation inspired me to pursue my current career choice | 244 | 4.0 | 0.45 |
| I desire to pursue my parent's career | 244 | 4.3 | 0.49 |
| My parents have provided me with all resources I require to pursue my career | 244 | 3.8 | 0.73 |
| My parents have no resources to support me through my career choice | 244 | 3.6 | 0.70 |
| Am pursuing the only career that my parents are able to support | 244 | 4.0 | 0.45 |
| My parent's social status influenced my career choice | 244 | 4.3 | 0.49 |
| | | 4.0 | 0.55 |

4.3.4 Objective 4: Parent's Support on Career Choice

The respondents agreed to the measures of the influence of parents' support on their career choice- average mean of 4.0 and standard deviation of 0.6 as shown in table 4.10 below:

Table 4.10: Measures of Parents Support

| Measures | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| My parents encourage me to attend career training sessions e.g. seminars and conferences for me to nurture my career | 244 | 3.5 | 0.60 |
| My parents introduce me to people who could add value to my career choice | 244 | 3.8 | 0.73 |
| I receive support from my parents in handling career related curricular tasks | 244 | 4.0 | 0.54 |
| I receive financial support from my parents to solve my career related issues | 244 | 4.3 | 0.49 |
| I receive support from my parents when making difficult career related decisions | 244 | 4.0 | 0.45 |
| My parent is determined to see me more successful than him/her | 244 | 4.5 | 0.50 |
| | | 4.0 | 0.6 |

4.3.5 Students' Career Choice

when asked to comment on what they felt about their overall career choice, the respondents agreed with the measures of career choice- mean 4.1 and standard deviation of 0.53 as shown in table 4.11 below:

Table 4.11: Measures of Students Career Choice

| Measures | N | Mean | Std. Deviation |
|---|----------|-------------|-----------------------|
| Am able to make critical self-analysis and self-assessment on matters regarding career choice | 244 | 4.0 | 0.45 |
| I have made my best career choice | 244 | 4.3 | 0.53 |
| Am aware of what my preferred career entails and am willing to retain it | 244 | 4.1 | 0.62 |
| | | 4.1 | 0.53 |

4.4 Testing Study Hypotheses

A Pearson correlation coefficient (r) was used to test the study hypotheses. Table 4.12 shows the correlations between employee behavior and customer loyalty:

Table 4.12: Correlation analysis

| Independent Variables | Career Choice | Decision Rule |
|--------------------------------|------------------------------------|------------------------------|
| Parent's expectations | Pearson correlation (r) .872** | Reject H₀1 |
| | P -value 0.01 | |
| Child-parent relationship | Pearson correlation (r) .605** | Reject H₀2 |
| | P -value 0.01 | |
| Parent's socio-economic status | Pearson correlation (r) .872** | Reject H₀3 |
| | P -value 0.01 | |
| Parental Support | Pearson correlation (r) .685** | Reject H₀4 |
| | P -value 0.01 | |

N=30 *. Correlation is significant at the 0.01 level (2-tailed).

In order to achieve the objectives of the study, four different null hypotheses (**H₀1 H₀2 H₀3 H₀4**) were set at a significance level of 1%. So as to test the hypotheses in question, Pearson correlation was successfully conducted to show the strength of the association that is exhibited by the study variables.

From the correlation analysis conducted for this study, the positive coefficients of parent's expectations, child-parent relationship, parent's socio-economic status and parental support indicate that there is a strong correlation between the variables. This means that we reject all the null hypotheses in this study as they fail to prove that there is no significant relation between the independent variable and dependent variables.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of the findings based on the responses by the respondents, conclusion based on the findings and recommendations based on the conclusion.

5.1 Summary of Findings

This study focused on the relationship between parental influence and career choice of hospitality students in Technical and Vocational Education and Training (TVET) colleges in Nakuru County, Kenya.

The study specifically sought to investigate the extent to which the four measures of parental influence namely: parent's expectations, child-parent relationship, parent's socio-economic status and parental support influence career choice of the students under the study. All the respondents were pursuing Diploma programs with majority of them (60%) being females. Majority (67%) of the respondents' parents had education qualification of secondary school level and all of them were in some form of employment. Compared to friends, college tutors and career counselors, parents were the most likely (at 83%) to guide their children on career choice. All the respondents agreed that parent's expectations, parent's socio-economic status and parental support influence had influenced them in making their career choice more than their relationship with their parents. Correlation results revealed that all the independent variables had a positive relationship with the respondents' career choice. Parent's expectations and parent's socio-economic status had the strongest relationship with career choice.

5.2 Conclusion

The study revealed that parent's expectations, parent's socio-economic status and parental support influence had a greater influence on career choice compared to child-parent relationship which appeared to have a weaker influence on career choice of the students. It is therefore evident that the respondent's parents have a great direct or indirect influence on their career choices.

5.3 Recommendation for Practice

The study would like to make the following recommendations based on the findings:

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

5.4 Recommendation for Further Research

The study proposes the following areas for further studies:

- i) A study into parental variables and careers choice among students in primary and secondary school levels

- ii) A study into parental variables and career choices among diploma in hospitality students to be conducted in universities
- iii) A study into parental variables and career choices among degree in hospitality students to be conducted in universities

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APPENDICES

Appendix 1: School Consent Letter



GRE TSA
UNIVERSITY

OFFICE OF THE HEAD, SCHOOL OF HOSPITALITY & TOURISM MANAGEMENT

Dear Sir/Madam

18/09/2024

This letter is to introduce **Cheruiyot K. Wesley [HPM-4-4419-24]** who is a student in the School of Hospitality at Gretsa University pursuing BSc. in Hospitality Management. To complete his programme, he is undertaking research leading to the production of a research report or other publications and his study is entitled:

Parental Influence on Career Choice of Hospitality Students in Middle Level Colleges in Nakuru County, Kenya

He is inviting you to assist in this project by filling in the questionnaire which covers certain aspects of this topic.

Be assured of confidentiality of any information you provide and that none of the participants will be individually identifiable in the resulting research report or other publications. You are entirely free to discontinue your participation at any time or to decline to answer particular questions.

Any enquiries you may have concerning this research project should be directed to his supervisor Peter Irungu by telephone on **0724282797** or by email (irungu@gretsauniversity.ac.ke).

Thank you for your attention and assistance.

Yours Sincerely



Peter Irungu

Head, School of Hospitality and Tourism Management

Gretsa University

Appendix 2: Student Introduction Letter

Dear Sir/Madam,

I am **Cheruiyot K. Wesley**, a student pursuing BSc. in Hospitality Management at Gretsa University in the School of Hospitality, Tourism & Leisure Studies. I am carrying out a research study on *Parental Influence on Career Choice of Hospitality Students in Middle Level Colleges in Nakuru County, Kenya*.

I have randomly picked you to form a part of my sample and am requesting you to take some time to answer the questions.

Please note that your participation will be highly appreciated and is entirely voluntarily. Information gathered will be purely for academic purposes and will be treated with ultimate confidentiality. A summary will be made of all the responses and no individual response will be published. For any clarification on the questions, please contact me on **0724657629**.

Thank you in advance

Appendix 3: Questionnaire for students

Section A: Bio Data

Instruction: Please tick (✓) in the box provided

1. Your gender
Male Female
2. The level of programme you are pursuing:
Certificate Diploma
3. Your parent's highest education qualification:
Primary Secondary College University Never attended School
4. Your parent's occupation:
Formally employed Self-employed Not employed
5. Have you made your future career choice yet?
Yes No
6. Who is the most likely to guide you in making a career choice among the people below?
Parents/guardians Friends College tutors Career counsellors

Section B: Parental Influence

Part One: Measures of Parent's Expectations

Indicate your opinion by ticking (✓) in the box provided regarding the following parameters pertaining the parent's expectations:

| Parameters | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|------------|-------------------|----------|---------|-------|----------------|
|------------|-------------------|----------|---------|-------|----------------|

| | | | | | |
|--|--|--|--|--|--|
| My academic abilities have won my parent's confidence | | | | | |
| I receive a lot of support from my parents in exploring my career interests | | | | | |
| My parents expect me to choose certain careers over others | | | | | |
| I have chosen my career because it is my parent's favorite option for me | | | | | |
| I receive a lot of encouragement from my parents in considering various career options | | | | | |
| My parents decided for me the career am pursuing | | | | | |

Part Two: Measures of Child-Parent Relationship

Indicate your opinion by ticking (✓) in the box provided regarding the following parameters pertaining the relationship between you and your parent.

| Parameters | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| I relate freely with my parents on general life issues | | | | | |
| My parents make a close follow-up on my academic progress | | | | | |
| My parents understand my future career aspirations | | | | | |
| My parents and I discuss my career issues freely | | | | | |
| My parents are interested in my college performance and other college issues | | | | | |
| My parents are not harsh to me and I can freely talk to them about different careers | | | | | |

Part Three: Measures of Parent's Socio-Economic Status

Indicate your opinion by ticking (✓) in the box provided regarding the following parameters pertaining your parent's socio-economic status.

| Parameters | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| My parent's occupation inspired me to pursue my current career choice | | | | | |
| I desire to pursue my parent's career | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| My parents have provided me with all resources I require to pursue my career | | | | | |
| My parents have no resources to support me through my career choice | | | | | |
| Am pursuing the only career that my parents are able to support | | | | | |
| My parent's social status influenced my career choice | | | | | |

Part Four: Measures of Parent's Support

Indicate your opinion by ticking (✓) in the box provided regarding the following parameters pertaining your parent's support on your career choice.

| Parameters | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| My parents encourage me to attend career training sessions e.g. seminars and conferences for me to nurture my career | | | | | |
| My parents introduce me to people who could add value to my career choice | | | | | |
| I receive support from my parents in handling career related curricular tasks | | | | | |
| I receive financial support from my parents to solve my career related issues | | | | | |
| I receive support from my parents when making difficult career related decisions | | | | | |
| My parent is determined to see me more successful than him/her | | | | | |

Section C: Students' Career Choice

Indicate your opinion by ticking (✓) in the box provided regarding the following parameters pertaining your career choice.

| Parameters | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| Am able to make critical self-analysis and self-assessment on matters regarding career choice | | | | | |
| I have made my best career choice | | | | | |
| Am aware of what my preferred career entails and am willing to retain it | | | | | |

Thank you for your participation