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REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN ADMINISTRATION AND MANAGEMENT**

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DEDICATION

I whole heartedly dedicate this research to my dear parents who paved way towards my future. I am what I am today because of their tireless efforts. In addition, the research is also dedicated to my lovely wife and children for accepting to live within the available means to enable me pay fees for my course. I indeed owe you a lot!

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ABSTRACT

The study was carried out in the four (04) selected secondary schools in Katakwi district and this focused on parental influence and career aspirations of children in secondary schools. The 124 respondents who participated in this study included, 4 head teachers, 20 teachers, 40 parents, and 60 students who were selected from 4 sample secondary schools using census and simple random sampling techniques. Questionnaires were used to collect data from head teachers, some parents and teachers, whereas interviews were administered to the parents and students. The findings collected and presented in chapter four (table 5) indicated that the largest number of respondents agreed with the view that parents perceived science courses as better paying than arts courses. In addition, the largest number of respondents disagreed with the view that parents perceived arts courses as better paying than science courses whereas majority of the respondents agreed that parents perceived technical courses as having more reliable and secure job opportunities. On the other hand, the largest percentage of respondents agreed that parents in Katakwi District perceived farming and cattle rearing were better paying than any other. As regards the influence of parents' own career experiences and aspirations on their guidance and support, the largest percentage of respondents agreed that parents advised their children to take up their careers, majority disagreed that parents gave freedom to their children to choose careers of their interest while the largest percentage of respondents agreed that parents forced their children to take up their jobs. The largest number of respondents agreed that parents sponsored their children to take up their careers. In relation to parents' education levels and children's self-confidence towards certain careers, the largest percentage of respondents agreed that children of the educated parents took up elite jobs, majority of respondents agreed that children of uneducated peasant farmers commonly took up peasant farming and the largest percentage of respondents agreed that educated parents had the capacity of sponsoring their children for any course of their choice. Finally, the researcher concluded that, parents perceived science courses and technical courses as better for their children. In addition, parents own career experiences and aspirations greatly influenced their guidance and support for their children's career choices and that parents' education levels greatly influenced the children's self-confidence towards certain careers. Findings from correlation indicated that there was close relationship between parent's career aspirations and their children's choice of career.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This study focused on parental influence on career aspirations of children in secondary schools in Katakwi District. Parental influence was viewed as either positive or negative. This chapter therefore presents; the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, justification of the study, scope of the study, conceptual framework and definition of key terms.

1.1 Background to the study

The background is subdivided into; historical, theoretical, conceptual and contextual perspectives.

1.1.1. Historical perspective

Historically, parents are believed to be part of the environment with which every child of either age interacts with and even learns from. According to Kreider (2020), parents in United States of America greatly influence their children's career aspirations and that about 41% of the children tend to take up courses leading to their parents' careers/occupations after school and that this trend has been like this for the past thirty years. In the same way, the survey conducted by Bransford (2015) in Coventry City confirmed that spontaneous levels of parental involvement in children's career choices was very significant in the children's future careers and that many children took up courses relating to their parents' careers. This implied that parents' influence was very significant in their children's career aspirations. Alyousef (2009) also found out that in Saudi Arabia, parents influenced their children's choices/aspirations of careers through provision of information. However, this influence was found to be dependent on the gender and the level of education of the parents. This study further revealed that mothers influenced their daughters

more to join careers that would give their daughters time for their families when they get married after school.

In Africa, some parents seem to be less concerned about their children's career selection as asserted by Ngulyabuza (2018). Ngulyabuza (2018) argues that in Zimbabwe, many children make their own career selection without the aid of their parents. However, Olunga (2018) argues that, in Kenya there are many children who are doing jobs which their parents are doing. Business persons have many businessmen and women in their families, Engineers have many engineers in their homes and the same applies with doctors and accountants. This is an implication that parents' careers have a significant influence on their children's career choices.

In Tanzania, career perception/orientation is a lifelong process which begins at the secondary education level, and proceeds up to tertiary level. It is at childhood that one's aspirations and perceptions begin to be shaped. During this process several factors are at play but the family background and the nature of occupational information one receives are seen to be core influencers to an individual's career choice. The family is life's first teacher, that helps children learn to interpret reality and perhaps provide lessons that are never forgotten.

Another study was carried out by Mwai (2011) to assess the factors influencing students' career choice in Kenya. The findings indicated that over 71% of career decisions made by students were based on their academic ability and family influence. This finding slightly contradicted with those of Mhenga (2011) who conducted his study in Tanzania and found out that parents' socio-economic background influenced the career choice of secondary school students such that the that parents with a good income were able to enroll their children in high quality schools.

In Uganda, different scholars have come to rate the parents' influence as very significant on their children's career aspirations though no empirical evidence has been provided for this in Katakwi district. It was this perception that prompted the researcher to carry out this study with an intention of finding out the influence of parents on career aspirations of their children in Katakwi district.

1.1.2. Theoretical background

This study was guided by the Ecological Systems Theory advanced by a Russian-born American psychologist Urie Bronfenbrenner (1977) who believed that a child is a product of both their biology and the impact of their environment. This theory maintains that an individual's development is influenced by multiple interconnected systems ranging from the immediate microsystem such as parents, family, school peers and community, to a larger macrosystem such as cultural values, beliefs, ideologies, and society norms. According to the Ecological Systems Theory, these systems interact and affect each other thereby shaping an individual's development over time. The theory emphasizes the importance of understanding the complex interactions between individuals and their environment in the process of human development. Urie Bronfenbrenner argued that, development occurs within a series of nested systems, each influencing one another and at the end of it all impacting individual's development.

In relation to this study, children are usually influenced or inspired to take up certain careers by immediate microsystems which include the family/parents. The microsystem has the most immediate and direct influence on the individual's development. This implies that parents have to take a keen interest in their children's career orientation at different levels of development because they can influence their children's career aspirations either positively or negatively. Bronfenbrenner's Ecological Systems theory was preferred at the expense of other career

development theories, because career development is a gradual process which develops over time just like any other aspects of human growth and development and that, career development is dependent on many other factors, environment inclusive. Secondly, the theory provides a framework for understanding the influence of the various environments on individuals career aspirations hence underpinning the importance of considering multiple levels of influence including family support, school environment, self-efficacy and global awareness. The researcher therefore based on this theory for this study that sought to ascertain the parental influence on the career aspirations of secondary school children of Katakwi district.

1.1.3. Conceptual background

The main concepts in this study are; parental' influence and children's career aspirations. Parental influence refers to the ways in which parents shape the beliefs, behaviour and outcomes of their children through; modeling behaviour and attitudes that children observe and often adopt, providing direct instruction, guidance and socialization of values and norms, structuring home environment and family dynamics, setting expectations and rules for the child's conduct, emotional support, attachment and quality of the parent child relationship etc. (Bandura 1980).

Parental influence therefore refers to the various ways in which parents' impact/affect their children's development, behavior, beliefs values and overall wellbeing (Liu et al, 2015). For purposes of this study, Parental influence referred to what parents do that influences their children's career choices/aspirations. In others, the parents' contribution towards their children's career aspirations and choices (Lescott, 2016). Parental influence was measured by; parents' perceptions and attitudes towards children's careers, parents' own career/occupation experiences and support/guidance to children's careers, and parents' education levels and children's self-confidence to careers.

According to Gill (2018) a career is a job that one does for survival. Career aspiration refers to the type of job a learner is longing to do after school. In other words, children's career aspirations are the child's future ambitions in relation to the type of job he/she intends to do or take up (Alyousef 2009). In this study, career aspirations meant the educational and vocational dreams that students have for their future. Career aspirations referred to one's vision for the future or what one hoped to achieve in his/her professional life in years to come. In this study, students' career aspirations were measured by students' perceived choice of careers, students' perceptions about certain careers and students' self-confidence to certain careers.

1.1.4 Contextual background

Parental influence and career aspirations can be complex topics that can vary significantly by location, culture, socioeconomic factors and other variables. In general, research has shown that parental influence can play a significant role in shaping children's career aspirations especially in a more traditional or collectivist societies. Parents' own occupations, educational backgrounds, values, and expectations often get passed down to their children. In Katakwi district, there seemed a likelihood that students' career aspirations had a bearing on their parental influence. The New Vision Newspaper of 12th February 2018 had reported the then Headteacher of Usuk SS Katakwi lamenting that A'level students who offered combinations that their parents/guardians had chosen for them didn't do well in final UACE examinations that year. This implied that some parents had directly exerted their influence on selection of careers by their school children.

Similarly, a report issued by UWEZO (2020) indicated that in Katakwi district, many school going children regularly missed school because their parents took them to work together with them at their places of work probably because parents believed that working with children was

the best training, they could give them for their future livelihood. This implied that as parents worked with their children, they could be in one way or another influencing their future career choices and aspirations.

However, authors like Gill (2018) have come up to relate the career aspirations of children to their parental influence which is not yet ascertained. It is therefore this trend that has prompted the researcher to carry out this study in secondary schools of Katakwi district in order to examine the influence of parents on the career aspirations of students in secondary schools.

1.2. Statement of the Problem

Today, career choice is a very important aspect in the life of young people and determine how successful in life a person shall be (Scott, 2016). Poor choice of career now will lead to failure or regret in the future. Today many secondary school children and university graduates of Katakwi languish around with career qualifications without readily available job opportunities for which they qualify. Incidentally, many of them are seen to have taken on the careers of parents irrespective of the level of the job and this makes one wonder whether their choice of careers is parent-influenced. This scenario has forced some of them to under declare their academic qualifications by using lower-level qualifications to secure local government jobs whenever there is an advertisement by the District Service Commissions for fear of been considered over qualified. This has persisted for quite a long time despite attempts by schools to carry out career guidance. Nonetheless, UWEZO (2020) report indicated that about 61% of the children in Katakwi district lacked knowledge of suitable careers either because they had not been guided or they were brainwashed by the parents. These raises a pertinent issue on whether appropriate guidance programs were in place in schools and their families so as to enable the parents participate in decisions on career choices of their children. Based on this gap, this study was set

out to examine parental influence on career aspirations/choice of secondary school children of Katakwi District.

According to Mugwisa (2020) many children are currently ignorant about relevant careers which is partly due to either lack of or insufficient career guidance in schools. He further argues that some students make career choices just due to the influence of peers but not because they understand what such careers mean to their future. The researcher also noticed that there were students in secondary schools of Katakwi who dropped out of school to go for other careers some of which were perceived as low-level careers such as farming, fishing, and micro-business and the like just because they were innocently unaware of what such careers meant to their future life. They therefore ended up as peasant farmers, microbusiness persons, fishermen, porters, hawkers and others which negatively impacted their future welfare. Research has shown that mothers and fathers may influence their children's career aspirations in different ways. Whereas Otto (2000) reported that young adults most often look to their mothers for career guidance, Poulter (2006) found that fathers had a more significant impact on children's career choices. Jacobs et al (2006) however concluded that children respond differently to maternal and paternal expectation depending on the gender of the child. Generally, their results reflected that, parental expectations had an influence on young adults' career decisions, particularly fathers' expectations for their daughters (Jacobs, et al 2006). Scholars like Henderson (2018) have come up to relate parental influence with students' career aspirations with a view that some children take up careers just because their parents do them. However, despite the importance of parental influence on career aspirations, there is no body of literature regarding this aspect in Katakwi District hence making this study relevant.

1.3. General objective

The purpose of this study was to examine parental influence on career aspirations of children in secondary schools of Katakwi district using a cross-sectional survey design with a view of developing targeted interventions and support systems to enhance career guidance and career decision making among secondary school students in Katakwi District.

1.4. Specific objectives

The following were the objectives of the study:

1. To describe parents' perceptions towards their children's career aspirations in Katakwi District.
2. To find out how the parents' career experiences and aspirations might be influencing their children's career choices.
3. To analyze the influence of parents' education levels on their children's self-confidence towards certain careers.

1.5. Research questions

The study sought to answer the following research questions:

- i) What are the perceptions of parents towards their secondary school children's career aspirations in Katakwi District?
- ii) How are parents' own career experiences and aspirations influencing their secondary school children's career choices?
- iii) What is the influence of parents' education levels on secondary school children's careers in Katakwi District?

1.6. Significance of the study

This study was hoped to be beneficial to the following;

It explored parental influence on the career choice of secondary school students in Katakwi District such that students could be helped to make realistic occupational career choices based on their aspirations.

Secondly, parents and school administrators are urged not to force students to take up occupations that are not congruent with their personal aspirations and abilities. The school administration is urged to involve parents during the final subject selection process for final Uganda Advanced Certificate of Education examinations (UACE). This enables students to pursue careers based on their preferred career choices.

Thirdly, the government through the Ministry of Education and Sports would realize the need for the revitalization of career guidance in secondary schools to bridge the gap left by parent. This would enable the students to make informed decisions in as far as their career aspirations/choices are concerned.

Heads of schools would be helped to realize the need for the strengthening of career guidance in their respective schools to improve their students' career inspiration/choice selection.

Parents would be reminded of their role in providing career guidance to their children as way of improving their career aspirations. This would help the students to make appropriate selection of careers that would have a positive impact towards their future life.

Students would benefit from the study if stakeholders organize career guidance sessions for them. This would help them improve their career aspirations and hence having a successful future life after school.

Researchers would use the findings of this study as a point of reference when conducting research in the field of career guidance and selection.

1.7. Justification of the study.

This study on parental influence and career aspirations of secondary school children of Katakwi District was carried out at this point in time as the researcher had noticed that many of the secondary school children and some from higher institutions of learning were taking on careers of their parents which even did not offer them any better chances of readily accessing jobs leading to some of them under declaring their qualifications and using lower-level papers to access local government jobs. For example, a degree holder using a certificate to apply for a job that matches that paper when in actual sense the person possesses a university degree. This presents early warning signs to potential future problem to job marketability which needed to be averted by carrying out a study to assess the origin of this influence and come up with targeted interventions to emphasize the importance of career guidance by all the stakeholders in education.

1.8 Scope of the study

1.8.1. Content scope

This study focused on parental influence and career aspirations of children in secondary schools of Katakwi District. It specifically examined the influence of parental perceptions on the students' choice of careers, influence of parents' own careers/occupations experiences on the students' perceptions and choice of careers, and the influence of parents' education levels on students' choice of careers.

1.8.2. Geographical scope

Geographically, this study was carried out in the 4 (four) selected secondary schools in Katakwi district in North Eastern Uganda approximately 320 kilometers Northeast of Kampala, the capital city of Uganda. It is located approximately 53km East of Soroti City. The district lies between the latitudes 1°N and 2°N and longitudes 34°E and 34°8. The reason for selecting this as the study area was that the researcher had identified it with a problem of poor selection of careers among

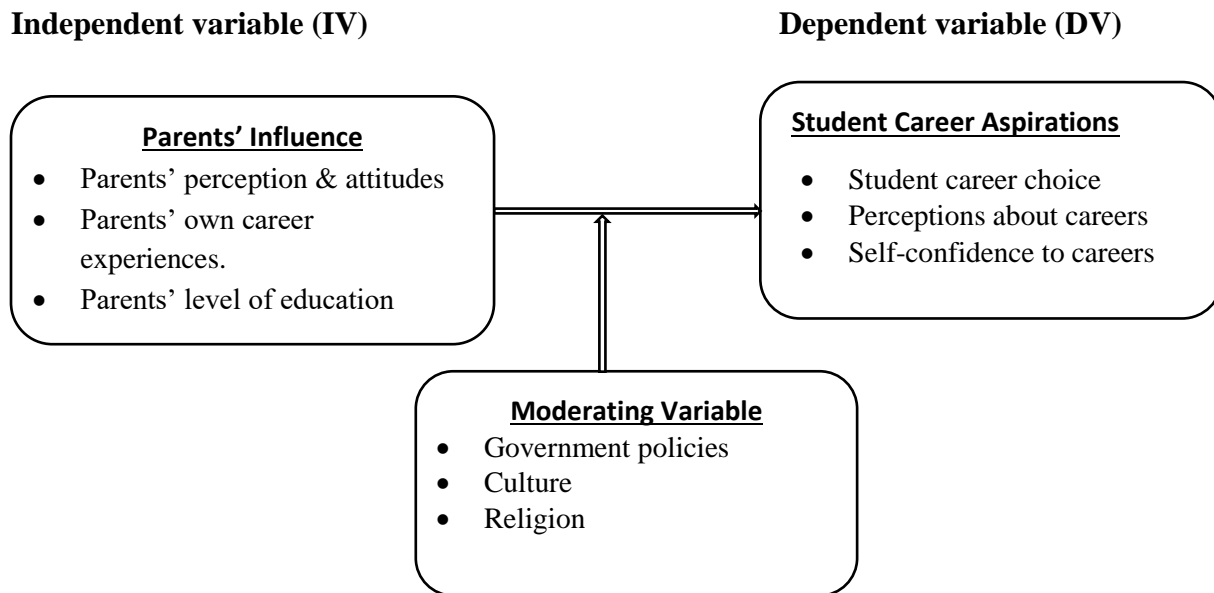
students in secondary schools, hence the need to find out whether there was any close relationship between parental influence and students' career selection and as such, develop targeted interventions and support systems for effective Career guidance in secondary schools in Katakwi District.

1.8.3. Time scope

This study considered data ranging within the last five years that is from 2019 to 2024 to provide relevant and up -to-date information supporting this study. The justification for this period was that within the last five years, Head teachers and teachers sampled from these schools were believed to have at least analyzed the trend of career choice among their students. Besides, this period captured the current S.5 UACE students who had already chosen subjects that pointed towards their future careers. This period of five years is actually backed by Creswell (2014) who argued that data that is not later than 5 years back is always reliable and dependable in academic studies.

1.9. Conceptual frame work

Figure 1: Conceptual frame work showing the relationship between parents influence and Students' Career Aspirations.



Source: Adopted from Masood, Aamna, Asif, (2012) and modified by the researcher.

From figure 1, parents influence was the independent variable (IV) and characterized by Parents' perceptions towards their children's choice of careers, Parents' own career/occupation experiences and children's choice career, and Parents' level of education and children's choice of career. Parents' career perceptions towards certain careers could have the potential to influence their children's choice of careers and occupations. Parents' perceptions to careers could either be positive or negative. Where parents had positive perceptions to certain careers, they encouraged their children to go for these careers and discouraged them from taking those careers in which they had negative perceptions.

Similarly, the parents' own career experience could potentially determine the way their children perceive those careers for example, if children of a doctor come to believe that being a doctor is good or bad basing on what their father/mother is experiencing/going through in his/her job, they may either be attracted or discouraged from taking up the course leading to that job. Hadjar and Aeschlimann (2015) assert that there is a strong link between occupational and workforce participation of the parents to vocational aspirations and career choice of their children. This assertion characterized the situation in Katakwi District where it is very common for quite many children taking on careers of their parents irrespective of the level of the occupation

Finally, Parental influence can also arise from the parents' education background. The parents' educational level can also influence the child's self-confidence towards taking up certain careers. According to Kniveton (2004), parents' level of education has a lot of influence on their children's career aspiration and subsequently career selection. He argued that parents in most

cases they showed additional support for occupational choices that mirrored their own (Kniveton, 2004). In addition to demonstrating a preference for certain activities, most parental values and expectations can be seen in the norms they model at home. Biddle, Bank, and Marlin (as cited in Simpson, 2003) argued that the way in which parents influence their children's values is most often accomplished through socializing norms, rather than enforcing specific expectations or modeling behaviors. On the other hand, students' career aspirations were the dependent variable (DV), characterized by; Students choice of careers/occupations, Students' perceptions towards careers, and students' self-confidence to certain careers/occupations

1.10. Operation definition of terms

Aspiration: One's longing for something. In this context, aspiration will refer to the vision which students have for their future careers.

Career/occupation: "a profession for which one trains and which is undertaken as a permanent calling" (Mish, 2004). A job done by an individual. In this case, career/occupation will refer to the jobs done by parents or those which students are aspiring for.

Parents influence: The impact made by the parents on their children's career aspirations.

Environment: Consists of complex physical factors that make up our surroundings and in turn act upon us. For the purposes of this study, they would include the forces of the family, political, social, and economic issues that students may deal with on a day-to-day basis.

Opportunity: This refers to those choices in one's life which are exposed either in a subtle or obvious manner. These choices or paths give the individual a selection between two or more outcomes.

Personality: Is a characteristic way of thinking, feeling and behaving (Britannica, 2002). One's personality may embrace attitudes and opinions that affect the way we deal with situations (like choosing a career) and interactions with people.

Socio-economic Status (SES): An individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence.

Self-efficacy: One's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents the literature review about parental influence on career aspirations of children as viewed by other scholars. This chapter also highlights the gaps identified in other peoples' findings about the influence of parents on career aspirations of their children which this study intends to fill. The chapter is subdivided under the research objectives.

Career selection/choice is so critical stage in determining the future of the young people because its impact is irreversible and affects the person throughout his/her life. According to Borchert (2002), several factors affect career choices among high school students. He noted that identifying these factors gives parents, educators, and industry players an idea as to where students place most of their trust in the career selection process. He therefore broadly be categorized these as: Environmental, personality, and opportunity factors. Among the environmental factors are family factors, school factors, peer pressure etc. Family background factors found to be associated with career development include parents' socio-economic status (SES), their educational level, and biogenetic factors such as physical size, gender, ability, and temperament. Thus, parental influence is one of the factors which affect career choice and selection of students.

2.1. Theoretical review

This study was guided by the Ecological systems theory that was advanced by Urie Bronfenbrenner (1977). Urie Bronfenbrenner was a Russian-born American development psychologist. Bronfenbrenner who believed that, a child was a product of both their biology and the impact of the environment. He argued that individual's development is influenced by multiple interconnected systems ranging from the immediate microsystem such as parents,

family, school peers and community, to a larger macrosystem such as cultural values, beliefs, ideologies, and society norms. The theory has the following assumptions: The different environments and systems in a child's life are interconnected and hence influence one another (Interconnectedness); The context in which a child develops, has a significant impact on their development and well-being (Contextual influence); The interaction between the child and their environments are dynamic and reciprocal with both the child and the environment influencing each other (Dynamic interactions); There are multiple levels of influence on a child's development, ranging from microsystem (immediate environment) to the macrosystem such as broader cultural and societal context (multiple levels of influence); A child is an active participant in their own development, rather than a passive recipient of environmental influences; Development is a lifelong process, with different stages and transitions influencing the child's development; Proximal processes (Direct interactions between the child and their environment) are very important in shaping development.

Time and history are significant in shaping development including the impact of historical events and cultural traditions. The theory further underpins the importance of appreciating the complex interactions between individuals and their environment in the process of human development. Urie Bronfenbrenner (1977), explained that, development occurs within a series of nested systems, each influencing one another and impacting individual's development. Career aspirations/development therefore is a lifelong process that starts way back the child's early years of growth and development. Urie Bronfenbrenner's Ecological systems theory was preferred because it provides a more holistic understanding of human development, a framework for understanding the influence of various environments on individual's career aspirations and

further puts emphasis on the importance of considering multiple levels of influence, including family support, school environment, self-efficacy and the global awareness.

From the Ecological systems theory, the researcher understands that the family in which parents are key, is such an important institution in an individual's development. However, the theory does not specifically point out career aspirations in particular but it considers development at large and yet an individual's development can mean physical development, social development, cognitive development, language development and others. This study therefore intended to find out how the family and parents in particular influenced the career aspirations in particular.

On the other hand, Glick (2020) also criticizes Urie Bronfenbrenner's (1977). Ecological Systems Theory with a view that it based so much on the interconnectedness of systems ranging from the immediate microsystems such as family and school to a larger microsystem such as cultural values and society norms. Glick (2020) argues that it is not easy for all the mentioned microsystems to connect to one another and that it is absolutely impossible for all the microsystems to agree or work in connection. He therefore concludes that the Ecological Systems Theory is not realistic in this actual life. However, having identified these loopholes in the ecological systems theory, the researcher intended to bridge this gap by carrying out this study by establishing the parental influence and career aspirations of children in the secondary schools of Katakwi district.

2.2.1 Parents' perceptions and attitudes towards children's career.

Parents have been found to greatly impact the career selection process of their children. Incidentally, many parents are unaware of all the ways they can influence their children's career decisions, work ethics, family values and gender stereotyping. Javed, (2019) and Tyler (2022) states that children's career choices are greatly influenced by their parents, perceptions towards

particular careers. No parent would love to see his child taking on careers that are not contributing substantially towards their children's future wellbeing.

Although Javed (2019) and Tayler (2022) emphasize the parents' influence on their children's attitude towards careers, there is no empirical evidence provided to emphasize the credibility of these findings, hence creating the need for this study. Bardricks (2015) wrote that the way parents perceive the importance of particular careers influences their attitude towards children's careers. The support given by the parents for their children in choosing suitable careers is quite paramount in nurturing the future employable individuals. The parents' input in this context cannot be undermined in the current trend of the job market, formal career development cannot eliminate the role and perception of parents towards the prevailing job markets.

As a career influencer, parents have an important role in supporting youths' career self-management. Taylor (2020). He adds that parents need to share useful information with their children about the suitable careers that can make their future bright. However, the parent's guidance and advice are usually determined by their perceptions towards particular careers. However, the parent's perceptions should not be allowed to interfere with the children's interests. Based on the citation put forward, it is noticed that parent's perceptions have an influence on their attitude towards their children's career selection. Meanwhile, it is not yet known whether this applies to the parents in Katakwi District given their low levels of education and reluctance towards their children's education. This forms the basis for this study.

Javed (2019) argues that parents perceive their roles towards career choices of their children as important. He adds that one consistent finding in research suggests that adolescents' own aspirations are influenced by their parent's aspirations or expectations of them. When

adolescents perceive their parents to have high educational expectation for them, adolescents are likely having higher aspiration for themselves.

However, we are not aware of the factors that parents believe their children career choices should be based upon. On the other hand, Pecjak (2020) said that one of the important developmental tasks for students at the end of their secondary education is the decision to pursue a professional career. This is a process of deciding on career goals and choosing a profession. However, parents' in-put is always very paramount here. The parent's perceptions and attitudes towards certain professions will usually come in to influence the children's career choices.

Based on the findings made by Javed (2019) and Pecjak (2020), parent's perceptions have an influence on their attitude towards their children's careers selection. However, since these studies were not carried out in Katakwi District, it is still uncertain whether these findings ably apply to this study area hence the need for this study.

It is a very common for parents to demonstrate their perceptions and expectations by way of rallying their support for particular careers. In a study that was conducted by Ferry (2006) to assess the factors that influenced the career choices of adolescents in rural Pennsylvania, it was found that, parents, followed by other family members, provided valuable learning experiences through their own role models and supporting activities that assisted in exploring career interests. In showing support for particular activities, parents expressed their preference for certain career options over others. In most cases they showed additional support for occupational choices that mirrored their own (Kniveton, 2004). In addition to demonstrating a preference for certain activities, most parental values and expectations can be seen in the norms they model at home. Biddle, Bank, and Marlin (as cited in Simpson, 2003) argued that the way in which parents influence their children's values is most often accomplished through socializing norms, rather

than enforcing specific expectations or modeling behaviors. Therefore, instead of rewarding children for conforming to parental expectations, children simply internalize the norms of their parents and then pursue careers that fall in line with those norms (Simpson, 2003).

Barlow (2020) argues that the parents' perceptions and attitudes towards certain occupations are much more significant in influencing their children's career selections. In the same way Coren (2018) argues that research has it that over 70% of the children take up courses leading to their parents' occupations after school. This meant that children's inspiration towards career choice has a lot to do with their parents' career perceptions and attitudes. He further argues that doctors and engineers are likely to produce doctors and engineers respectively. Children feel more secure when they take up jobs which their parents are doing.

The researcher noted from Barlow's (2020) and Coren's (2018) findings that parents' career perceptions and attitudes have a lot to do in their children's perception towards certain careers. However, Coren (2018) does not clearly show empirical evidence of how he came up with the percentage of 70% of the children who take up their parents' career. This affects the reliability of his findings, hence made this study relevant.

In other findings Bovel (2016) noted that children are usually attracted to take up careers of their parents. This is because they still expect their parents' assistance and guidance while at work. They think they can still have someone to go to in case of any challenge encountered at the place of work. Children of lawyers take up law courses because they expect to seek legal advice from their parents when they get to their places of work. This showed the significance of parents' career perceptions and attitudes on the children's selection of careers during school.

In the same way Mockford (2017) also affirmed that parents' career/occupation perceptions attitudes have a significant influence on their children's' perceptions towards certain careers. He further explains that some children believe so much in what their parents are doing for the family's livelihood. They think that the mere fact that parents are doing a particular job, that particular job is definitely good because their parents are always right.

It is noticed from the findings of the two authors above that children tended to perceive their parents' occupations as automatically good. Meanwhile, it was not yet known as to whether even children of parents who are doing low level jobs such as peasant farming also perceived those parents' occupations as good or otherwise. This study was meant to further investigate whether the nature of occupation of the parents had anything to do with their children's perceptions towards their parents' occupations.

Ramella (2021) also asserts that children perceive their parents' careers as good depending on what they see coming out of those careers. For example, when the parents use their jobs to provide a lot of eats at home, pay schools fees in time and provide all what the children need in time, then children will admire and be attracted to also pursue those careers so that they can also enjoy the benefits of those careers.

It is noticed from Ramella's (2021) findings that children perceive their parents' career as good depending on the observable benefits of those jobs. The researcher therefore finds it necessary to establish whether these finding ably apply to this study.

However, Watson (2017) states that the parents' perceptions and attitudes towards careers have nothing to do with their children's choice of career. He says that children prefer making their own choices of careers not even basing on their parents' careers. According to Watson (2017),

some children act independently when it comes to selection of careers and what parents' ought to do is to provide the necessary guidance and advice other than dictating to them what career they must take up. Much as it is argued that children are attracted to their parents' careers when perceived to be fulfilling, some children get straight away dissatisfied with their parents' occupation basing on the conditions they see their parents go through and so may develop negative perceptions for such careers.

Ogar (2005) also studied factors that influence students' choice of technical education as a career in the Calabar polytechnic Cross River state. The purpose of the study was to determine whether there was any relationship between students' preference of technical education as career and their fathers' occupations as well as educational qualifications. Three research questions were posted and three null hypotheses were formulated to guide the study. A structured questionnaire was administered to 50 students of the department of technical education in Calabar Polytechnic. The result showed that 65% of the students' preference of technical education was based on their parents while 35% were based on other factors. In the same vein the researcher also observed that parents and guardians direct their children to choose subjects which will lead them to occupations which the society terms to be of high prestige and lucrative so that they may themselves become parents and guardians of well-placed individuals in the society.

In another study, Okeke (2000) researched on impact of school subjects on vocational preferences and professions in university of Calabar. It was aimed at investigating parental influence on occupational preferences of undergraduate students. In the study, which was carried out among 50 randomly selected students of illiterate parents, students were asked using structured questionnaire whether they would like to engage in the occupations of their parents? Only 3% of the responses were positive. The others 97% disagreed. In line with this, Pearly

(2000) in his article on ‘influence of mother’s employment on career aspiration of adolescent daughters submitted that daughters of working mothers were more inclined to their mothers’ occupations. This however was dependent on their perception of their mothers’ satisfaction or dissatisfaction with their occupation. Carew (2009) in his article on “career preference and students’ counselling” argues that students’ choice of career is influenced by family pressure, educational system, qualifications and the likes. In line with the above, Pearly (2000) and Denga (2005) opined that most parents get involved in the occupational choices of their children in order to ensure that their children’s dreams are fulfilled. However, there are tendencies for some parents to regard their children as their second chances whose future can compensate a parent for the vocational disappointment and frustration. Grinal (2006) also observed that the uncultured parents attached much importance to the education of their children so that they (parents) can attain the status and self-esteem by identifying themselves with the achievements of their children.

From the above findings by the different authors the researcher realized the need to carry out a study on this area. However, since none of such studies had ever been carried out in secondary schools of Katakwi district, there was need to find out through this study the applicability of these findings in the area of study.

2.2.2. Parents’ own career experiences and aspirations, and their guidance and support.

According to Vijaykumar (2015) parents career experiences are quite crucial in the guidance and support provided to the children to enable them makes suitable selection of careers. He adds that while perception suggests career choice as an individual decision, research indicates a variety of influences are likely to determine one’s ultimate career choice. Parents have been found to

greatly impact the career selection process of their children. The guidance and support parents provide in this line are usually very crucial.

Likewise, Anne (2020) also argues that parents have a significant influence on their children's career selection. Findings indicate that parent's occupations, educational level, socio economic status, values, work performance and parent child relationships all play a role in guidance and support provide by the parents in relation career choices of their children. Parents bases on those factors to guide their children on which careers to take up.

The authors above support that parents are very influential in guiding their children towards suitable career selection. Besides it is not yet known whether parents in Katakwi district have the career experiences and aspirations to enable them effectively guide their children on which careers to take or not. It is this that makes this study relevant.

Adikwu (2022) also argues that the parents in Nigeria have proved very influential in their children's career selection. Their experience towards certain careers is what helps them to guide their children on which careers are suitable for them. However, in Abuja, there are parents who misguide their children to take up their own careers even when the children do not have such careers as their choices. This seems to be denying the children of their freedom to select their own careers in which they have interest.

Darot (2023) states that many studies indicate that parents have a greater influence on their same sex children in choosing their future careers. Mothers tend to communicate more with their daughters advising them to take up female related careers such as nursing, cosmetology and others whereas father has greater influence on their boy children's career choice. It is also found out that male students are more likely to be familiar with skills related to their fathers' jobs than

to other jobs on the other hand mothers are more inclined than fathers to intervene in their daughters' career through good supportive communication.

In the above findings, parents career experiences and aspiration influence the guidance they give to their children in relation to career choices meanwhile, the authors do not clearly show which methodology they applied together all these findings leading their readers in doubt about the credibility of these findings. This makes this study crucial.

On the other hand, Schroder (2020) also argues that parents modern occupations exposure to local jobs, the international job market and diverse work skills affect the children's choice of careers, children of parents who have a family business, self-employed tend to engage further on self-employed jobs more than working as employees in other people's jobs. On the other hand, children of self-employed parents who have an entrepreneurial and advanced approach tend to display a greater preference or independent fields of employment than for work as employees.

Hadjar and Aeschlimann (2015) assert that there is a strong link between occupational and workforce participation of the parents to vocational aspirations and career choice of their children. Other Scholars like Kaneez and Medha (2018); have however noted that, one of the most influencing factors of career choice is social context of family and community. In particular, family financial and education background greatly influence students on what careers they chose in a specific period of their life. Studies conducted in Kenya by Wachira (2018) revealed that a significant number of students tend to seek help from parents on career matters. However, parents with limited exposure to knowledge and little experience in higher education may be of little help to their children on career matters. (Watson, Vernon, Seddon, Andrews & Wang, 2016).

Several studies have shown that parental involvement, control and monitoring as well as parental approval of desired courses as some of the most important aspects of parental aspirations that influenced career choice. According to Dimitrova, et al, (2018) parents' guidance, support and career aspiration play a significant role in defining and affecting their children's aspirations, accomplishment, and attainment, restricting our perception of the essence and formation of these essential aspirations. To understand variations in students' aspirations, accomplishment, or completion, researchers typically must look at their parents' career aspirations.

A study by Ginevra et al (2015) found out that parents' support can have significant influence on students' career choices. This study further found that, parents in Pakistan had ambitions for their children to pursue their dreams in the fields of parents' choice. Parents have different goals for their children that show their interest in children's career. Moreover, parents' profession, qualification and residence also significantly impact on students' career aspirations.

Ankwatsa (2016), posits that, parents' own career experience is very crucial in their guidance of children towards suitable career choices. Harvey (2015) also confirms that children very much need their parents' guidance and support on which careers they should take while at school. This is because while at school, children may be too naive to make suitable choice of jobs and this is why parental guidance and support is very critical in this case to avoid those making mistakes that can affect their future.

Although Ankwatsa (2016) and Harvey (2015) emphasize the relevancy of parental guidance and support in their children's selection of careers, it was not yet known whether parents in Katakwi District provide this critical guidance and support to their children hence making this study necessary.

On the other hand, Wabwire (2014) also argues that parents basing on their own career experiences play a very important part in advising and guiding their children on which careers are suitable for them. This parental guidance/advice helps the children to make appropriate choices of careers which positively impact their future. Parents who guide/advice their children correctly save them from making reckless mistakes in career selection that may negatively impact their future life.

In a related development Holden (2016) emphasizes that the child's success in the field of work is greatly influenced by their parental guidance and support. Children who receive and take up their parents' guidance/advice on career selection tend to be successful at their work places and in their future at large because they were guided to take the right choice of careers while still at school.

The researcher contends that parental guidance and support are very important in helping the children make suitable choices of careers. However, since none of such studies had ever been carried out in secondary schools of Katakwi district, there was need to find out through this study the applicability of these findings in the area of study.

In parallel development, Lean (2014) argues that some parents mislead their children by imposing on them courses which are not of their choice. He adds that some parents usually have their interests in certain careers and they feel that their children should take up those careers which is not proper. He advises that it is crucial that children choose careers of their interest without being forced by their parents. Relatedly, the New Vision Newspaper of 12th February 2018 reported then Headteacher of Usuk S.S Katakwi, lamenting about poor performance at A' level of those students whose parents chose for them science subject combinations. It is not automatic that children of a lawyer are also supposed to take up law courses.

Nakitende (2019), agrees and supports Lean (2014) that some individuals are not doing well at their work places because they were misled by either their parents or teachers and they took up courses which were not of their choice. He adds that some parents do not know their children's academic potential and therefore force them to take up courses which they cannot afford. This affects their future careers and job performance.

Based on the findings gathered by Lean (2014) and Nakitende (2019), it is true that there are parents who ill-advice their children to take up careers which are not of their choice and they cannot perform well in future. As such, the researcher in conducting this study intended to ascertain the truth of these findings in Katakwi district.

Cordy (2015) asserts that it is quite absurd many parents neglect their role in advising their school going children on which careers are good for them. They just look on and leave this task to the teachers alone which is very bad, as it denies the children the essential guidance needed to succeed in life. Such parents think that their children are old enough to make own career choices which is not the case.

Parents demonstrate their expectations by showing heightened support for particular careers. This was shown in a study done by Ferry (2006), which looked at the factors that influenced the career choices of adolescents in rural Pennsylvania. Through the use of twelve focus groups, Ferry (2006) was able to identify the groups' perceptions of the importance of family factors when choosing a career. Ferry (2006) reported that, Parents, followed by other family members, provided valuable learning experiences through their own role models and supporting activities that assisted in exploring career interests. By showing support for particular activities, parents demonstrated their preference for certain career options over others. Not surprisingly, parents tended to show additional support for occupational choices that mirrored their own (Kniveton,

2004). In addition to demonstrating a preference for certain activities, most parental values and expectations can be seen in the norms they model at home. Biddle, Bank, and Marlin (as cited in Simpson, 2003) argued that the way in which parents influence their children's values is most often accomplished through socializing norms, rather than enforcing specific expectations or modeling behaviors. Therefore, instead of rewarding children for conforming to parental expectations, children simply internalize the norms of their parents and then pursue careers that fall in line with those norms (Simpson, 2003).

Whereas parents often provide a valuable and positive influence in helping their children decide what to pursue in the work world, there may also exist a negative aspect of parental influence when parental encouragement is overzealously applied and becomes pressurized demand for success. Similarly, parental encouragement may only focus on a prescribed range of acceptable alternatives and, as a result, shutter down adolescent's career exploration and choice creating negative psychological effect. This is echoed in Tom Schulman's the popular film "Dead Poet's Society" (1989, Walt Disney Studios), which depicts a scenario of which may occur where the stern father of an upper middle-class family insists on his son's dedication to the sciences in preparation for medical school. The son, however, is drawn to his true passion. Caught in despair and feeling trapped by the expectations levied upon him by the father, the son commits suicide. Much as this was a fictional and dramatic account, this scenario depicts what could be realistic dynamics that may result from parental over-involvement in a child's career development.

Following the various views presented by the different authors and sources, the researcher found it necessary to find out how the parents' career experiences and aspirations might be influencing the children's career choices because it had earlier on anticipated that there was a close relationship between parents' own career experiences and aspirations on their guidance and

support to their children. There was therefore need to ascertain the truth of this view by carrying out this study.

2.2.3. Parents' education levels and students' self-confidence towards certain careers.

Parents' educational level/achievement has significant influence on the career aspirations of children. According to Kreider (2015), parents' education levels is one of the factors which influence the children's response to certain careers. Epstein (2017) also argues that, to a certain extent parents' education levels determine which careers their children are likely to pursue after school. Children of educated parents are likely to pursue careers related to those of their parents and the same applies to those of uneducated parents. This emphasizes the significance of parents' education levels to the children's career selection.

Mbagwu and Ajaegbu (2016) contents that children of parents with high educational background were less likely to have difficulties in making career choices compared with those whose parents had low education background. In order to guide the students appropriately, parents are expected to have relevant knowledge and skills. However, a study by Kingi, (2013) on the role of PTA in management of public secondary schools in Gatundu North, Kenya revealed that lack of training, lack of clear guidelines, lack of appropriate induction programs and lack of confidence were some of the challenges parents encountered while carrying out their mandate. The two authors Kreider (2015) and Epstein (2017) are of the view that parents' education levels have got the potential to influence the children's career selection. However, the authors do not differentiate between children taking careers of their parents and children having self-confidence in doing those careers and this study intended to differentiate.

In a study to investigate the environmental factors that influence educational and occupational aspirations of standard eight pupils, Aswani (2012) noted that parental level of education had

significant positive influence on the pupils' educational and occupational aspirations. The findings conform to that of Mugenda al. (2010) whose study established that the mother's level of education contributes more to girls' aspirations for higher education than boys.

Winsor (2019) remarks that some children gain confidence in pursuing certain courses basing on their parents' education levels. When parents are educated and are doing jobs that we term as "white color" jobs, children are likely to gain self confidence that they can also do those jobs being done by their parents. In this case, parents become important role models to encourage their children do certain jobs.

In a related view Garreth (2015) argues that children of some uneducated parents may have low confidence in themselves in pursuing certain careers especially those of highly educated persons. This is because such children may not be adequately inspired towards those courses of highly educated persons and they may end up taking up careers of their parents. This shows the significance of parents' education levels in the career selection of the children.

Darot et al (2023) argues that there are instances where parents' education levels make a significant impact on their children's career choices. In selection of future careers, children are influenced by a number of factors including family influence, self-concept, social interactions and their parent's education levels considering the parents education levels, highly educated parents would prefer seeing their children pursuing their own careers other than going for non-educated careers. Kumar (2016) wrote that parental influence is a powerful contextual determinant that affects career decisions and choice. For example, parents' education levels influence their children's levels of education and their courses at university all ending up taking their parents jobs through modelling.

Although Daroteta (2023) and Kumar (2016) argue that parents education levels contribute substantially towards children's confidence in selecting future careers. However, the authors do not exhibit any empirical evidence to support their findings affecting the credibility of their findings. This prompts the researcher to carry out this study.

Whiston (2024) argues that educated parents tend to nurture educated children who in most cases take up careers of their parents. Career expectations have become an essential concept in professional life of individuals. Educated parents perceive their children as very important and tend to put in whatever they can to enable their children have bright and successful future. Although there may be uneducated parents who struggle to have their children stay in school and pursue professional courses; their financial status can greatly hamper their endeavors.

Anne (2020) states record has it that educated parents tend to succeed in life if all either factor remain constant. This makes their children to take advantage of their parent's success in life to make their own life. Such children enjoy the benefits of their father's success go to good schools and complete their education with ease. They end up pursuing good courses that help them to lead a successful life as compared to their counterparts from uneducated parents.

Based on the above, authors hold a view that educated parents nurture educated children and hence ending up taking good careers. However, the researcher does not agree with this perception since there are many children of educated parents who even fail to complete school and end up living a poor life.

In regard to the above findings, the authors confess that parents' education levels have the potential to influence the children's self-confidence in pursuing particular careers. The researcher agreed with this view but he still found it relevant to ascertain whether they ably apply to the

study area and whether children in Katakwi District pursued certain careers because of the influence of their parents' education levels.

In a different view, Ongom (2021) said that parents' education levels have nothing much to do with their children's self-confidence in pursuing certain careers/occupations. He further asserts that there are other factors other than the parents' education levels that shape the children's confidence at pursuing certain careers. Those other factors include; peer pressure, the child's academic abilities and personal preferences.

Related to the above Hills (2013) affirms that the parents' levels of education have very little impact on their children's confidence at pursuing certain courses. The influence of parents' education levels on the children's self confidence in pursuing certain careers is very minimal because there are individuals from illiterate peasant farmers who are taking up careers for highly educated persons such as doctors, engineers and lawyers. This therefore implies that parents' education levels do not significantly influence the children's self-confidence in pursuing certain careers.

Blackemore and Cooksey (2009) carried out a study on Parents' educational level and career aspiration of secondary school students in Abia state in Nigeria with a view to investigate the influence of parents' educational level on secondary school students' career aspirations. The results revealed that 70% of the student's mothers were not educated but had significant influence on their wards career aspiration. The fathers' educational level had the most significant influence on their ward's occupational preference. The result also showed that most children who are closer to their mothers than fathers opted for their mothers' occupations.

Other scholars like Tejas et al., (2012) linked career choice to the family's socio-economic background. This means that students with a good socio-economic background had a better chance of gaining admission to a professional course of their choice. Similarly, Mbanjwa (2006) indicated that the career choice of tertiary students with a poor socio-economic background is negatively affected by the lack of finance and career information, poor academic performance and unsatisfactory career counselling services. This implies that most students from disadvantaged families are prone to make uninformed career decisions. In East Africa, similar experiences were observed. For example, Mwai (2011) assessed the factors influencing students' career choice in Kenya. The findings indicated that over 71% of career decisions made by students were based on their academic ability and family influence. In Tanzania, Mhenga (2011) found that parents' socio-economic background influences the career choice of secondary school students, with the implication that parents with a good income were able to enroll their children in high quality schools.

In relation to the above, the researcher learnt that the parents' education levels have a minimal influence on the children's self-confidence at pursuing certain careers. However, the authors do not clearly show the methodology they used to arrive at these findings. This affects the reliability and credibility of these findings hence made this study relevant.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter provides the methodology that was used in data collection. The chapter mainly highlights the; research design, study population, sample size, sampling techniques, Data collection methods, Data collection instruments, Data quality control, Procedure of data collection, data analysis, ethical consideration, Dependability of findings and anticipated constrains.

3.1 Research design

A research design according to Mbabazi (2007) is a plan that explains what data to gather from whom and when to collect data and how to analyze it. He goes ahead to explain that a research design is an indication of the basic structure of the study. In the study, the researcher used a descriptive research design. Survey and interviews were used for collecting data. Creswell (2014) defines descriptive research design as a research method used to try and determine the characteristics of a population or particular phenomena. The reason for using descriptive research design was to provide detailed understanding of a phenomenon.

3.2. Target population

According to Creswell (2014) population refers to all the members of a real or hypothetical set of people. Events or objects to which the researcher wishes to generalize the results of research. There were 8 secondary schools in district. In this study, population comprised of:

a) Head teachers

There were 8 head teachers in the 8 secondary schools. The reason for using head teachers was that being the heads of the sample schools they were expected to be knowledgeable about the influence of parents on career aspirations of their children.

b) Teachers

There were 300 teachers in the 8 schools. The researcher included teachers in data collection because they were also responsible for imparting career guidance to their learners during the course of their lessons. They also socialized regularly with students and therefore could be knowledgeable about their future job aspirations and ambitions.

Parents

There were about 800 parents in the 8 secondary schools in Katakwi, district. The researcher used parents because the study intended to find out how they influenced their children's career aspirations.

Students

There were 1600 students on average in the 8 secondary schools of Katakwi district. The reason for using students in data collection was that since the study intended to find out the influence of parents on their children's career aspirations, students would give firsthand information to this effect.

3.3. Sample

Creswell (2014) defines sample as the representative portion of the population from which data will be collected. In this study, the sample comprised of 4 head teachers selected from 4 sample secondary schools. 20 teachers were also selected from all the 4 secondary schools, choosing 5 from each school, 40 parents were selected from the 4 schools, choosing 10 from each of the sample schools. 60 students were selected from the 4 secondary schools, choosing 15 from each of the sample school. The total sample of respondents therefore was 124. The selection was as follows:

Table 3.1. Target population, Sample size and sampling Technique

S/N	Category	Target Population	Sample size	Sampling technique
1	Head teachers	8	4	Census
2	Teachers	300	20	Random
3	Parents	800	40	Random
4	Students	1600	60	Random
	Total	2708	124	

Source: population adopted from Krejcie and Morgan (1970) for sample size selection.

3.4. Sampling Techniques

3.4.1. Census sampling technique

Census sampling technique was used in the selection of head teachers. Because they were the head of the sample schools. The purpose of using Census sampling technique was to enable the researcher to select only relevant respondents and hence gathering relevant information.

3.4.2. Simple random sampling technique

This was used to select parents and students. The researcher first obtained the lists of parents and students of S.5 from the head teachers' office. After obtaining these lists of students, the researcher visited the sampled schools, gathered the sample students and then randomly selected them by tossing cards labelled "YES" for those to participate and "NO" for those not to participate in the study. The names of those students who picked YES were noted down for follow-up to administer the instruments. For the students' parents, the school administration was requested to call them and the questionnaires and interview guides were distributed and administered. The reason for using simple random sampling technique was to give all the

respondents equal chances of being included in the study. It also prevented biasness of any kind in the course of selection of respondents.

3.5. Data collection methods and Instruments

3.5.1. Data collection methods

The data collection methods that were employed in this study included surveys and interviews.

3.5.2 Data collection Instruments.

The following instruments were used in data collection;

3.5.3 Questionnaires

These were used to collect information from the head teachers, teachers and the literate parents to find out parental influence on the career aspirations of their secondary school children. The advantage that was foreseen in using questionnaires was that they simplify the data collection given that they are filled by the respondents themselves. Secondly, questionnaires would allow respondents ample time to fill given the busy schedule of their official duties. Questionnaires were made up of both open and closed ended items.

3.5.4 Interview Guides

These were administered orally to the students and some parents who were illiterate. The purpose of using interview guide was that they provide in-depth responses. In addition, it was convenient to the parents who could not read and write to able to fill the questionnaires by themselves.

3.6. Data quality control

3.6.1. Validity

Borgetal (2007) Validity is the ability of the instrument to collect the intended data. In order to measure the validity of the instruments, the researcher first of all presented the instruments to the supervisor for verification before they were used in data collection. Secondly, the instruments were pilot-studied whereby they were first administered to other head teachers, parents and

students before administering them to the real sample. More still, content validity Index (CVI) was used to measure the validity of the instruments. This was calculated using the following formulas.

$$CVI = \frac{K}{N}$$

Where CVI = content validity Index

K = Number of relevant / suitable items

N= Number of items in the instrument

The content validity Indices found to be higher than the recommended one at 0.70 would determine the validity of the instrument (Mugenda and Mugenda 1999)

3.6.2. Reliability

According to Borgetal (2007), reliability refers to the level of consistence of the instrument in providing similar responses whenever is used to the same respondents. The researcher used test-re-test method in determining the reliability of the instruments. In this case, one instrument was administered more than once to be same respondents. The findings from the two intervals were used to determine the reliability of the instruments.

3.7. Procedure for data collection

The researcher first obtained an authorization letter from Faculty of Education Uganda Martyrs University which he used to obtain permission from relevant school authorities where the study was carried out. After obtaining permission, the researcher proceeded to deliver questionnaires to the head teachers, the teachers and parents. The filled questionnaires were collected and interviews were held with the students. Although the researcher had planned to administer interview guide to some parents who may not be able to read and write, all parents proved

literate as they all preferred the use of questionnaires. All the data was collected, compiled, analyzed and the Report written.

3.8. Data analysis

The data collected using both the questionnaires and interviews was first proof read, edited and coded to eliminate all the errors and omissions that had been made by the respondents in the process. Both quantitative and qualitative/descriptive data analysis methods were used. Quantitative data was computed to frequencies and then converted to percentages. Qualitative data was discussed thematically to provide a detailed explanation of the findings.

3.9. Ethical considerations

The researcher first of all briefed respondents on the purpose for which the data is gathered and how confidentiality of the information they give is guaranteed. Their names and other private information were not included anywhere on the questionnaire or interview guide.

Their privacy was protected during the course of data collection. On the other hand, prior consent was applied whereby respondents were first informed about the benefits and possible risks involved in their participation in data collection. They also retained the freedom to participate or not to participate in this study.

3.10. Limitations and delimitations

During the course of this study, the researcher faced the following constraints;

Uncooperative respondents: First of all, some respondents were uncooperative in the data collection process. Some could even give false information. In this process, the researcher first briefed respondents about the benefits of the study to them and their entire school at large. The researcher also protected the respondents' confidentiality in the data collection process so as to make them feel comfortable in the data collection process.

Limited Research Materials: The research material accessible and available to the researcher were insufficient, thereby limiting the research study. This was solved by the researcher through visiting internet to get more relevant and up-to-date literature information concerning the research study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

In this chapter, the researcher presents the data collected about parental influence on career aspirations of children in secondary schools of Katakwi district. The data presented herein was collected using questionnaires and interview guides administered to the head teachers, teachers, parents and students. The data is presented in both quantitatively and qualitatively. The presentation is based on the research objectives.

4.1. Back ground information.

4.1.1. Table 2: Number of respondents by sex

Category	Male	Percentage	Female	Percentage	Total
Head teacher	13	2.4%	1	0.8%	4
Teachers	12	9.6%	8	6.4%	20
Parents	20	16.1%	20	16.1%	40
Students	30	24.1%	30	24.1%	60
Total	65	52.4%	59	47.5%	124

Source: Primary data 2024

From table 2, the number of male respondents was more than that of the female. There were 65(52%) males who participated in the study including; 3 head teachers, 12 teachers, 20 parents and 30 students. The female respondents were 59(48%) including 1 head teacher, 8 teachers, 20 parents and 30 students. This variation in number between male and female respondents was due to the fact that there were fewer head teachers and teachers in the sampled secondary schools. This also raises concerns on the imbalance in the recruitment and subsequent posting of

secondary school Headteachers throughout the country. There are always fewer females than the males.

4.1.2 Table 3: Number of respondents by age

Category	10-14	15-19	20-24	25-29	30-34	35-39	40+	Total
Head teachers						1	3	4
Teachers			2	4	10	2	2	20
Parents					4	20	16	40
Students	4	51	5					60
Total	4	51	7	4	14	23	21	124

Source: Primary data 2024

In table 3, 4(3.2 %) of the respondents were between 10-14 years old, 51 (41.1% ranged between 15-19 years old, 7(5.6%) ranged between 20-24 years old, 4(3.2%) aged between 25-29 years old, 14(11.2%) aged between 30-34 years old, 23(18.5%) were between 35-39 years old, while 21(17%) were 40 years and above. The implication from the above findings is that the age range 15-19 had the largest number of respondents and all these were students. This was because the majority of the students in secondary schools ranged between 15-19 years old.

4.1.3 Table 4: Number of Respondents by level of education/qualification

Category	PLE	Vocational certificate	UCE	UACE	Diploma	Bachelors	Masters	Total
Head teachers	-	-	-	-	-	02	02	04
Teachers					06	13	01	20
Parents	12	06	10	04	05	03	00	40
Total	12	06	10	04	11	18	03	64

Source: Primary data 2024

The findings in table 4 show that 12(18.7%) of the respondents attained primary education, 06(9.3%), had vocational certificates, 10(15.6%) had UCE, 04(6.3%) attained UACE, 11(17.2%) had Diplomas, 18 (28.1%) had bachelor’s degrees and 3 (4.7 %) had masters degrees. Therefore, the largest number of respondents had bachelor’s degree and these were majorly teachers. This was perhaps could be due the impact of the Teacher policy (2019) which demands that the minimum qualification for secondary school teachers should be a bachelor’s degree.

4.2.1 Perceptions and attitude of parents towards their children’s career aspirations

The findings below show the headteachers and teachers’ levels of agreement on the parents’ perceptions and attitudes towards their children’s career aspirations. Their levels of agreement are rated as; 1- Strongly Agree, 2- Agree, 3- Not sure, 4-Disagree 5- Strongly Disagree.

Table 5: Head teachers and Teachers' Responses on parents' perceptions towards their children's career choice (0 /64)

S/N	Descriptive indicators of parents' perceptions towards children's choice of career	Frequency and percentages of Reponses									
		1		2		3		4		5	
1	Science courses are better paying than Arts	17	26.5%	27	42.0%	4	6.2%	10	16%	6	9.3%
2	Arts courses are better paying than science courses	8	12.5%	10	15.6%	6	9.3%	24	37.5%	16	25%
3	Technical courses have more reliable and secure jobs	15	23.4%	26	40.6%	5	7.8%	10	15.6%	8	12.5%
4	Farming and cattle rearing are better paying from any other	12	18.7%	25	39%	5	7.8%	9	14.1%	13	20.3%

Source: Field data 2024

$$F = \frac{MSI}{MSE}$$

$$F = \frac{110}{116}$$

$$F = 95\%$$

The findings above indicate that there is a closer relationship between parents' influence and career aspirations of children in the secondary schools of Katakwi district.

The findings presented in table 5 indicated that the largest number respondents 44(68.7%) (strongly agree/agreed) reported positive parents' perceptions towards science courses. They believed that these were better paying and therefore would give their children a brighter future. Findings indicated that, in Katakwi district parents opted for science related courses for their children such as; Engineering, Dentistry, Veterinary Medicine and alike. Therefore, they usually advised and encouraged their children to pursue science combinations at the Advanced Level such as Physics, Economics, Mathematics (PEM) Physics, Chemistry, Biology (PCB) etc. This finding is in line with Barlow (2020) who argued that parents' perceptions towards particular courses ably influence their children's' inspiration and preparedness to pursue those courses. This was further corroborated by a statement from one of the parents who had this to say;

Government these days is investing a lot in science and I am also supporting it. Scientists hardly lack jobs and these days I hear that their payments are very attractive.

On the other hand, the largest number of respondents strongly disagree/disagree 40(62.5%) disagreed with the view that Arts courses were better paying than the science courses. Findings indicated that parents had negative attitudes towards Art courses and therefore this kind of attitude made them to discourage their children from pursuing Arts subject combinations at Advanced Level (A-Level) regardless of their children's academic potential and preferences. Bovel (2016) also argues that some parents mislead their children to pursue courses which are not of their choice and which do not match their academic abilities.

During the interview with the students, one of them had this to say:

My father is surveyor and he advised me to do MATHEMATICS ECONOMICS AND GEORGRAPHY (MEG) at A-level. However, I am experiencing difficulties with this combination because the three subjects appear not to be closely related. Me I preferred doing History Economics Divinity (HED).

In other findings, majority of respondents strongly agree/agree 41(64%) agreed that parents in secondary schools of Katakwi had positive attitudes towards technical and vocational courses. They (parents) believed that a child who pursued Vocational courses such as Carpentry and Joinery, Brick laying, Electrical Installation was empowered to live a successful life. Such courses could make their children “job makers” rather than “job seekers”. It could save them from the prevailing rampant unemployment. They (parents) therefore usually advised their children to take up vocational courses after senior four even when such children had the potential to make it to the University. In relation to these findings Mockford (2017) argues that parental career guidance can be a stumbling block to their children’s’ career choices and opportunities

One parent said:

Vocational courses are very good for children in this era when unemployment is escalating. They help children to be creative and hence create their own jobs instead of looking for jobs. It is quite hurting for a parent to pay huge sums of money at the University and the child comes out unemployed.

Some good number 37(59%) of rural Parents in Katakwi district also perceived farming and cattle rearing as better paying than any other. Many parents in Katakwi district were of Iteso tribe who were entirely cattle keepers. They depended mainly on cattle for their livelihood. Therefore, they perceived cattle rearing as the most important occupation in this world.

Therefore, some of them took their children to school just for the sake and because the local authorities were nagging them to take their children to school. Therefore, while their children were going to school, they used to tell them that cattle keeping was the best occupation all over. Children also went to school knowing that one time, they would drop out of school and join cattle rearing. One of the parents said;

Our grandparents have all along depended on cattle rearing as an economic activity and this school education is a new thing in the Teso society. This is why we teach it to our children right away from infancy.

Parental expectations Family expectations emerged as another reason that motivated students to choose their careers. At another interview with one student about parental perceptions and attitudes to children's careers, a student had this to say;

There were so many expectations that my Mum had for me. Much as I thought of becoming a teacher in future, for her she wanted me to take on a good paying career such as a medical worker. For her she perceived that teaching can make me poor person in future and I have therefore decided to take up sciences seriously to meet that ambition.

These expectations are openly communicated in the sense that they become powerful in shaping the career aspirations of their children. Thus, they provide the context in which the reality of the world of work can be interpreted.

4.3.2 Influence of parents' own career experiences and Aspirations on their guidance and support

The researcher asked respondents to state their level of agreement on how parents own career experiences and aspirations influenced their guidance and support for their children's career

choices. Their levels of agreement were rated as 1-Strongly Agree, 2-Agree, 3-Not Sure, 4-Disagree, 5-Strongly Disagree.

Table 6. Influence of parents’ own career experiences and aspiration on their Guidance and support

S/N	Descriptive indicators of parents’ own career experiences and aspirations.	Frequency and percentages of Reponses									
		1		2		3		4		5	
1	Parents advised their children to take up their careers.	10	15.5%	26	41%	7	11%	10	15.5%	11	17%
2	Parents give freedom to their children to choose careers of their interests	8	12%	12	19%	5	8%	23	36%	16	25%
3	Parents force their children to take up their jobs	5	8%	29	45%	5	8%	13	20.3%	12	18.7%
4	Parents sponsor children to take up their careers	13	25%	21	38%	3	8.3%	14	20%	13	8.3%

Source: Field data, 2024

$$F = \frac{MST}{MSE}$$

$$F = \frac{126}{130}$$

F = 95%

In the above findings, there appears to be a close relationship between parents' career experience and aspirations and children's care choices given the high correlation of 95%. This also implies that there is a close relationship between parents' career aspirations and children career choices.

The researcher found out that parents advised their children to take up their careers. Majority of respondents (strongly agree/agree) 36(56.2%) out of 64, reported that parents' own careers in Katakwi district had significant influence on their children's career selection. Parents preferred their children to take up their own careers in that teachers advised their children to take up teaching, the cattle keepers preferred their children to adopt the same, doctors wanted to see other doctors in their families and alike. This finding is in line with Mockford (2017) who affirmed that parents' career/occupation perceptions attitudes have a significant influence on their children's' perceptions towards certain careers. He further explained that some children believe so much in what their parents are doing for the family's livelihood. They think the mere fact that parents are doing a particular job, that particular job is definitely good because their parents are always right.

However, Holden (2016) does not seem to support this saying that it is not automatic that children must take up their parents' occupations, some children might have a different view of occupation away from their parents. A parent had this to say;

Being an Electrical Engineer, I would love to see some of my children if not all taking my profession forward after me. I do not want to see Engineering dying with me in my family.

The researcher further found out that parents did not give freedom to their children to take up career choices of their interests. 39(61%) of the respondents (strongly disagree/disagree) reported that parents were not willing to see their children taking choices of careers without their input/advice. Therefore, they intervened either by force or through career guidance and advice. In this case, children were left without any right to exercise their freedom in taking career choices. However, this was not good because some children were forced to do careers which were not of their interest. In this case Harvey (2016) argues that people who are forced to do jobs in which they have no interest tend to be inefficient when executing those careers in future. Furthermore, this creates psychological problems in children to the extent that some who fail to cope with the parents' overzealousness end up committing suicide as it has ever been reported on newspapers. Watson (2017) prefers that parents create an enabling environment where children can freely pursue their preferred careers. Parents should not just dictate on what their children should pursue basing on their personal preferences

In this course of the interview with students, one student lamented;

My mother wants me to do Nursing and she is dictating it to me but me, I don't want to work on patients. I would prefer being an Engineer of Aeroplanes.

There were however some students' who expressed that their career choice was influenced by their parents' occupation. They were of the view that their parents' occupation had also motivated their choice of career so that, Students born into a family where parents are working in a certain occupation, such as teaching, were greatly influenced to follow the same career path. One student had this to say;

For me, I prefer taking on my parents' occupations. My father is an Army man and I aspire to become like him because our standard of living is good as my Dad has ever been to Somalia and has built a house for us.

This study further found out that many of the parents did not just advise their children to take up their occupations but they also dictated, parents forced their children to take up their own careers. The doctors forced their children to take up science combinations at A-level even when such children did not have the capacity to do sciences. Teachers force their children to join teacher training colleges even when such children had no interests in teaching. Engineers forced their children to do Physics and Mathematics at A-level even when they had not performed these subjects well at O-level. This became very dangerous to the students, academic performances.

The researcher also found out that parents sponsored their children to take up certain courses which parents perceived as very useful to them, for example when a parent was interested in seeing his child becoming a lawyer, he invested in that particular course and when the children opted for a different course, the parent could refuse paying tuition for him. They therefore ended up re-directing their children towards courses which were not of their choice. In this case they were indirectly dictating on career choices of their children. In support Ankwatsa (2010) argues that it is not proper for a parent to enforce a particular career on their children for this discourages the child from pursuing that particular career.

4.2.3 Influence of parents’ education levels on the children’s self-confidence towards certain jobs

Respondents were also asked to give their level of agreement on the influence of parents’ education levels on children’s self-confidence towards certain careers. Their choices were rated as; 1-Strongly Agree, 2-Agree, 3-Not sure, 4-Disagree, 5-Strongly Disagree.

Table 7: Responses on the influence of parents’ education levels on the children’s’ self-confidence towards certain jobs

S/N	Descriptive indicators of the influence of Parents’ education levels on self-confidence.	Frequency and percentages of Reponses									
		1		2		3		4		5	
1	Children of educated parents are inspired to take up elite jobs.	6	29%	33	42%	2	4%	14	17%	9	8%
2	Children of un educated peasants farmers commonly take up peasant farming.	10	15.6%	27	42.1%	3	4.6%	16	25%	8	12.5%
3	Educated parents have the capacity to sponsor their children for any course of their choice.	13	20.3%	19	30%	6	9.3%	15	23.4%	11	17.%

Source: Field data 2024

$$F = \frac{MST}{MSE}$$

$$F = \frac{108}{84}$$

$$F = 1.2\%$$

According to the above findings the relationship between parents' education levels and their children's self-confidence towards certain careers is quite insignificant given the minimal correlation of 1.2%.

Findings indicated that children of educated parents were inspired to take up elite jobs and the reverse is true. Respondents 39(61%) agreed that educated parents inspired their children to take up elite jobs, for example a doctor did not want to see his children ending up as peasant farmers, and therefore they did their best to ensure that their children stay in school and qualify in good professions even when they did not necessarily take up medicine as a course. This made children confident to be in school until the end. Kreider (2015) says that parents' education levels have a significant influence on their children's career choices.

It was also found out that children of uneducated parents commonly ended up as peasant farmers. This was because when uneducated parent became successful cattle keepers or farmers or business persons, they believed that their children could also make it like their parents. They therefore withdraw them from school at early stages so that they could learn their parent's occupations. One parent said,

In this area, children of prominent cattle keepers drop out of school early in order to help their parents on their herds.

Respondents reported that educated parents had the capacity to sponsor their children for any course of their choice. They paid fees in time and sponsored academic tours intended towards helping their children pursue certain courses. For example, when an educated parent was asked to provide a dissecting kit for his child to do Biology at A-level, he could respond positively and quickly as compared to their counterparts who were not educated. On this note, Epstein (2017) argues that children of educated parents tend to have higher chances of pursuing any course of their choice than their counterparts from uneducated parents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the summary, conclusions and recommendations. These are based on the research objectives.

5.1. Summary

According to the findings in table 5, the largest number of respondents 44(68.7%) agreed that science courses were better paying than the Arts courses while the least 16(25%) strongly disagreed. On the other hand, the largest number of respondents disagreed with the view that parents perceived Arts courses as better paying than science courses 40(62.5%). As regards technical courses, the largest number of respondents 41(64%) were of the view that parents in Katakwi district perceived technical courses as having more reliable and secure jobs while largest numbers of respondents 37(59%) agreed that parents in Katakwi district perceived farming and cattle rearing as more paying than any other.

This implies that parents in Katakwi had positive attitude towards science-based courses, technical courses and more so towards farming and cattle keeping perhaps because many parents in this area are Iteso who strongly cherish cattle rearing as a source of livelihood. This perhaps could make them influence their children to take up cattle rearing, science or technical courses.

In table 6, the largest number of respondents agreed that parents advised their children to take up their careers 36(52.2%). The least number of respondents were not sure 7(11%). On the other hand, the largest number of respondents disagreed with the view that parents gave their children freedom to choose career of their choices.

As regards parents forcing their children to take up their jobs, the largest number of respondents 34(53.1%) agreed, while the largest number of respondents 34(53.1%) agreed that parents sponsored their children majorly to take up their own careers.

This implied that parents' own career experience and aspirations influenced their guidance and support as they advised their children to take up their own jobs, forced their children to take up their jobs and sponsored their children to take up their own jobs. This is perhaps due to the perception that having succeeded on those jobs, their children could also do the same.

From table 7, the greatest percentage of respondents 39(61%) agreed that children of educated parents were inspired to take up elite jobs such as teachers, doctors, engineers and others. On the other hand, the largest number of respondents 37(59%) also agreed that children of uneducated peasant farmers commonly took up peasant farming, while the largest number of respondents agreed that educated parents had the capacity to sponsor their children for any course of their choice 34(50%). This implied that parents' education levels greatly influenced their children's self-confidence towards certain jobs.

5.2. Conclusion

Based on the above, the following conclusions are made:

- i. Parents perceived science courses, vocational courses and cattle rearing as better paying occupations for their children. They therefore guided their children to take up these careers for their future well-being.
- ii. Parents, own careers experiences and aspirations affected their guidance and support for their children to take up their careers, parents also force their children to take up their careers and they even sponsored their children to pursue courses of their interest.

- iii. Parents' education levels affected the children's self-confidence towards certain careers. In this case, children of educated parents were inspired to take up elite courses, while children of un-educated commonly ended up as peasant farmers while educated parents had the capacity to sponsor their children for any course of their choice.
- iv. Some parents exerted pressure on their children over which careers to take on. Some parents dictated their children to go for careers that were not of their own choice.

5.3. Recommendations

In relation to the findings and conclusions, the researcher made the following recommendations.

- i. Government should sensitize parents about the relevance of Arts courses and change their mindset towards their children's right and freedom to choose appropriate careers and stop enforcing their attitudes and perceptions on to the children. This can be done through the media, village meetings, public places such as churches. This can help the parents to guide their children accordingly as regards career choices.
- ii. Head teachers through PTA meetings should remind the parents of their role in guiding their children towards career selection. Parents should be helped to understand that it is not necessary that children have to take occupations of their parents but they should just be guided and not forced to take up their parents' occupations. Parents should also be helped to understand their role towards children's career choices. They should understand the most suitable careers for their children in relation to their academic potential. This can help to minimize the messes that normally occur during career selection among secondary school students in Katakwi.
- iii. Teachers in secondary schools should intensify the career guidance to their students and help them to understand that their parents' technical levels have nothing much to do with

their career selection especially for those students of uneducated parents. Teachers should also help the children acquire knowledge about the most suitable careers for their future putting into consideration the students' academic performance in class.

- iv. Parents should not force students to pursue careers similar to their own against their will. This is because majority of the students indicated they would not choose careers similar to those of their parents. Parents should also help their children to understand the careers that suit their academic potential against their interests.

5.4. Areas for further research

The researcher suggests further research to be carried out on;

Influence of Government policy on science Teaching and students career selection in secondary schools.

It has been noticed that government has all along emphasized science teaching to an extent of making science subjects compulsory at O-level regardless of the students' preferences and academic abilities. It is therefore crucial to find out how this influences the students' career selection.

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APPENDICES

APPENDIX A: QUESTIONNAIRE TO HEAD TEACHERS

Dear respondent,

I am Anguria Peter a student of Uganda Martyrs University pursuing a Master of education degree. I am now conducting research on the influence of parents on career aspirations of children in secondary schools in Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality. (Tick or fill in the gaps with correct answers).

Section A: Background information

- 1. Name of school.....
- 2. Type of school. Government Private
- 3. Sex, Male Female
- 4. How old are you? 30 – 34 35 – 39 40 – 44 45+
- 5. What is your highest professional qualification? Bachelors Masters PHD

Section B: Perceptions and attitudes of parents towards children’s careers

- 6. Do students in this school make suitable career choices after school? Yes No
- 7. Give reasons for your answer in 6?
- 8. Do parents in this area/school take it as their role to guide their children on the suitable career choices? Yes No
- 9. Give reasons for your answer in 8.....
- 10. Parents have positive perceptions and attitudes towards their children’s career choices.
Strongly agree Agree Not sure Disagree Strongly disagree
- 11. Show your level of agreement on the following aspects concerning parents’ perceptions and attitudes towards children’s career (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of parents' perceptions and attitudes	Frequency and percentages of Reponses									
		1		2		3		4		5	
1	Science courses are better paying than Arts										
2	Arts courses are better paying than science courses										
3	Technical courses have more reliable and secure jobs										
4	Farming and cattle rearing are better paying from any other										

Section C: Influence of parents' own career experiences and aspirations

12. Which types of jobs/careers do parents in this area wish their children to take up?

13. In your view why do parents aspire for such career to be pursued by their children?

14. How do parents' career experiences and aspirations influence their guidance and support for children's career choices?

15. Which kind of support do parents give their children to help them achieve their career aspirations?

16. Do students in this area take up their parents' guidance and support when making career choices? Yes No

17. Give reasons for your answer in 16?

18. Show your level of agreement on the following aspects concerning influence of parents' career experiences and aspirations on guidance (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of parents' own career experiences and aspirations.	Frequency and percentages of Reponses				
		1	2	3	4	5
1	Parents advised their children to take up their careers.					
2	Parents give freedom to their children to choose careers of their interests					
3	Parents force their children to take up their jobs					
4	Parents sponsor children to take up their careers					

Section D: Parents' education backgrounds and children's career aspirations

19. In your view do children of educated parents commonly take up their parents' careers? Yes
 No

20. Give reasons to support your answer in 19.....

21. Do children of uneducated parents commonly take up their parents' careers? Yes No

22. Give reasons for your answer in 21.....

23. Show your level of agreement on the following aspects concerning parents' education backgrounds and children's career aspirations (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of the influence of Parents' education levels on self-confidence.	Frequency and percentages of Reponses											
		1		2		3		4		5			
1	Children of educated parents are inspired to take up elite jobs.												
2	Children of un educated peasants farmers commonly take up peasant farming.												
3	Educated parents have the capacity to sponsor their children for any course of their choice.												

APPENDIX B

QUESTIONNAIRE TO TEACHERS

Dear respondent,

I am Anguria Peter a student of Uganda Martyrs University pursuing a Master of education degree. I am now conducting research on the influence of parents on career aspirations of children in secondary schools in Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality. (Tick or fill in the gaps with correct answers).

Section A: Background information

- 1. Name of school.....
- 2. Type of school. Government Private
- 3. Which class do you teach?
- 4. Which subject(s) do you teach?
- 5. Sex, Male Female
- 6. How old are you? 30 – 34 35 – 39 40 – 44 45+
- 7. What is your highest professional qualification? Bachelors Masters PHD

Section B: Perceptions and attitudes of parents towards children’s careers

- 8. Do students in your class make suitable career choices after school? Yes No
- 9. Give reasons for your answer in 8?
- 10. As a teacher do you help your students to make suitable career selections? Yes No
- 11. Give reasons for your answer.....
- 12. Do parents in this area/school take it as their role to guide their children on the suitable career choices? Yes No
- 13. Give reasons for your answer in 12.....
- 14. Parents have positive perceptions and attitudes towards their children’s career choices.
Strongly agree Agree Not sure Disagree Strongly disagree

15. Show your level of agreement on the following aspects concerning parents' perceptions and attitudes towards children's career (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of parents' perceptions and attitudes	Frequency and percentages of Reponses									
		1		2		3		4		5	
1	Science courses are better paying than Arts										
2	Arts courses are better paying than science courses										
3	Technical courses have more reliable and secure jobs										
4	Farming and cattle rearing are better paying from any other										

Section C: Influence of parents' career experiences and aspirations

16. Which types of jobs/careers do parents in this area wish their children to take up?

17. In your view why do parents aspire for such career to be pursued by their children?

18. How do parents' career experiences and aspirations influence their guidance and support for children's career choices?

19. Which kind of support do parents give their children to help them achieve their career aspirations?

20. Do students in this area take up their parents' guidance and support when making career choices? Yes No

21. Give reasons for your answer in 20?

24. Show your level of agreement on the following aspects concerning influence of parents' career experiences and aspirations on guidance (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of parents' own career experiences and aspirations.	Frequency and percentages of Reponses									
		1		2		3		4		5	
1	Parents advised their children to take up their careers.										
2	Parents give freedom to their children to choose careers of their interests										
3	Parents force their children to take up their jobs										
4	Parents sponsor children to take up their careers										

Section D: Parents' education backgrounds and children's career aspirations

22. In your view do children of educated parents commonly take up their parents' careers? Yes No

23. Give reasons to support your answer in 22.....

24. Do children of uneducated parents commonly take up their parents' careers? Yes No

25. Give reasons for your answer in 24.....

25. Show your level of agreement on the following aspects concerning parents' education backgrounds and children's career aspirations (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of the influence of Parents' education levels on self-confidence.	Frequency and percentages of Reponses											
		1		2		3		4		5			
1	Children of educated parents are inspired to take up elite jobs.												
2	Children of un educated peasants farmers commonly take up peasant farming.												
3	Educated parents have the capacity to sponsor their children for any course of their choice.												

APPENDIX C

QUESTIONNAIRE FOR PARENTS

Dear respondent,

I am Anguria Peter a student of Uganda Martyrs University pursuing a Master of education degree. I am now conducting research on the influence of parents on career aspirations of children in secondary schools in Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality. (Tick or fill in the gaps with correct answers).

Section: Back ground Information

- 1. Which school do your children go to?
Sex, Male Female
- 2. How old are you? 30 – 34 35 – 39 40 – 44 45+
- 3. What is your level of education?
- 4. What is your occupation?

Section B: Perceptions and attitude of parents towards children’s careers

- 5. Do you give your children guidance on how to select suitable careers? Yes No
- 6. If yes, how often do you give such guidance?
- 7. If no, why?
- 8. Do you consider your children’s ambitions and aspirations towards future careers as important? Yes No
- 9. Give reasons to support your answer.....
- 10. Show your level of agreement on the following aspects concerning parents’ perceptions and attitudes towards children’s career (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of parents' perceptions and attitudes	Frequency and percentages of Reponses									
		1		2		3		4		5	
1	Science courses are better paying than Arts										
2	Arts courses are better paying than science courses										
3	Technical courses have more reliable and secure jobs										
4	Farming and cattle rearing are better paying from any other										

Section C: Parents career experiences and aspirations, guidance and support

11. Which careers do you guide your children to take?

12. Why do you consider such careers as useful to them?

.....

13. Which kind of support do you give them in order to succeed on those careers...?

.....

14. Do your children also positively respond to your guidance and support? Yes No

15. Give reasons for your answer in 14.....

16. Show your level of agreement on the following aspects concerning influence of parents' career experiences and aspirations on guidance (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of parents' own career experiences and aspirations.	Frequency and percentages of Reponses				
		1	2	3	4	5
1	Parents advised their children to take up their careers.					
2	Parents give freedom to their children to choose careers of their interests					
3	Parents force their children to take up their jobs					
4	Parents sponsor children to take up their careers					

Section D: Parents' education background and children's career choices

17. Do you usually encourage your children to take up your career? Yes No

18. Give reasons for your answer in 17.....

19. How do parents' education levels influence their children's career choices?

.....

20. Show your level of agreement on the following aspects concerning parents' education backgrounds and children's career aspirations (1= strongly agree, 2 = Agree, 3= No opinion, 4=Disagree, 5=Strongly Disagree)

S/N	Descriptive indicators of the influence of Parents' education levels on self-confidence.	Frequency and percentages of Reponses				
		1	2	3	4	5
1	Children of educated parents are inspired to take up elite jobs.					
2	Children of un educated peasants farmers commonly take up peasant farming.					
3	Educated parents have the capacity to sponsor their children for any course of their choice.					

END

APPENDIX D

INTERVIEW GUIDE FOR PARENTS

Dear respondent,

I am Anguria Peter a student of Uganda Martyrs University pursuing a Master of education degree. I am now conducting research on the influence of parents on career aspirations of children in secondary schools in Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality. (Tick or fill in the gaps with correct answers).

Section: Back ground Information

1. Which school do your children go to?
2. Sex
3. What is your age range?
4. What is your level of education?
5. What is your occupation?

Section B: Perceptions and attitude of parents towards children's careers

6. Do you give your children guidance on how to select suitable careers?
7. If yes, how often do you give such guidance?
8. If no, why?
9. Do you consider your children's ambitions and aspirations towards future careers as important?
10. Give reasons to support your answer.

Section C: Parents career experiences and aspirations, guidance and support

11. Which careers do you guide your children to take?
12. Why do you consider such careers as useful to them?
13. Which kind of support do you give them in order to succeed on those careers?
14. Do your children also positively respond to your guidance and support?
15. Give reasons for your answer in 14.

Section D: Parents' education background and children's career choices

16. Do you usually encourage your children to take up your career?
17. Give reasons for your answer in 16.
18. How do parents' education levels influence their children's career choices?

END

APPENDIX E

INTERVIEW GUIDE TO STUDENTS

Dear respondent,

I am Anguria Peter a student of Uganda Martyrs University pursuing a Master of education degree. I am now conducting research on the influence of parents on career aspirations of children in secondary schools in Katakwi district. You are therefore kindly requested to answer the following questions. Your participation in this study will be of great importance and your responses will be handled with utmost confidentiality. (Tick or fill in the gaps with correct answers).

Section A: Background Information

1. In which school do you go to?
2. How old are you?
3. Sex
4. In which class are you?
5. What is your parents' occupation?

Section B: Perceptions and attitudes of parents towards children's careers

6. What are your future career aspirations?
7. Give reasons for your choice.
8. How often do you share your career aspirations with parents?
9. What is your parent's attitude towards your career choices?

Section C: Influence of parents' career experiences and aspirations on their guidance and support

10. What type of careers do your parents advise you to take?
11. What type of guidance and advice do they give you in order to help you succeed on your career aspirations?
12. How do your parents support you to achieve your career aspirations?
13. Do you intend to take their guidance and support towards career choices?
14. Give reasons to support your answer in 13.

Section D: Parents' education levels and children's career aspirations

15. What is your parent's education levels?

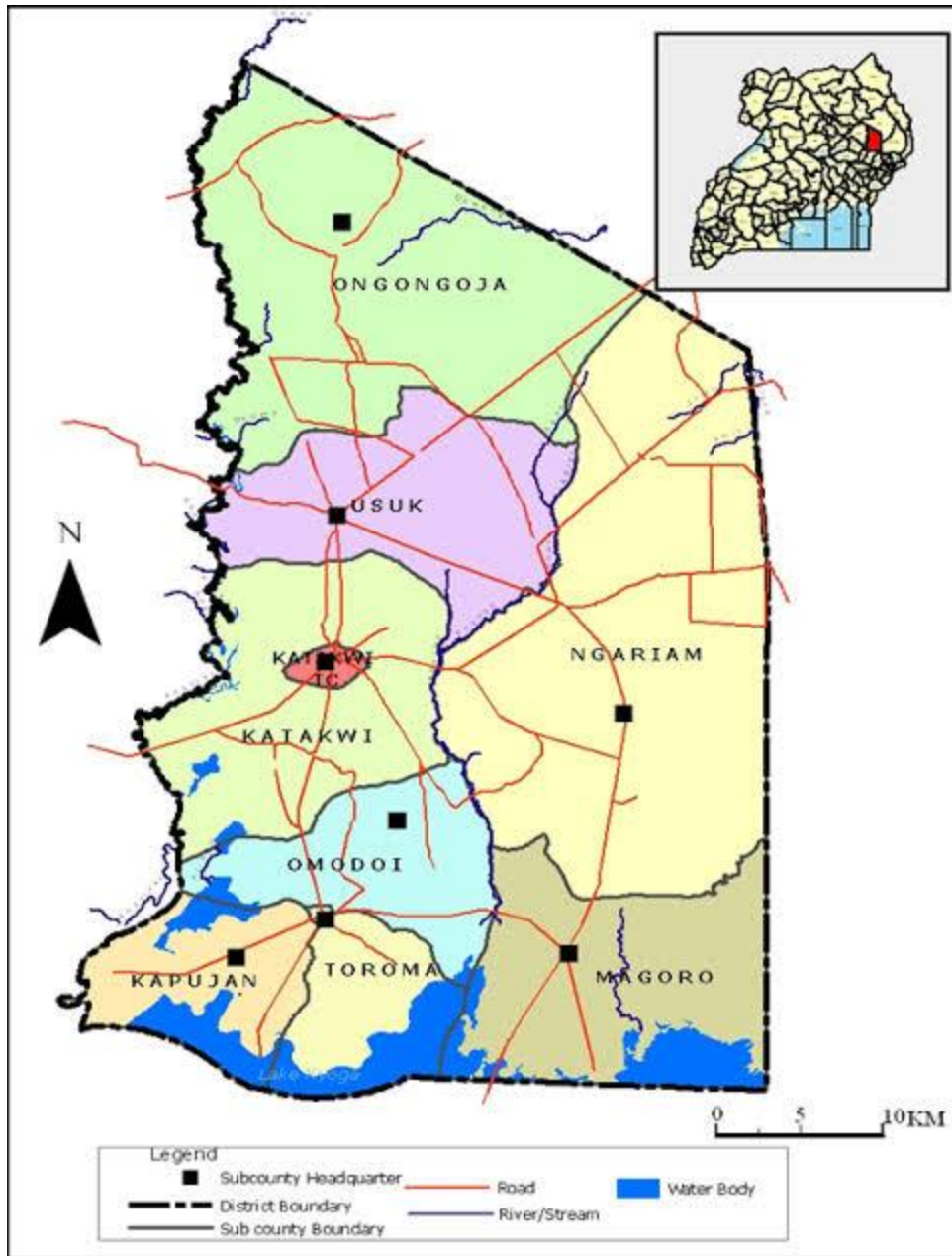
16. In your view, your parents' education levels influence your career aspirations?

17. If yes, how

18. If no, why?

END

MAP OF KATAKWI DISTRICT AREA OF STUDY



LETTER OF INTRODUCTION

Uganda
Martyrs
University



making a difference

Date: June 11th 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

Re: Assistance for Research:

Greetings and best wishes from Uganda Martyrs University! This letter is to introduce to you Anguria Peter, Reg. No. 2021-M313-43595, who is a student at Uganda Martyrs University. As part of the requirements for the award of a Master's Degree in Education, the student is expected to submit a dissertation, which involves field research carried out in an institution of learning/an organization or office.

His topic is **Parental Influence and Career Aspirations of Children in the Secondary Schools in Katakwi District.**

The purpose of this letter is to request for your permission to allow and facilitate the student in carrying out this study. Your support will be greatly appreciated.

Thank you in advance.

Yours Sincerely,

Mr. Tebase Christopher.

