Family influence on career trajectories among high school students in Midlands Province, Zimbabwe

Jeofrey Mtemeri*, Great Zimbabwe University, Masvingo 1235, Zimbabwe

Abstract

The study was aimed at finding parental influence on their children's career trajectories. The study was informed by the quantitative research approach. A survey design was used in the current study. Data were collected through questionnaires. Data were analysed using descriptive statistics. Results of the study revealed that parents had a tremendous influence on their children's career trajectories. Parental influence was in the form of their direct and indirect involvement in their children's education. Results also revealed that siblings and other extended family members had also an influence to a lesser extent. The study recommended that schools involve parents in their career development activities as they were found to be an important factor in children's careers. The study also recommended a similar study be carried out at the national level to enable generalisation of the findings.

Keywords: Career, high schools, parents, siblings, Midlands province, trajectories.

---

* ADDRESS FOR CORRESPONDENCE: **Jeofrey Mtemeri,** Great Zimbabwe University, Masvingo 1235, Zimbabwe.
E-mail address: mtemerij@gmail.com / Tel.: +263782780 662

1. Introduction

The first interactions of a child with people take place within its home among members of its family who include parents, siblings and relatives (Bollu-steve & Sanni, 2013, p. 92). A child is affected by a number of family-related factors such as the marital relationship of the parents, the socio-economic status of the family, the atmosphere of the home (whether parents are warm or hostile), the environmental condition, occupational status of the parents and the number of siblings in the family (Bollu-steve & Sanni, 2013, p. 92). The family dynamics, therefore, plays a pivotal role in the career readiness of the students.

Several studies bear testimony that parental involvement influences high school students' career choices, for example, in Romania (Marinas, Igret, Marinas & Prioteasa, 2016, p. 276), in Pakistan (Abbasi & Sarwat, 2014, p. 811; Baloch & Shah, 2014, p. 546; Saleem, Hanan, Saleem & Shamshed, 2014, p. 841), in America (Bates, 2015, p. 69; Walaba & Kiboss, 2013, p. 12), in Albania (Uka, 2015, p. 212), in the Philippines, (Aguado, Laguador & Deligero, 2015, p. 237), in Kenya (Egunjobi, Salisu & Ogunkeye, 2013, p. 301; Obwoge & Kibor, 2016, p. 478), in Nigeria (Ezeweani & Atomatofa, 2012, p. 79; Ogunyewo, Afemikhe, Ajio & Olanlesi-alui, 2015, p. 28), in Tanzania (Amani, 2016, p. 79) and in South Africa (Fatoki, 2014, p. 671; Mutekwe, Modiba & Maphosa, 2011, p. 140) studies revealed that parents influence the choice of careers among high school students.

Parents influence career choices in a number of ways, for example, parental support and encouragement. A study carried out in Kenya reflects that when adolescents require information on topics, such as career planning, they consult their parents (Edwards & Quinter, 2011, p. 82). Although the study was similar to the current study in terms of focus and objectives, the study used a qualitative approach which limits the objectivity and generalisability of results. Another study in Kenya also examined the influence of parental support in their children's careers (Korrir & Wafula, 2012, p. 87); however, the study was carried out to examine the factors that influence the choice of careers in the hospitality industry in Kenya. The current study did not focus on a particular career but careers in general and is carried out in Zimbabwe.

A study was conducted to investigate the influence of family background on the academic performance of secondary school students in Nigeria. It was found that supportive parents are important for their children's career decision making and for the success of their careers (Barker, 2010, p. 6; Clutter, 2010, p. 13). Bollu-steve and Sanni (2013, p. 92) established that Nigerian parents influenced students' performance and eventual career choices. Despite the differences in the aims of these studies, they acknowledged the importance of parental support of their children's education and career choices. The current study particularly focused on family influences on career choices.

African studies, for example, in Kenya (Mokoro, Wambiya & Aloka, 2014, p. 1465) and in Nigeria (Abiola, 2014, p. 231; Obiyo & Eze, 2015, p. 26), have highlighted that many of the settings in which children and youth participate are dependent on the choices of their parents. Thus, parents' decisions, choices of where to live, what to provide materially and relationally in the home and how to structure out-of-school time for children impacts children's development in ways that are meaningful for later success in the world of work (Abiola, 2014, p. 231). Beggs, Bsutham and Taylor (2008, p. 391) refer to 'helicopter parents' who have a tendency to intervene in their children's college life from choosing a university to helping them choose individual courses. In this case, parents are seen as inseparable from their children's career choices. This parental/child attachment has been raised in the Social Learning Theory that informs this study when it emphasises the impact of the environment on learners.

Parental education was found to influence children's career choices, for example, Eccles (2007, p. 668) revealed that, in America, parents' education and occupation were associated with academic achievement. Parental education was referred to as a determining factor in the selection of careers by British students (Dustman, 2004, p. 227). It was revealed by Pfingst (2015, p. 91) in Australia and Abiola (2014, p. 231) in Nigeria that highly educated parents have more resources, both financially and

in terms of academic advice, to support their children than poorer parents. Similarly, in Albania (Uka, 2015, p. 212) and in America (Dustman, 2004, p. 227), parental education levels contribute to children's career pathways. An earlier study by Fisher and Padmawidjaja (1999, p. 144) revealed that American parents who were college educated were able to instil in their children the desire to have experiences and accomplishments that would enable them to surpass their parents' educational and occupational levels.

A father's educational level was found to have an effect on Irish adolescents' career-forming attitudes (O'Shea & Kirrane, 2008, p. 545). The results of O'Shea and Kirrane's (2008) study indicated that the attitude towards managing the career/family interface becomes progressively more positive from the primary level of the father's education through to the postgraduate level. Canadian parents with higher levels of education are more able to provide assistance for their children's educational and career planning (Domene et al., 2006, p. 146). However, Obiyo and Eze (2015, p. 26) disputed the fact that parental education influenced Nigerian children's choice of careers. The current study sought to investigate whether parental education had an influence on children's career choices.

Careers of parents may have an influence on children's career choices. For example, Indian parents' careers were found to be influential on students' choice of careers (Bakshi, Ghandi, Shah & Maru, 2012, p. 13). Bandura's Social Cognitive Theory emphasises vicarious learning where individuals learn by observing. By observing learned parents relating to the outside world, students are likely to model such parents. The current study found out whether parents' careers influenced their children's choices of careers in the Midlands Province in Zimbabwe.

Brody, Stoneman and McCoy (1994, p. 279) purport that Canadian parents' beliefs and values about the school can transfer to their children and, in turn, affect the value their children place on learning and eventually on the choice of careers. Parents transmit their own norms and values and belief systems to their children in the hope that the offspring will find them useful in guiding their own decisions and actions. This is referred to as internalisation (Brody et al., 1994, p. 279). The same principle may also apply to parental influence on children's career choices. In addition, parental nurturing motivates children to please their parents and meet expectations (Ellefsen & Beran, 2007, p. 178). Similarly, in Hong Kong, students value the opinions of their parents (Law & Yeun, 2011, p. 61). This implies that parents can foster interest in certain careers in their children from childhood. The current study sought to ascertain the extent to which parental values influence children's career choices.

According to Bardick, Berns, Magnusson and Witko (2004 p. 106), Canadian adolescents tend to appreciate their parents' opinions more than any other source for answers to career-related issues. Many parents of Canadian adolescents are in the position to influence their children's career development because they have observed their children's development, know their interests and strengths and have developed a trusting relationship with them (Bardick et al., 2004, p. 106). Comparatively, in Singapore, it was revealed that parental involvement had a significant influence on the selection of nursing careers (Ching & Keith, 2011, p. 6). The Singaporean study agrees with an earlier study in America which purports that mothers' parenting techniques and the nature of their emotional bond with their teenagers may determine whether the adolescents participate in the decision-making process (Brody et al., 1994, p. 279). Furthermore, American families were found to be sources of emotional, material, financial and networking support for their children regarding career decision making (Borgen & Hiebert, 2006, p. 369; Duffy & Dik, 2009, p. 33). This means that the bond between the mother and the child backdated to infancy continues to persist into adolescence, influencing the choice of careers. This is in line with Hashim and Embong (2015, p. 83) who revealed that Malaysian parents, especially mothers, are influential in the career choices of secondary school students. The present study sought to establish if the Canadian, American, Singaporean and Malaysian experiences described above were also applicable to Zimbabwe.

Students may learn from models in their world whether in urban or rural areas. The immediate world of children is the family. Models could come in the form of family members or other relatives

(Braza & Guillo, 2015, p. 83; Egunjobi et al., 2013, p. 302; Ogunyewo et al., 2015, p. 28;). This is in line with Bandura's Social Cognitive Learning Theory which informs this study that advocates the importance of role models and vicarious learning. Role models in the family may include parents, older siblings and extended members of the family, such as uncles, aunts and cousins. Therefore, students may pursue careers as a result of certain individuals in the family who were role models. In Zimbabwe, Mapfumo, Chireshe & Peresuh (2002, p. 163) stated that relatives were considered to be the main influence in the career choices of children in their vicinity.

However, families do not always influence students' choice of careers. For instance, in South Africa, Mashinge and Oduntan (2011, p. 25) and Dodge and Welderufael (2014, p. 46) found that families do not influence career choices. Ma and Yeh (2010, p. 24) established that Chinese-American youths' parental values were not a significant predictor of career aspirations, plans and vocational outcome expectations. Their study also reflected that, as children grow older, the desire to find fulfilment in a career versus pleasing the family can influence adolescents' decisions about their career choices. The family's interference with their children's career decisions may have a negative influence on the career choices in later stages. Similarly, in Nigeria, parents and relatives played insignificant roles in the choice of library and information science careers (Oloasebikan & Olusakin, 2014, p. 55). Egunjobi et al. (2013, p. 302) also revealed that Nigerian parents did influence their children's nursing careers. Although Egunjobi et al.'s study could be affected by bias as the researcher used purposive sampling and also focused on a particular career, these revelations are still relevant. The downside of non-probability sampling techniques in general and purposive sampling, in particular, is that an unknown proportion of the entire population will not be sampled. The sample may or may not represent the entire population accurately; therefore, the results of the research cannot be generalised. Over and above purposive sampling, Egunjobi et al.'s study used participants from nursing colleges and only focused on nursing careers which makes it different from the current study which looks at secondary school students' career choices. Moreover, the current study used stratified random sampling which gives it an edge and also looked at careers in general, not a specific career as did Egunjobi et al.'s study. The present study sought to establish whether, in Zimbabwe, similar results that family has an insignificant influence on children's career choice is correct.

2. Objectives

1. To examine the influence of the father on career choices.
2. To assess the contribution of the mother on career choices.
3. To examine the contribution of siblings in career choices.
4. To assess the influence of other extended family members on career choices.

3. Methodology

3.1. Quantitative research approach

A quantitative approach was used in this study as it allowed the researcher to carry out an objective analysis and generate factual knowledge through measurement.

3.2. The survey design

Cohen, Manion and Morrison (2011, p. 377) explained that surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events.

3.3. Sampling and sampling procedure

Ten percent of the population in the Midlands Province of Zimbabwe for both students and career guidance teachers were selected. A total of 1,200 students and 20 school career guidance teachers participated in the study. These were selected through a stratified random sampling technique.

3.4. Instrument

The questionnaire was used in this study to collect data from high school students and counsellors regarding factors that influence the choice of careers.

3.5. Data analysis

Descriptive statistics in the form of percentages was used in this study. The Statistical Package for the Social Sciences version 19 was used to analyse the data. Data were converted into percentages and ratios for easier interpretation. Calculation of ratios for each questionnaire item was done to identify items that were positively or negatively rated in terms of their influence on career choices. Ratios were calculated by adding the positive responses (Strongly agreed and Agreed) and divide them by the sum of negative responses (Strongly disagreed and Disagreed).

4. Results

Table 1 shows how family members influence career choices of high school students.

Table 1. Students' response to family influence (*n* = 1,010)

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Ratio
1. My father influenced me into the career I want to pursue	232 (23%)	222 (22.0%)	190 (18.8%)	193 (19.1%)	173 (17.1%)	1010 (12.5%)	1.2
2. My mother influenced me into the career I want to pursue	230 (22.8%)	247 (24.5%)	202 (20%)	192 (19%)	139 (13.8%)	1010 (12.5%)	1.4
3. The family business is a factor in my choosing a career	108 (10.7%)	175 (17.3%)	164 (16.2%)	327 (32.4%)	236 (23.4%)	1010 (12.5%)	0.6
4. The dominant profession in my family is also my preferred career	119 (11.8%)	161 (15.9)	137 (13.6%)	321 (31.8%)	272 (26.9%)	1010 (12.5%)	0.5
5. My father's career had an impact on my career choice	327 (32.4%)	175 (17.3%)	140 (13.9%)	226 (22.4%)	142 (14.1%)	1010 (12.5%)	1.4
6. My mother's career had an impact on my career choice	361 (35.7%)	243 (24.1%)	147 (14.6%)	171 (16.9%)	88 (8.7%)	1010 (12.5%)	2.3
7. Older siblings had an influence on my career	226 (24.4%)	278 (27.5%)	141 (14%)	211 (20.9%)	154 (15.2%)	1010 (12.5%)	1.4
8. An extended family member was influential in the career that I chose	249 (24.7%)	232 (23%)	134 (13.3%)	225 (22.3%)	170 (16.8)	1010 (12.5%)	0.9
Total	1852 (22.9%)	1733 (21.4%)	1255 (15.3%)	1866 (23.1%)	1374 (16.6%)	8080 (100%)	

Table 1 shows the ratios where parents were quite influential to their children's career choices. The ratios are on the high side where most of the items are above 1 and a few are below1, which implies a positive relationship. The mother (47.3%) and the siblings (51%) have a major influence on children's career choices when compared to the father (46%), the family business (28%), the dominant profession in the family (27.7%) and the extended family members which had varied influences although at lower levels. The mother's (59.8%) and father's (51.9%) career were also seen as having an impact on their children's choices of careers. Family business and dominant profession in the family had the least influence.

Table 2. Career teacher's responses on family influence (N20)

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Ratio
1. Parents' influence on children affect career guidance at school	4 (20%)	12 (60%)	1 (5%)	3 (25%)	0	20(9.09%)	5.3
2. Students come to school with predetermined careers	3 (15%)	5 (25%)	8 (40%)	4 (20%)	0	20(9.09%)	2.0
3. Parental education has an impact on children's career choice	7 (35%)	9 (45%0	0	3 (15%)	1 (5%)	20(9.09%)	4.0
4. Parental actions have an impact on their children's careers	4 (20%)	10 (50%)	3 (15)	3 (15%)	0	20(9.09%)	4.7
5. The bond between children and parents is influential to children's choice of careers	2 (10%)	10 (50%)	4 (20%)	4 (20%)	0	20(9.09%)	3.0
6. Adolescents who cannot separate effectively from their parents are not free to make independent career choices	6 (30%)	10 (50%)	1 (5%)	3 (15%)	0	20(9.09%)	5.3
7. Children choose certain careers to please their parents	6 (30%)	8 (40%)	4 (20%)	2 (10%)	0	20(9.09%)	7.0
8. Parental values and beliefs influence children on career choices	3 (15%)	10 (50%)	4 (20%)	3 (15%)	0	20(9.09%)	4.3
9. Parents can	7 (35%)	12 (60%)	0	1 (5%)	0	20(9.09%)	19.0

create interest of certain careers in their children							
10. Family members can be identified as models by children	9 (45%)	9 (45%)	1 (5%)	1 (5%)	0	20(9.09%)	18.0
11. Parental connectedness and expectations are influential in children's choice of careers	6 (30%)	12 (60%)	0	1 (5%)	1 (5%)	20(9.09%)	9.0
Total	57 (25.91%)	107 (48.64%)	26 (11.82%)	28 (12.73%)	2(0.9%)	220(100%)	

According to the ratios in Table 2, family members who are considered to be models have an impact on children's choice of careers. Career guidance teachers positively rated the influence of family on students' career choices as reflected by the ratios in Table 2 above which are very high. Generally, career guidance teachers were in agreement that parental influence (80%) has an impact on children's career choices. As reflected in Table 2, teachers see parental influence as quite influential to children's choice of careers. Table 2 also shows that family members who are considered to be role models (90%) have an impact on children's choices of careers. Career guidance teachers are in agreement that students may have predetermined careers and that parental education has an impact on their children's choices of careers. Parental actions, values and beliefs were influential to their children's choice of career. Career guidance teachers agreed that adolescents who cannot separate effectively from their parents are not free to make independent career decisions. Parental education is said to be influential to children's choice of careers as shown in Table 2. Table 2 also shows that high school students can be influenced to take certain careers through parental connectedness and expectations, the bond between children and their parents, creation of interest by parents to their children and that children choose certain careers to please their parents.

5. Discussion of results

The study revealed that families influence students' career choices. Most of the students were viewed as coming to school with predetermined careers which may be a result of interacting with the immediate environment and their parents' help in choosing their careers. The result of the current study on the family influence on children's careers is consistent with previous literature. For example, Ching and Keith (2011, p. 16) in Singapore, Brody et al. (1994, p. 279) in Canada, Marinas et al. (2016, p. 276) in Romania, Baloch and Shah (2014, p. 546), Saleem et al. (2014, p. 841) and Abbasi and Sarwat (2014, p. 811) in Pakistan, Aguado et al. (2015, p. 237) in the Philippines, Obiyo and Eze (2015, p. 26), Abiola (2014, p. 231), Bollu-steve and Sanni (2013, p. 92) and Egunjobi et al. (2013, p. 302) in Nigeria and Mokoro et al. (2014, p. 1465), Simiyu (2015, p. 88), Korrir and Wafula (2012, p. 87) and Edwards and Quinter (2011, p. 82) in Kenya revealed the family as influential on children's career choices. According to Krumboltz' Social Learning Theory that informs this study, the interactions between children and their parent's influence and determine children's behaviour, skills and psychological well-being (Krumboltz, 2009, p. 139).

The current study also revealed that mothers, siblings and fathers are the most influential members of the family as far as students' career choices were concerned. However, the mother was rated to be most influential compared to the father and the siblings. The mother and father's influence was expected as parents are considered models by their children (Van Raden, 2011, p. 37). Previous

studies, for example, Hashim and Embong, (2015, p. 68) in Malaysia, Brody et al. (1994, p. 274) in Canada and Bates (2015, p. 69) and Ogunyewo et al. (2015, p. 28) in Nigeria, also confirm that the mother is more influential as compared to the father. Although students may have a say in which schools to attend, parents' contributions towards their children's choices of schools are likely to outweigh the children's.

Parents were found to influence their children on career choices, for example, Baines (2009, p. 48) in England and Duffy and Dik (2009, p. 33), Trusty, Ng & Watts. (2005, p. 139) and Fisher and Padmawidjaja (1999, p. 145) in America. The current study also confirms previous findings that purported that parents have a strong influence on their children's career choices, for example, Letha (2012, p. 69) and Meikle (2008, p. 11) in India, Wong and Liu (209, p. 92) in China, Hashim and Embong (2015, p. 68) in Malaysia, Fizer (2013, p. 28) in America, Walaba and Kiboss (2013, p. 12) in Kenya, Egunjobi et al. (2013, p. 301), Igbinedion (2011, p. 335), and Esters and Bowen (2005, p. 32) in Nigeria, Amani (2013, p. 191) in Tanzania, Shumba and Naong (2012, p. 175) in South Africa and Mutekwe et al. (2011, p. 140) in Zimbabwe.

It emerged from the study that older siblings influenced students' choices of careers because older siblings' experiences may have an effect on younger siblings. The finding is consistent with Abbasi and Sarwat (2014, p. 841) in Pakistan and Aguado et al. (2015, p. 237) in the Philippines who purported that siblings influence students' choices of careers.

The current study revealed that other family members were also likely to be identified as role models by students. This is in line with Bandura's Cognitive Social Learning Theory that emphasises the influence of role models in the development of career choices (Bandura, 1988, p. 19; Mills, 2009, p. 10). As a child grows in the family, they may identify family members who inspire them even in their choices of careers. This assertion is in line with previous studies, such as Amani (2013, p. 191) in Tanzania and Braza and Guillo (2015, p. 83), Ogunyewo et al. (2015, p. 28) and Egunjobi et al. (2013, p. 302) in Nigeria where relatives were found to influence students' choices of careers. Children hold their parents and other family members in high regard and are likely to see them as role models, especially those who are successful. Siblings, as well as other extended family members, may be regarded as role models by adolescents in high school as well (Van Raden, 2011, p. 37).

It emerged from this study that parental influence also comes in different forms which include parental actions, parental values and beliefs, parental connectedness and expectations. The way the parents talk about careers is likely to have a bearing on how children choose careers. The bias of the language and the emphasis when talking about particular careers over others could lead a child to choose a certain career. This is line with Palos and Drobot (2010, p. 341) who stated that children's career decisions are modelled by family members through their actions and psychological support. A study in Canada by Brody et al. (1994, p. 279) also found that parental values and beliefs influence children's career choices.

The current study also revealed that parental education has a positive influence on children's choices of careers in several ways. This is consistent with a study carried out by Pfingst (2015, p. 91) in Australia that purported that parental education has a positive influence on children's careers and other studies, for example, Dustman (2004, p. 227) in Germany, Uka (2015, p. 212) in Albania and Abiola (2014, p. 231) in Nigeria.

The study also revealed that mothers and fathers' careers had an impact on their children's choice of careers. This finding is consistent with previous studies, such as Bakshi et al. (2012, p. 13) in India. While both fathers and mothers' careers were found to be influential, fathers' careers were dominant. Similar results were obtained by Bates (2015, p. 69) and Abiola (2014, p. 231) in Nigeria where both the mothers and fathers' careers were considered important. The mother's career was highly rated by student participants. This may be because the mother nurtures the children and has a significant influence on many aspects of life, including careers. Children are likely to take career advice from their mothers who are professionals or who work over those who do not. Professionals in the family are

likely to influence students' career choices if the family member's profession is considered as beneficial and prestigious by the student.

It also emerged from this study that a family business had no influence on students' choices of careers. The current study contradicts a study by Schroder, Schmitt-Rodermund and Arnaud (2011, p. 116) in Germany that emphasised the contribution of a family business as a motivator for children to pursue certain careers. This may be because the German participants have family business links. It may have been possible that those who participated in the present study did not have family businesses to influence them towards certain careers. A study by Aslam, Jahan & Rahman. (2012, p. 120) in Pakistan reflected that, if the parental experiences were positive, the parents would encourage their children to do careers that support the business but if their entrepreneurial experiences were negative, parents would discourage their children to pursue the same career pathways.

Extended family members had an impact on students' choices of careers as revealed by student participants. These members included grandparents, uncles, aunts and cousins. The proximity to such people may have a bearing on students' choices of careers. This finding is in line with Araujo and Taveira (2009, p. 59) who found that other family members influence students' choices of careers. Other studies (Marinas et al., 2016, p. 276; Ogunyewo et al., 2015, p. 28) also reinforced the above findings which revealed the influence of family members on students' choices of careers.

Data revealed that students who could not separate effectively from their parents were not free to make independent career decisions and that the bond between children and parents influenced their children's choice of careers. Children who have strong relationships with their parents do not want to disappoint their parents by going against their wishes. The results are consistent with Bates (2015, p. 68) in Nigeria who intimated that the child/parent relationship is influential on students' choices of careers.

6. Conclusions and recommendations

Parental influence was found to be influential to the children's choice of careers. The mother's and father's careers and education level had tremendous influence. Parental involvement in the choice of schools and colleges contributed to careers that children eventually choose. Other family members such as siblings and other extended family members had a crucial influence on students' career trajectories. Children choose certain careers to please their parents. The study recommended that schools involve parents in their career development activities as they are an important factor that has an influence on the students' career choices. It was also recommended that a similar study be carried out at the national level to enable generalisation of the findings.

References

Abbasi, M. N. & Sarwat, N. (2014). Factors inducing career choice: Comparative study of five leading professions in Pakistan. *Pakistan Journal of Commerce and Social Sciences, 8*(3), 830–845.

Abiola, J. (2014). Impact of educational aspirations on vocational choices of the female secondary school students on Ondo West local Government area of Ondo State, Nigeria. *European Scientific Journal, 1*, 224–233.

Aguado, C. L., Laguador, J. M. & Deligero, J. C. L. (2015). Factors affecting the choice of school and students' level of interest towards the maritime program. *Asian Social Science, 11*(21), 231–239.

Amani, J. (2013). Social influence and occupational knowledge as predictors of career choice intentions among undergraduate students in Tanzania. *International Journal of Learning & Development, 3*(3), 185–193.

Araujo, A. M. & Taveira, M. (2009). Study of career development in children from a developmental contextual perspective. *European Journal of Education and Psychology, 2*(1), 49–67.

Mtemeri, J. (2019). Family influence on career trajectories among high school students in Midlands Province, Zimbabwe. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, *9*(1), 024-035.

Aslam, S., Jahan, N. & Rahman, A. (2012). An innovative microwave-assisted extraction and antioxidant potential of polyphenols from different parts of Ocimum basilicum. *Journal of Medicinal Plants Research, 6*(11), 2150–2159.

Baines, J. (2009). *What are the factors that shape the career decisions of LSE students? Career education information and guidance in higher education* (MA dissertation, University of Reading, Reading, UK).

Bakshi, A. J., Gandhi, H. N., Shah, R. & Maru, K. (2012). Influence on career choices as perceived by youth in Mumbai. *Indian Journal of Career and Livelihood Planning, 1*(1), 7–18.

Baloch, R. A. S. & Shah, N. (2014). The significance of awareness about selection and recruitment processes in students' career decision making. *European Scientific Journal, 10*(14), 536–552.

Bandura, A. (1988). Organisational application of social cognitive theory. *Australian Journal of Management, 13*(2), 275–302.

Bardick, A. D., Berns, K. B., Magnusson, K. C. & Witko, D. (2004). Junior high school planning: what students want. *Canadian Journal of counselling, 38*(2), 104–117.

Barker, M. (2010). Choices and constraints: family responsibilities gender and academic career. *Journal of Comparative Family Studies, 4*(1), 1–18.

Bates, C. W. (2015). The influence of family on the career interests and choices of youth. *International Journal of Education and Social Sciences, 2*(9), 67–72.

Beggs, J. M., Bsutham, J. H. & Taylor, S. (2008). Distinguishing the factors influencing college students' choice of major. *College Student Journal, 42*(2), 381–394.

Bollu-steve, F.N. & Sanni, W.O. (2013). Influence of family background on the academic performance of Secondary School students in Nigeria. *Ife PsychologIA, 21*(1), 90–100.

Borgen, W. & Hiebert, B. (2006). Career guidance and counselling for youth: what adolescents and young adults are telling us. *International Journal of Adv Counselling, 28*, 389–400.

Braza, M. R. S. & Guillo, R. M. (2015). Social-Demographic characteristics and career choices of private secondary school students. *Asia Pacific Journal of Multidisciplinary Research, 3*(4), 78–84.

Brody, G. H., Stoneman, Z. & McCoy, J. K. (1994). Contributions of family relationships and child temperaments to longitudinal variations in sibling relationship quality and sibling relationship styles. *Journal of Family Psychology, 8*, 274–286.

Clutter, C. (2010). *The effects of parental influence on their children's career choices*. Manhattan: Kansas.

Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education*. London, UK: Routledge.

Dodge, E. A. & Welderufael, M. (2014). *Factors that influence career choice in South African township high school students* (Masters' thesis, Dominican University of California, San Rafael, CA).

Domene, J. F., Shapka, J. D. & Keating, D. P. (2006). Educational career related help seeking in high schools: an exploration of students' choices. *Canadian Journal of Counselling, 40*(3), 145–159.

Duffy, R. D. & Dik, B. J. (2009). Beyond the self: external influence in the career development processes. *The Career Development Quarterly, 58*, 29–43.

Dustman, C. (2004). Parental background, secondary school track choice and wages. *Oxford Economic Papers, 56*, 209–230.

Eccles, J. S. (2007). *Teachers, schools and developing achievement-related motivations and engagement*. New York, NY: The Guilford Press.

Edwards, K. & Quinter, M. (2011). Factors influencing students career choices among secondary school students in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies, 2*(2), 81–87.

Egunjobi, A. F., Salisu, T. M. & Ogunkeye, O. (2013). Academic profile and career choice of fresh undergraduates of library and information science in a Nigerian university of education. *Annals of Library and Information Studies, 60*, 296–383.

Ellefsen, G. & Beran, T.N. (2007). Individuals, families, and achievement: a comprehensive model in a Canadian context. *Canadian Journal of School Psychology, 22*(2), 167–181.

Esters, L. T. & Bowen, B. E. (2005). Factors influencing career choices of urban Agricultural Education students. *Journal of Agricultural Education, 46*(2), 24–35.

Mtemeri, J. (2019). Family influence on career trajectories among high school students in Midlands Province, Zimbabwe. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, *9*(1), 024-035.

Ezeweani, U. L. & Atomatofa, R. O. (2012). Choosing a career in science: the Nigerian student perception. *Journal of Research Studies in Educational Technology, 1*(2), 73–81.

Fatoki, O. (2014). The determinants of the career choice of international students in South Africa. *Mediterranean Journal of Social Sciences, 5*(23), 668–673.

Fisher, T. A. & Padmawidjaja, I. (1999). Parental influences on career development perceived by African American and Mexican American college students. *Journal of Multicultural Counselling and Development, 27*(3), 136–152.

Fizer, D. (2013). *Factors affecting career choices of college students enrolled in agriculture*. A research paper presented for the Masters of Science in Agriculture and Natural Resources degree. Martin, TN: The University of Tennessee.

Hashim, H. M. & Embong, A. M. (2015). Parental and peer influence upon Accounting as a subject and Accountancy as a career. *Journal of Economics, Business and Management, 3*(2), 252–256.

Igbinedion, V. I. (2011). Perception and factors that influence students' vocational choice of secretarial studies in tertiary institutions in Edo State, Nigeria. *European Journal of Educational Studies, 3*(2), 325–337.

Korrir, J. & Wafula, W. (2012). Factors that influence career choice of hospitality students in Moi University, Kenya. *Journal of Education and Practice, 3*(14), 83–90.

Krumboltz, J.D. (2009). The happenstance learning theory. *Journal of Career Assessment, 17*(2), 35–154.

Law, P. & Yeun, D. (2011). A multilevel study of students' motivations of studying accounting. *Career Development International, 54*(1), 50–64.

Ma, P. W. & Yeh, C. J. (2010). Individual and familial factors influencing the educational and career plans of Chinese immigrant youths. *The Career Development Quarterly, 58*, 230–245.

Mapfumo, J., Chireshe, R. & Peresuh, M. (2002). Career perceptions and visions of boys and girls in secondary schools in Zimbabwe: some implications for teachers and parents. *Zambezia, 29*(2), 156–173.

Marinas, L. E., Igret, R. S., Marinas, C. V. & Prioteasa, E. (2016). Factors influencing career choice: the Romanian business and administration students' experience. *European Journal of Sustainable Development, 5*(3), 267–278.

Mashinge, K. P. & Oduntan, O. A. (2011). Factors influencing South African optometry students in choosing their career and institution of learning. *South African Optometrist, 70*(1), 21–28.

Meikle, H. (2005). *The role of occupational values and social support in career choice: an emphasis on women in sciences* (Graduate thesis, University of South Florida).

Mokoro, J. M., Wambiya, P. & Aloka, P. J. O. (2014). Parental influence on secondary school students' attitude towards chemistry. *Mediterranean Journal of Social Sciences, 5*(20), 1457–1466.

Mutekwe, E., Modiba, M. & Maphosa, C. (2011). Factors affecting female students' career choices and aspirations: a Zimbabwe example. *Journal of Social Sciences, 29*(2), 133–141.

O'Shea, D. & Kirrane, M. (2008). The transmission of work-related attitudes: a social learning analysis. *Journal of Managerial Psychology, 23*, 524–557.

Obiyo, N. Z. & Eze, L. (2015). Parental socio economic status as predictor of vocational aspirations of secondary school students in Nigeria: implications for peace, curriculum planners and special educators. *International Journal of Curriculum and Institution, 7*(2), 18–34.

Obwoge, M. E. & Kibor, S. J. (2016). Factors influencing trainee career choice in TVET institutions in North Rift Kenya. *IRA-International Journal of Management & Social Sciences, 3*(3), 476–485.

Oloasebikan, O. I. & Olusakin, A. M. (2014). Effects of parental influence on adolescents' career choice in Badagry local government area of Lagos State, Nigeria. *Journal of Research in Education, 4*(4), 44–57.

Palos, R. & Drobot, L. (2010). The impact of family influence on the career choice of adolescents. *Procedia Social and Behavioural Sciences, 2*, 3407–3411.

Pfingst, C. (2015). *Girls career aspirations: the impact of parents' economic and educational status on educational and career pathways* (Master's thesis, Queensland University of Technology, Brisbane).

Saleem, N., Hanan, M. A. Saleem, I. & Shamshed, R. M. (2014). Career selection: role of parent's profession, mass media and personal choice. *Bulletin of Education and Research, 36*(2), 25–37.

Schroder, E., Schmitt-Rodermund, E. & Arnaud, N. (2011). Career choice intentions of adolescents with a family business background. *Family Business Review, 24*(4), 305–321.

Mtemeri, J. (2019). Family influence on career trajectories among high school students in Midlands Province, Zimbabwe. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, *9*(1), 024-035.

Shumba, A. & Naong, M. (2012). Factors influencing students' career and aspirations in South Africa. *Journal of Social Sciences, 33*(2), 169–178.

Simiyu, N.R. (2015). Influence of gender on career choices by students in youth polytechnics in Bungoma County, Kenya. *International Journal of Innovation and Scientific Research, 14*(1), 83–88.

Trusty, J., Ng, K. & Watts, R. E. (2005). Model of effects of adult attachment on emotional empathy of counseling students. *Journal of Counselling and Development, 83*(1), 66–77.

Uka, A. (2015). Students' educational and occupational aspirations predicted by parents' and adolescents' characteristics. *European Journal of Social Sciences, Education and Research, 4*(1), 207–214.

Van Raden, S. J. (2011). The effects of role models on the attitudes and career choices of female students enrolled in high school science (Dissertation submitted to Portland State University, Portland, OR).

Walaba, A. Y. & Kiboss, J. K. (2013). Factors influencing undergraduate students' choice of Christian religious education as a school teaching a subject in Kenya. *International Journal of Academic Research and Reflection, 1*(3), 8–14.

Wong, S. C. & Liu, G. J. (2009). Will parental influences affect career choice? Evidence from hospitality and tourism management students in China. *International Journal of Contemporary Hospitality Management, 22*(1), 82–102.