



Effects of Parental Functioning on Career Path Selection of University Students in Kisumu City, Kisumu County, Kenya

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Abstract: This paper investigated the effects of parental functioning on career path selection of University students in Kisumu City, Kisumu County, Kenya. A descriptive survey design was used in the study. The study respondents were 10690 as the target population and a sample of 371 participants were selected using Krejcie and Morgan (1970) formula. Descriptive and inferential statistics were used to analyze data using SPSS version 24. Results revealed that 92.1% variation in career path selection among university students is explained by parental functioning. The results indicated that 7.9% variation in career path selection by university students is explained by other factors. Parental functioning has a statistically significant positive effect on career path selection by university students. Parent-Child-Interaction, $\beta = (0.208, \rho = 0.001)$, Parent-Child-Attachment, $\beta = (0.354, \rho = .000)$ and Parent-Child-Support, $(0.770, \rho = .000)$ showed that parental support has greater effect followed by parental attachment and the least was parental interactions, although all are statistically significant. It was concluded that parental functioning influences career path selection among university students. Parental support and parental attachment have a greater effect than parental interaction. It was recommended that students and career counsellors including parents and learning institutions should put greater emphasis on parental support, parental attachment and parental interaction. The study further recommended that students should consider parental functioning when selecting their career paths.

Keywords: Parental Functioning, Parental Interaction, Parental Attachment, Parental Support, Career Path Selection, University Students, Kisumu County, Kenya

Citation

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1. Introduction

Career choice is an important process in human life-skill journey mapping (Chiesa, Massei & Guglielmi, 2016). It is one way an individual demonstrates the ability to identify and recognise core strengths and weaknesses that that make of that person. The success in identifying the right career comes with life enjoyment (Delgado, Serna, Martínez & Cruise, 2022) but failure to results into many negative outcomes. This is because career selection is a

critical stage in the life of a student. It influences a number of decisions, for example university or college choice, choice of a subject, an institution, a target company to work for, a job profile will also depend on the career one chooses to pursue. But most university students change their courses in a number of times as they try to find a suitable selection (Dietrich & Salmela-Aro, 2013). These students move from sciences to art courses, humanities or management without satisfaction. As a result, they end up wasting their time and financial resources. This could be a pointer of failed preparation and readiness of these

students to know outright the nature of their career path (Michael, 2014) some students change courses reducing the level as well from degree to diploma and certificate gradually.

This confusion or unawareness of career path among students is growing. These students or graduates remain in this problem even after having graduated; they portray an unsure status of how the degrees they hold don't give them an apparent vision of what they want to do in life. (Zaff, Donlan, Gunning & Anderson *et. al.*, 2017) this confusion has seen many graduates fail to secure jobs or get the right job and get a satisfying work profile within their career paths. It is proving that career path identification using subject scores (Zuma, 2020) is not working, at least for majority of students who have followed this factor as determinant. Most students after completion of high school normally select a stream depending on their previous best high performance. The students who score 90 percentile and above in science are motivated to become engineers, doctors, statisticians, and in a similar way they go for management, ICT and every other subject. Sawitri, Creed and Zimmer-Gembeck (2023) in more than 90% of the cases, it turns out to be haste or a wrong decision. This could imply that the basis on which students evaluate their career path selection remains unjustified and distorted basis of analyzing potential performance abilities. Most universities too, use joint admission systems that only refer to student high school performance. Besides, the entire admission processes of universities use only high school academic performance documents and the student in question is not interviewed. It means that students who experience exam anxiety and fail to perform up to their standard in high school tests are left out in the race (Quintigliano *et. al.*, 2021) and are considered non-performers or are below-average. Accordingly, there are few who manage to do extremely well just by rote learning (Anderman & Patrick, 2012) given the belief in numbers to prove the caliber. Others depend on their families to make the right call; some choose to follow the crowd. These circumstances prove lack of clarity of one's self-interest (Akhtar, 2012) and is the first wrong step that can lead many of these students to the wrong path.

Consequently, when searching for a job, a resume is not good enough to secure a job for one. There must be rigorously competitive interviews, some which stretches for months. At this stage, a candidate's potential is examined. It implies that potential of an individual can be legitimate criterion for choosing a career as well (Akhtar, 2012) given that it is the most appropriate in recruitment process. But very few students and universities are able to identify critical potential leading to selecting courses without capability basis. Yet a career path identified based on the critical potential of an individual has greater

prospect of assuring success. However, many other factors are often applied. Datta and Milton (2023) argue that these factors include parents' desire/parental pressure, family income, family size, family educational background, peer persuasion, past performance, potential, placements, personality driven and affordability.

Owing to the length of family experience in particular industry, they own solutions to almost every problem (Ezeani, Ogu & Sabboh, 2023). In China, during one family-one-birth rule, only families with a generational gift of good doctors were allowed to give more than one births (Garcia, Restubog, Toledano, Tolentino & Rafferty, 2012). This changed with industrialization, post industrialization and today a common person can be richer, only right skills and knowledge are required to propel one to richness desired (Chiesa, Massei & Guglielmi, 2016). But the intimidating task is the process of making do career planning and exhaustive career research before making a career choice and adjusts with the evolving socio-economic conditions (Chiesa, Massei & Guglielmi, 2016). Michael (2014) states that every individual going through the process is influenced by a number of factors including the context in which they live in, their personal aptitudes, social contacts and educational attainment.

Many past studies (Sawitri, Creed & Zimmer-Gembeck, 2023; Parola, Fusco & Marcionetti, 2023) believe that family functioning that includes parenting style, family mentoring, parental support and guidance, positive or negative environmental influences, and family members' interaction styles can influence children decision towards specific career path. Other scholars (Doren & Kang, 2016) strongly believe that there is no link between these variables. Overall family functioning has is considered to have a greater influence on career development than either family structure (size, birth order, number of parents) or parents' educational and occupational status (Chiesa, Massei & Guglielmi, 2016; Allen, 1999). Parental support and guidance that include specific career or educational suggestions and experiences that indirectly support career development, for example, family vacations, provision of resources such as books, and modeling of paid and nonpaid work roles (Doren & Kang, 2016) are fundamental in child career development. The absence of support, guidance, and encouragement are critical and can lead to struggling, the inability to develop and pursue a specific career focus.

Besides, family functioning includes the response to circumstances such as poverty, alcoholism, marital instability, and illness or death of family members. A family member may respond to a troubling situation, for example, stressful or negative family environment and make hasty, un-thoughtful career decisions trying to

escape or survive (Doren & Kang, 2016) the bad family environment. This is the same way grave life events can stimulate a transformative learning experience thereby shaping a career decision and life direction (Fisher & Griggs, 1994). However, studies aiming to understand the interaction of family functioning components as predictors of career choices of family members remain scarce (Chiesa, Massei & Guglielmi, 2016).

1.2. Statement of the Problem

The growing number of students changing courses, faculty, school or department in search for alternatively better career course in universities is a worrying trend worldwide. There is an increasing rate of confusion or unawareness of career path among students in universities. These students remain in this state even after having graduated and portray an unsure status of how the degrees they hold doesn't give them an apparent vision of what they want to do in life. Many graduates fail to secure jobs or get the right job and get a satisfying work profile of their dream career path. In some instances, some students and career counsellors may use subject scores, or high school best performance of which in more than 90% of the cases, it turns out to be haste or a wrong decision. These circumstances prove a lack of clarity of one's self-interest and are the first wrong step that can lead many of these students to the wrong career path. This is because honest evaluation of a developed individual potential capability may not be realistic through this approach. Yet failure to accurately select a career path may lead to a person being engaged in negative socio-economic activities or even getting frustrated with life. But family functioning that includes parent-child-interaction, parent-child-attachment, and parent-child support are among the crucial components that shape personality development in a child, which may lead to their self-efficacy development and growth. The parenting functioning thus creates different types of personalities for children for example, children whose parent adopts Parental-Child-Support approaches are more liable of personality traits such as assertiveness, self-control, self-regulation and self-dependence. However, available studies have not linked parental functioning (parent-child-interaction, parent-child-attachment, and parent-child support) and student career path selection. This means there is knowledge gap in understanding the role played by parental functioning in determining career path selection of their children at University level in Kenya with specific focus to Kisumu City, Kisumu County of Kenya.

1.3. Objective of the Study

The objective of the paper was to examine the effect of parental functioning on career path selection of university students in Kisumu City of Kisumu County, Kenya

1.4. Hypotheses of the study

The following null hypotheses were formulated for this study and include:

1. **H0₁:** There is no relationship between parental functioning and career path selection among university students in Kisumu City
2. **H0₂:** There is no relationship between parent-child-interaction and career path selection among university students in Kisumu City
3. **H0₃:** There is no association between parent-child-attachment and career path selection among university students in Kisumu City
4. **H0₄:** There is no association between parent-child support and career path selection among university students in Kisumu City

2. Literature Review

2.1 The Concept of Parental Functioning

Parental functioning can greatly influence career development than either family structure (size, birth order, number of parents) or parents' educational and occupational status (Akhtar, 2012; Anderman & Patrick, 2012). Parental attachment, interaction, support and guidance can include specific career or educational suggestions and experiences that indirectly support career development, such as family vacations, provision of resources such as books, and modeling of paid and nonpaid work roles (Datta & Milton, 2023; Hanushek, 2016). The absence of support, guidance, and encouragement can lead to "floundering," the inability to develop and pursue a specific career focus.

According to Chiesa, Massei & Guglielmi, (2016), lack of support takes the form of conflict when a parent pressures a child toward a particular career and may withdraw financial and emotional support for a career path. Family functioning also includes the response to circumstances such as poverty, alcoholism, marital instability, and illness or death of family members. Sometimes an individual may respond to a stressful or negative family environment by making hasty, unreflective career choices in an attempt to escape or survive (Datta & Milton, 2023).

Interactions between parents and children and among siblings are a powerful influence. Interactions can include

positive behaviours such as showing support and interest and communicating openly, or negative behaviours such as pushing and controlling (Datta & Milton, 2023). By sharing workplace stories, expressing concern for children's future, and modeling work behaviours, parents serve as a context for interpreting the realities of work (ibid.). Parent-child connectedness facilitates risk taking and exploration, which are needed for identity formation in general as well as for the formation of vocational identity (Parola, Fusco & Marcionetti, 2023; Yahya & Ismail, 2011). Because career development is a lifelong process, "family of origin continues to have an influence through the life span" (Hanushek, 2016). Understanding early family experiences and relationships can help adults identify barriers to their career progress. Family influences the behaviour or character of a child (Zaff *et. al.*, 2017). Parents play a significant role in laying the foundation of their children's career (Hanushek, 2016).

Parenting functioning is a personal practice, so it varies from parents to parents and from family to family. It is also dynamic, so it changes with generations. It depends upon the guardian's behaviour and wish that they want to implement which Parental Functioning trait to bring up their children. Researchers conclude that there exists several parental functions, most in practice that are based on the specific behavioural patterns to influence the mental developments of children (Hanushek, 2016).

2.2 Career Path Selection

There have been multiple studies conducted and literatures done over the years with respect to factors affecting career choice. Almost all researchers have acknowledged the influence of environment and individuality factors on career choice. Conclusions have been drawn that career choice is made based on many factors depending on circumstances, values and environment, with vital impact of personality on the decision (Zhang *et. al.*, 2019; Zuma, 2020). Despite the importance of career choice, prominent existing theories (Yahya & Ismail, 2011; Tziner, Loberman, Dekel & Sharoni, 2012) do not clearly specify the processes of how career-choice readiness develops during adolescence.

It implies that career development systems perspective is the result of a dynamic interaction of person and context (Zhang *et. al.*, 2019). Due to its contextual nature, career development is strongly affected by the historical, cultural, economic, and social context. Hence, there are no universal stages in vocational development. As a result, career development shows large inter-individual differences in intra-individual change and there is considerable plasticity and variability in developmental patterns. This is particularly important during the

adolescent years, where developmental change increasingly follows less of a normative, stage-like manner. Consequentially, the present study uses a follows a sensitive change to allow investigating Parental Functioning of change at multiple levels of analysis. Finally, individual differences are considered which affects the dynamic nature of developmental change (Yahya & Ismail, 2011).

Therefore, significant inter-individual differences in level of career-choice readiness would exist among students and those differences would be relatively persistent over time. These environmental demands promote the general development of career-choice readiness over time throughout adolescence so that, on average, there would be a developmental trend towards increased career-choice readiness. However, a developmental contextual perspective and existing research also implies that there are significant inter-individual differences in developmental patterns. Therefore, not all students would show the same degree of readiness development and that different students would show different developmental parental functioning.

Existing cross sectional (Yahya & Ismail, 2011; Tziner, Loberman,; Parola, Fusco & Marcionetti, 2023; Mwaa, 2016) and few available longitudinal studies (Jungen, 2008; Akhtar, 2012; Allen, 1999; Anderman & Patrick, 2012; Datta & Milton, 2023) showed significant inter-individual differences in the development and degree of career decidedness and choice readiness which were related to a diverse range of predictors. In a Meta analysis, Datta and Milton (2023) identified over 50 specific variables that have been included in research on correlates of career indecision. Their results indicated that aside from a lack of readiness for a career choice, three additional factors emerged that are related to difficulties in career choice: indecisiveness/trait negative effect, which includes aspects such as a dependent decision-making style, low levels of self-esteem, high neuroticism, anxiety, and an external locus of control beliefs; lack of information, which includes a lack of self, occupational, or process information; and interpersonal conflicts and barriers, including situational constraints, interpersonal conflict, and external barriers.

2.3 The Role of Parental Functioning on Students Career Path Selection

The weak parental functioning parent attempts to behave in a non-punitive, accepting, and affirmative manner towards the child's impulses, desires, and actions (Datta & Milton, 2023). With this type of parenting, few demands are made of the child regarding such things as chores. This type of parenting function does not require the parent to

act as an active agent responsible for shaping or altering the child's behaviour (Datta & Milton, 2023). The child is allowed to regulate his or her own activities.

The parent does not control the child nor encourages the child to obey external standards. Parents who adopt this type of parenting consider self-regulation to be the right of a child to live freely without outside authority. Those who support this type of functioning feel that punishment has inevitable negative side effects, and it is an ineffective means of controlling behaviour. They also feel that close supervision, high demands, and other manifestations of parental authority provoke rebelliousness in children. According to those who espouse this parenting type, firm parental control generates passivity and dependence in the child (Datta & Milton, 2023).

Parent-Child-Attachment is characterised by making few demands, exhibiting non-controlling behaviours, and using minimal punishment. These parents are warm and responsible but not demanding and have few expectations of their children. Parents who do not set rules and regulations for their children's behaviour are described as possessing a permissive Parental Functioning (Tziner, Loberman, Dekel & Sharoni, 2012).

3 Methodology

This paper employed a descriptive survey design. Descriptive research looks at various entities of a population at one point in time and is concerned with describing the characteristics of a particular individual or of a group and ascertain whether variables are associated (Kothari, 2004). Survey design seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitude, behaviour, or values (Mugenda and Mugenda, 1999). Target population consisted of all the final year students at universities, colleges and institutes in Kisumu City.

In terms of sampling strategies, students in their final academic years from the surveyed universities in Kisumu City of Kisumu County, a cosmopolitan County, were sampled to represent the population for the study. These students were sampled through a stratified random sampling method, which allowed the identification of balanced proportions among the students in their career choice categories. Students were randomly selected from each class, representing a faculty/school or department.

The sample was developed using a proportionate sampling strategy. With proportionate stratification, the sample size of each stratum is proportionate to the population size of

the stratum. In determining the sample size the following formula, developed by Krejcie & Morgan (1970) was used; $S =$

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where, $S = \text{req}$
 $X = Z$ (chi-square) value at the desired confidence level (in this case $z = 1.96$ for 95% confidence level)
 $N = \text{Population size}$
 $P = \text{Population proportion}$ (in this case assumed to be 50% since this would provide the maximum sample size)
 $d = \text{Degree of accuracy}$ as reflected by amount of error that can be tolerated in fluctuation of P , (in this case taken as 5%)

Substituting the value of $N = 10,690$ in the above formula,

$$S = \frac{1.96^2 10690 * 0.5(1-0.5)}{0.05^2(10,690-1) + 1.96^2 * 0.5(1-0.5)} = 371$$

Therefore, the sample size of this study was 371. The study adopted a two-stage sampling process. The first stage involved selection of universities or institutions and the second stage involved selection of participants. Non-probability sampling strategy was used to select the universities or institutions and participants in the study. The universities or institutions and participants were selected conveniently.

Structured questionnaires were used and the researchers hand delivered the questionnaires to the participants using the personal method of data collection. Participants were asked to return all questionnaires within two weeks. Primary sources using structured close ended questions are the first occurrence as a point of departure for the empirical investigation. The primary data that were used in this research followed structured close ended questionnaire. When the researcher knows what is required and how to measure the variables of interest, a questionnaire is an efficient data collection mechanism (Sekaran, 2003). Data was analysed using the Statistical Package for Social Scientists (SPSS) version 20 to generate descriptive statistics and inferential statistics to determine the relationships between study variables.

4 Results and Discussion

This chapter presents the presentation, analysis and interpretation of data collected through the questionnaires and the annual reports to show the effects of Parental functioning on career path selection of university students in Kisumu City of Kenya. The responses from the questionnaire are analyzed using sections that follow.

Table 1: Respondents Management Levels

Category	Frequency	Percentage (%)
Sciences	35	12
Business and Management Science	143	49
Humanities and Arts	53	18
Education	61	21
Total	292	100.0

Source: Primary data, 2023

The findings of management levels in Table 1 reveal that majority 143 (49.0%) of the respondents were from the school of business and management science, this was followed by 61 (21.0%) respondents from the school of education, 53 (18.0%) respondents represented school of humanities and Arts and the last one was 35 (12.0%) respondents that represented sciences. This was a pointer that business and management science is the popular school according to the finding of this study. Besides,

humanities and arts, and education are also among the popular courses. This could be due to stream changing where students will move from sciences and go to management and education or humanities departments or schools in search of simple courses. This paper states that it is important to have an honest way of selecting a career path for all categories of students, whether the student is an excellent or below average or even poor ones must have approaches to their real career paths.

Table 2: Does the University Have Student Career Development Day?

Statement	Frequency	Percentage (%)
Yes	222	76
No	53	18
Not Sure	18	6
Total	292	100.0

Source: Primary Data, 2023

The results in Table 2 reveal that respondents believed their institution had career development day 222 (76.0%) while only 71 (24.0%) were not aware of the university student career development day. This is an indication that career building is an important event that is observed in the institutions under this study. It means that proper understanding of career path selection and the influencing dimensions may be crucial to foster effective process that eventually leads to selection of a career path for a particular student. Therefore, it can be strongly stated here that there is career development day at universities in Kisumu City Kenya where students attend, be guided and get counselling on the available career opportunities, their

demands and approaches to overcome those demands to be able to select a career.

4.1 Parental Functioning Adopted by University students

The first objective of the study was to determine the Parental Functioning adopted by university students in Kisumu City. To achieve this objective, the researcher asked respondents to highlight the Parental functioning that had been adopted by university students in Kisumu City to enhance their career path selection. The findings were presented as shown Table 3.

Table 3: Parental Functioning Constructs Adopted by University Students

Parental Functioning	Frequency	Percent
Parent-Child-Interaction	178	86
Parental Attachment	169	74.8
Parental Support	165	74.8

Source: Primary Data, 2023

From the study finding shown in Table 3, the main parental functioning that had been adopted by university

students to enhance their career path selection were parental interaction at 178 (86.0%), parental attachment at 169 (74.8%) and parental support at 165 (74.8%).

The respondents were further asked if there were other parental functioning used by university students in Kisumu City to enhance their career path selection performance, 13 (4.6%) of the respondents indicated that university students had used the peer persuasion. Besides, 8 (2.8%) respondents indicated that the university students had also used past performance. Finally, 5 (1.8%) respondents indicated that the university students had used placements as a means for selecting a career path.

These findings are indicators that parental interaction, parental involvement or interaction, parental attachment and parental support are significant in the process of career path selection. This means that their interactiveness, supportiveness and attachment with their children enhances child development of positive view of the world and become well prepared to face the world with an independent mind. One of the world situations that require adequate development and preparation from an independent mind is career path selection. This means that a student personality has been adequately motivated having been investigated, tested, and built and rebuilt on career path possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide. Given that life is a process, so should

career path selection, it should not be a sudden occurrence in life where no one is unprepared for it.

4.2 Parental Interaction as a Factor Influencing Career path selection

The first parental functioning that was employed by university students was parental interaction. The study sought to know the influence of Parent-Child-Interaction on career path selection of sugar producer. Therefore, four general statements of measures in relation to the influence of parental interaction on career path selection were highlighted and respondents were asked to indicate the extent to which they agreed or disagreed. The findings were as presented in Table 4.

The results in Table 4 reveal that, overall, the respondents agreed, grand mean score 3.59 points, standard deviation 1.21 points. This was an indication that all the statements that measured parental functioning dimensions of parental interaction, parental attachment and parental support were according to their opinion. Parental support was the considered the most influential with the highest mean score of 3.63 points and standard deviation score of 1.24 points, which indicated that respondents agreed with all the four measures of parental support as a reflection of their opinions. This was followed by parental attachment (means score (3.62, 1.82) while parental interaction was the least reported with mean score of (3.49, 1.23). It implied that parental function dimensions of support, attachment and interaction were all important.

Table 4: Parent-Child-Interaction on Career Path Selection

	SD	D	UN	A	SA	Mean	Std. Dev
Parenting Functioning Dimensions							
<i>Parental Interaction/Involvement</i>						3.49	1.23
I get high-challenging stimulation, discipline, and training	11.5%	6.8%	28.2%	36.3%	17.1%	3.41	1.20
My parent expected me to do my best	11.1%	13.7%	24.8%	28.6%	21.8%	3.36	1.30
My parent has a strong belief in my individuality	6.8%	15.4%	20.5%	35.0%	22.2%	3.51	1.20
I have a good parental connection	6.8%	11.1%	24.4%	24.8%	32.9%	3.66	1.23
<i>Parental Attachment</i>						3.62	1.82
My parent listens to my ideas in a nonjudgmental manner	9.4%	11.1%	19.7%	30.3%	29.5%	3.60	1.23
My parent gives me clear expectations	6.8%	9.0%	19.2%	38.0%	26.9%	3.70	1.20
I have internalized the norms of my parents	9.0%	13.2%	17.5%	28.2%	32.1%	3.61	1.30
My ideas match those of my parents	6.8%	12.8%	23.5%	29.5%	27.4%	3.60	1.21
<i>Parental Support</i>						3.63	1.24
high-support parent	6.8%	6.8%	30.8%	32.9%	22.6%	3.60	1.12
My increase self-esteem has increased	4.7%	11.1%	21.8%	35.9%	26.5%	3.70	1.12
Supportive parent-child relationship greatly influences my career aspirations	9.0%	10.7%	24.8%	25.6%	29.9%	3.70	1.12
Am motivated towards when developing future plans	9.0%	11.1%	15.4%	28.6%	35.9%	3.60	1.30
Grand Mean Score						3.59	1.21

NB: SD=Strongly Disagree, D=Disagree, UN=Undecided, A=Agree, SA=Strongly Agree

Source: Primary data, 2023

These findings are a pointer that career path selection is an important process in the child life journey map. It has the potential to open the door for success or close the door of opportunity. These findings agree with the findings of Taylor, Harris and Taylor (2004) that some children maintain that without parental approval, and are often reluctant to pursue, or even explore, certain careers where parental involvement is lacking. 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 specific career options over others. Kniveton (2004) found out that not surprisingly, parents tended to show additional support for occupational choices that mirrored their own.

Effects of Parent-Child-Interaction, Parent-Child-Attachment, Parent-Child-Support on Career Path Selection of University Students

Table 5: Correlations for Parental Functioning Dimensions (Parent-Child-Interaction, Parent-Child-Attachment, Parent-Child-Support) and Career Path Selection

	Career Path Selection	Parental Interaction	Parental Attachment	Parental Support
Career Path Selection	Pearson Correlation	1		
	Sig. (2-tailed)	.000		
Parental Interaction	Pearson Correlation	.942**	1	
	Sig. (2-tailed)	.000		
Parental Attachment	Pearson Correlation	.883**	.768**	1
	Sig. (2-tailed)	.000	.000	
Parental Support	Pearson Correlation	.731**	.720**	.801**
	Sig. (2-tailed)	.000	.000	.000

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

The Pearson's correlation between parent-child-interaction, parent-child-attachment, parent-child-support and career path selection is 0.925 at $\rho = 0.000$. This indicates a strong bivariate association between these variables. This suggests a strong positive and significant bivariate association between career path selection as

measured by parent-child-interaction, parent-child-attachment and parent-child-support. This implies that a unit increase in parent-child-interaction, parent-child-attachment, and parent-child-support leads to 92.5% variability of career path selection among university students.

Table 6: Model Summary for Parental Functioning Dimensions (Parent-Child-Interaction, Parent-Child-Attachment, Parent-Child-Support) and Career Path Selection

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.962 ^a	.925	.924	.38542	.925	1028.985	3	250	.000

a. Predictors: (Constant), Parent-Child-Interaction, Parent-Child-Attachment, Parent-Child-Support

Source: Primary data, 2023

The model summary for parent-child-interaction, parent-child-attachment, parent-child-support and career path selection in Table 6 reveal that an adjusted R square value of 0.924, which implies that parent-child-interaction, parent-child-attachment, and parent-child-support had high explanatory effect on the variation in career path selection

among university students in Kisumu City given that 92.4% of the career path selection was explained by parent-child-interaction, parent-child-attachment, and parent-child-support.

Table 7: Analysis of Variance-ANOVA for Parental Functioning Dimensions (Parent-Child-Interaction, Parent-Child-Attachment, Parent-Child-Support) and Career Path Selection

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	458.553	3	152.851	115.0293	.000 ^a
	Residual	37.136	288	.149		
	Total	495.689	291			

a. Predictors: (Constant), Parent-Child-Interaction

b. Dependent Variable: Career path selection

Source: Primary data, 2023

The findings in Table 7 reveal an Fstatistic [$F(3,288)=115.0293$], which is significant at 5% level of significance (Sig = 0.000). The findings imply that the model

associating parent-child-interaction, parent-child-attachment, parent-child-support to career path selection of university students was significantly fit.

Table 8: Coefficients for Parental Functioning Dimensions (Parent-Child-Interaction, Parent-Child-Attachment, Parent-Child-Support) and Career Path Selection

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.598	.098		6.10	.000
	Parental Interaction	.209	.060	.139	3.47	.001
	Parental Attachment	.354	.052	.272	6.82	.000
	Parental Support	.770	.061	.583	12.66	.000

a. Dependent Variable: Career Path Selection

Career Path Selection of University students = 0.598 + .208PCI+.354PCA+.770PCS

The coefficients for the Parent-Child-Interaction on career path selection of university students in Table 8 reveal that the effect of parental functioning through the three dimensions parent-child-attachment, parent-child-attachment, parent-child-support on career path selection of university students was positive and significant ($\beta = .209, .354, \text{ and } .770, t= 3.47, 6.83 \text{ and } 12.66, \rho = 0.000$). The findings imply that an increase in parent-child-attachment, parent-child-attachment, and parent-child-support by one unit leads to a change in career path selection of university students by .208, .354, and .770 units respectively. The findings are consistent with Li and Kerpelman (2007) who established that parent-child relationship influence their drive to maintain or go for totally new things including career paths.

The hypotheses were tested using significant level, Pearson's correlation and revealed that p-value < .05. This

means that there were effects of parent-child-attachment, parent-child-attachment, and parent-child-support on career path selection. The statistic is consistent with the claim that there is an effect of Parental functioning on career path selection. Therefore, the hypotheses that "There is no relationship between parent-child-attachment and career path selection among university students in Kisumu City and that There is no association between parent-child-attachment and career path selection among university students in Kisumu City; There is no association between parent-child support and career path selection among university students in Kisumu City" are rejected. By rejecting these hypotheses, it was concluded that parent-child-attachment, parent-child-attachment, and parent-child-support on career path selection have effects on career path selection among the university students in Kisumu City of Kenya.

Effects of Parental Functioning on Career Path Selection of University Students

Table 9: Correlations for Parental Functioning and Career path selection

		CPS	Parental Functioning
Career Path Selection (CPS)	Pearson Correlation	1	.881**
	Sig. (2-tailed)	.000	.000
Parental Functioning	Pearson Correlation	.881**	1
	Sig. (2-tailed)	.000	.000

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

Source: Primary data, 2023

The Pearson's correlation between Parental functioning and career path selection among university students in Kisumu City is 0.881 at $\rho = 0.000$. This indicates a strong bivariate association between the variables. This suggests a strong positive significant bivariate association between

career path selections as measured by Parental functioning. This implies that a unit increase in Parental functioning leads to 88.1% increase of career path selection.

Table 10: Model Summary for Parental Functioning and Career Path Selection

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.960 ^a	.921	.920	.39468	.921	2930.180	1	290	.000

a. Predictors: (Constant), Parental Functioning

Source: Primary data, 2023

The model summary findings for Parental functioning on career path selection in Table 10 indicated an adjusted R square value of 0.921, which implies that Parental

Functioning had a high explanatory power on career path selection since 92.1% of the career path selection was explained by parental functioning.

Table 11: Analysis of Variance-ANOVA for Parental Functioning and Career Path Selection

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	456.435	1	456.435	52.9303	.000 ^a
	Residual	39.254	290	.156		
	Total	495.689	291			

a. Predictors: (Constant), a. Predictors: (Constant), Parental Functioning

b. Dependent Variable: Career Path Selection

Source: Primary data, 2023

The results in Table 11 reveal an Fstatistic [$F(1,290) = 52.9303$], which is significant at 5% level of significance (Sig = 0.000). The findings imply that the model associating Parental Functioning to career path selection of

university students was significant. This implies that Parental Functioning affects career path selection of university students in Kisumu City significantly.

Table 12: Coefficients for Parental Attachment and Career path selection

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.212	.037		32.77	.000
	Parental Functioning	.414	.022	.960	18.83	.000

a. Dependent Variable: Career Path Selection

Career path selection = $1.212 + 0.414(\text{Parental Functioning})$

Source: Primary data, 2023

The findings in Table 12 reveal that the effect of Parental Attachment on career path selection was positive and significant ($Beta = 0.414, t = 18.818, p = 0.000$). The findings imply Parental functioning influences career path selection of university students significantly.

Hypothesis H_{01} stated that there is no significant relationship between Parental Attachment on the career path selection of the university students in Kisumu City of Kenya. This was tested using the significant level, Pearson's correlation and revealed that p-value < .05. This implied that there is an effect of Parental Attachment on career path selection. The statistic is consistent with the claim that there is an effect of Parental functioning on career path selection. Therefore, the hypothesis that "There is no significant relationship between Parental functioning and the career path selection of the university students in Kisumu City of Kenya" was rejected. This rejection led to a conclusion that a Parental functioning has an effect on career path selection among the surveyed university students in Kisumu City of Kenya. Besides, its three dimensions investigated in this paper also revealed significant effect on career path selection among university students in Kisumu City, Kisumu County of Kenya.

5 Conclusion and Recommendations

5.1 Conclusion

Effects of Parental functioning on career path selection of university students in Kisumu City of Kenya were shown to be significant. This emphasizes the need for university students to acquire parental functioning including parent-child-interaction, parental attachment and parental support among other factors to consider when selecting their career paths. The paper has established that parent-child-interaction, parental attachment and parental support the findings indicate that indicate that parent-child-support and parent-child-attachment are key determinants of career path selection among university students in Kisumu City of Kisumu County in Kenya. The findings demonstrated that parental functioning positively and significantly explains the variations in career path selection.

5.2 Recommendations

The study recommends that parents, students, management of the university students should use parental functioning

during career development events and admission stages to help determine honest career path that will lead to happiness among the students in their future life of real occupations.

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