

PARENTING STYLES AND CAREER CHOICE OF IN-SCHOOL ADOLESCENTS WITH HEARING IMPAIRMENT IN SOUTH-SOUTH, NIGERIA

UBANI, SAMUEL NWAKAKU PhD.

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCES

IGNATIUS AJURU UNIVERSITY OF EDUCATION, RUMUOLUMENI

PORT HARCOURT, RIVERS STATE

&

WICHENDU, MADONNA CHIGONUM

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCES

IGNATIUS AJURU UNIVERSITY OF EDUCATION, RUMUOLUMENI

PORT HARCOURT, RIVERS STATE

Abstract

The study investigated the relationship between parenting styles and career choice of in-school adolescents with hearing impairment in south-south, Nigeria. The descriptive survey research design of correlational type was adopted for this study. The population for this study comprised all adolescents with hearing impairment in the selected public senior secondary schools in six states in south-south, Nigeria. These young individuals in the schools, age ranged 10 and 19 years, experience between mild to moderate hearing loss whose condition plays a negative role in their choice of profession or vocation. The sample for the study comprised ninety-five (95) adolescents with hearing impairment who were drawn from six secondary schools in south-south. The researcher adopted multi-stage sampling technique to select the schools for the study. This study utilized two instruments for the collection of data. They are Career choice factors of High School Students by Michael Borchert (2002) and Parenting style scale. Multiple regression and Pearson product correlation were used for data analysis at 0.05 level of significance. The results of the study were that; all the independent variables taken together yielded a coefficient of multiple regression $R = .797$ and $R^2 = .636$; there is significant positive relationship between responsive parenting style and career choice; there is significant positive relationship between autonomy-granting parenting style and career choice; the relationship between demanding parenting style and career choice is not significant. Based on the findings of the study three recommendations were made among which is that special educators should use their initiative, intuitiveness and creativity to sensitize adolescents with hearing impairment in choosing the right career, among others.

Key Words: Parenting styles, career choice, in-school, adolescents, hearing impairment

Introduction

A career is a series of designated jobs an individual is responsibly expected to do. It is a chosen profession or vocation that defines a man socio-economically, because it is the total pattern of his activities held during his lifetime. As observed by Redman and Wilkinson (2001), career is the application of a person's cognition and capabilities, providing command over profession, timely work expertise and a basis of developing and bettering business networks. Therefore, people prefer the career that could provide them sound basis for an improved

standard of living (Cavus, Geri & Turgunbayeva, 2015). Hence, the choice of a life career is a very crucial one, and at one point or the other a person has to make this decision. The right career choice for the adolescents is critical with a great impact having high impact on their professional life and future achievement. This is the turning point: it cannot be left, on intuition, preconceived notions, wild imaginations or popular concepts. A misperceived career choice directs all individual efforts and resources into wrong direction, when not aligned with the expectations; would not only be frustrating rather draining of the individual

energy and wastage of resources. The re-alignment is possible, but it has serious implications in terms of time, money and motivation. The career choice of adolescents therefore needs to be based on; strong knowledge, complete information, and appropriately guided, matching individual personality type and other intrinsic and extrinsic factors. In other words, adolescents need to be oriented on new emerging trends, future opportunities and challenges in the context of career choice options because the stage at which they are is a period of storm and stress a crisis looming period a no man's land characterized by overlapping forces and expectation.

Parental factors examined in this study include parenting styles. The role and influence of parents of adolescents in understanding the complexities of career development among the teens cannot be over-emphasized. Many parents create their own style from a combination of factors and these may evolve over time as the children develop their own personalities and move through life's stages. Gracia and Gracia (2014) observed that parental factor is affected by both the parents and children's temperaments and is largely based on the influence of one's own parents and culture. Most parents learn parenting practices from their own parents some of these practices are accepted while some are discarded. The degree to which a child's education is part of parenting is a further matter of debate. Thus, Darling and Steinberg (1993) suggested that it is important to better understand the difference between parental factors and parenting practices. Parenting practices are defined as specific behaviors that parents use to socialize their children (Darling & Steinberg, 1993). For example, when parents want children to do well in school, they may model behavior as in sitting down and guiding their children in doing the homework, setting aside some time for homework and making school a priority by going to school functions like parent-teacher conferences. Baum rind (1991) considered a parental factor as the emotional climate in which parents have been characterized

by dimensions of parental responsiveness and demandingness.

Families, parents and guardians in particular, play a significant role in the occupational aspirations and career goal development of their children. Without parental approval or support, adolescents with hearing impairment are often reluctant to pursue or even explore diverse career possibilities. Although parents acknowledge their role and attempt to support the career development of their children, parental messages contain an underlying message of "do not make the same mistakes that I did." These interactions may influence adolescents with hearing impairment to select specific collegiate majors or pursue particular occupations. Numerous studies have found that college students and young adults cite parents as an important influence on their choice of career. Yet parents may be unaware of the influence they have on the career development and vocational choice of their children (Osakinde, 2010; Hewitt, 2010; Lazarus, Mohammed & Adigun, 2013).

According to Oyamo and Amoth (2008), rural students tend to seek help from parents more than urban students and that parents more than teachers play a major role in the career choice of students. Hewitt (2010) stated that most adolescents are influenced by careers that their parents favour, others follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. In a study by Natalie (2006), young adults through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. One consistent finding in research suggests that adolescents' own aspirations are influenced by their parents' aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choice. Children may choose what their parents desire simply to please them (Taylor, Harris & Taylor, 2004).

Parenting styles as part of parental factors in this study contribute a lot to career choice or decision of adolescents with hearing impairment. Parents prove to be essential part of adolescent career development. However, different styles of parenting have been identified based upon two aspects of parenting behavior, control and warmth (Baumrind, 1991). Parental control refers to the degree to which parents manage their children's behavior from being very controlling to setting few rules and demands. Parental warmth refers to the degree to which parents are accepting and responsive of their children's behavior (Baumrind, 1991). From the foregoing, the researcher of this study has been able to consider responsive, autonomy-granting and demanding styles of parenting in relation to career choice of adolescents with hearing impairment. Responsive parenting style gives room for freedom of expression among adolescents with hearing impairment.

Responsive parenting style involves the parents encouraging the adolescents with hearing impairment to be independent while maintaining limits and controls on their actions. Responsive parents are warm and firm. These parents do not invoke stipulated rules. Instead, they are willing to entertain, listen to, and take into account their adolescents' viewpoint (Steinberg & Silk, 2002). According to Wargo (2007), responsive parents engage in discussions and debates with their adolescents, although ultimate responsibility resides with the parents. Research findings demonstrate that adolescents of responsive parents learn how to negotiate and engage discussions (Steinberg, 2001; Steinberg & Silk, 2007). They understand that their opinions are valued. As a result, they are more likely to be socially competent, responsible and autonomous. Responsive parents put into consideration the views and ideas of their children with hearing impairment as far as career decisions are concerned. The parents allow their children to open up to them, reason together before vital decisions on career are made. However, autonomy-granting style slightly departs from what

obtains from that of responsive, because it incorporates certain principles.

Autonomy-granting parenting style comprises few clear and predictable rules because follow-through is not constant and misconduct is ignored, neutral or positive affective tone. Autonomy-granting parents give adolescents with hearing impairment a high level of freedom and do not restrain their behaviors unless physical harm is involved (Rossman & Rea, 2005). Autonomy-granting parenting exposes an overly tolerant approach for socialization with responsive and undemanding parenting behavior. These parents are nurturing and accepting, but at the same time they avoid imposing demands and controls over adolescents' behavior (Zupancic et al., 2004). They have little or no expectations for their adolescents and often view their children as friends and have few limits imposed. Steinberg (2001) established that autonomy-granting parents are indulgent and passive in their parenting, and believe that the way to demonstrate their love is to give in to their adolescents' wishes. They do not like to say no or disappoint their adolescents. As a result, these adolescents are allowed to make many important decisions without parental input. These teens also learn that there are few very boundaries and rules and those consequences are not likely to be very serious. Based on this, they may have difficulty with self-control and demonstrate egocentric tendencies that can interfere with proper development of peer relationship. It should be remarked that demanding parenting, being the third and last style in this study, is cohesive in nature as it is based on an over-bearing attitude of parents.

Demanding parenting style involves the use or display of little warmth by the parents. Demanding parents are strict disciplinarians, use a restrictive, punitive style (Heaven & Ciarrochi, 2008) and insist that their adolescents follow parental directions. These parents do not engage in discussions with their teens and family rules and standards are not debated (Ang & Goh, 2006).

Steinberg and Silk (2002) affirmed that demanding parents believe the adolescents should accept, without question, the rules and practices that they establish. Research findings revealed that adolescents of demanding parents learn that following parental rules and adherence to strict discipline is valued over independent behavior. As a result, adolescents may become rebellious or dependent. Those who are rebellious might display aggressive behaviors. Adolescents who are more submissive tend to remain dependent on their parents. In the light of the above, it should be noted that adolescents' behavior also influences parenting style. Whereas cooperative, motivated and responsible adolescents with hearing impairment may be more likely to have parents who exercise responsive parenting style, an uncooperative, immature and responsible adolescent with hearing impairment may be more likely to elicit parenting style which is demanding in nature. Another parental factor in this study closely related to parenting styles is socio-economic status of parents. This has to do with the standard of living in the family, largely dependent on income and financial well-being or otherwise.

The family is the most basic institution in our culture and the primary setting where children learn to interact with their environment. It is obvious that children obtain their initial experience and training through interaction with parents and other members of the family. Families have an essential role to perform regardless of whether the child lives with disability or not. Family influence is an important factor in preparing adolescents for future roles as workers. Mortimer (1992) reported that family influence had the most effect on educational plan and occupational exploration of students. Lankard (1996) asserted that young people develop their attitudes about work and career as a result of interaction with family members. The family background of an individual especially young adult affects their occupational destination and employment prospect. Panicky and Jepsen (1992) observed that family factors are associated with career development. Such

family factors include parents' socio-economic status, educational level, personality and biological factors. This study therefore examined relationship between parental styles and career choice among in-school adolescents with hearing impairment in south-south, Nigeria.

Review of Literature

Rinat, Rachel and Tova (2013) examined the contribution of different types of parental support to career self-efficacy among 11th and 12th grade students (N = 160): 66 students with hearing loss (23 hard of hearing and 43 deaf) and 94 hearing students. Participants completed the Career-Related Parent Support Scale, the Career Decision-Making Self-efficacy Scale, and the Self-efficacy for the Management of Work-Family Conflict Questionnaire. Different aspects of parental support predicted different types of career self-efficacies across the 3 groups. Differences among groups were also found when levels of parental support were compared. The deaf group perceived lower levels of parental career-related modeling and verbal encouragement in comparison with the hard-of-hearing students and higher levels of parental emotional support compared with the hearing participants. No significant differences were found among the research groups in career decision-making self-efficacy and self-efficacy in managing work-family conflict.

Ndurumo, Zanten and Meereboer (2013) sought to determine whether the use of a deaf role models film has influence on parents' initial reactions and their regarding educational opportunities and career aspirations and choices for their children. A documentary film of Kenya Deaf Models produced by a consortium of NGOs working with deaf persons in Kenya and the Netherlands was shown to both parents and deaf youths in primary, secondary, and technical training institutions. Focus group discussions, interviews and a questionnaire were used to determine the impact of film on attitudes of parents and their children regarding educational opportunities and career choices. From the responses, the researchers

noted that the documentary had a positive impact on parents. Initially, parents perceived deafness as a disability or a disease due to lack of information on deafness, the meaning of sign language and where to learn it, and the available educational options. This indicates that when parents are fully informed about the capabilities and possibilities for their deaf children and appropriate career paths, they tend to value education for their deaf children. Kracke (2009) examined the influence of parental education and behaviors on adolescents' career exploration. The participants were 236 9th-grade students in German middle-track schools. The results indicated that parental authoritativeness, openness to adolescents' issues, and concern with promoting career exploration significantly related to the career exploration by their children, independent of parental educational background and adolescent gender.

[Antonopoulou](#), [Hadjikakou](#), [Stampoltzis](#) and [Nicolaou](#) (2012) examined parenting styles of mothers with deaf or hard-of-hearing children and hearing siblings. The study aimed to determine whether rearing a deaf or hard-of-hearing child would differentiate the parenting and disciplinary preference of parents between the deaf or hard-of-hearing and the hearing child. The parenting styles of 30 hearing mothers from Cyprus were assessed using the Greek version of the Parenting Styles and Dimensions Questionnaire. Additionally, mothers rated sibling interactions using the sibling inventory of behavior. The results indicated that the dominant parenting style for both the hearing and the deaf or hard-of-hearing children among the participating mothers was the authoritative type and the least prevalent parental types were the permissive and the strict. Moreover, mothers' perceptions of sibling relationship were found to be a significant factor in predicting mothers' reported parenting styles in this sample.

Antoson, Danermak and Lundstrom (2006) investigated the importance of social support for hard-of-hearing students in pursuing their educational careers. The aim was to describe

different processes in what is termed the "educational career" of hard-of-hearing students. The data comprised narratives from 30 hard-of-hearing former students representing four groups: students from a special school who continued to university education or to employment; students from ordinary schools who continued to university education or to employment. The results indicated that support within the educational experience is of great importance and the social support provided by parents is of crucial importance for a student's educational trajectory or career. This support, in combination with an adjusted school environment, seems to greatly diminish the importance of the hearing impairment. The researchers concluded that hard-of-hearing students should not necessarily choose a special school just because of the impairment but because of more accentuated mechanisms in special schools that promote post-secondary education.

Educating deaf and hard of hearing children is largely hampered by attitudes of parents who believe that investing in the children has almost zero returns. In 2013, the Kenya Society for Deaf Children reported that out of 200,000 deaf children, 8,000 were in school. A study by Kiaritha (2011) found that deaf students attending universities in Kenya make up 7.4% compared to 15.4% visually impaired and 77.2% physically handicapped. These findings indicated that parents of deaf and hard of hearing and the society generally have low expectations of deaf children regarding their educational potentials and career choices. This results in deaf students being enrolled in vocational schools after they complete primary education.

Munyua, Awori and Rukangu (2014) investigated the factors influencing choice of vocational courses by learners with Hearing Impairments (HI) in selected Vocational Training Centers (VTCs), Kenya. The objectives of the study were: types of vocational courses, learners' career aspirations, peer influence and factors within the school environment that facilitate choice of vocational courses. The research study adopted mixed

method approach design in achieving its objectives. Data was collected from selected VTCs in Kenya. Purposive sampling was used in the selection of the institutions, administrators, instructors and learners. Stratified sampling was used to select four administrators, eleven instructors, sixty-two learners. Descriptive statistics in SPSS such as frequency tables, percentages, graphs and charts were used to analyse quantitative data while thematic texts were used to present qualitative data. The findings of the study indicated that most of the vocational courses offered in VTCs were tailoring, masonry, carpentry and joinery and beauty therapy and were relevant to job market. The study also established that peers influenced how learners with HI chose vocational courses and acted as role models and they encouraged each other to choose same courses they had undertaken. The study also found out that learners with HI lacked career awareness in the choice of vocational courses due to lack of proper guidance by the parents/guardians and also partly by the instructors and this greatly influenced how they chose their vocational courses. The study showed that factors within the school environment influence the type of vocational courses learners with HI chose and that instructors advised the learners on how to choose vocational courses depending on their interest and abilities. It is thus recommended that on the effect of peer influence on the choice of vocational courses, the VTCs should employ or hire career experts whose

responsibilities should be to guide learners on the suitability of various courses.

Research Methodology

The descriptive survey research design of correlational type was adopted for this study. The population for this study comprised all adolescents with hearing impairment in the selected public senior secondary schools in six states in south-south, Nigeria. These young individuals in the schools, age ranged 10 and 19 years, experience between mild to moderate hearing loss whose condition plays a negative role in their choice of profession or vocation. The sample for the study comprised ninety-five (95) adolescents with hearing impairment who were drawn from six secondary schools in south-south. The researcher adopted multi-stage sampling technique to select the schools for the study. This study utilized two instruments for the collection of data. They are Career choice factors of High School Students by Michael Borchert (2002) and Parenting style scale. Multiple regression and Pearson product correlation were used for data analysis at 0.05 level of significance.

Data Analysis and Discussion of Findings

Research Question 1: What is the joint contribution of parenting styles to the prediction of the dependent variable?

Hypothesis 1: Parenting styles taken jointly do not significantly predict career choice of the in-school adolescents with hearing impairment

Table 1: Summary of Multiple Regression Analysis on the joint predictive value of the independent variables on the dependent variable

Multiple R = .797					
Multiple R ² = .636					
Standard error estimate = 1.05678					
Adjusted R ² = .632					
Source of variation	Df	Sum of squares	Mean square	F – ratio	Sig
Regression	3	47255.053	5906.882	187.407	.000
Residual	91	2710.652	31.519		
Total	94	49965.705			

From table 1, it is shown that all the independent variables taken together yielded a coefficient of multiple regression $R = .797$ and $R^2 = .636$. This implies that 63.6% of the total variance of career choice of the in-school adolescents with hearing impairment is accounted for by the combination of all the independent variables. This indicates that the joint contribution of all the independent variables was significant to the prediction of career choice at 0.05 level. Hence, they are potent

predictors of the dependent variable, ($F_{(3,91)} = 187.407$).

Research Question 2: What is the relationship between responsive parenting style and career choice of adolescents with hearing impairment?

Hypothesis 2: There is no significant relationship between responsive parenting style and career choice of adolescents with hearing impairment.

Table 2: Pearson Product Moment Correlation on Relationship between Responsive Parenting Style and Career Choice of Adolescents with Hearing Impairment.

Variables	N	Df	r-value	p-val	Remark
Responsive Parenting Style (X) Career Choice (Y)	95	93	0.459	0.003	Rejected

The result on the table above reveals that there was a significant relationship between the two variables (responsive parenting style and career choice), ($r = .459$, $p < 0.05$). This shows a relationship that was significant at 0.05 level of significance and hence, the null hypothesis is rejected. This result means that the adoption of responsive parenting style improves level of career choice among the adolescents.

Research Question 3: What is the relationship between autonomy-granting parenting style and career choice of adolescents with hearing impairment?

Hypothesis 3: There is no significant relationship between autonomy-granting parenting style and career choice of adolescents with hearing impairment.

Table 3: Pearson Product Moment Correlation on Relationship between Autonomy-Granting Parenting Style and Career Choice of Adolescents with Hearing Impairment.

Variables	N	Df	r-value	p-val	Remark
Autonomy-Granting Parenting Style (X) Career Choice (Y)	95	93	0.640	0.000	Rejected

The hypothesis was tested at 0.05 level of significance and the result on table 3 shows a significant relationship between autonomy-granting parenting style and career choice ($r = .640$, $p < 0.05$). This is an indication that the parenting style is good in enhancing career choice among the adolescents. Hence, the null hypothesis is rejected.

Research Question 4: What is the relationship between demanding parenting style and career choice of adolescents with hearing impairment?

Hypothesis 4: There is no significant relationship between demanding parenting style and career choice of adolescents with hearing impairment.

Table 4: Pearson Product Moment Correlation on Relationship between Demanding Parenting Style and Career Choice of Adolescents with Hearing Impairment

Variables	N	Df	r-value	p-val	Remark
-----------	---	----	---------	-------	--------

Demanding Parenting Style (X)	95	93	0.043	0.154	Accepted
Career Choice (Y)					

The result presented on the table above ($r = .043$, $p > 0.05$) simply depicts that the relationship between demanding parenting style and career choice was not significant at 0.05 level. Based on this result, the null hypothesis is thus accepted. This finding suggests that the adoption of this parenting style is not healthy for career choice among the adolescents.

Discussion of Findings

Relationship between Responsive Parenting Style and Career Choice of Adolescents with Hearing Impairment

The result on the table 2 shows that there is a significant relationship between responsive parenting style and career choice among adolescents with hearing impairment. This result may be due to the fact that responsive parenting style always gives room for the adolescents to express themselves even though with some moderation. This result is not surprising as it corroborates Lusk and Fazarro (2009) who affirmed that adolescents reared with the parenting style are found to have full control over their actions and inactions. In the same vein, McGee (2010) found a significant relationship between responsive parenting style and career choice. Munyua, Awori and Rukangu (2014) at the same time found that one of the major factors influencing choice of vocational courses among adolescents with hearing impairment is the parents and the manner with which they handle the children. Similarly, Witco, Bernes, Magnusson and Bardick (2005) found that parental factors have significant influence on career planning.

Relationship between Autonomy-granting Parenting Style and Career Choice of Adolescents with Hearing Impairment

The result of the analysis reveals a significant relationship between autonomy-granting parenting style and career choice among adolescents with hearing impairment. This finding means that the

adoption of this parenting style will bring about improved career choice competence among adolescents. The finding is however not unexpected because adolescents reared with this style enjoy relative freedom. This finding supports Almond and Mastitis (2012) who found a similar relationship between the two variables in a study involving college adolescents. Lazarus, Mohammed and Adigun (2013) found that family and teachers' factors had a positively significant effect on the career decision making of adolescents with hearing impairment. Also, Aysenur (2011) found that some potential factors that contribute to career indecision of university students are locus of control, perceived parental factors, self-efficacy, and career outcome expectations with career indecision.

Relationship between Demanding Parenting Style and Career Choice of Adolescents with Hearing Impairment

The result on the table 4 shows no significant relationship between demanding parenting style and career choice among adolescents with hearing impairment. The finding may be as a result of the fact that the style is rigid and does not always allow the adolescents enough freedom to do things their own way. This finding is in line with Aquiline and Supple (2001) who concluded that career choice did not thrive in situations where adolescents are not given freedom to express themselves. The children always depend on their parents on most activities they partake in. This finding contradicts Desiree (2005) that there was a positive effect of parenting on young female adolescents' career aspirations. Also, Madonna, Barbara and Mai (2005) established that perceived occupational barriers were positively predictive of career indecision, and perceived parental support was positively associated with career certainty.

Recommendations

In order to enhance career choice among secondary school adolescents with hearing impairment, the following recommendations are hereby made:

1. Career choice should be evaluated at all levels of secondary school students' development to ensure, encourage and foster its development among them. This would provide basis for assessing and providing opportunity to optimize their career decision making.
2. Furthermore, continuous counseling or psycho-social intervention programmers should be put in place to help guide secondary school adolescents with hearing impairment for them to rediscover their career potential, abilities and capabilities and improve their career decision making.
3. Special educators should use their initiative, intuitiveness and creativity to sensitize adolescents with hearing impairment in choosing the right career.

References

- Ang, R.P. & Goh, D.H. (2006). Authoritarian parenting style in Asian societies. A cluster-analytic investigation-contemporary family therapy. 28(1): 131-151.
- Antonopoulou K, Hadjikakou K, Stampoltzis A & Nicolaou N. (2012). Parenting Styles of Mothers with Deaf or Hard-of-Hearing Children and Hearing Siblings. *Journal of Deaf Studies and Deaf Education* 17 (3): 306-318.
- Antoson S, Danermak B & Lundstrom I. (2006). Importance of Social Support for Hard-of-Hearing Students in pursuing their "Educational Careers". *Scandinavian Journal of Disabilities* 8, 4: 298-316.
- Baumrind, D. (1991). Parenting styles and adolescent development. In R.M. Lerner, A. C. Peterson, and J. Brooks-Gunn (Eds.), *Encyclopedia of adolescence* (pp. 746-758). New York: Garland Publishing, Inc.
- Cavus, R.Geri,T. &Turgunbayeva, J.(2015). 'Factors Affecting the Career Plans of University Students after Graduation', *International Journal of Humanities and Social Science*. Vol. 5, No. 5.
- Darling, N.& Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin* 113(3): 487-496.
- Garcia F and Gracia E. 2009. Is always authoritative the optimum parenting style? Evidence from Spanish families. *Adolescence* 44(173): 101-131.
- Garcia, F., & Gracia, E. (2014). The indulgent parenting style and developmental outcomes in South European and Latin-American countries. In: *Parenting Across Cultures: Childrearing, Motherhood and Fatherhood in Non-Western Cultures*. Vol.7. Springer, Dordrecht, Netherlands; 2014:419-433.
- Goldberg, L.R. 1993. "The Structure of Phenotypic Personality Traits." *American Psychologist*, vol. 48, no 1, 26.
- Heaven, P. & Ciarrochi, J. (2008). Parenting styles, gender and the development of hope and self-esteem. *European Journal of Personality*. 22(8): 207-724.
- Hewitt, J. (2010). Factors influencing career choice. Cited from www.ehow.com on 15/02/2020.
- Lankard, B.(1996). "New ways of Learning in the workplace", ERIC Digest, viewed on line 7 January 2008 at www.ericdigests.org/1996-2/work.html.
- Motimer, E.F. (1992). Presupostospistemologicos para umametodologia de ensino de quimica: mudancaconceitual e per.
- Munyua C, Awori B.B & Rukangu S. (2014). Factors influencing choice of vocational courses by learners with hearing impairments in selected vocational training centres, Kenya. *International Journal of Education And Research*. Vol. 2 No. 7.
- Natalie, M. F. (2006). Factors influencing career choice of adolescents and young adults in rural PennSylvia. *Journal of Extension*, 44(3).
- Ndurumo, M.M, Zanten, M.V. & Meereboer, K. (2013). Effects of a deaf role models documentary film on attitudes of parents

- towards educational opportunities of their children: A case of Kenya. *Vision 2030*, Retrieved October 23, 2013, from <http://www.vision2030.go.ke/>
- Osakinde, E. O. (2010). In-school adolescents and career choice: The case of Ekiti state, Nigeria, 2010IABN and ITLC. Conference proceeding, Orlando, FL, USA.
- Oyamo, O. R., & Amoth, D.(2008). Choice of final year options by undergraduate students at the Moi School of Information Sciences. *East African Journal of Information Science*.
- Penick, N., & Jepsen, D. (1992). Family functioning and adolescent career development. *Career Development Quarterly* 40, No. 4 : 208-222.
- Redman, T. & Wilkinson, A. (2001). *Contemporary human resources management*. NewYork: Financial Times Prentice Hall.
- Rinat M, Rachel, G.C & Tova, M. (2015). What shapes adolescents' future perceptions? The effects of hearing loss, social affiliation, and career self-efficacy. *Journal of Deaf Studies and Deaf Education* 20, 4: 399-407
- Rossman, B.R. & Rea, J.G. (2005). The relation of parenting styles and inconsistencies to adaptive functioning for children in conflictual and violent families. *Journal of Family Violence*, 20(5):261-77.
- Steinberg, L.D. (2001). We know some things: adolescent-parent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 11: 1-19.
- Steinberg, L.D. & Silk, J.S. (2002). Parenting adolescents in M. Bornstein (eds.) *Handbook on parents*. (2nd. edition Vol. 1.) Mahwah, N.J. Erlbaum
- Taylor, I. Harris, M. B., & Taylor, S. (2004). Parents have their say... about their college-age children's career decisions. *NACE Journal*, 64(2), 15-20.
- Wargo, E. (2007). Adolescents and risk: helping young people make better choices. ACT for Youth Center of Excellence: Research Facts and Findings.
- Zupancic, M., Podlesek, A. & Kavcic, T. (2004). Parental child care practices of Slovenian pre-scholars mothers and fathers. The family environment questionnaire. *Horizons of Psychology* 13(3):7-26.